



Department
for Education

Working lives of teachers and leaders: wave 4

Research report

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Definitions

This is a description of key terms used throughout the wave 4 core report:

- **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 (non-early career teacher); classroom teacher (early career teacher), or; unqualified teacher. **Base size=8,539**
- **Leaders** – where the report refers to a leader, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, or; assistant headteacher. **Base size=2,117**
- **Middle leaders** – where the report refers to middle leaders, this includes all who specified in the survey that their current job role was middle leader. For example, head of faculty, head of subject/subject leaders, head of key stage, head of phase or head of year group. **Base size=2,120**
- **Senior leaders** – where the report refers to senior leaders, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, assistant headteacher or; leading practitioner. **Base size=2,374**
- **Classroom teachers (non-ECT)** - where the report refers to a classroom teacher (non-ECT), this includes all teachers who specified in the survey that they were a classroom teacher but who were not Early Career Teachers (ECTs). **Base size=5,905**
- **Classroom teachers (ECTs)** – where the report refers to Early Career Teachers (ECTs), this includes all teachers who are in the first two years of their teaching career after qualifying and are participating in Early Career Framework (ECF) based training. **Base size=2,066**
- **Those with teaching responsibilities** – where the report refers to those with teaching responsibilities, this 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. **Base size=9,778**
- **Panellists** – where the report refers to panellists, this means those teachers and leaders who took part in previous waves of the survey as well as wave 4. Analysis of panellists' data comprises the longitudinal element of the study. Some longitudinal analysis of panellists is based on those who took part in wave 1, wave 2, wave 3 and wave 4 and some just wave 3 and wave 4. The report makes clear which group of panellists the analysis refers to.
 - **W1 to W4 panellists - base size=3,260**

- **W3 to W4 panellists - base size=6,264**
- **Non-panellists** – where the report refers to non-panellists, this means teachers and leaders who took part in the survey for the first time this wave. **Base size=5,005**
- **Initial teacher training (ITT)** – this refers to the training undertaken by teachers and leaders prior to them qualifying as a teacher. Analysis by ITT route in the report is derived from responses to survey question G1a which is asked of all ECTs teaching or leading in an English state school. ITT route is split into the following categories:
 - University-led course / Higher Education Institution – **base size=965**
 - School Direct (salaried) - **base size=81**
 - Post Graduate Teaching Apprenticeship (Teaching Apprenticeship) - **base size=107**
 - School Direct (fee-funded) - **base size=169**
 - SCITT (School Centred ITT) - **base size=596**
 - High Potential ITT (delivered by Teach First) - **base size=92**
- **Phase** – the phase of the school at which the teacher or leader works is defined as one of the following:
 - **Primary** – if the teacher or leader indicated through the survey that the school they work at is primary only. **Base size=5,759**
 - **Secondary** – if the teacher or leader indicated through the survey that the school they work at is either secondary only or primary and secondary (i.e. an all through school). **Base size=4,493**, this includes 91 at an all through school
 - **Special / PRU / AP** – if the school the teacher or leader works at is defined as a special school, pupil referral unit (PRU) or other alternative provision (AP) through the 2023 SWC. **Base size=556**
- **Free school meals (FSM) % quintiles** – throughout the report, analysis is conducted using the proportion of pupils in a school in receipt of free school meals (FSM). This serves as a proxy indicator for the level of disadvantage within a school. The analysis is split into quintiles, with the lowest quintile (quintile 1) representing schools with the lowest proportion of pupils in receipt of FSM through to the highest quintile (quintile 5) representing schools with the highest proportion of pupils in receipt of FSM. The percentage of FSM in each quintile is as follows:
 - **Quintile 1** – 0-11.1% of pupils receiving FSM
 - **Quintile 2** – >11.1-18.1% of pupils receiving FSM

- **Quintile 3** – >18.1-27.3% of pupils receiving FSM
- **Quintile 4** – >27.3-40.2% of pupils receiving FSM
- **Quintile 5** – >40.2% of pupils receiving FSM
- **School size quintiles** – quintiles are also used for analysis by school size (number of pupils), with the lowest quintile (quintile 1) representing schools with the lowest number of pupils and the highest quintile (quintile 5) representing schools with the highest number of pupils. The number of pupils in each quintile are as follows:
 - **Quintile 1** – 0-146 pupils
 - **Quintile 2** – 147-217 pupils
 - **Quintile 3** – 218-350 pupils
 - **Quintile 4** – 351-530 pupils
 - **Quintile 5** – 531+ pupils
- **Percentage point** – the term ‘percentage point’ is used in the report when describing the difference between two percentages. A percentage point is a unit of measure equal to one percent
- **Special educational needs and disability (SEND)** – the term ‘SEND’ refers to pupils who have a learning difficulty and/or a disability that means they need special health and education support
- **English as an additional language (EAL)** – the term ‘EAL’ refers to pupils who are recorded as having English as an additional language as they are exposed to a language at home that is known or believed to be other than English
- **Physical or mental health condition** - this group is defined by those who responded ‘yes’ to question O1 ‘Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?’
- **Those living with a disability** – this group is defined by those who responded ‘yes’ to question O1 ‘do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?’ and ‘yes – a lot’ or ‘yes – a little’ to question O2 ‘do any of your conditions or illnesses reduce your ability to carry-out day-to-day activities?’

1. Introduction

Background to the survey

Working Lives of Teachers and Leaders (WLTL) is a longitudinal study that will run for at least five annual waves, from 2022 up to 2026. It is intended to provide a representative picture of the experiences of teachers and leaders in state schools in England. It was conducted by IFF Research and UCL's Institute of Education on behalf of the Department for Education (DfE). The first wave was carried out in spring 2022, with subsequent waves conducted each spring thereafter, with the fourth wave conducted in spring 2025 and is the basis of this report.

The aim of the study is to examine issues around teacher supply, recruitment and retention in the school teaching and leadership workforce in England.¹ The study is intended to improve the evidence base around teachers and leaders experience of working in state schools in England and to help DfE to design policies that better support teachers and leaders. Specifically, the study looks at in-school factors affecting recruitment and retention of teachers and leaders, such as:

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

Findings on these areas are analysed according to an intersection of factors such as school phase, subject area taught, length of service, gender, race or ethnic group.

This report presents detailed findings from wave 4 of the WLTL survey, which was conducted between 28 January and 6 May 2025. A high-level summary of these findings was published in November 2025 and is available here: [Working lives of teachers and leaders: wave 4](#)

Additionally, a suite of tables is published alongside this report allowing for further exploration of participants' responses across each different area of the survey split by individual and school-level characteristics.

¹ Department for Education, 'Teacher Recruitment and Retention Strategy', January 2019. Source: <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

Methodological overview

This section gives a brief summary of the survey methodology. More detail about the approach, including information on sampling, weighting, interpreting the report, and statistical confidence can be found in the accompanying technical report. This technical report is available on the WLTL reports page on GOV.UK.

60,205 teachers and leaders were invited to take part in wave 4. In part, the survey uses a longitudinal design so all respondents to the wave 3 survey who were contactable and not a leaver at wave 3 (9,855) were invited (which included 4,360 who took part at wave 1), alongside 50,350 further teachers and leaders who were sampled for the first time in wave 4 (2025).

In total, 10,808 teachers and leaders took part in the survey. Of these, 5,759 taught in primary schools, 4,493 in secondary schools and 556 in special schools, Pupil Referral Units (PRUs) or in other Alternative Provision (AP). In addition, 461 leavers (those who reported that they no longer worked in an English state school) completed the survey, taking the total number of responses to 11,269. The survey was mixed mode, with 8,145 completing online and the remaining 3,124 completing by telephone interview.

The survey was split into a core survey and three shorter modules. The core survey was asked of all participating teachers and leaders, with the modules asked of a smaller subset of teachers and leaders who took part online. They were randomly assigned to one of the three modules: work life/wellbeing (asked of 2,598), continuing professional development (CPD) (asked of 2,588) and pay (asked of 2,596). Panellists were assigned to the same module at each wave they participated in.

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 waves

It is important to note that this is a cross-sectional report, where multivariate analysis has not been undertaken. Within the report, differences by individual characteristics as well as school-level characteristics are presented. A causal relationship cannot be assumed between responses and these individual or school-level characteristics, however, in some places we have noted correlations which may affect the results. For example, in places where a difference is noted by school size, it is also common for a similar difference to be noted by phase, which is likely related to the fact that primary schools are on average, smaller than secondary schools. In particular, overall differences between academies and local authority-maintained schools may be associated with

phase differences, given that the majority of secondary schools are academies, so in this report, we only report on school type differences where they reflect statistically significant differences within phase.

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 2025, 2023 and 2025 and 2024 and 2025. 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.

Longitudinal weighting

With each wave of additional longitudinal data, the longitudinal analysis potential increases. As this is the fourth year of the WLTL survey, it was possible to conduct longitudinal analysis between wave 4 and the three previous waves. For this analysis, six longitudinal weights were created. For each of the below groups a core survey longitudinal weight and a module longitudinal weight was created:

- those who had participated in all waves 1-4 (i.e. joined the panel in wave 1)
- those who had participated in waves 2-4 (i.e. joined the panel in wave 2)
- those who had participated in waves 3-4 (i.e. joined the panel in wave 3)

Longitudinal weights were calculated using logistic regression models which drew upon a range of variables, both from survey responses and the sample. Throughout this report the longitudinal weights are applied to all longitudinal analysis and analysis of those who had left English state school teaching or leadership between the 2024 and 2025 surveys.

2. Career history and returning to the English state sector

Experience outside of teaching and leading

The majority of teachers and leaders had only ever pursued a career in teaching or leadership within the English state school sector (62%). Around one-in-ten (10%) had worked in a different kind of school², while just over three-in-ten (31%) had worked outside of teaching and school leadership altogether. These results are consistent with 2024 and 2023.

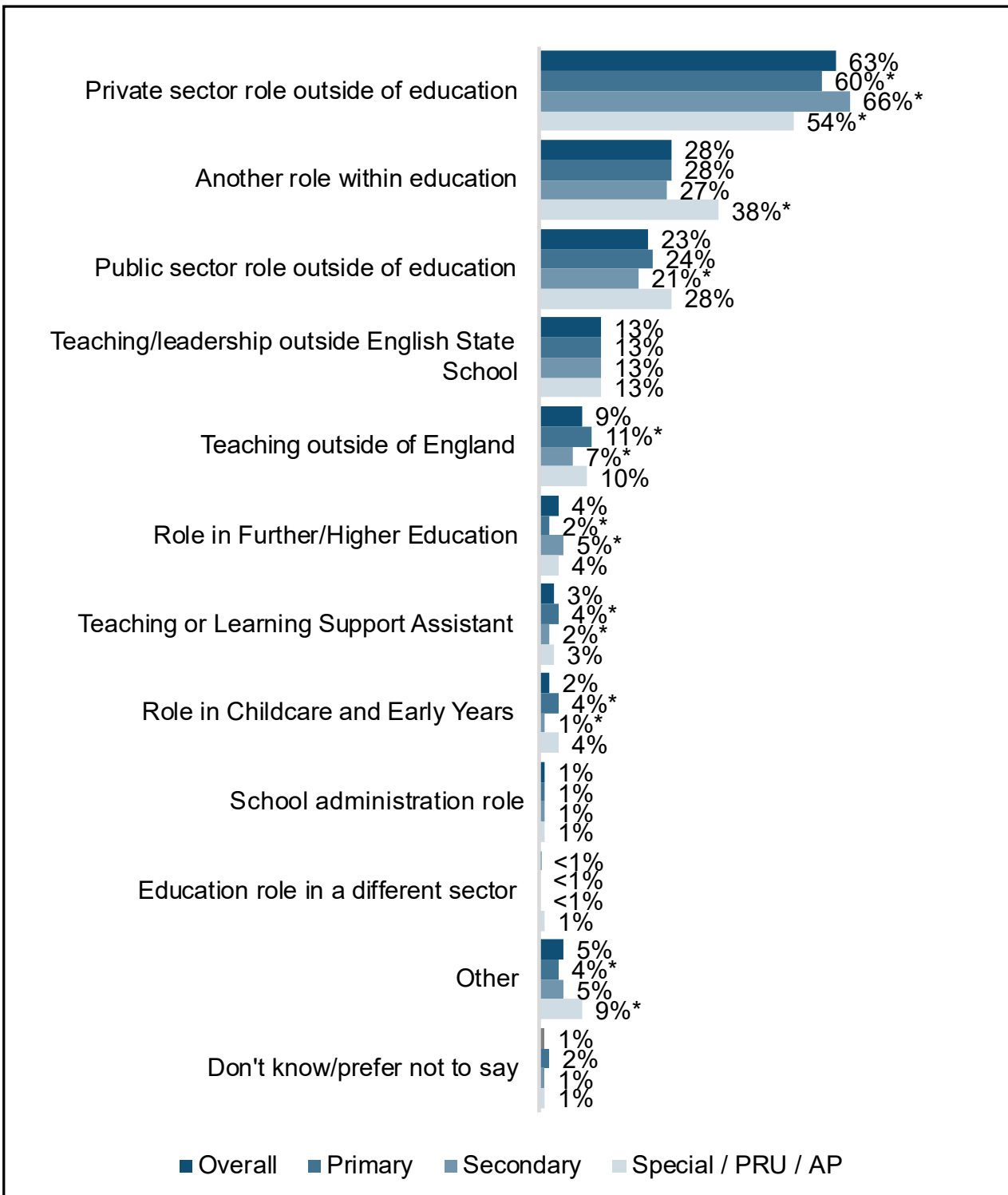
As in previous years, teachers and leaders working in primary schools were more likely to have never pursued a career outside of English state school teaching or leadership (67%) than those working in secondary schools (57%), or special schools, PRUs or other AP (also 57%). Across all school types, leaders were more likely than teachers to have never pursued a career outside of English state school teaching or leadership (72% vs. 60%).

Of those who had previously pursued a career outside of English state school teaching or leadership, most had worked in a private sector role outside of education entirely (63%). Just over one-in-four had worked in another role within education (28%), while just under one-in-four had worked in a public sector role outside of education (23%). The full list of previous career paths is shown in Figure 2.1 below.

Previous career paths differed somewhat by phase. Those in secondary schools were more likely to have worked in a private sector role outside of education (66%) compared with those working in primary schools (60%) or in special schools, PRUs or other AP (54%). Primary teachers and leaders who had pursued other careers were more likely than those working in secondary schools to have taught outside of England (11% vs. 7%), to have worked as a teaching or learning support assistant (4% vs. 2%), or in a childcare or early years role (4% vs. 1%). Those working in special schools, PRUs or other AP were in turn more likely to have worked in another role in education than those working in mainstream schools (38% vs. 28% primary, 27% secondary).

² This includes state schools located outside of England or in an independent or private school.

Figure 2.1 Roles teachers and leaders had previously held when pursuing a career outside of English state school teaching or leadership by phase, 2025



Source: Working lives of teachers and leaders survey. L2NEW. In what type of role did you previously work when pursuing your career outside of English state school teaching or leadership? Multiple response. All who had pursued another career outside of teaching or leadership (wave 4, 2025, n=3,983: Primary, n=1,822; Secondary, n=1,931; Special, PRUs, or AP, n=230). *Indicates significant difference compared to overall.

Returning to the English state school sector

Returners refers to those who had worked as a teacher or leader in an English state school prior to pursuing another career, who have subsequently returned to the state sector. This accounted for 11% of participating teachers and leaders, consistent with the 12% reporting this in 2024 and 2023.³

A change in personal circumstances was the most common reason cited by returners for their decision to return to teaching and leading in the English state school sector: 44% cited this as a factor (Figure 2.2). Other common reasons included it offering a secure job (37%), the opportunity to work with children and young people (27%), and that they missed teaching (26%). This was consistent with 2024, and the only difference compared with 2023 was an increase in the proportion citing it offering a secure job (37% vs. 27% in 2023).

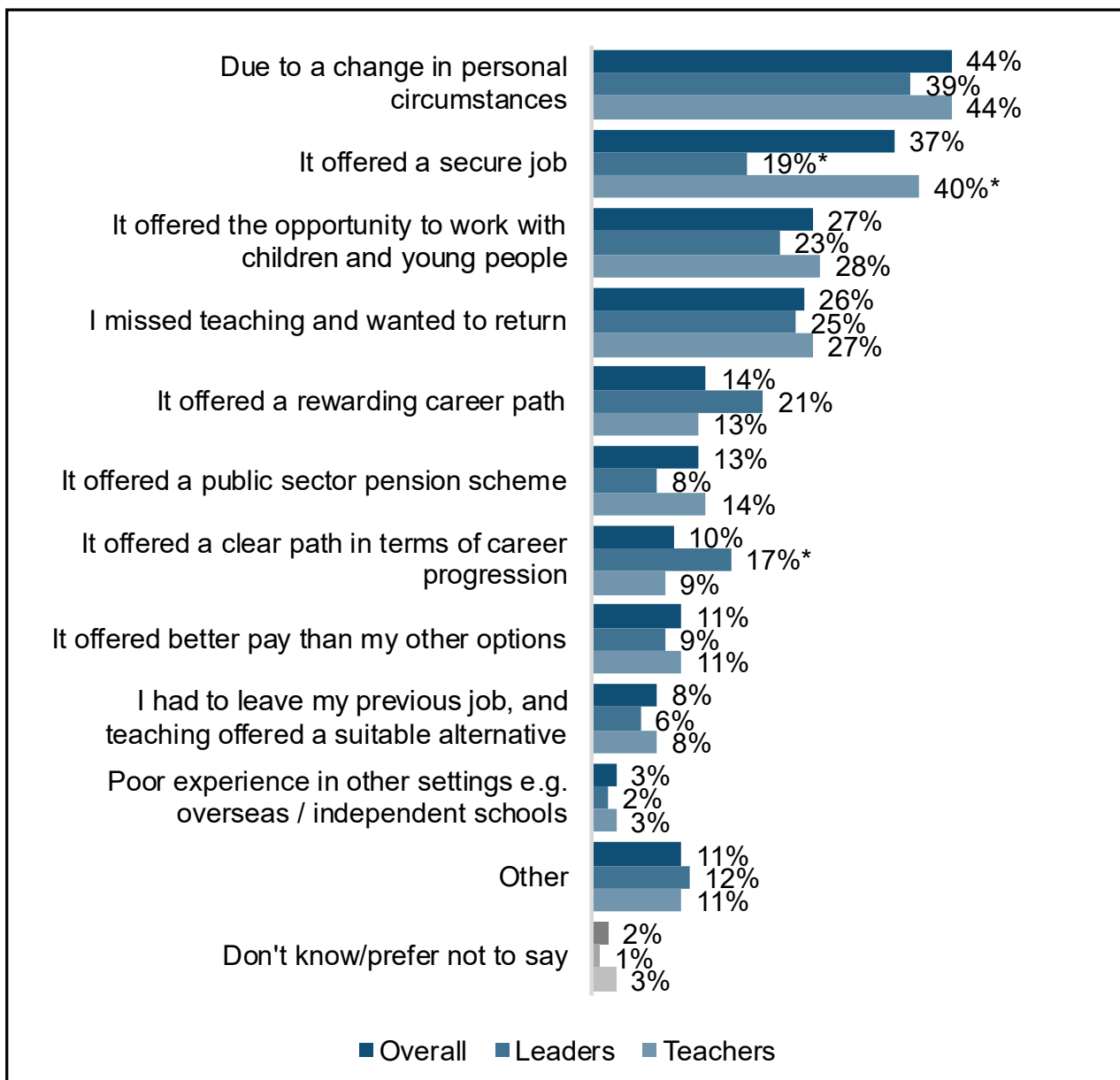
There was variation between teachers and leaders' motivations for returning to the English state school sector in 2025. Teachers were more likely to have been motivated by it offering a secure job (40% vs. 19% among returning leaders), a difference that has widened from previous years and contributed to the overall increase in the proportion citing this reason since 2023 (27%). In contrast, leaders were more likely to have been motivated by it offering a clear career progression path (17% vs. 10% overall). These differences were also observed in previous years.

As in 2024, those working part time in 2025 were less likely than those working full time to cite the clear career progression path as a reason for their return (5% vs. 13%).

Motivations for returning were relatively consistent across all phases, with the exception that those working in secondary schools were less likely to have been motivated to return by the opportunity to work with children and young people (21% vs. 32% for primary).

³ Returners were not captured in 2022.

Figure 2.2 Teachers and leaders' reasons for returning to teaching in the English state sector, 2025



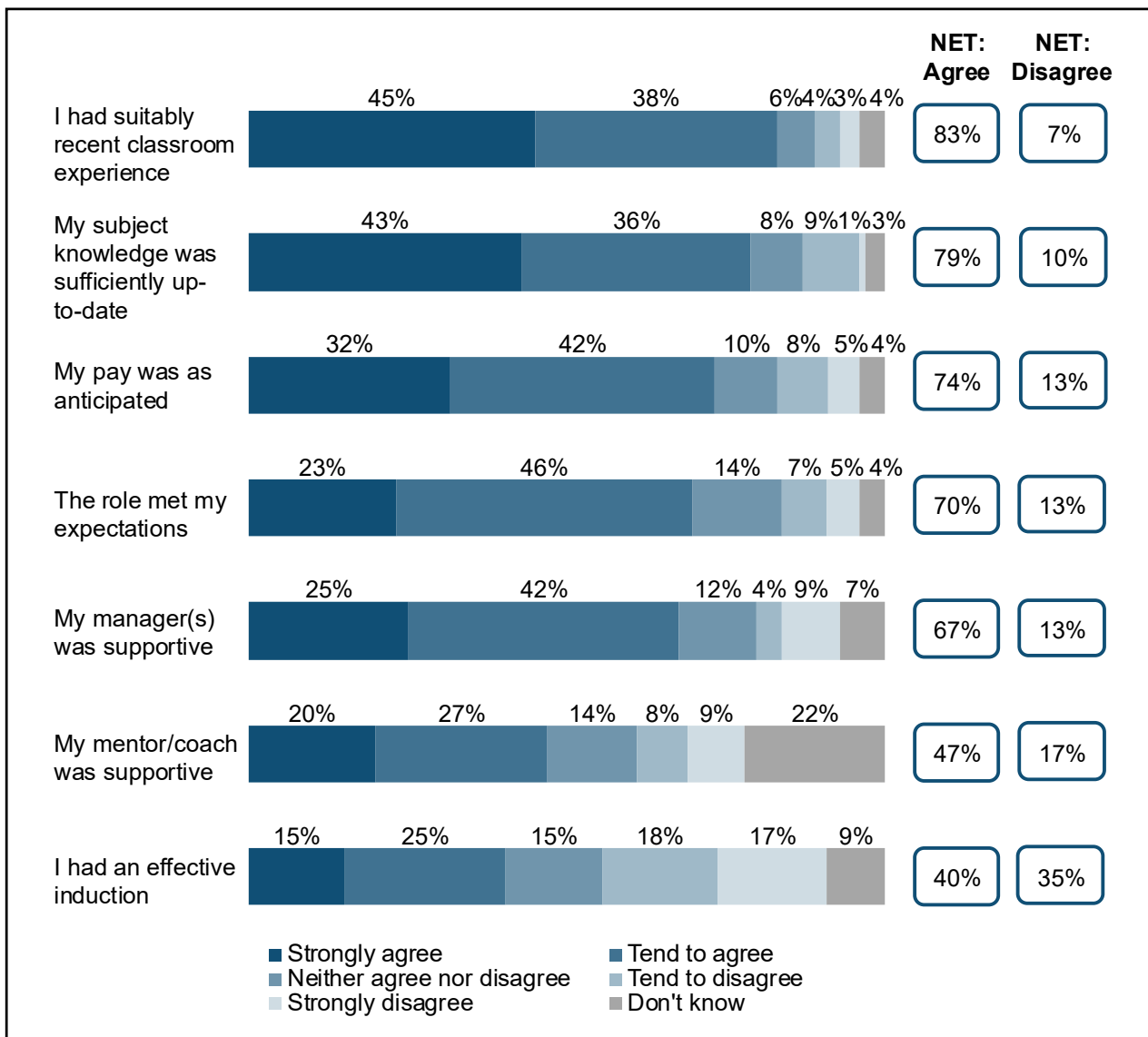
Source: Working lives of teachers and leaders survey. L6. Why did you decide to return to teaching in the state sector? Multiple response. All who had pursued another career outside of teaching or leading before returning to the English state sector (wave 4, 2025, n=429: leaders, n=101; teachers, n= 322). *Indicates significant difference compared to overall.

Views upon returning

Returners were asked about their views on and experiences of returning to the English state school sector (Figure 2.3). The majority agreed that they had suitably recent classroom experience (83%), and their subject knowledge was sufficiently up to date (79%). They were least likely to agree that they had an effective induction (40%) or that

their mentor/coach was supportive (47%). There were no differences in returners' agreement with these statements compared with the 2024 and 2023 surveys.

Figure 2.3 Teachers and leaders' views on returning to the English state school sector, 2025



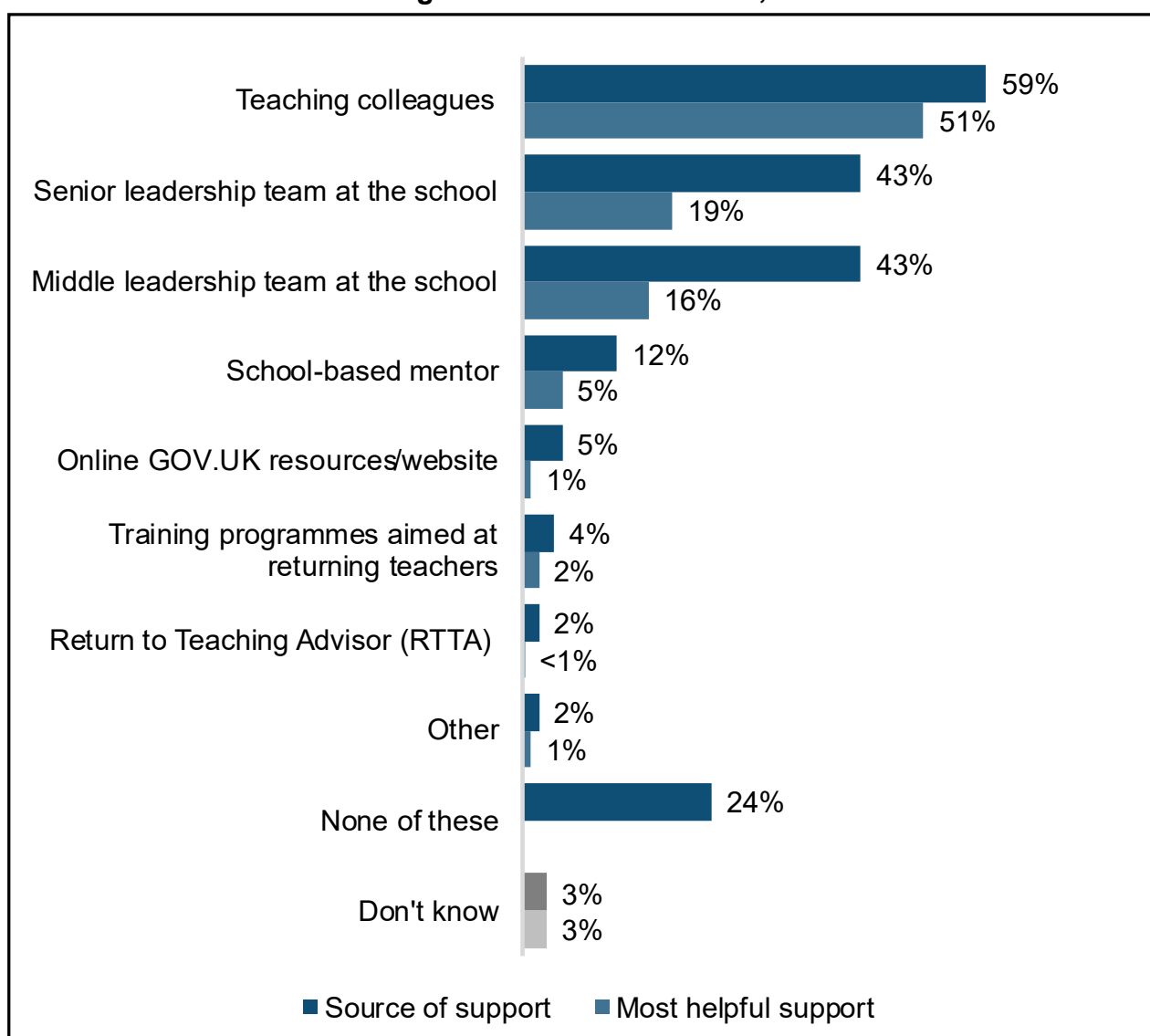
Source: Working lives of teachers and leaders survey. L7. To what extent do you agree with the following statements about your return to teaching in the state sector? Single response. All who had pursued another career outside of teaching/leading before returning to the English state sector (wave 4, 2025, n=429).

Across a number of measures, returning leaders were more positive than returning teachers. In particular, this applied to pay being as anticipated (89% vs. 72%), the role meeting their expectations (88% vs. 67%), their manager being supportive (78% vs. 65%), their mentor or coach being supportive (63% vs. 44%), and having an effective induction (58% vs. 37%).

There were a few differences by phase, notably that those returning to secondary schools were more likely to agree that their subject knowledge was sufficiently up to date (85% vs. 73% of those returning to primary schools and 70% of those returning to special schools, PRUs or other AP). Additionally, those returning to special schools, PRUs or other AP were less likely to agree that the role met their expectations (50% vs. 73% for primary, 72% for secondary).

Most returners (73%) said they received support on their return to teaching in the English state school sector. As shown in Figure 2.4, most commonly this support was from teaching colleagues (59%), the middle leadership team (43%), or the senior leadership team (43%).

Figure 2.4 Support received by teachers and leaders on their return to teaching in the English state school sector, 2025



Source: Working lives of teachers and leaders survey. L8. On your return to teaching, which of the following did you get support from? Multiple response (wave 4, 2025, n=429). L8a. And which of these was the most helpful to you? Single response. All who pursued another career outside of teaching/leading

before returning to the English state sector and who used any form of support on their return to teaching (wave 4, 2025, n=323). Please note: Figures <1% are not included in the chart. Figures for 'most helpful support' have been rebased to remove 'none of these'.

Leaders compared with teachers were more likely to report receiving support from the senior leadership team (63% vs. 39% of teachers), as were teachers and leaders returning to primary schools compared with secondary schools (49% vs. 38% in secondary schools). Those returning to secondary schools were in turn more likely to cite support from the middle leadership team (53% vs. 34% in primary schools), or a school-based mentor (17% vs. 8%).

Panellists' career trajectories

This section shows how job roles for panellists have changed between the 2022 (wave 1) and 2025 (wave 4) surveys.

Movement between job roles from 2022 to 2025

Overall, a large majority of panellists (81%) had remained in the same role between 2022 and 2025.

Table 2.1 shows job role movement in more detail, listing the job roles that panellists had in 2022 (wave 1, in rows) and in 2025 (wave 4, in columns), as well as the proportion that had changed roles by wave 4. The key things of note were:

- those who were heads (headteachers and executive headteachers) in wave 1 were the least likely to have changed roles between 2022 and 2025, with only 9% having done so
- in contrast, those who were leading practitioners in wave 1 were most likely to have changed role, with almost two thirds (64%) having done so between 2022 and 2025. Those who were leading practitioners in 2022 had most commonly moved to the following roles: middle leaders (27%), and assistant heads (17%)
- around one-in-four (24%) panellists who were deputy heads in 2022 had become heads by 2025

Table 2.1 Movement between job roles, 2022-2025⁴

Job role	<i>Base</i>	Heads (W4)	Deputy heads (W4)	Assistant heads (W4)	Leading practitioner (W4)	Middle leader (W4)	Classroom teacher (non-ECT) (W4)	Unqualified teacher (W4)	Other (W4)	NET: Any Movement
Base	-	250	150	200	98	853	1318	10	126	-
Heads (W1)	213	91%	3%	1%	0%	0%	4%	0%	2%	9%
Deputy heads (W1)	138	24%	72%	3%	0%	0%	1%	0%	1%	28%
Assistant heads (W1)	145	4%	17%	68%	0%	3%	4%	0%	3%	32%
Leading practitioner (W1)	95	<0.5%	1%	17%	36%	27%	11%	0%	9%	64%
Middle leader (W1)	948	<0.5%	2%	9%	5%	60%	18%	<0.5%	7%	40%
Classroom teacher (non-ECT) (W1)	1140	<0.5%	<0.5%	1%	2%	18%	76%	0%	3%	24%
2nd year ECT (W1)	245	0%	0%	1%	1%	22%	76%	<0.5%	1%	100%
1st year ECT (W1)	42	0%	0%	0%	0%	22%	78%	0%	0%	100%
Unqualified teacher (W1)	16	0%	0%	0%	0%	19%	25%	51%	5%	49%
Other (W1)	23	3%	0%	0%	8%	9%	30%	0%	50%	50%

Source: Working lives of teachers and leaders survey. All teachers and leaders taking part in wave 1 and wave 4 (wave 4, 2025, n=3,005).

⁴ No wave 1 (2022) panellists were still ECTs in wave 4 (2025), so there are no columns for: “2nd year ECT” and “1st year ECT”

3. Teacher and leader workload

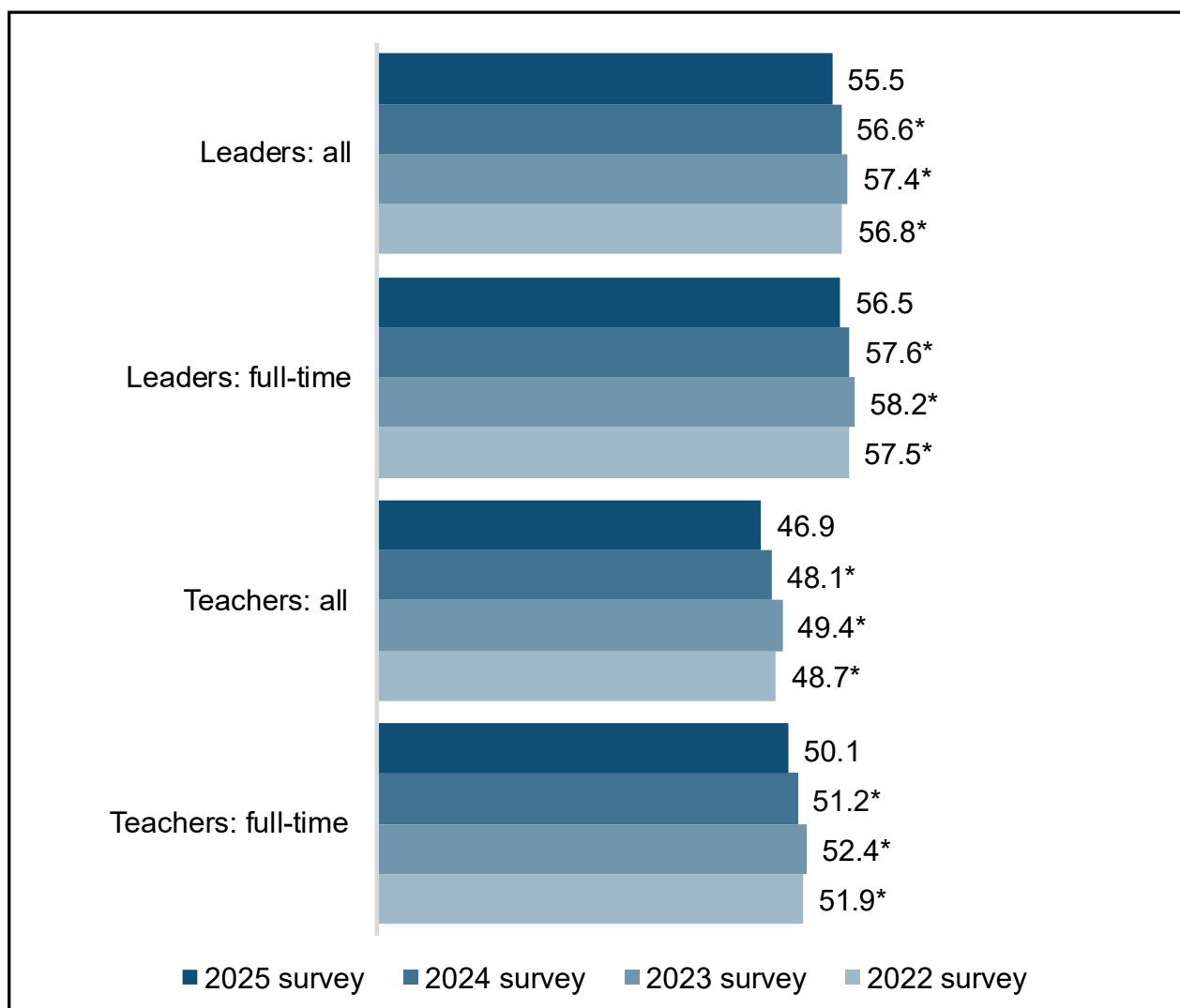
Hours worked

Teachers and leaders both reported working fewer hours on average in their most recent full week of work in 2025 compared with all previous years (Figure 3.1). Average weekly working hours were as follows:

- leaders: 55.5 hours, down from 56.6 in 2024, 57.4 in 2023 and 56.8 in 2022
- teachers: 46.9 hours, down from 48.1 in 2024, 49.4 in 2023 and 48.7 in 2022

Among leaders, this pattern was driven by those working full time in particular (56.5 hours vs. 57.6 in 2024, 58.2 in 2023 and 57.5 in 2022), while for teachers, average hours were lower among both those working full time and those working part time.

Figure 3.1 Average total hours in reference week, by job role and full time status, 2022-2025



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637), (wave 3, 2024, n=1,755) (wave 4, 2025, n=2,117). Full-time leaders (wave 1, 2022, n=1,695) (wave 2, 2023, n=1,497) (wave 3, 2024, n=1,571) (wave 4, 2025, n=1,885). 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). Full-time teachers (wave 1, 2022, n=7,113) (wave 2, 2023, n=6,945) (wave 3, 2024, n=6,472) (wave 4, 2025, n=6,813). *Indicates a significant difference compared to 2025 survey.

Distribution of working hours across hourly bands

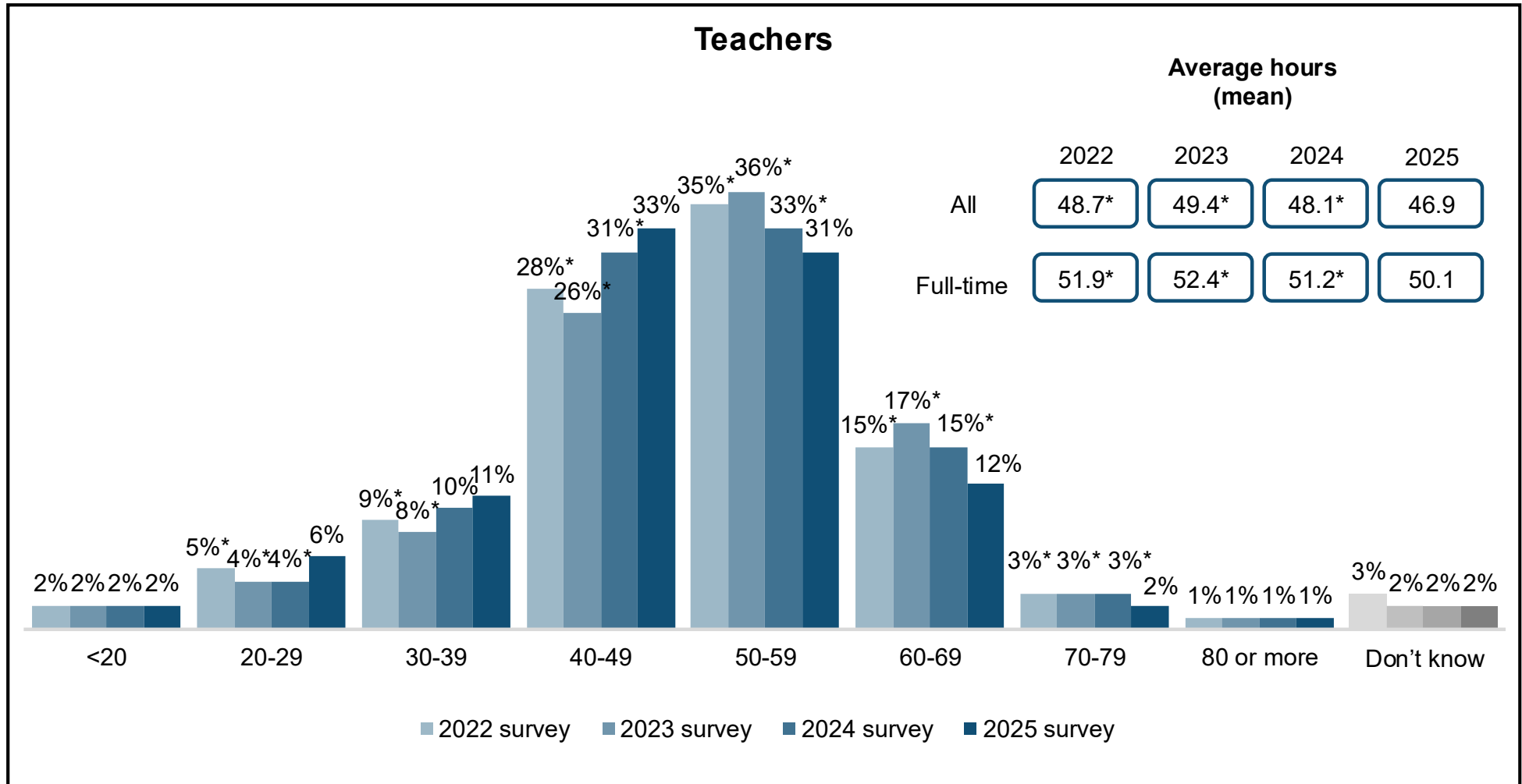
In line with the overall reduction in average weekly working hours, the distribution of weekly working hours has also shifted towards the lower hourly bands over time. These changes were more substantial among teachers but were also observed among leaders to a slightly lesser extent.

As shown in Figure 3.2, a lower proportion of teachers reported working hours between 50-59 hours, 60-69 hours or 70-79 hours compared to all previous years. For example,

31% of teachers reported working 50-59 hours per week in 2025, down from 33% in 2024, 36% in 2023 and 35% in 2022. Conversely, more teachers reported working hours within the lower hourly bands, including 33% who reported working 40-49 hours per week (up from 31% in 2024, 26% in 2023 and 28% in 2022), 11% who reported 30-39 hours (up from 8% in 2023 and 9% in 2022), and 6% who reported 20-29 hours (up from 4% in 2024 and 2023, and 5% in 2022).

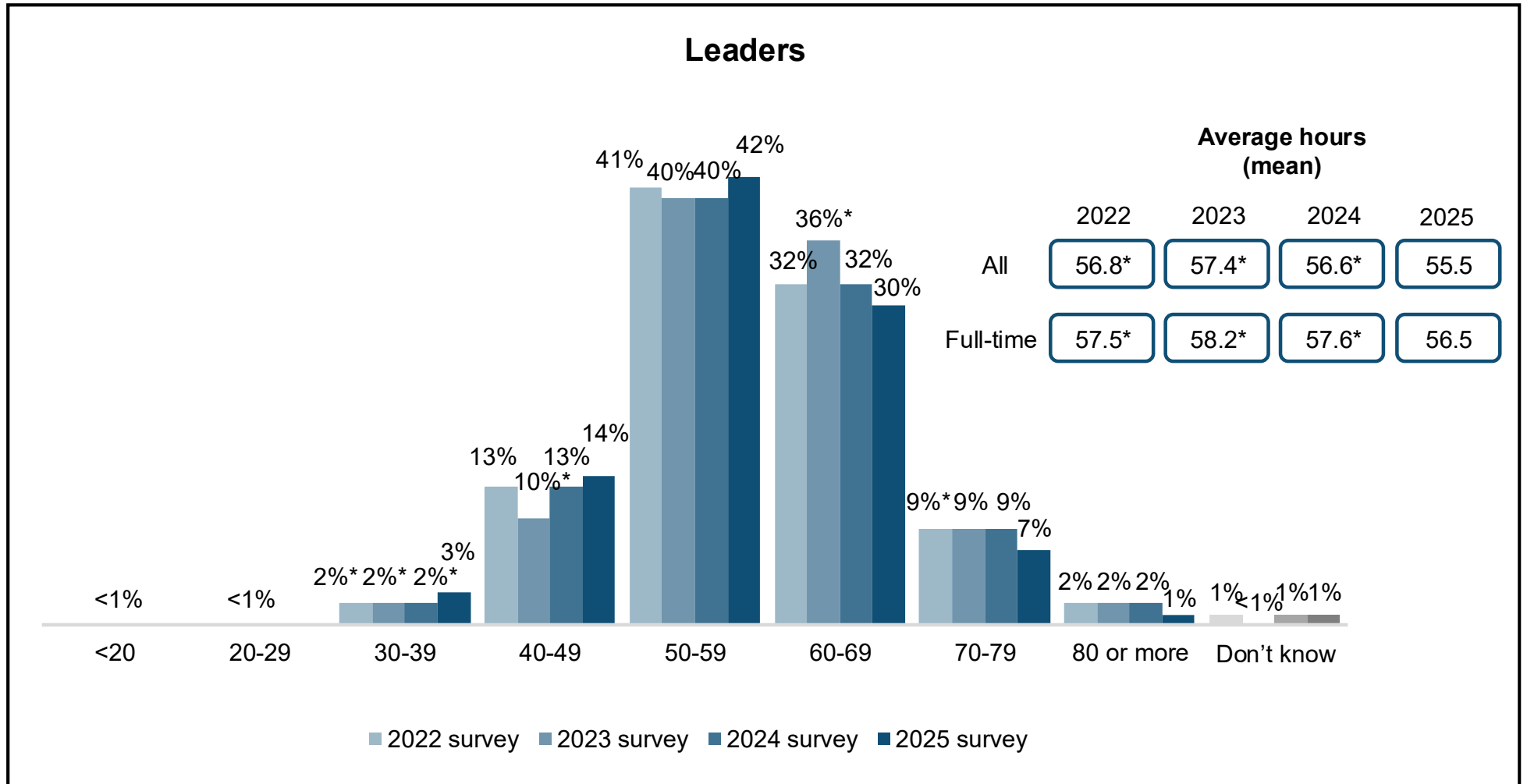
Leaders' distribution of weekly working hours in 2025 remained largely consistent with those reported in 2024 with the exception that they were more likely to be working 30-39 hours (3% in 2025 vs. 2% in 2024). As in all previous years, they most commonly worked 50-59 hours per week (42%) (Figure 3.3). Their distribution of weekly working hours had shifted towards the lower hourly bands compared to 2023 and 2022. For example, leaders were more likely than in 2023 to be working 40-49 hours (14% vs. 10% in 2023) and less likely to be working 60-69 hours (30% vs. 36% in 2023). They were also less likely to be working 70-79 hours compared with 2022 (7% vs. 9%).

Figure 3.2 Hours worked in reference week by teachers, 2022-2025



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,557) (wave 3, 2024, n=8,099) (wave 4, 2025, n=8,539); Full-time teachers (wave 1, 2022, n=7,113) (wave 2, 2023, n=6,945) (wave 3, 2024, n=6,472) (wave 4, 2025, n=6,813). *Indicates significant difference compared to 2025 survey.

Figure 3.3 Hours worked in reference week by leaders, 2022-2025



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637) (wave 3, 2024, n=1,755) (wave 4, 2025, n=2,117); Full-time leaders (wave 1, 2022, n=1,695) (wave 2, 2023, n=1,497) (wave 3, 2024, n=1,571) (wave 4, 2025, n=1,885). *Indicates significant difference compared to 2025 survey.

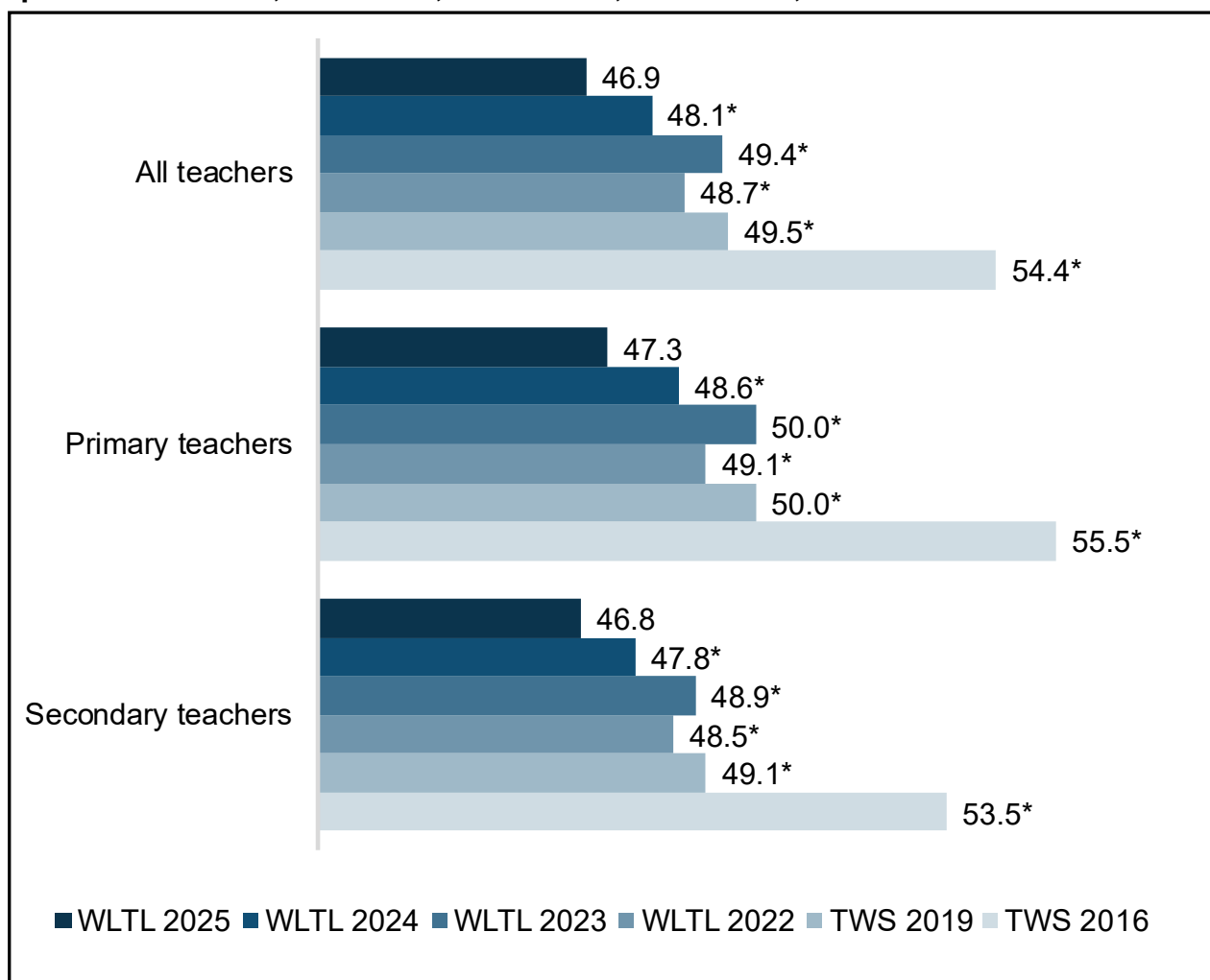
As in all previous years, secondary leaders reported working more hours than primary leaders (56.5 vs. 55.3), who both reported working more hours than leaders in special schools, PRUs or other AP (52.1). However, the difference between primary and secondary leaders is largely explained by differences in the proportion working part time, which was more common among primary leaders (13% vs. 9% of secondary leaders). Looking separately at full-time leaders and part-time leaders, there was no difference between the average weekly hours of primary and secondary leaders. However, there was a difference in hours worked between leaders in mainstream and alternative provision when comparing those working full time (52.8 for full-time leaders in special schools, PRUs or other AP vs. 56.5 for primary leaders and 57.3 for secondary).

In contrast to leaders, working hours were higher among teachers in primary schools and secondary schools compared to those in special schools, PRUs or other AP (47.3 and 46.8 vs. 44.6). When looking specifically at teachers working full time, those working in primary schools were working longer hours than those in other school types (51.4 for primary teachers, vs. 49.3 for secondary and 47.4 for special schools, PRUs or AP teachers). For those working part time, the pattern changed, with secondary school teachers reporting longer hours (37.8 vs. 35.2 in primary schools, 33.4 in special schools, PRUs or other AP).

Prior to the WLTL survey, information on hours worked was collected through the Teacher Workload Surveys (TWS)⁵, meaning we are able to look at trends over a longer time period. Among teachers, the decrease in working hours observed between 2024 and 2025 brought them below hours reported in 2019, resulting in teachers in 2025 reporting the lowest recorded working hours of all data points (Figure 3.4).

⁵ The question wording, mode, and timing was designed to be comparable for these questions over time, and significance testing has been applied to these findings. However, differences between TWS and WLTL should still be treated with some caution due to differences in sampling methodology and data collection methodology between the two surveys.

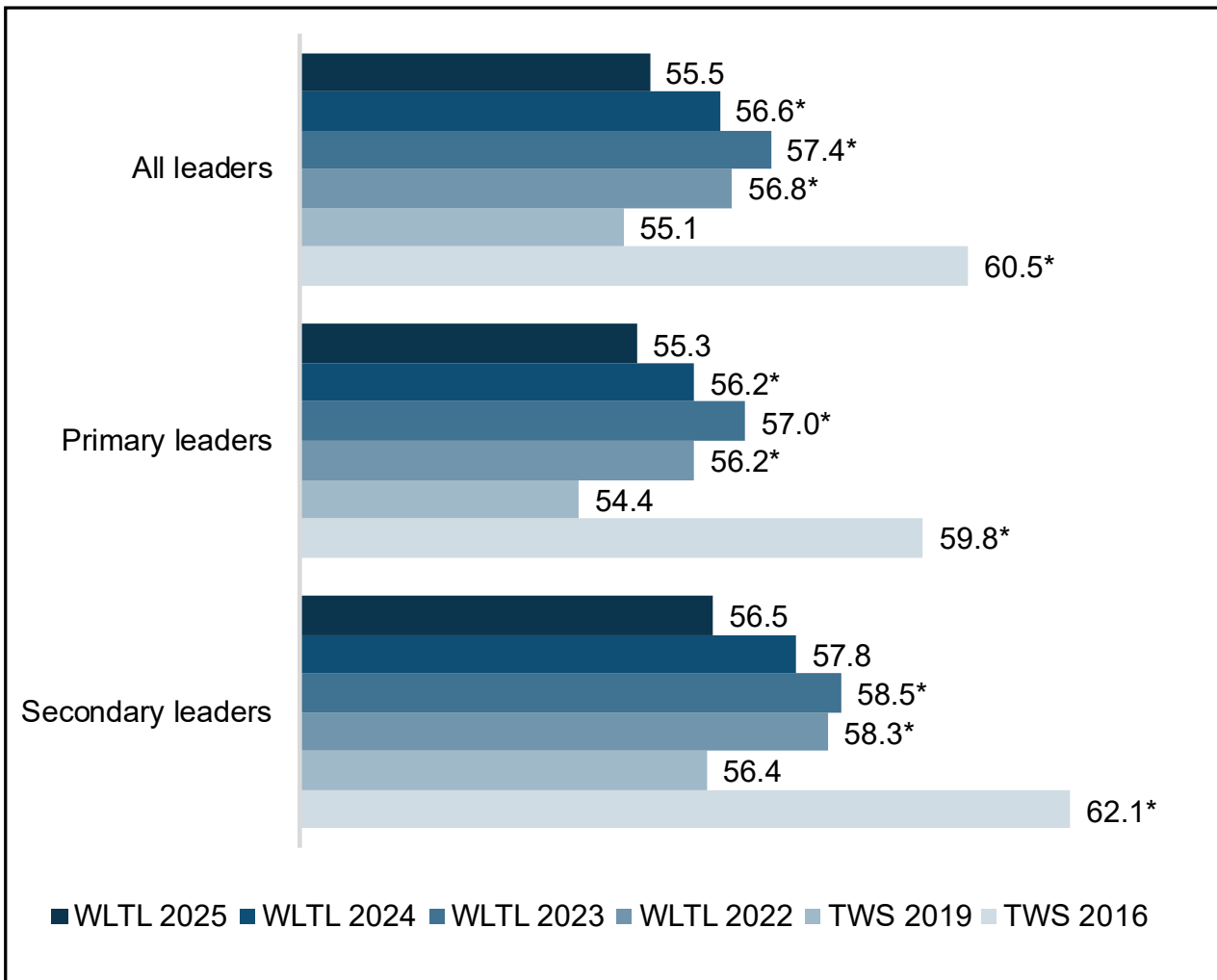
Figure 3.4 Teachers' average total hours spent working in reference week by phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023, WLTL 2024 and WLTL 2025



Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022, 2023, 2024 and 2025, D1. In your most recent full working week, approximately how many hours did you work? Single response. All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,577) (wave 3, 2024, n=8,099) (wave 4, 2025, n=8,539); Primary teachers (wave 1, 2022, n=4,536) (wave 2, 2023, n=4,193) (wave 3, 2024, n=3,913) (wave 4, 2025, n=4,305); Secondary teachers (wave 1, 2022, n=4,150) (wave 2, 2023, n=4,014) (wave 3, 2024, n=3,793) (wave 4, 2025, n=3,859) *Indicates significant difference compared to 2025 survey.

As shown in Figure 3.5, the drop in leaders' working hours between 2024 and 2025 brought their hours back in line with those reported in 2019 (55.5 in 2025 and 55.1 in 2019). This was true for both primary and secondary leaders.

Figure 3.5 Leaders' average total hours spent working in reference week by phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023, WLTL 2024 and WLTL 2025



Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022, 2023, 2024 and 2025, D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637) (wave 3, 2024, n=1,755) (wave 4, 2025, n=2,117). Primary leaders (wave 1, 2022, n=1,090) (wave 2, 2023, n=932) (wave 3, 2024, n=1,121) (wave 4, 2025, n=1,406); Secondary leaders (wave 1, 2022, n=640) (wave 2, 2023, n=583) (wave 3, 2024, n=498) (wave 4, 2025, n=545) *Indicates significant difference compared to 2025 survey.

Full-time leaders working in academies reported longer weekly hours than those working in local authority-maintained schools (57.5 vs. 55.7). This was true for full-time primary leaders working in academies compared with local authority-maintained schools (57.2 vs. 56.1), while this difference between school types was not observed for full-time leaders in other phases.

In terms of gender, female full-time teachers reported longer weekly hours than male full-time teachers (50.6 vs. 49.0). This is consistent with previous years.

There were very limited differences in working hours by subject taught, with most full-time secondary teachers and leaders with teaching responsibilities reporting similar hours across subjects. The exception to this was those teaching food preparation or nutrition who reported fewer hours than average (46.5 vs 50.2).

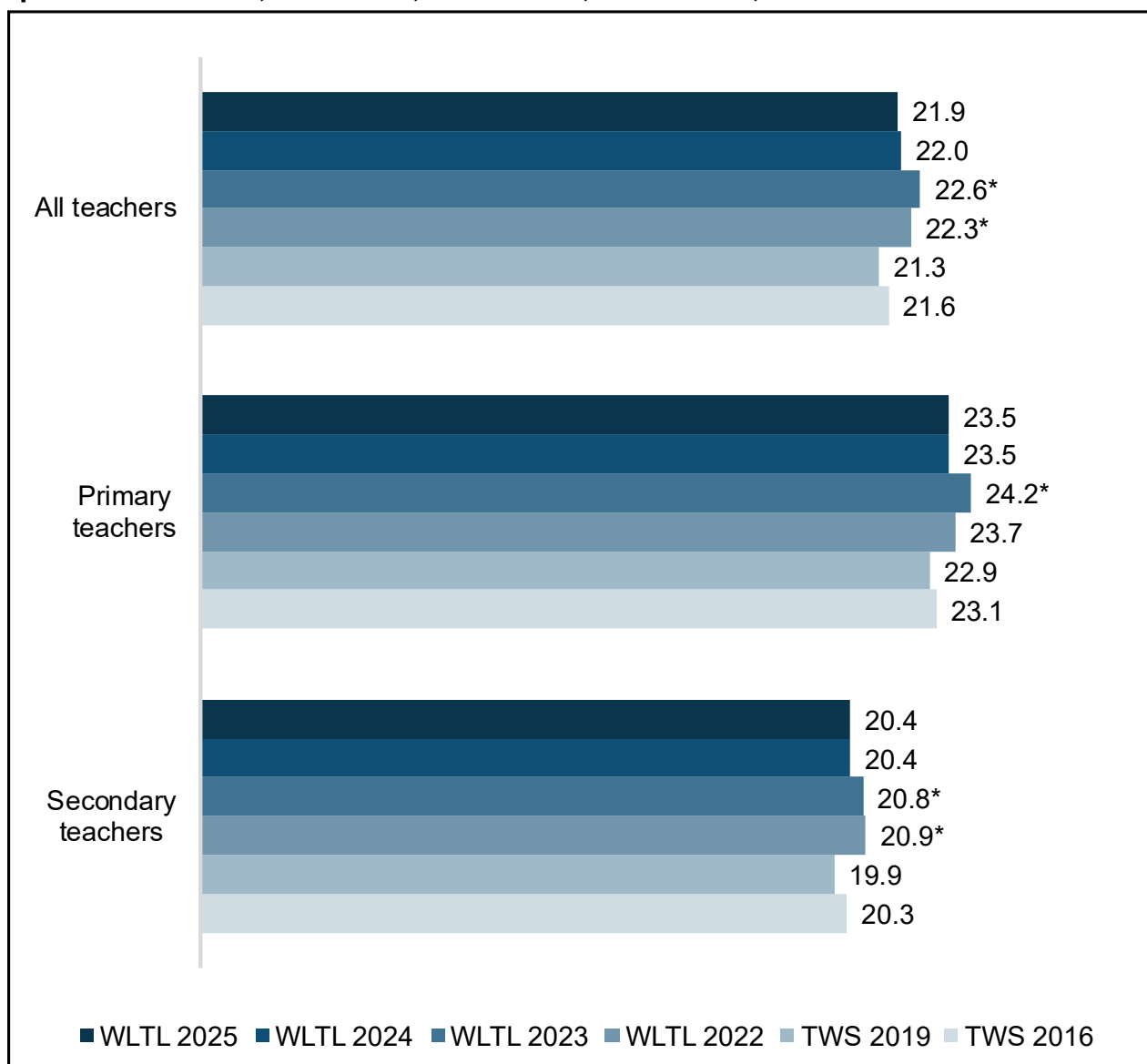
Hours spent teaching

Teachers with teaching responsibilities reported an average of 21.9 hours teaching in a classroom in the reference week in 2025. This was consistent with 2024 (22.0) but lower than 22.6 reported in 2023 and 22.3 in 2022 (Figure 3.6).

Primary teachers with teaching responsibilities continued to report teaching more hours than those in other school phases (23.5 for primary vs. 20.4 for secondary, 21.2 for special schools, PRUs or other AP). Their reported teaching hours were consistent with 2024 (23.5) and 2022 (23.7) but lower than in 2023 (24.2).

Secondary teachers with teaching responsibilities also reported consistent teaching hours in 2025 compared to 2024 (both 20.4), however, their reported hours were lower than those seen in 2023 (20.8) and 2022 (20.9). For teachers with teaching responsibilities in special schools, PRUs or other AP, trends in average hours spent teaching matched the overall trend (21.2 in 2025, which was consistent with 2024 (22.4) but higher than 2023 (23.3) and 2022 (22.6).

Figure 3.6 Teachers' average hours spent teaching in the reference week, by phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023, WLTL 2024 and WLTL 2025



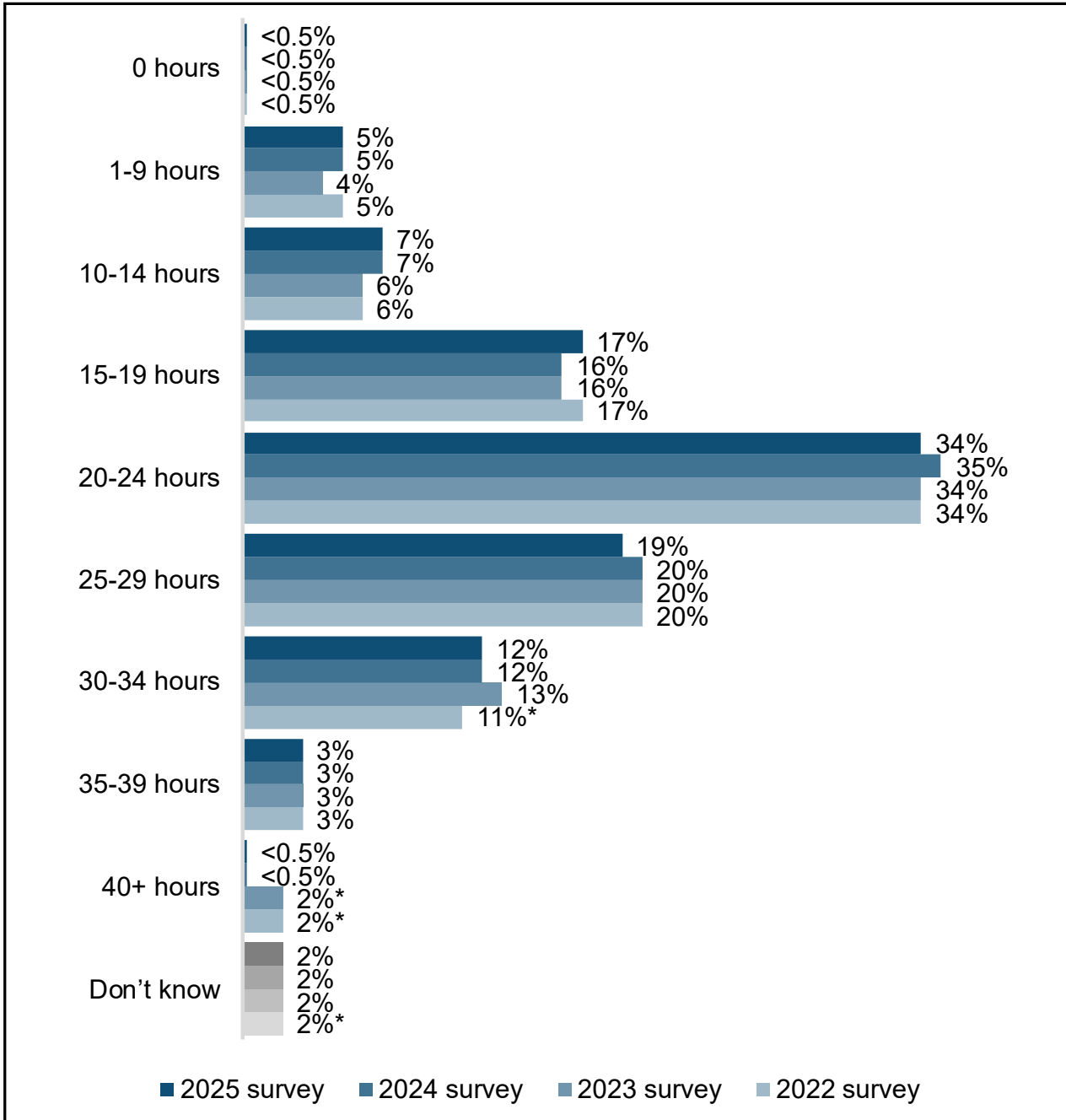
Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022, 2023, 2024 and 2025. D2: In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All teachers with teaching responsibilities (wave 1, 2022, n=8,956) (wave 2, 2023, n=8,520) (wave 3, 2024, n=7997) (wave 4, 2025, n=8,419); Primary (wave 1, 2022, n=4,469) (wave 2, 2023, n=4,166) (wave 3, 2024, n=3,831) (wave 4, 2025, n=4,209); Secondary (wave 1, 2022, n=4,089) (wave 2, 2023, n=4,007) (wave 3, 2024, n=3,780) (wave 4, 2025, n=3,844). *Indicates significant difference compared to 2025 survey. Comparison between TWS and WLTL has not been tested for significance and should therefore be treated with caution.

Beyond differences by phase, average weekly classroom teaching hours among teachers with teaching responsibilities also varied by demographic factors. For example, among full-time teachers with teaching responsibilities, those aged under 35 taught more hours than other age groups (23.8 vs. 23.3 overall), while female teachers taught more than male teachers (23.7 vs. 22.4). Additionally, those qualified as teachers for either less than a year (23.1), or for more than ten years (22.8), taught fewer hours compared with

those who had been qualified for between one and two years (24.7), two and three years (23.8), three and five years (23.9) and five and ten years (23.6).

Figure 3.7 shows the distribution of teachers' weekly teaching hours. This was largely consistent with previous years, with no changes seen compared with 2024. The decrease seen between 2023 and 2024 in the proportion of teachers reporting teaching more than 40 hours a week was maintained in 2025 (from 2% down to less than 0.5%), although there was a slight increase in the proportion of teachers reporting teaching between 30 and 34 hours compared with 2022 (12% vs. 11%). The proportion of teachers reporting teaching more than 25 hours a week remained consistent (35%, as in 2024 and 2022), except compared to 2023, when it was slightly higher (38%).

Figure 3.7 Hours spent teaching in most recent working week by teachers, 2022-2025



Source: Working lives of teachers and leaders survey. D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All teachers with teaching responsibilities (wave 1, 2022, n=8,956) (wave 2, 2023, n=8,520) (wave 3, 2024, n=7,997) (wave 4, 2025, n=8,419). *Indicates statistically significant difference compared to 2025 survey.

The overall decrease in teachers' reported teaching hours in 2025 compared with 2023 and 2022 was driven by a reduction in full-time teachers' weekly teaching hours, with those working part time seeing no change in this period. Among full-time teachers, teaching hours dropped from 23.7 and 24.0 in 2022 and 2023, to 23.3 in both 2024 and

2025. Meanwhile, those working part time reported teaching 17.4 hours a week in 2022 and 2023, 17.3 in 2024 and 17.0 in 2025.

Looking at teaching hours by main subject taught, full-time secondary teachers and leaders who taught computer science, or food preparation and nutrition reported spending more time teaching in the reference week compared to the average (21.6 and 22.1 hours respectively, vs. 20.0 hours on average). Conversely, those teaching business studies or physical education reported spending fewer hours teaching in the classroom (17.7 and 18.9 hours respectively vs. 20.0 hours on average).

Average weekly teaching hours for leaders with teaching responsibilities followed a similar trend to teachers. Leaders reported teaching fewer hours in 2025 than they had in 2022 and 2023 (11.7 in 2025, vs. 12.6 in 2023 and 13.0 in 2022) but a similar number to those reported in 2024 (12.3). A similar pattern was observed when looking at full-time leaders with teaching responsibilities specifically (11.8 in 2025 consistent with 12.4 in 2024 but lower than 12.8 in 2023 and 13.3 in 2022).

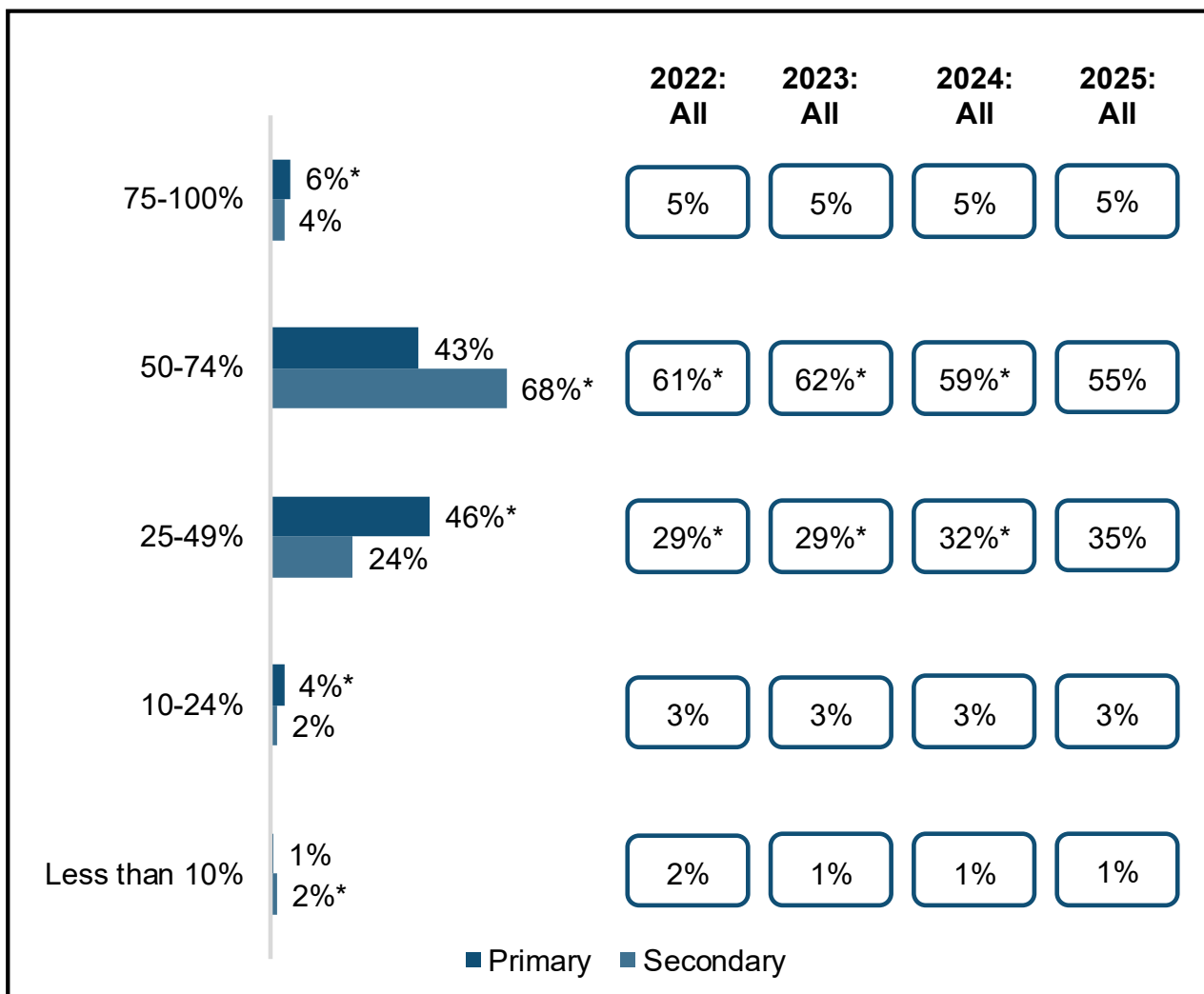
As with teachers, leaders teaching in primary schools reported more weekly teaching hours than those in other school phases (14.0 vs. 9.5 for secondary, 9.0 for special schools, PRUs or other AP).

Time spent on non-teaching tasks

Six-in-ten (60%) teachers reported spending at least half of their working hours on tasks other than teaching. This was lower than in all previous years (64% in 2024, 67% in 2023, and 66% in 2022). This decrease was driven particularly by a drop in the proportion of teachers reporting spending between 50 and 75% of their time on non-teaching tasks (55% in 2025, vs. 59% in 2024, 62% in 2023, and 61% in 2022), with a simultaneous increase in the proportion of teachers spending between 25 and 50% on non-teaching tasks (35% vs. 32% in 2024, 29% in 2023, and 29% in 2022).

As shown in Figure 3.8, teachers in secondary schools reported spending a higher proportion of their time on non-teaching tasks: 72% spent at least half of their working hours outside the classroom, compared with 49% of primary teachers, and 58% of teachers at special, PRUs or other AP schools. This difference was also observed in previous years, although the proportions spending at least half their time outside the classroom were lower than those reported in 2024 (for example, comparative figures in 2024 were 54% for primary and 76% for secondary).

Figure 3.8 Proportion of teachers' time spent on non-teaching tasks by phase, 2022-2025



Source: Working lives of teachers and leaders survey. D1: In your most recent full working week, approximately how many hours did you work? D2: In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? All teachers who reported time spent working and time spent teaching (wave 1, 2022, n=8,675) (wave 2, 2023, n=8,298) (wave 3, 2024, n=7,797) (wave 4, 2025, n=8,131); Primary (wave 4, 2025, n=4,069); Secondary (wave 4, 2025, n=3,714). *Indicates significant difference between primary and secondary teachers. *In '2022: All', '2023: All', '2024: All' figures indicates significant difference compared to 2025 survey.

The following types of teachers were also more likely to spend at least half of their working hours on non-teaching tasks:

- Those with additional responsibilities such as SENCOs (Special educational needs coordinators) (84%), leading practitioners (83%), pastoral leads (81%), middle leaders (75%), and heads of year (68%) compared with all other teachers with teaching responsibilities (60%).

- Those qualified for more than 10 years (65%) and those aged 35 and over (63%) compared with all teachers with teaching responsibilities (60%). These characteristics are likely to be linked to those with additional responsibilities.
- Male teachers compared with female teachers (65% vs. 59%).

Teachers who expressed higher levels of job satisfaction were less likely to have spent more than half of their time on non-teaching tasks: 58% of those satisfied with their job all or most of the time reported doing so, compared with 63% among those satisfied only some of the time, and 62% among those satisfied rarely or not at all.

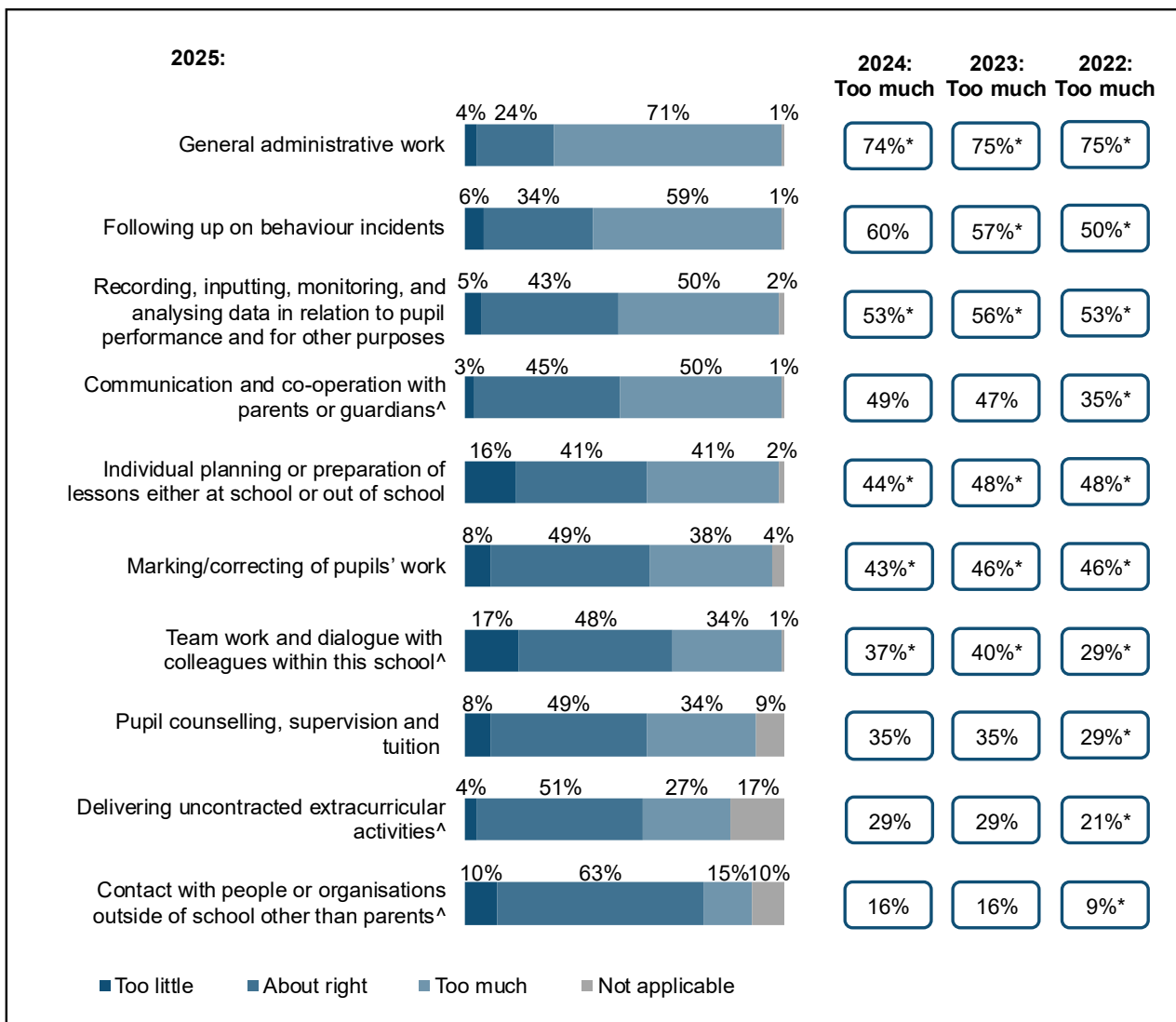
Teachers and middle leaders were asked whether they felt they spent too much, too little or about the right amount of time on different non-teaching tasks (Figure 3.9). Teachers and middle leaders most commonly felt they spent around the right amount of time on five of the tasks. This was particularly the case for time spent on contact with people or organisations outside of school other than parents - 63% of teachers and middle leaders felt they spent the right amount of time on this task.

Across all measures, it was more common for teachers and middle leaders to feel they spent too much time on each task, than to feel they spent too little. The difference was particularly stark for general administrative work⁶, which 71% felt they spent too much time on, compared with just 4% who felt they spent too little time on this. This is the same trend seen in previous years.

Several findings were more positive than in 2024, in particular, fewer teachers and middle leaders reported spending too much time on general administrative work (71% vs. 74% in 2024), data recording, input and analysis (50% vs. 53%), individual lesson planning (41% vs. 44%), marking pupils work (38% vs. 43%) or teamwork with colleagues (34% vs. 37% in 2024). Indeed, across most of these tasks, 2025 marked the lowest proportion reporting spending too much time in the series, with the exception of teamwork with colleagues. Although there were no negative trends since 2024, compared with earlier in the series, teachers and middle leaders were more likely to spend too much time on behaviour incident follow up (59%, consistent with 60% in 2024, but higher than 57% in 2023 and 50% in 2022). A number of measures were also similar to 2024 and 2023 but higher than in 2022, for example communication with parents or guardians (50% vs. 35% in 2022).

⁶ General administrative work was defined as including communication, paperwork, work email and other clerical duties undertaken.

Figure 3.9 Teachers and middle leaders' views on time spent on specific tasks, 2022-2025



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? “Too much” is the sum of too much and far too much “too little” is the sum of too little and far too little. 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. *Indicates statistically significant difference compared to 2025 survey.

There were differences by phase across many of the tasks. Secondary teachers were more likely than primary teachers to think they were spending too much time on the following tasks:

- marking/correcting of pupils' work (44% vs. 35%)
- general administrative work (73% vs. 70%)

- delivering uncontracted extracurricular activities (31% vs. 24%)

In the reverse, primary teachers were more likely than secondary teachers to feel they spent too much time on:

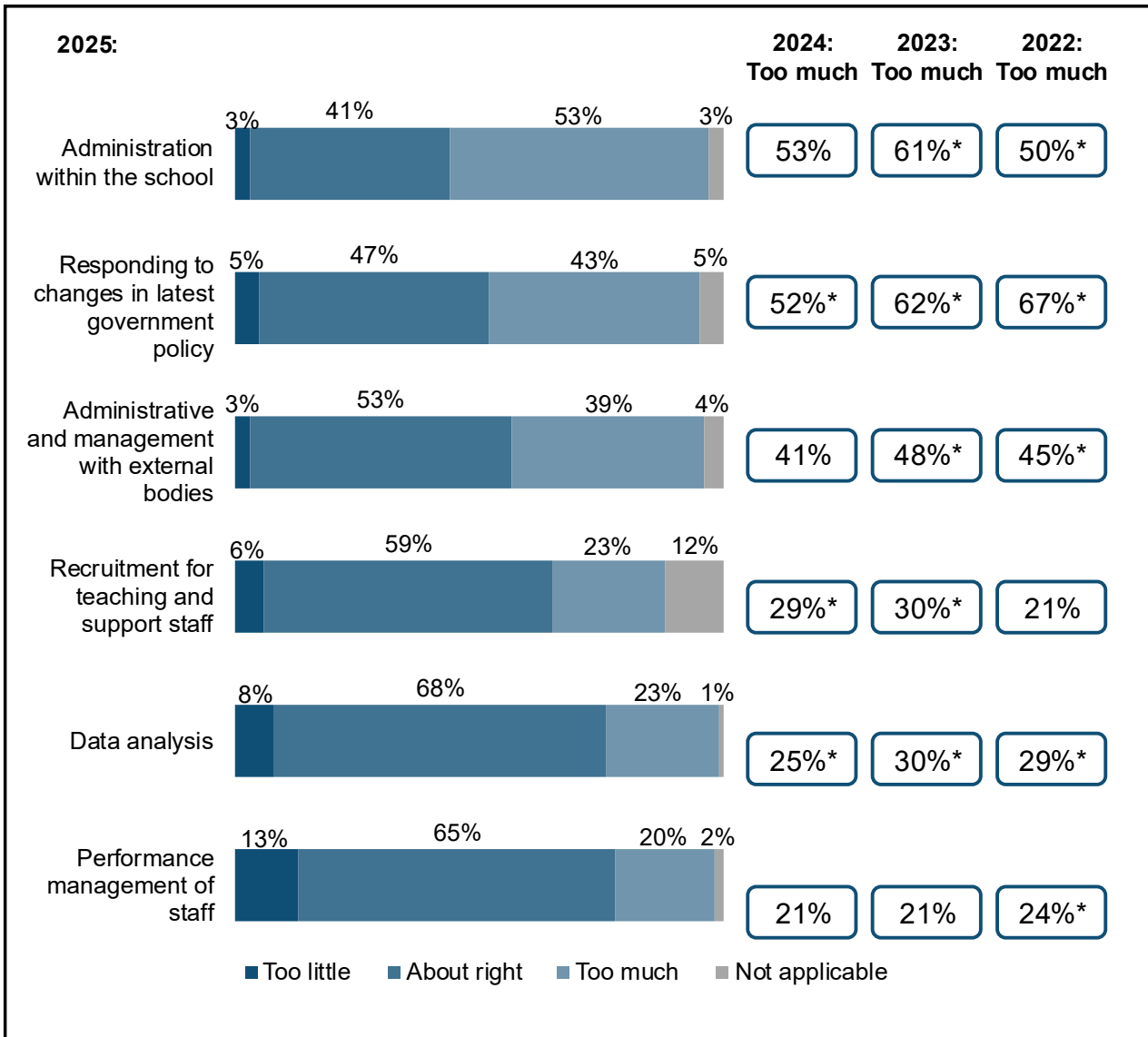
- individual planning or preparation of lessons either at school or out of school (50% vs. 33%)
- pupil counselling, supervision and tuition (37% vs. 33%)
- contacting people or organisations outside of the school other than parents (19% vs. 11%)

Among those teaching in secondary schools, results on some measures varied according to their main subject taught. Most evidently, the proportion reporting they spent too much time on marking and correcting pupils' work was higher than average (38%) among those teaching English (including English language and literature) (55%), history (55%), biology (54%), computer science (54%), business studies (53%), religious education and/or philosophy (50%), French (48%) or geography (46%). In contrast, fewer reported spending too much time on marking among those teaching maths (31%), physical education (30%) or music (including music technology) (19%).

Among senior leaders, just over half felt that they spent too much time on administration within the school (53%), the same proportion as in 2024 and lower than in 2023 (61%), but still higher than in 2022 (50%). Responding to changes in latest government policy remained the second most common task for senior leaders to report spending too much time on (43%), although 2025 marked the lowest proportion who felt this in the series (52% in 2024, 62% in 2023, 67% in 2022).

The full list of tasks senior leaders were asked about is shown in Figure 3.10.

Figure 3.10 Senior leaders' views on time spent on specific tasks, 2022-2025



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? "Too much" is the sum of too much and far too much

"too little" is the sum of too little and far too little. 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.

Compared to 2023 and 2024, a lower proportion of senior leaders felt they spent too much time on recruitment for teaching and support staff (23%, lower than 29% in 2024 and 30% in 2023). Fewer reported spending too much time on data analysis than all previous years (23% vs. 25% in 2024, 30% in 2023, and 29% in 2022).

By phase, primary senior leaders were more likely than those in other phases to think they spent too much time on administration within the school (57% vs. 49% for secondary, 46% for special schools, PRUs or other AP), responding to changes in latest government policy (48% vs. 37% and 32% respectively), or on administrative and

management with external bodies (44% vs. 32% and 35% respectively). Conversely, senior leaders in secondary schools were more likely than those in primary schools to report spending too much time on recruitment of teaching and support staff (25% vs. 20% for primary), or performance management of staff (23% vs. 18% for primary).

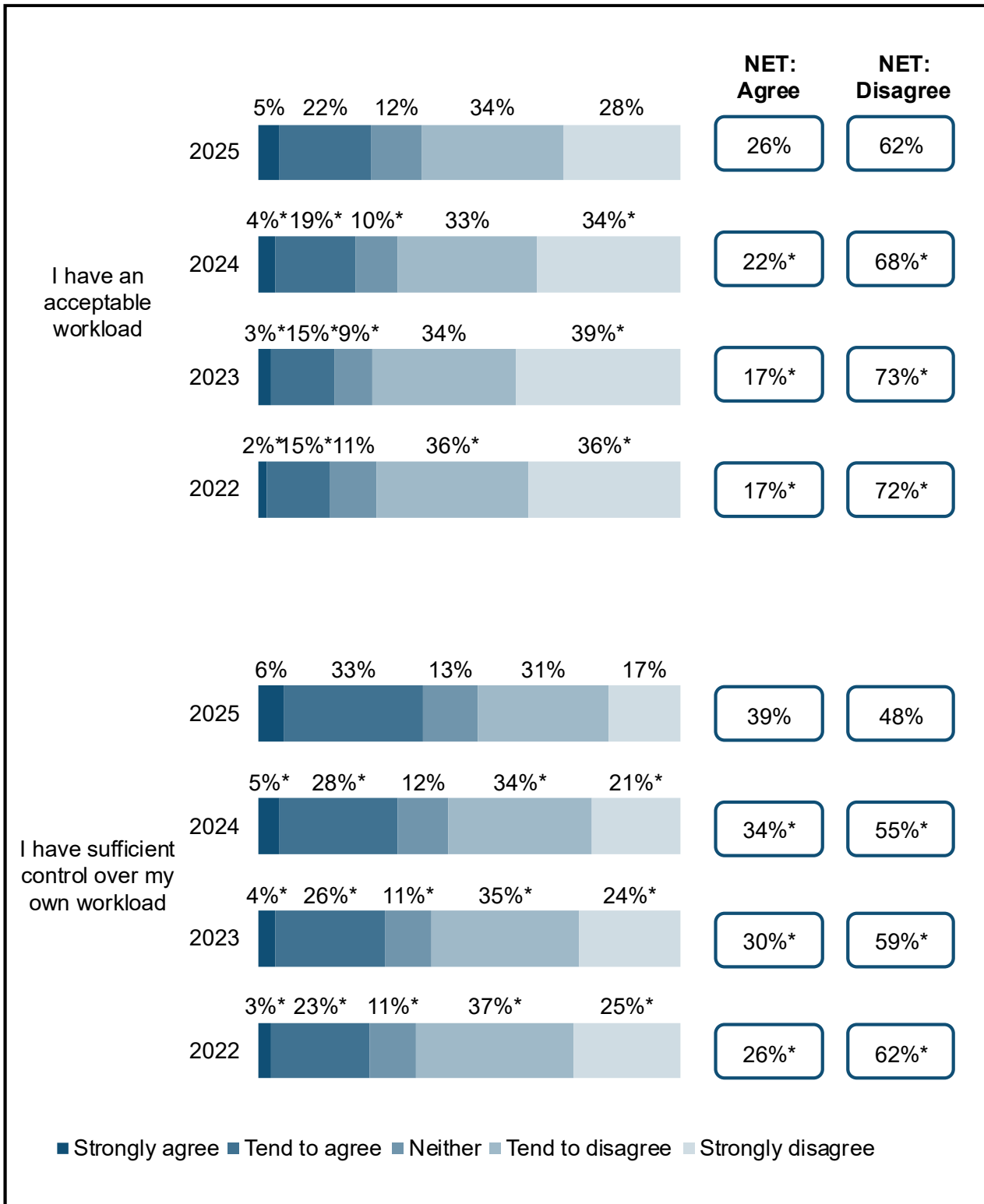
In special schools, PRUs and other AP, senior leaders' views generally aligned more closely with those in secondary schools:

- as with secondary senior leaders (25%), they were more likely than primary senior leaders (20%) to think they spent too much time on recruitment for teaching or support staff (33%)
- as with secondary senior leaders (23%), they were more likely than primary senior leaders (18%) to think they spent too much time on performance management of staff (25%)
- as with secondary senior leaders (49%), they were less likely than primary senior leaders (57%) to think they spent too much time on administration within the school (46%)
- as with secondary senior leaders (32%), they were less likely than primary senior leaders (44%) to think they spent too much time on administration with external bodies (35%)

Satisfaction with workload

In 2025, around a quarter (26%) of teachers and leaders agreed that they had an acceptable workload, while just under four-in-ten (39%) agreed that they had sufficient control over their own workload. As shown in Figure 3.11, although disagreement with both statements remained higher than agreement, both figures show the highest level of agreement reported in the series, continuing the gradual improvement observed since 2022.

Figure 3.11 Teachers and leaders' views on workload, 2022-2025



Source: Working lives of teachers and leaders survey. D4_1. Agreement that 'I have sufficient control over my own workload'. D4_2. Agreement that 'I have an acceptable workload'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). The proportion of those answering 'don't know' was less than 1%. *Indicates significant difference compared to 2025 survey.

Overall, just over six-in-ten (62%) teachers and leaders disagreed that they had an acceptable workload. This varied by role; teachers were more likely than leaders to disagree (63% vs. 57%), particularly classroom teachers (non-ECT) (64%), while ECTs were the least likely to disagree that their workload was acceptable (49%). Those working in primary schools were also slightly more likely than average to disagree (63%), especially compared with those working in special schools, PRUs or other AP (50%). While primary teachers were slightly more likely to disagree that they had an acceptable workload than secondary teachers (65% vs. 62%), there was no difference between the two phases at an overall level (63% for primary vs. 62% for secondary).

Disagreement to the statement 'I have an acceptable workload' was also higher among the following groups:

- those who had been qualified for between three and five years (66%), five and 10 years (65%) and more than 10 years (63%) compared with the average (62%) and those qualified for up to a year (50%)
- those aged 45 to 54 (65%) compared with all other age groups but particularly those aged under 35 (60%)
- female respondents (63% vs. 57% for male respondents)
- white respondents (63% vs. 54% for ethnic minorities (excluding white minorities))
- those who did not work flexibly (64% vs. 60% among those who worked flexibly)
- those working in secondary academies (63%) compared with the secondary local authority-maintained schools (58%)

The proportion who disagreed that they had sufficient control over their workload varied by similar characteristics, although to a less marked extent. Overall, teachers were similarly more likely than leaders to disagree that they had sufficient control over their workload (50% vs. 35%), although ECTs were less likely to disagree (40%). In contrast to views on having an acceptable workload, those working in secondary schools were more likely to disagree than those working in primary schools (50% vs. 47%) that they had sufficient control over their workload, although those working in special schools, PRUs or other AP continued to report the lowest disagreement levels (39%).

The difference in views on having sufficient control over workload between primary and secondary was more marked for leaders (38% of secondary leaders disagreed vs. 34% of primary leaders), with no difference in teachers' views between the two phases (both 51%).

As with workload acceptability, those qualified for up to one year were least likely to disagree that they had sufficient control over their workload (41%), lower than all other lengths of time qualified but particularly those qualified for more than one up to two years

(53%) and more than three up to five years (also 53%). However, unlike workload acceptability, there was no difference in disagreement by age.

Female teachers and leaders were similarly more likely to disagree that they had sufficient control over their workload (49% vs. 45% for men), as were white teachers and leaders (48% vs. 44% for ethnic minorities (excluding white minorities)).

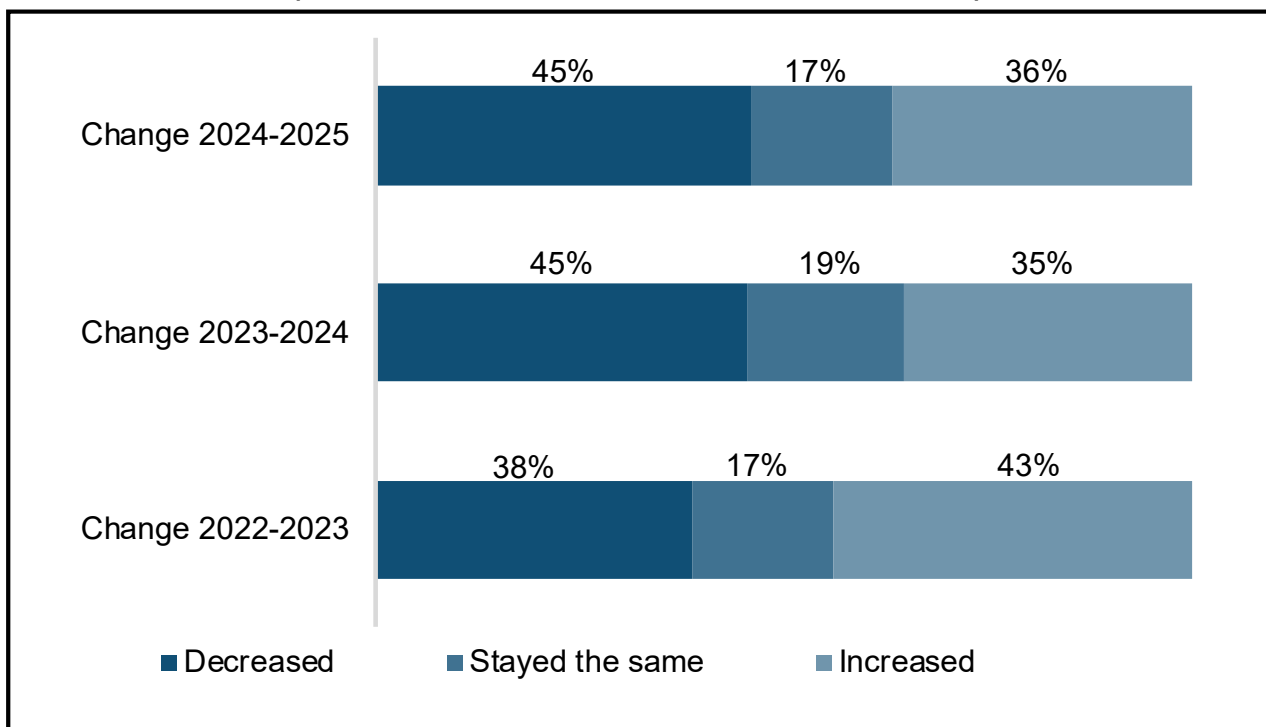
In addition, those who worked flexibly were less likely to disagree that they had sufficient control over their workload (45% vs. 52% among those who did not work flexibly).

Change in panellists' workloads over time

Among those who took part in both 2024 and 2025, it is possible to track how workloads have changed over time. As observed between 2023 and 2024, it was more common for teachers and leaders' hours worked to have decreased (45%) rather than increased (36%) between 2024 and 2025. This aligns with the cross-sectional analysis, which found an overall decrease in average working hours per week for both teachers and leaders.

As shown in Figure 3.12, the same pattern was observed among full-time teachers and leaders. Among those working full time in both 2024 and 2025, 45% worked fewer hours in 2025, 17% worked similar hours, and 36% worked longer hours.

Figure 3.12 Change in full-time panellists' working hours between survey years (2022 to 2023, 2023 to 2024, and 2024 to 2025)



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 wave 1 teachers and leaders returning for wave 2 who worked full time in both years (2022-2023, n=5,020); All wave 2 teachers and leaders returning for wave 3 who worked full time in both years (2023-2024, n=5,014) All wave 3 teachers and leaders returning for wave 4 who worked full time in both years (2024-2025, n=4,488).

Despite this decrease in overall working hours, when looking at hours spent teaching in the classroom only, a similar proportion of panellists with teaching responsibilities reported increasing their teaching hours as those who reported teaching fewer hours (40% increased, compared with 41% who decreased teaching hours). These proportions were similar across those working full time (40% taught more hours, 39% taught fewer hours). However, the pattern was slightly different by job role, with leaders with teaching responsibilities more likely to have reduced their teaching hours between 2024 and 2025 (45% had done vs. 41% overall). This was also the case between 2023 and 2024.

A majority of panellists' perceptions of their control over and acceptability of their workload remained similar between 2024 and 2025 (61% had a similar perception of their control over their workload, 67% had a similar perception of the acceptability of their workload). However, for both statements, perceptions were more likely to have improved than worsened (22% and 20% gave an improved rating for each measure, vs. 16% and 13% whose rating worsened).

4. Flexible working

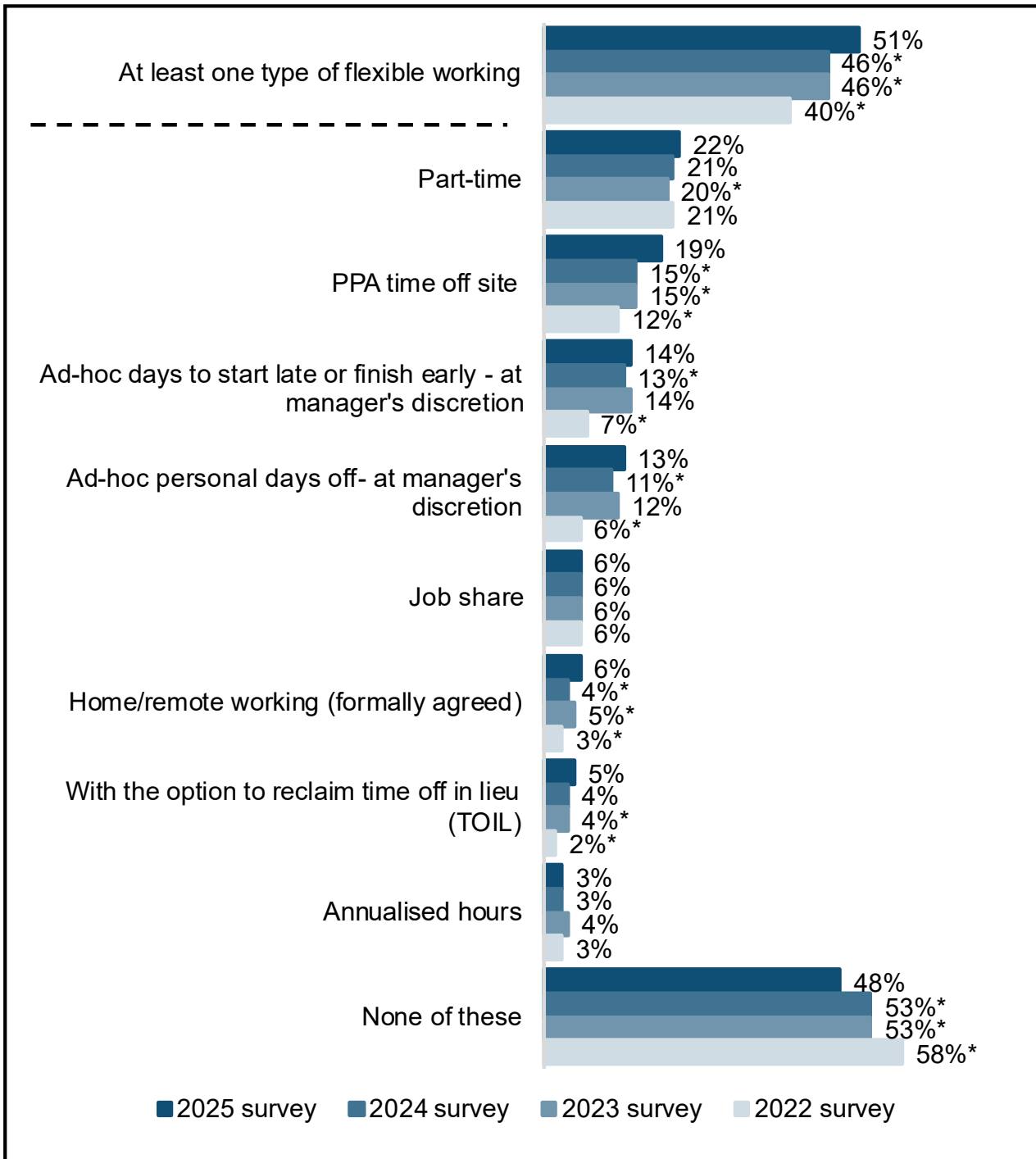
Use of flexible working

Just over half of teachers and leaders had some form of flexible working arrangement in place in 2025 (51%), higher than in all previous years (46% in 2024 and 2023, 40% in 2022). It was also more common than all previous years for teachers and leaders to have at least three forms of flexible working arrangement in place, with one-in-ten reporting this (10% vs. 8% in 2024, 9% in 2023, and 4% in 2022).

Part time working remained the most common form of flexible working arrangement (22%), followed by planning, preparation and assessment (PPA) time offsite (19%), ad-hoc days to start late or finish early at their manager's discretion (14%) and ad-hoc personal days off at their manager's discretion (13%).⁷ As shown in Figure 4.1, the proportion of teachers and leaders using PPA time offsite was more common than in all previous years, while both forms of ad-hoc flexibility were more common than in 2024 and 2022. Home or remote working was also more common than in all previous years (6% vs. 4% in 2024, 5% in 2023, 3% in 2022).

⁷ These do not include statutory entitlements such as sick days or bereavement leave, etc.

Figure 4.1 Teachers and leaders' flexible working arrangements, 2022-2025



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 2024 are not included in the chart. A small proportion said 'don't know' and are therefore not included as having 'at least one type of flexible working' or 'none of these'. *Indicates significant difference compared to findings from the 2025 survey.

Variation in flexible working arrangements by school and teacher characteristics

Overall, leaders were more likely than teachers to report working flexibly, as were those working in primary schools:

- 59% of leaders worked flexibly compared with 49% of teachers, although both groups were more likely to be working flexibly than in all previous years
- As in previous years, ECTs were less likely to be working flexibly than non-ECT classroom teachers (28% vs. 51%)
- 61% of those working in primary schools worked flexibly, similar to 58% in special schools, PRUs or other AP, but higher than the 39% working flexibly in secondary schools. These proportions were all higher than previous years
- flexible working was particularly common among primary leaders (66% vs. 46% among secondary leaders), and lowest among secondary teachers (38% vs. 60% among primary teachers). Compared with 2024, there were notable increases in flexible working for primary leaders (66% vs. 61%), primary teachers (60% vs. 55%) and secondary teachers (38% vs. 34%). Flexible working was more common than in 2022 among teachers and leaders in all phases, and more common than in 2023 for all except for leaders in secondary schools and special schools, PRUs and other AP

When considering specific flexible working practices, the majority were far more common in primary than in secondary schools, with particularly marked differences seen for PPA time offsite (30% vs. 7%), ad-hoc days at their manager's discretion to start late or finish early (17% vs. 10%), and job sharing (12% vs. 1%). There were no forms of flexible working which were more common among those working in secondary schools than primary schools in 2025.

The type of flexible working arrangements in place also differed between teachers and leaders. Leaders were more likely than teachers to be working flexibly in the following ways: ad-hoc days at their manager's discretion to start late or finish early (35% vs. 11%), ad-hoc personal days off at their manager's discretion (30% vs. 10%), PPA time offsite (21% vs. 19%), formally agreed home or remote working (20% vs. 3%), and having the option to have time off in lieu (10% vs. 4%). In contrast, the only type of flexible working more likely to be in place for teachers was working part time (23% vs. 11% for leaders). These differences were broadly similar to previous years, although there was previously no difference between teachers and leaders in using PPA time offsite, and in 2025 teachers were no longer more likely than leaders to have a job share or annualised hours.

Flexible working arrangements also varied by individual and school-based characteristics, as presented below.

Variation by teacher and leader characteristics

Flexible working was more common among:

- female teachers and leaders (55% vs. 40% male). This was particularly true for working part time (26% vs. 9%), having PPA time offsite (21% vs. 14%) and being in a job share (8% vs. 2%)
- teachers and leaders with caring responsibilities as a parent or carer, compared with those with no caring responsibilities (58% vs. 41%). Prevalence was particularly high for those with both parental and caring responsibilities (65%)
- teachers and leaders aged 35 and over (56% vs. 40% of those aged under 35) and relatedly, those who had been qualified as teachers for more than 10 years (59% vs. 28% among those qualified for up to a year and 38% among those qualified for more than a year up to 2 years)
- white teachers and leaders (52% vs. 41% among ethnic minority groups (excluding white minorities)). This difference was found consistently across all types of flexible working cited by more than 5% of teachers and leaders overall
- heterosexual or straight teachers and leaders (52% vs. 40% among gay or lesbian and 44% among bisexual teachers and leaders). This difference was primarily led by a higher proportion working part time (22% vs. 10% and 14% respectively), or in a job share (7% vs. 2% and 2%)

Variation by school characteristics

In addition to the difference by phase discussed above, flexible working was more common among teachers and leaders working in the following types of school:

- smaller and medium-sized schools (64% in quintile 1, 67% in quintile 2, 62% in quintile 3, and 55% in quintile 4 for size, vs. 41% among quintile 5, the largest schools)
- those in primary local authority-maintained schools vs. primary academies (63% vs. 60%)
- those in areas with a lower prevalence of pupils receiving FSM (57% among quintile 1, areas with the lowest proportion of pupils receiving FSM vs. 51% overall)

Results show a positive correlation between working flexibly and more positive wellbeing scores and other job satisfaction measures. For example, those with a very high or high life satisfaction score were more likely than average to have a flexible working

arrangement in place (57% with a very high, 54% with a high score vs. 51% on average) and those with a medium or low life satisfaction score were less likely (46% with a medium and 42% with a low score). This pattern was also seen in all three previous years.

The same pattern held for such measures as feeling their workload is acceptable, feeling things done in their life are worthwhile, feeling happy the day before being surveyed, feeling less anxious the day before being surveyed and feeling valued by their school.

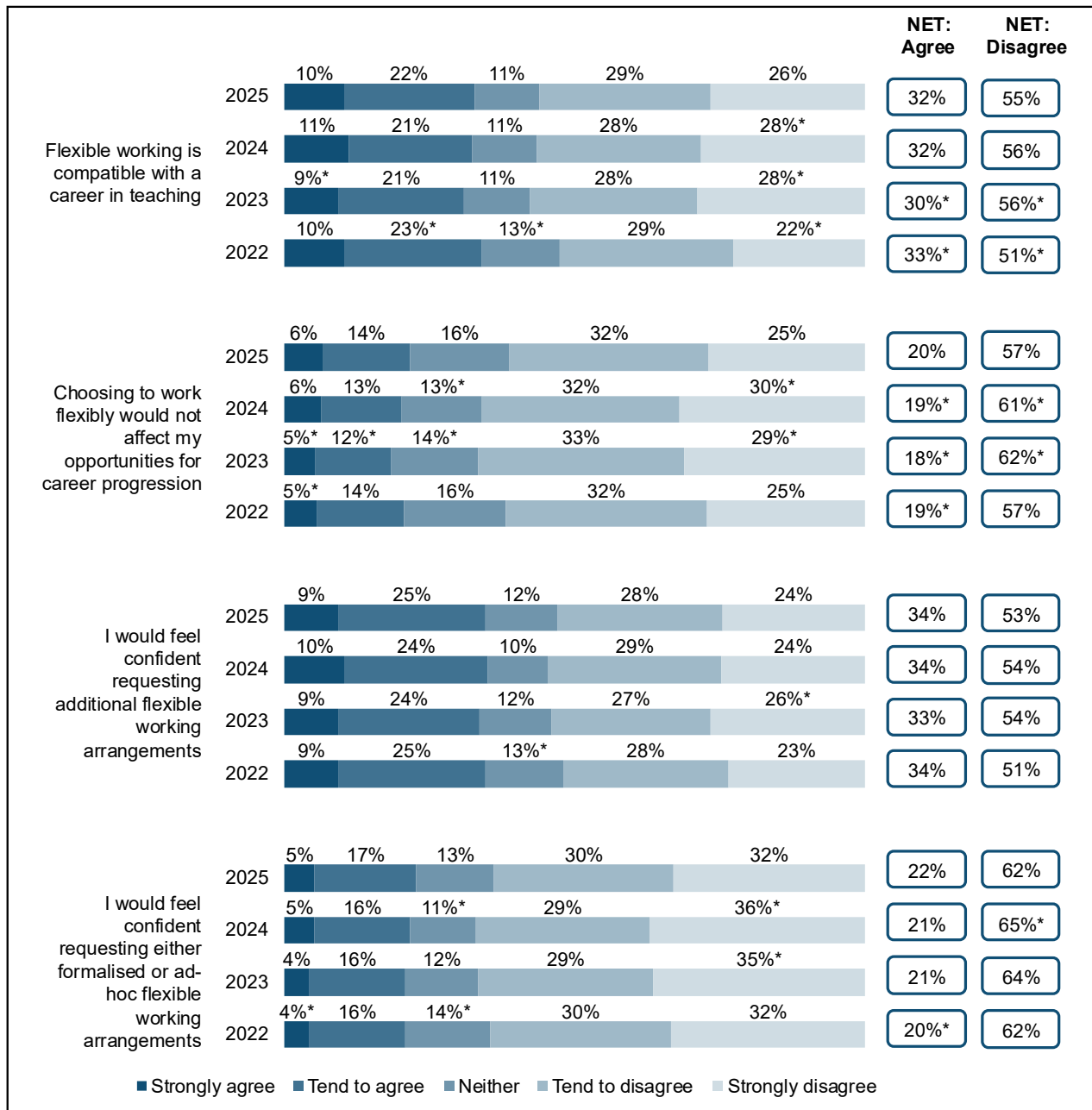
Views on flexible working

Views on the compatibility and acceptability of flexible working were broadly consistent with previous years, with any changes observed typically indicating a trend towards more positive views on flexible working. In 2025:

- around a third (32%) of teachers and leaders agreed that flexible working was compatible with a career in teaching, the same figure as reported in 2024. This was slightly higher than the proportion agreeing in 2023 (30%) but below 2022 (33%)
- one-in-five (20%) agreed that choosing to work flexibly would not affect their opportunities for career progression (up from 19% in 2024, 18% in 2023 and 19% in 2022), compared with just under three-in-five disagreeing (57%)
- just over a fifth (22%) of those not currently working flexibly, or whose only flexible working arrangement was occasional days off or leaving early, would feel confident requesting either formal or ad-hoc flexible working arrangements. This is consistent with 2024 and 2023 (both 21%) but higher than 2022 (20%)
- around a third (34%) of those currently working flexibly would feel confident requesting additional flexible working arrangements if they needed to (beyond the occasional day off or late start/early finish), compared with over half (53%) that would not feel confident. This is consistent with all previous years

More detail on changes to views on flexible working is shown in Figure 4.2 below.

Figure 4.2 Teacher and leader views on flexible working, 2022-2025



Source: Working lives of teachers and leaders survey. K2_1-. 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.

Variation in views of flexible working by school characteristics

Views on flexible working varied by phase, with teachers and leaders in secondary schools tending to have slightly more positive views than those in primary schools despite the greater prevalence of flexible working in the latter. For example, teachers and leaders working in secondary schools were more likely to agree that flexible working is compatible with a career in teaching (34% vs. 29% for primary). They were also more likely to be confident asking for any (23%) or more (40%) flexible working arrangements, compared with 20% and 31% respectively among primary teachers and leaders. However, they were also more likely to disagree that choosing to work flexibly would not affect their opportunities for career progression (59% disagreed with this vs. 56% for primary). These patterns are consistent with all previous years.

There were also differences by size of school, which reflected the patterns by phase, given that secondary schools tend to be larger. Those working in the largest schools (those in quintile 5 for size, primary and secondary schools) were more likely than average to feel confident requesting any (23%) or more (39%) flexible working arrangements, and to agree that flexible working was compatible with a career in teaching (34%). However, as with secondary schools, they were slightly more likely to disagree that choosing to work flexibly would not affect their opportunities for career progression (59%). Again, these patterns were also observed in previous years.

Those working in schools with a lower proportion of pupils receiving FSM (quintile 1) who did not work flexibly or whose only flexible working is occasional days off or leaving early were more likely to feel confident requesting either formalised or ad-hoc flexible working arrangements (26% vs. 20% in quintile 5).

Variation in views of flexible working by teacher and leader characteristics

Views on the compatibility of flexible working with teaching differed between teachers and leaders. While teachers were more likely than leaders to think that flexible working was compatible with a career in teaching (33% vs. 24%), leaders were more likely to report feeling confident requesting either formalised or ad-hoc flexible working arrangements (33% vs. 20%), or requesting additional flexible working arrangements (52% vs. 31%). These differences were replicated within phases, with the exception of flexible working being compatible with a career in teaching, which primary leaders were more likely than primary teachers to disagree with (67% vs. 56%).

In addition to the difference for teachers compared with leaders, the following groups were more likely than the average of all teachers and leaders (32%) to believe flexible working was compatible with a career in teaching:

- teachers and leaders from ethnic minority groups (excluding white minorities) (44%)
- those working part time (45%) or flexibly in any way (35%)
- early career teachers (38%)
- those who had worked at their school for up to 1 year (37%) or from 1 year up to 2 years (36%)
- those aged under 35 (33%) and those aged over 55 (35%)

Apart from those aged over 55 and those working part time, the above groups were also all more likely than average to agree that choosing to work flexibly would not affect their opportunities for career progression.

In contrast, confidence requesting flexible working arrangements for teachers and leaders who were not already working flexibly, or whose only flexible working was occasional days off or leaving early, was higher among the following groups:

- those with more than 10 years of experience (25% vs. 20% among those qualified for a year or less)
- those aged 55 and over (27% vs. 17% among those aged under 35)
- male teachers and leaders (26% vs. 20% female teachers and leaders)

Support for flexible working from the Senior Leadership Team (SLT)

Just over four-in-ten (42%) agreed that their school's senior leadership team (SLT) was supportive of flexible working, a higher proportion than in all previous years (40% in 2024, 39% in 2023, 41% in 2022). Around a third (34%) disagreed that their SLT supported flexible working, slightly lower than in 2024 and 2023 (35%), but above the proportion who disagreed in 2022 (31%).

Leaders were far more likely to agree that their SLT were supportive of flexible working (67% vs. 38% among teachers), although agreement was higher among teachers compared with previous years (38% vs. 35% in 2024 and 2023, 36% in 2022). Leaders' views remained consistent with previous years.

Those working in primary schools were more likely to believe their SLT supported flexible working (49% vs. 36% in secondary schools), as were those working in local authority-maintained primary schools compared with primary academies (51% vs. 46%). Compared with 2024, primary teachers and leaders were more likely to agree that their SLT supported flexible working (49% in 2025 vs. 45% in 2024), whereas agreement among secondary teachers and leaders remained consistent (36% in 2025 and 34% in 2024). The only difference compared with previous years was among primary teachers,

who were less likely to agree with the statement compared with 2025 (44% in 2025 vs. 40% 2024 and 2023, and 42% in 2022).

Views also differed based on the proportion of pupils receiving FSM. Those working in schools with the lowest proportion of students receiving FSM were more likely than those in all other quintiles to feel their SLT were supportive (49% vs. 42% in quintile 2, and 41% in each of quintiles 3 to 5).

Those who had a flexible working arrangement in place were more likely to report that their SLT supported flexible working (57%) compared to those not currently working flexibly (27%). Teachers and leaders were also more likely to view their SLT as supportive if they were over 35 (45%), had either parent or carer caring responsibilities (47%), identified as heterosexual (43%), had been qualified for more than 10 years (48%), or if they had no physical or mental health condition (44% vs. 38% for those that did).

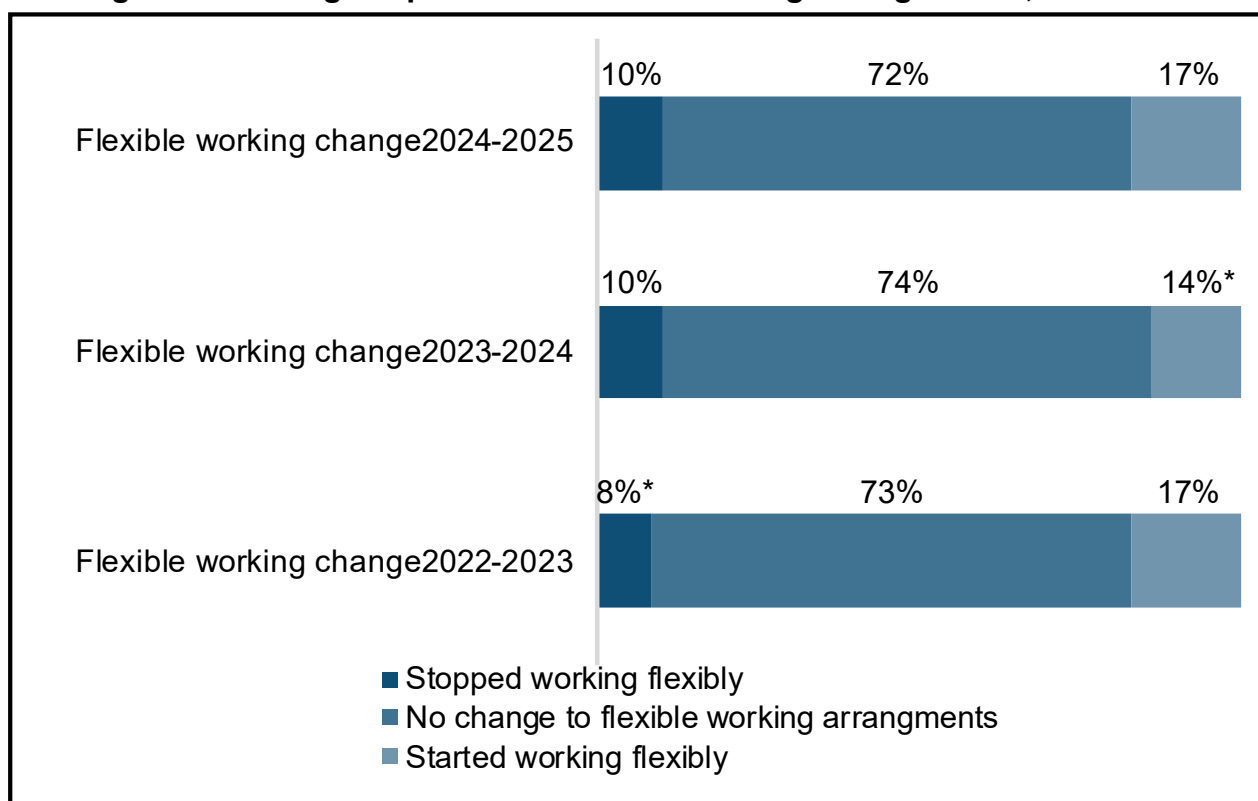
Female teachers and leaders were more likely to disagree that their schools' SLT supports flexible working and there was no difference by ethnicity despite the higher prevalence of flexible working among women and white respondents.

Changes in panellists' flexible working arrangements over time

The majority of panellists had not changed whether they worked flexibly or not between 2024 and 2025 (72%) (Figure 4.3). Between 2024 and 2025, a higher proportion of panellists had started working flexibly (17%) than had stopped (10%). This is in line with the overall increase in flexible working seen among survey respondents between 2024 and 2025 (from 46% to 51%).

The proportion of panellists who had started working flexibly between 2024 and 2025 was also higher than the proportion who started working flexibly between 2023 and 2024 (14%), although consistent with the figure reported between 2022 and 2023 (17%).

Figure 4.3 Change in panellists flexible working arrangements, 2022-2025



Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? All wave 1 panellists returning for wave 2 (2022-2023, n=6,577), all wave 2 panellists returning for wave 3 (2023-2024, n=6,413), all wave 3 panellists returning for wave 4 (2024-2025, n=5,803). *Indicates statistically significant difference compared to all wave 3 panellists returning for wave 4.

Panellists more likely than average (17%) to have started working flexibly in 2025 included:

- secondary leaders (24%)
- primary ECTs (27%)
- male teachers and leaders (21%, also higher compared with the 15% female)
- those that had worked at their school for up to 1 year (22%)

Conversely, leaders (14%) were more likely than average (10%) to have stopped working flexibly between 2024 and 2025.

Panellists who had started working flexibly between 2024 and 2025 reported more positive views regarding job satisfaction. Just under three-in-ten (28%) of those who started working flexibly felt more satisfied with their job than they had in 2024, compared to 18% of those who had stopped working flexibly in that time and 22% of those whose flexible working arrangements had not changed.

This difference extended to other aspects of job satisfaction, with those who had started working flexibly more likely to report improvements in the following measures:

- enjoying classroom teaching (22% vs. 19% overall)
- having sufficient control over their workload (28% vs. 22% overall)
- feeling their workload was acceptable (25% vs. 20% overall)
- feeling valued by their school (18% vs. 14% overall)
- feeling their manager is considerate of their work-life balance (25% vs. 18% overall)
- feeling their manager supports their wellbeing (22% vs. 18% overall)

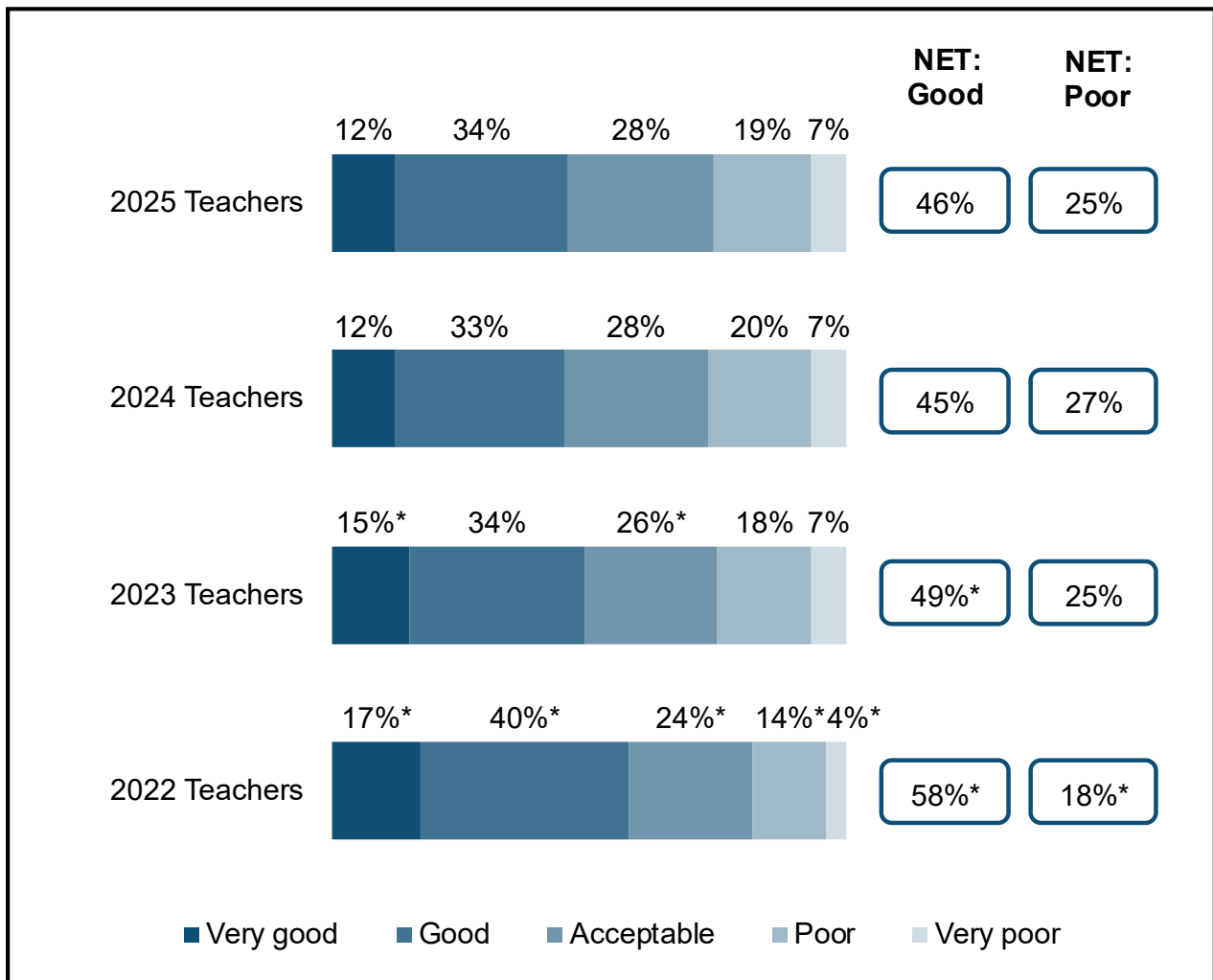
These panellists who had started working flexibly were also more likely to report improvements across most wellbeing measures: overall happiness (50% gave a higher rating in 2025, vs. 42% overall), life satisfaction (47% vs. 39% overall) as well as feeling things done in life are worthwhile (45% vs. 37% overall). They were not more likely to report reduced feelings of anxiety compared to all panellists.

5. Pupil behaviour

Around half (51%) of teachers and leaders rated pupil behaviour at their school as good or very good, and just over a quarter (26%) rated it as acceptable. Almost a quarter (23%) rated it as poor or very poor. This was consistent with 2024 when 50% rated behaviour good or very good and 24% poor or very poor, but a worsening of opinion on pupil behaviour from earlier years (53% rated behaviour good or very good in 2023, and 62% did so in 2022).

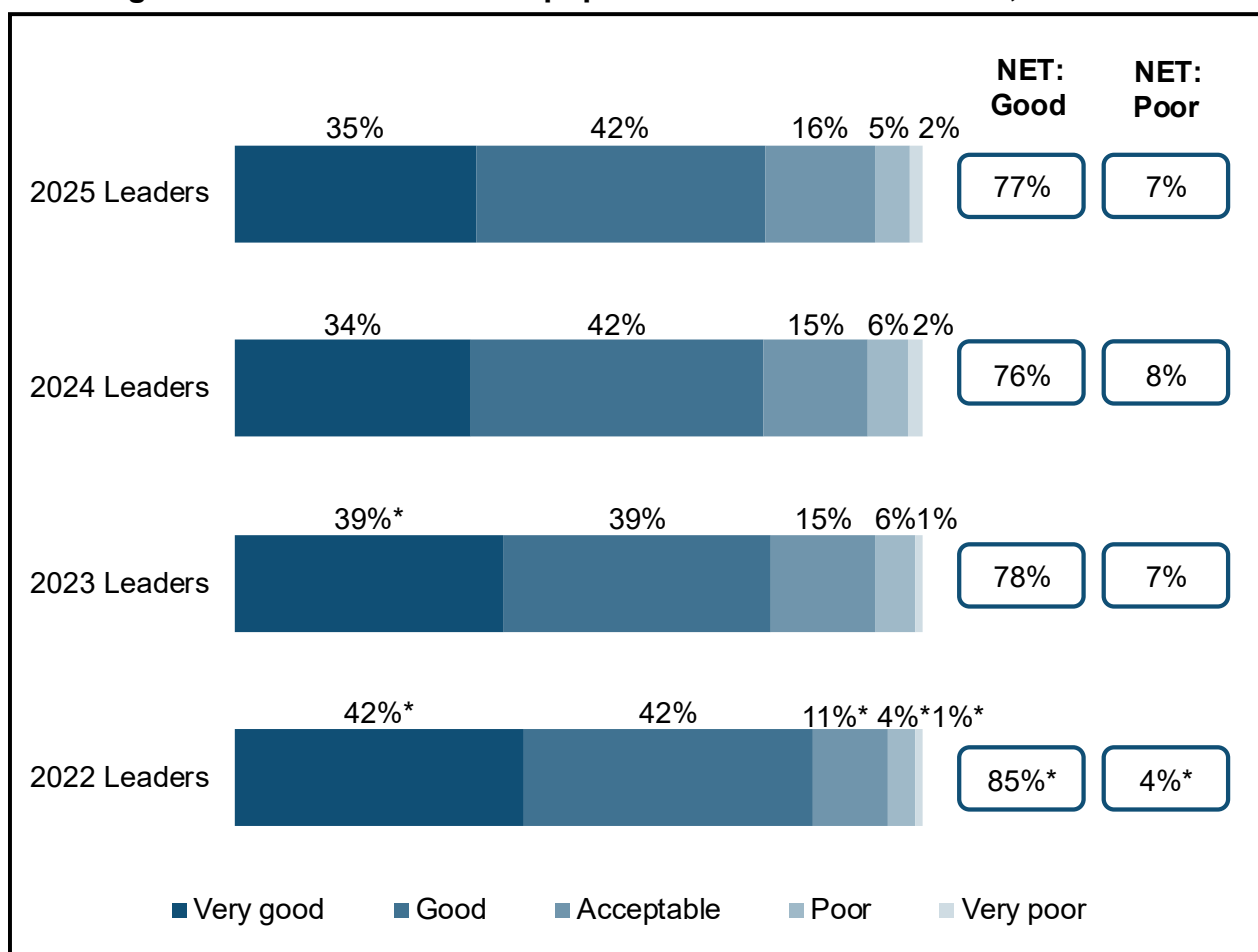
Leaders were more positive than teachers, with 77% rating pupil behaviour as good or very good compared with 46% of teachers. Teachers and leaders' views were consistent with those in 2024, however, both groups' views had declined over time, as seen in Figure 5.1 and Figure 5.2.

Figure 5.1 Teachers' views on pupil behaviour at their school, 2022-2025



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. 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.

Figure 5.2 Leaders' views on pupil behaviour at their school, 2022-2025



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. 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.

The proportion of teachers and leaders rating behaviour as good or very good rose as length of tenure at their school increased, from 41% among those with up to 2 years' tenure to 57% among those with more than ten years' tenure. Similarly, and in line with patterns in previous years, older teachers and leaders were more likely to rate pupil behaviour in their school as good or very good, increasing from 45% of under 35s, to 50% of those aged 35-44, and 56% among those aged 45 and over.

There continued to be a difference in perceptions of pupil behaviour by type of school in 2025, with teachers and leaders in primary schools more likely to rate pupil behaviour as good or very good (57%) than those in secondary schools (44%) and special schools, PRUs or other AP (48%). This difference was, however, less pronounced than in previous years. The proportion of teachers and leaders rating pupil behaviour as good or very good declined among those working in primary schools over time (74% in 2022, 65% in 2023, 60% in 2024, and 57% in 2025). In secondary schools however, teachers

and leaders' views in 2025 (44%) improved on 2024 and 2023 (39% and 40% respectively) but remained below the 49% reported in 2022. Among those working in special schools, PRUs or other AP, ratings in 2025 (48%) remained stable with those in 2024 and 2023 (50% and 47% respectively), lower than 2022 levels (58%).

There were also differences by school phase in the proportion of teachers and leaders rating pupil behaviour as poor or very poor. Around a quarter (26%) of those working in secondary schools rated behaviour as poor or very poor in 2025. This is a decrease compared to 2024 and 2023 (both 32%) but higher than in 2022 (24%). The same proportion (26%) of those in special schools, PRUs or other AP rated pupil behaviour as poor or very poor a higher proportion than in 2024 (20%) and 2022 (17%) but consistent with 2023 (23%). Primary school teachers and leaders were again least likely to rate pupil behaviour as poor or very poor, although the proportion rating it poor or very poor in 2025 (19%) was higher than in 2024, 2023 or 2022 (17%, 13% and 8%).

Following a similar pattern to previous years, views on pupil behaviour also varied according to a range of school-based factors:

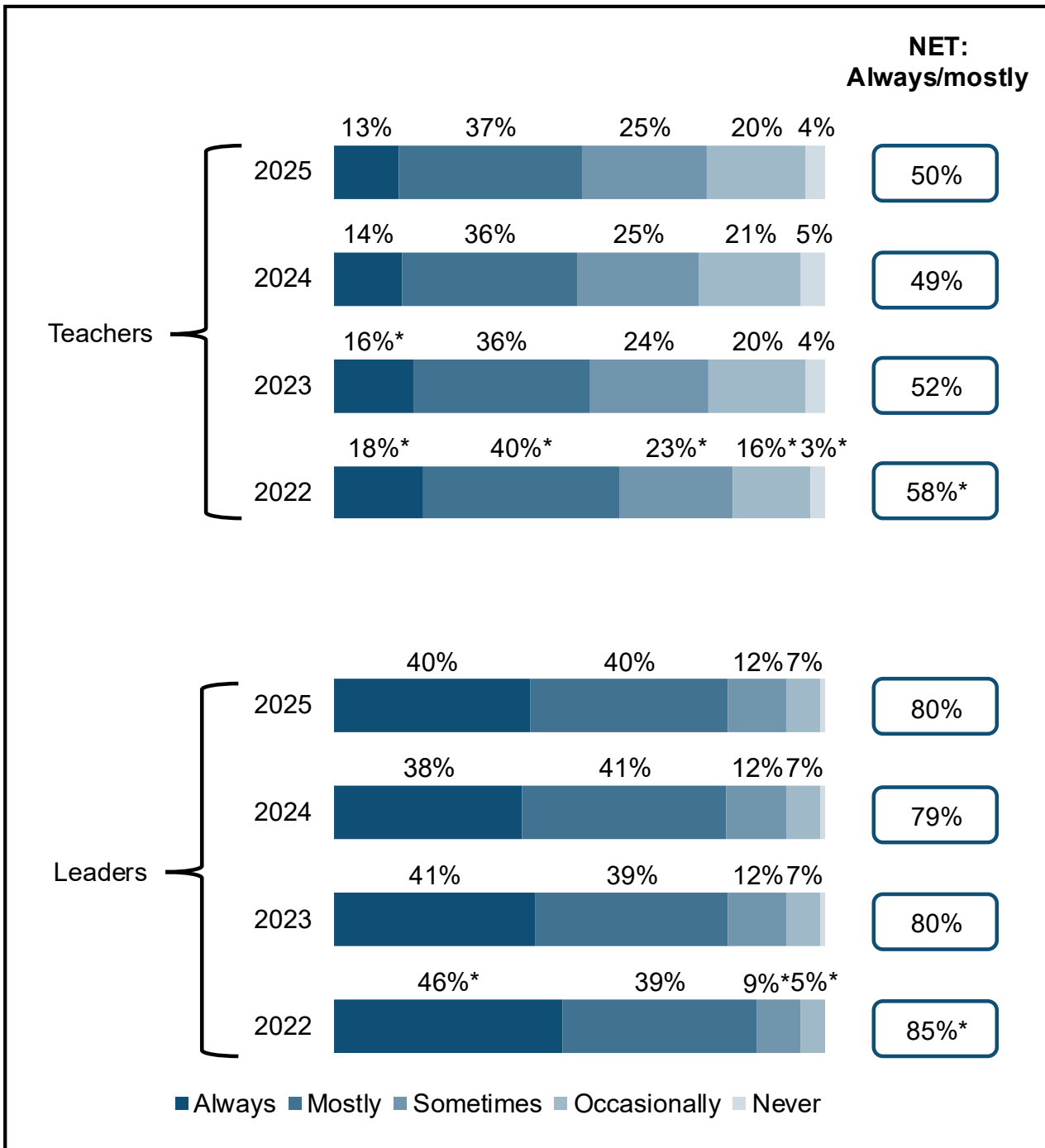
- those teaching the lowest key stage at primary school level were more likely to rate pupil behaviour as good or very good (59% of those teaching reception) than those teaching key stage 1 (55%) and key stage 2 (54%)
- those teaching key stage 5 at secondary school level were more likely to rate pupil behaviour as good or very good (48%) than those teaching key stages 3 and 4 (43% for both)
- those working in local authority-maintained primary schools were more likely to rate pupil behaviour as good or very good than those in academy primary schools (60% vs. 54% respectively). There was again no difference between those working in academies and local authority-maintained environments for secondary schools or special schools, PRUs or other AP
- those working as ECTs were least likely of any job role to rate pupil behaviour as good or very good (40%) while headteachers were the most likely (89%)
- SENCOs were also more likely to rate pupil behaviour as good or very good (68% vs. 51% overall)
- those working in schools with the lowest proportion of pupils receiving FSM (quintile 1) had the highest proportion of teachers and leaders rating pupil behaviour as good or very good. Over two-thirds (69%) rated pupil behaviour as good or very good, compared with 40% of those working in schools with the highest proportion of pupils receiving FSM (quintile 5)
- those working in larger schools in terms of the number of pupils had more negative perceptions of pupil behaviour: 62% of teachers and leaders working in

the smallest schools (quintile 1) rated behaviour as good or very good, compared with 46% of those working in the largest schools (quintile 5)

Support from schools

Over half of teachers and leaders with teaching responsibilities (53%) felt always or mostly supported to deal with persistently disruptive behaviour from specific pupils or classes (Figure 5.3). This is in line with teachers and leaders' perceptions in 2024 (52%) and 2023 (54%) but lower than the proportion who felt always or mostly supported in 2022 (61%).

Figure 5.3 Those with teaching responsibilities' views on whether they felt supported to effectively deal with persistently disruptive behaviour from specific pupils or classes in their school, 2022-2025



Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620) (wave 3, 2024, n=9,118) (wave 4, 2025, n=9,778). Values of 1% or less are not shown on the chart. *Indicates significant difference compared to 2025 survey.

Consistent with trends from previous years, leaders with teaching responsibilities were more likely than teachers to feel always or mostly supported in dealing with persistently

disruptive behaviour (80% vs. 50%). Similarly, around a quarter (24%) of teachers felt occasionally or never supported, a higher proportion than leaders with teaching responsibilities (8%). In terms of specific job roles, in 2025 2nd year ECTs had the lowest proportion reporting they felt always or mostly supported (47% vs. 53% overall). This was consistent with 2024 (46% vs. 52% overall), but whereas in 2024 there was no difference between 2nd and 1st year ECTs (46% and 49%), in 2025 a higher proportion of 1st year ECTs said they felt always or mostly supported (54% vs. 47% of 2nd year ECTs).

Teaching and leading in some types of schools was also associated with a greater likelihood of feeling always or mostly supported to deal with persistently disruptive pupil behaviour. As in the previous two years, this was the case for teachers and leaders in:

- the smallest schools (62% of those in quintile 1 for school size, compared to 54% in the largest (quintile 5) schools)
- schools with the lowest proportion of pupils receiving FSM (60% for quintile 1, vs 51% of those in quintiles 3, 4 and 5)

However, unlike the pattern in previous years when those working in primary schools were more likely than those in secondary schools to feel always or mostly supported (54% vs. 50% in 2024; 57% vs. 51% in 2023; 63% vs. 57% in 2022), in 2025 primary school teachers and leaders were slightly less likely to feel this way than the average (52% vs 53% overall). This also reflects that primary school teachers and leaders were less likely to report feeling supported from 2023 onwards, while those in secondary schools have been more likely to feel supported over time (to 54% in 2025).

Additionally, teachers and leaders with certain personal characteristics were less likely than average to feel always or mostly supported in dealing with persistently disruptive pupil behaviour:

- those with a physical or mental health condition (49% vs. 55% of those without)
- younger teachers and leaders (49% of those aged under 35, vs. 56% of those aged 35 and over)
- those working part time (50% vs. 54% of those working full time)
- female teachers and leaders (52% vs. 57% of male teachers and leaders)

These patterns were also seen in 2024 and 2023.

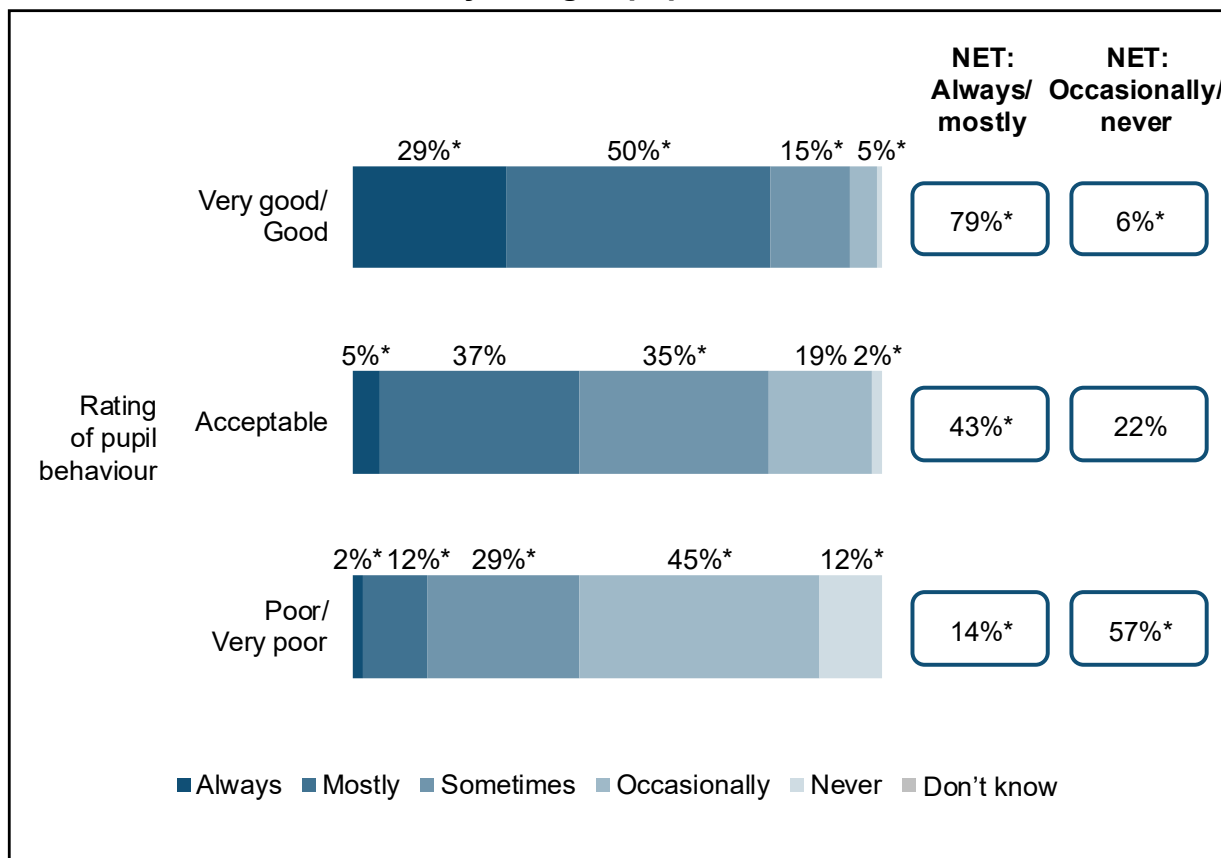
Interaction between ratings of pupil behaviour and perceptions of support

As in both 2024 and 2023, there appeared to be a positive correlation between how positively teachers and leaders rated pupil behaviour and the extent to which they felt

supported to deal with persistently disruptive behaviour from specific pupils or classes effectively (Figure 5.4).

While the majority who felt pupil behaviour was good or very good felt always or mostly supported to deal with persistently disruptive pupil behaviour (79%), a minority who rated pupil behaviour poorly still felt always or mostly supported to deal with it (14%).

Figure 5.4 Those with teaching responsibilities' views on whether they felt supported to effectively deal with persistently disruptive pupil behaviour in their school, by rating of pupil behaviour, 2025



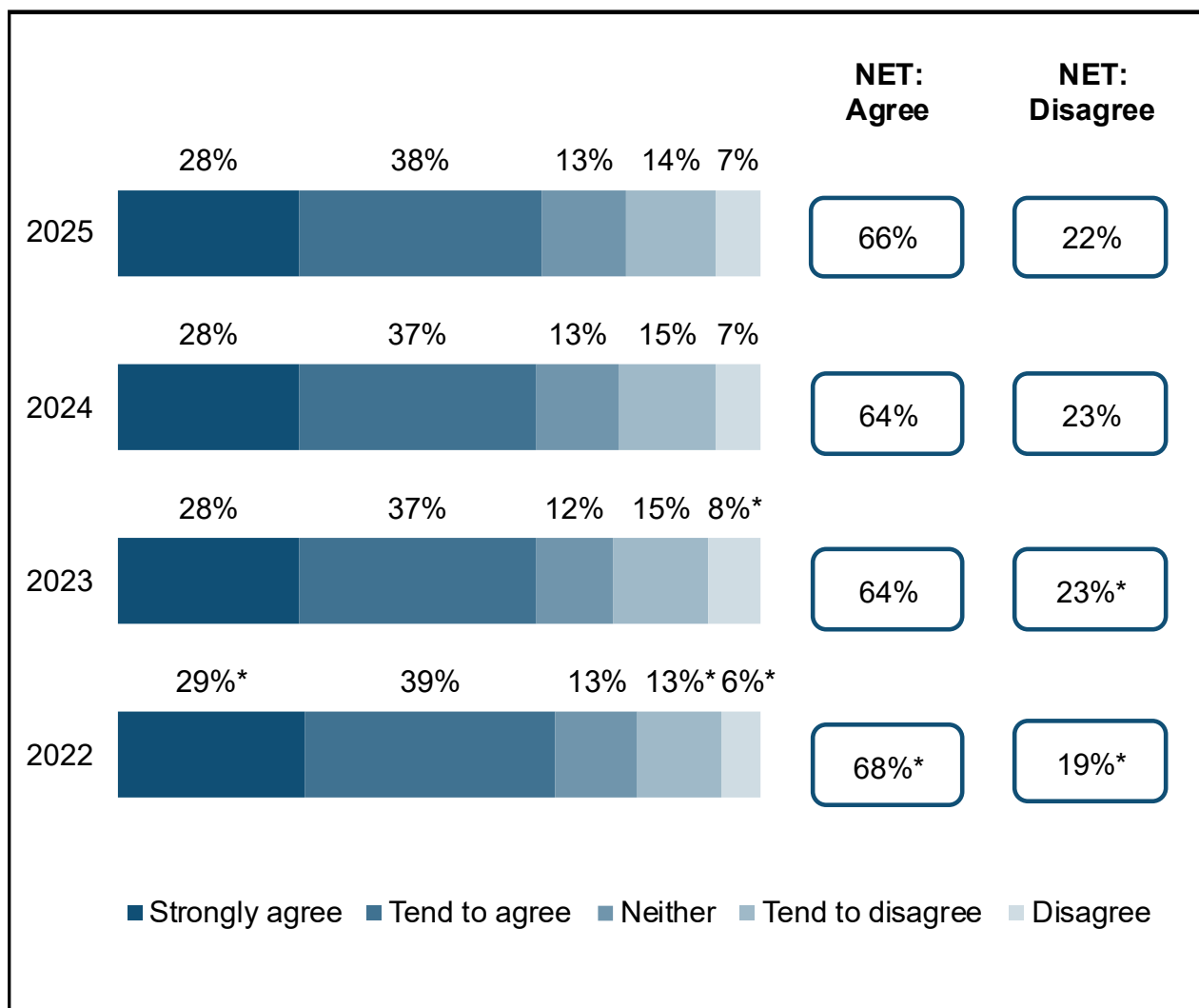
Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 4, 2025, n=9,778); Pupil behaviour is very good/good (wave 4, 2025, n=4,839); Pupil behaviour is acceptable (wave 4, 2025, n=2,614); Pupil behaviour is poor/very poor (wave 4, 2025, n=2,289). Values of 1% or less are not shown on the chart. *Indicates significant difference compared to overall.

Standards set for pupil behaviour

Two-thirds (66%) of teachers and leaders agreed that their school's leadership team sets high expectations for pupil behaviour, supported by clear rules and processes, while 22% disagreed, as shown in Figure 5.5. These proportions are in line with views in 2024, mark

a slight improvement compared to 2023 (when 23% of teachers and leaders disagreed), but are still not as positive as in 2022 (when 68% agreed and 19% disagreed).

Figure 5.5 Teachers and leaders' views on whether school sets high expectations for pupil behaviour supported by clear rules and processes, 2022-2025



Source: Working lives of teachers and leaders survey. E1_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All 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). *Indicates significant difference compared to 2025 survey.

In 2025, there were differences by role and school characteristics in the likelihood of teachers and leaders agreeing their school sets high expectations for pupil behaviour. These differences were similar to those found in previous years.

The clearest difference was again between teachers and leaders, with 91% of leaders agreeing that their schools' leadership team sets high expectations, a 30 percentage point greater likelihood than teachers (61%). Headteachers were the most likely to agree (98%), while 88% of deputy and assistant heads agreed.

In the following types of school, teacher and leader views were more likely to be positive about leadership teams setting high expectations:

- primary schools (70%) and special schools, PRUs or other AP (67%), compared with less positive views of those working in secondary schools (61%)
- schools with the lowest proportion of pupils receiving FSM (70% in quintile 1, compared with between 64% and 66% for quintiles 2 to 5)

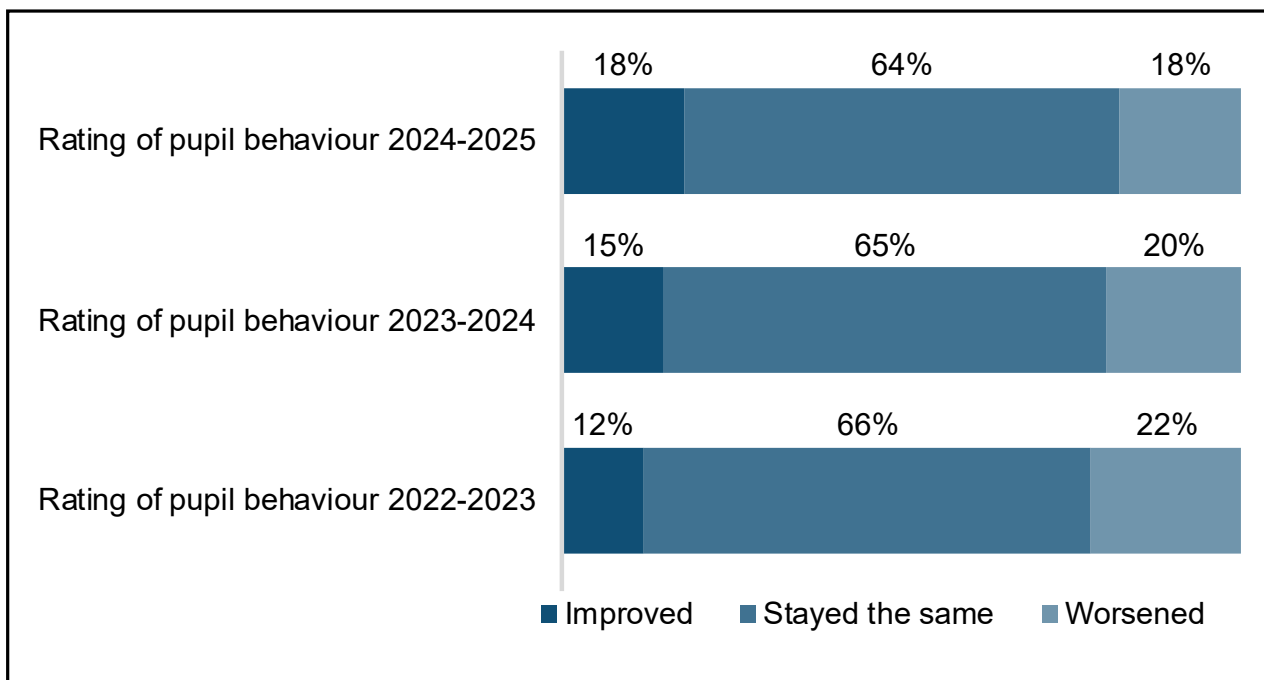
As in previous years, those working in the largest schools (quintile 5) were less positive than average, with just over six-in-ten (62%) agreeing that their school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes, compared with the average 66%. At the overall level, this pattern is influenced by the fact that secondary schools tend to be larger (in 2025, secondary schools made up 88% of all schools in quintile 5 by size). However, the relationship between school size and views on leadership teams setting high expectations for pupil behaviour was evident in primary schools, with teachers and leaders working in the largest primary schools less likely to agree that their leadership team sets high expectations for pupil behaviour compared to those in the smallest primary schools (71% in quintile 5, vs. 78% in quintile 1).

Several personal characteristics of teachers and leaders were associated with a greater likelihood to agree that their school's leadership team sets high expectations for pupil behaviour. As in 2024, those aged 35 and over were more likely to agree (68%) compared to those aged under 35 (61%). Teachers and leaders with the shortest and longest tenures at the school (less than 1 year, and over 10 years) were most positive (69% and 68%, respectively). This is consistent with findings from 2023, although differs from 2024 when there were no differences in perceptions of SLTs setting high expectations for pupil behaviour by the length of time teachers and leaders had worked at their schools. While there have previously been differences found between teachers and leaders of different ethnicities, there were no differences in the proportion agreeing by ethnic group in 2025.

Changes in panellists' views on pupil behaviour over time

Nearly two-thirds of teachers and leaders who took part in both the 2024 and 2025 surveys had not changed their opinions on pupil behaviour between waves (64%), while the same proportion thought behaviour had worsened as thought it had improved (both 18%). This differs slightly from 2023 to 2024 and 2022 to 2023, when more teachers thought there had been a worsening of behaviour than an improvement, as shown in Figure 5.6.

Figure 5.6 Change in how teachers and leaders rate pupil behaviour, 2022-2023, 2023-2024 and 2024-2025



Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All wave 1 panellists returning for wave 2 (2022-2023, n=6,577), all wave 2 panellists returning for wave 3 (2023-2024, n=6,413) and all wave 3 panellists returning for wave 4 (2024-2025, n=5,803).

Panellists who had moved schools between 2022 and 2025 were more likely to have improved their perception of pupil behaviour across this same time period (29% vs. 11% of those who remained in the same school).⁸

Among the panellists who had remained in the same school between 2022 and 2025, those who were leaders in 2022 were the least likely to have improved their perception of pupil behaviour (4%), particularly headteachers, among whom 87% gave the same rating of pupil behaviour in 2025 as in 2022. In contrast, those who had been classroom teachers (non-ECT) and those who had been ECTs in 2022 were more likely than those who had been leaders to have improved their perception (12% and 15% respectively vs. 4%), although similarly likely compared with the overall figure (11%). As such, despite ECTs tending to rate pupil behaviour lower than their more senior counterparts, this difference may somewhat reduce over time as teachers become more experienced.

The majority of panellists' views on whether their SLT set high expectations for pupil behaviour supported by clear rules and processes had not changed between 2024 and 2025 (69%). Consistent with findings among 2024 panellists, the proportion in 2025

⁸ 88% of all teachers and leaders who had taken part in all waves, remained in English state school or leadership in wave 4, and whose school was known in both wave 1 and wave 4, had been working at the same school in both waves.

whose views on SLT expectation-setting had improved was the same as the proportion whose views had worsened (both 15%).

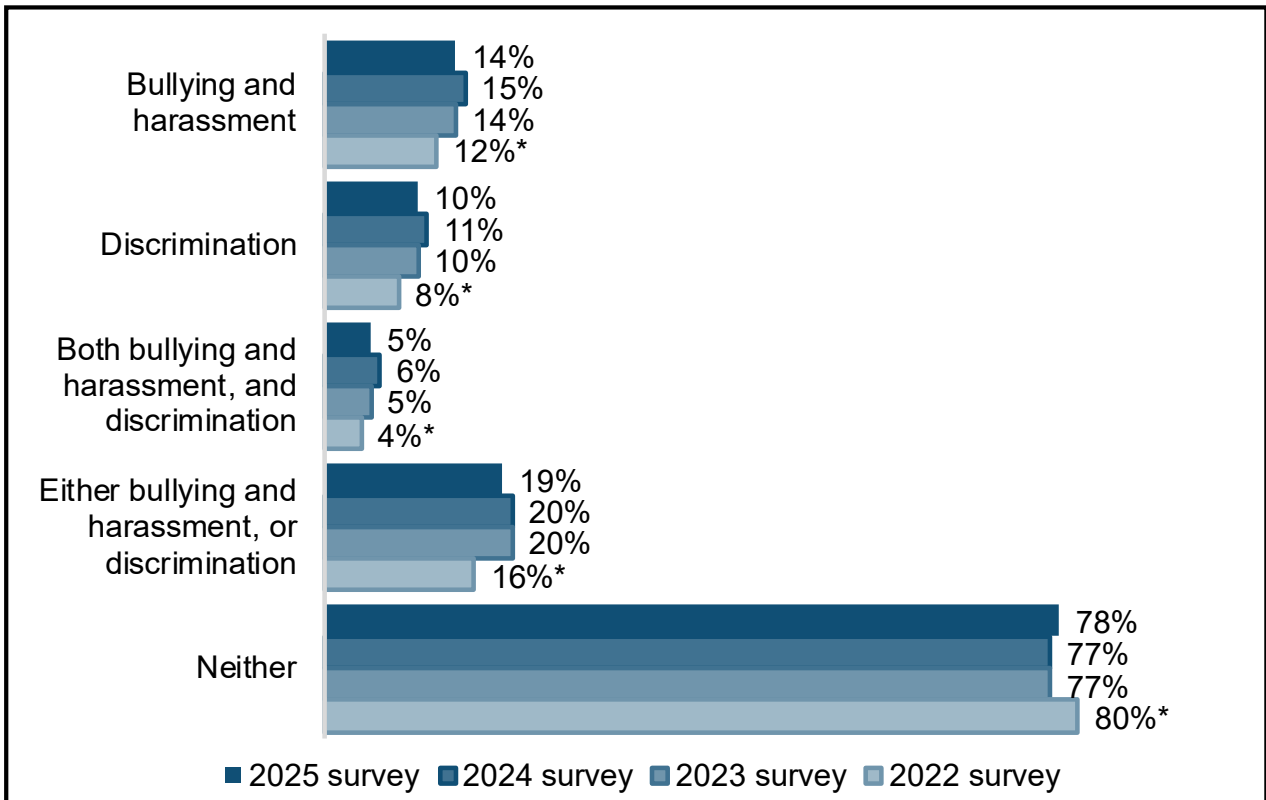
Panellists who had moved school between 2024 and 2025 were more than three times as likely to have felt more positive about their school leadership team setting high expectations for pupil behaviour, supported by clear rules and processes (36% reported a more positive view in their new school, compared to 11% who reported a more negative view). Among those with longer lengths of school tenure (i.e. who were working at the same school in 2024 and 2025), changes in perception were mostly in line with the average. The exception to this was those who had worked at their school for more than 5 years but less than 10, whose perception that there had been an improvement was slightly lower than average (13% vs. 15%).

6. Bullying and harassment, discrimination and staff inclusion

Staff experience of bullying and harassment, and discrimination

In 2025, around one-in-five (19%) teachers and leaders reported having experienced either bullying and harassment or discrimination in the previous 12 months (Figure 6.1). Overall, 14% had experienced bullying and harassment, while one-in-ten (10%) had experienced discrimination. These proportions are consistent with 2024 (20%, 15% and 11%, respectively) and 2023 (20%, 14% and 10%), but higher than those reported in 2022, when 16% had experienced either in the previous 12 months (12% reported bullying and harassment and 8% had experienced discrimination).

Figure 6.1 Teachers and leaders' experiences of bullying and harassment, and discrimination, 2022-2025



Source: Working lives of teachers and leaders survey. N3. As a teacher, in the last 12 months, have you experienced...? 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 for don't know were 4% or less and have been excluded from the chart. *Indicates significant difference compared to 2025 survey.

Consistent with previous years, there was a greater likelihood of teachers and leaders working in secondary schools having experienced bullying and harassment (16%) or

discrimination (13%) in the last 12 months (23% had experienced either), than those from primary schools (12%, 8%, and 16% respectively). This difference was reflected in bullying and harassment or discrimination being more commonly reported among teachers and leaders from the largest schools (22% of those working in schools in size quintile 5), which are more commonly secondary schools.

Teachers and leaders working in secondary local authority-maintained schools were more likely to report having experienced bullying and harassment (18%) than those in secondary academies (15%).

As in both 2024 and 2023, the incidence of bullying and harassment or discrimination was higher among teachers and leaders working in schools with a higher proportion of pupils receiving FSM. While 22% of those working in schools with the highest proportion of pupils receiving FSM (quintile 5) had experienced either bullying and harassment or discrimination, 15% of those working in schools with the lowest proportion receiving FSM (quintile 1) had experienced either of these.

Teachers were more likely to report having experienced discrimination in the last 12 months than leaders (11% vs. 7%). While neither group was more or less likely to have experienced bullying and harassment (both consistent with 2024 findings), headteachers were particularly likely to report having experienced bullying and harassment (20%).

There were also differences by teacher and leader characteristics, with bullying and harassment and/or discrimination more common for the following groups (as also found in previous years):

- those with the shortest tenures at their school: 15% of teachers and leaders who had been at their school for up to 1 year reported discrimination, vs. 9% of those with the longest tenures (more than 10 years)
- those with a physical or mental health condition: 20% reported bullying and harassment, 14% discrimination and 26% either bullying and harassment or discrimination, vs. 12%, 9% and 17% among those without a physical or mental health condition
- those not identifying as heterosexual: 17% reported bullying and harassment, 17% discrimination and 26% either bullying and harassment or discrimination, vs. 14%, 10% and 19% among heterosexual teachers and leaders
- ethnic minority groups (excluding white minorities): 22% reported experiencing discrimination in the last 12 months, 17% bullying and harassment and 29% either, vs. 9%, 14% and 18% among white teachers and leaders

- those of Hindu and Muslim faiths⁹: 23% and 19% respectively reported discrimination, vs. 11% of those identifying as Christian and 9% of those with no religion; there were no differences between different religious groups in the proportion experiencing bullying and harassment

The majority of teachers and leaders (70%) in 2025 reported that their school values an equal, diverse and inclusive workforce, while 9% disagreed. These findings are consistent with 2024, 2023 and 2022. Leaders were much more likely than teachers to agree (86% vs 68%) with the vast majority of heads agreeing (94%).

Those working in secondary schools were again slightly less likely than those working in other school phases to agree that their school values an equal, diverse and inclusive workforce (68% vs. 70% on average). Those working in local authority-maintained primary schools were more likely to agree than those in primary academies (75% v. 67%), while those working in local authority-maintained secondary schools were less likely to agree than those in secondary academies (60% vs. 69%).

While overall 9% of teachers and leaders disagreed that their school valued an equal, diverse and inclusive workforce, this was more common among the following groups:

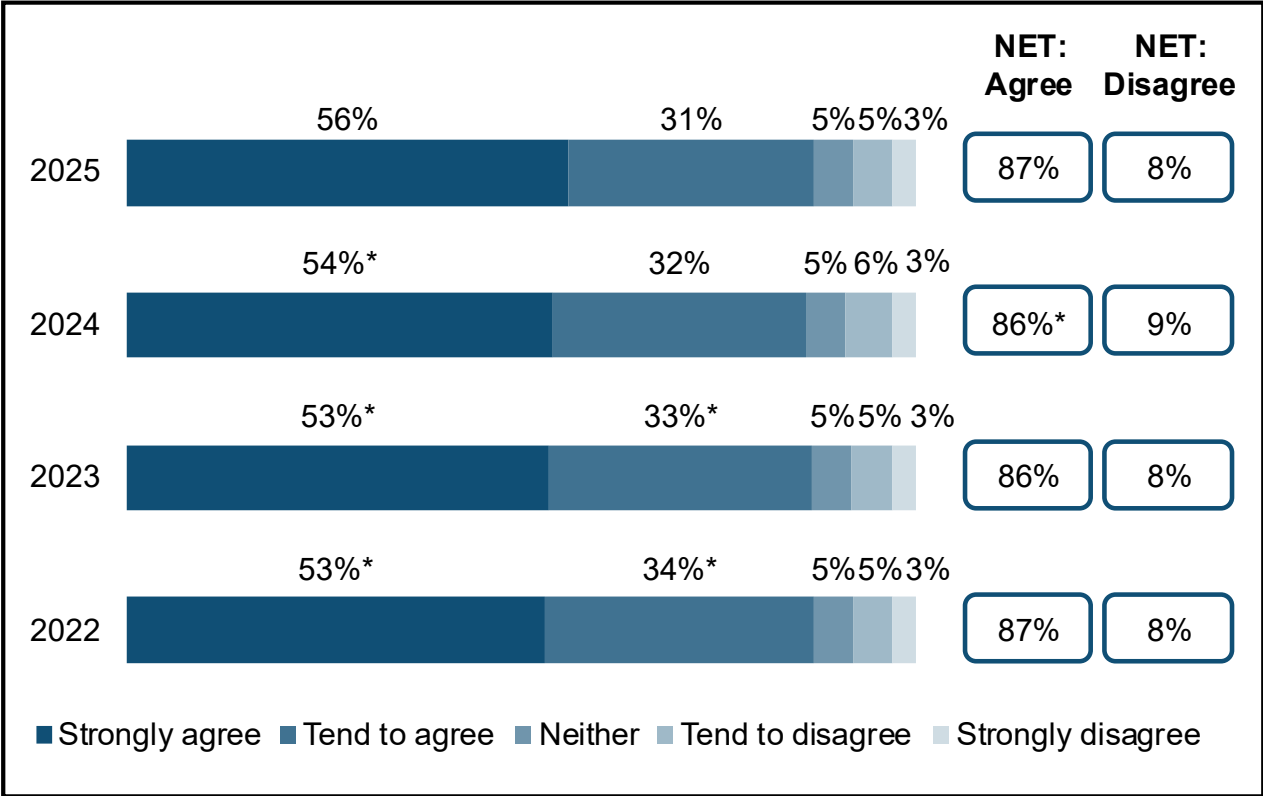
- those who had experienced bullying and harassment or discrimination in the previous 12 months (24%, vs. 5% of those who had not)
- ethnic minority (excluding white minority) teachers and leaders (14%)
- those with a physical or mental health condition (12%)
- teachers and leaders not identifying as heterosexual (15%)
- those that had worked at their school for more than 2 years, up to 3 (15%)
- those who rated pupil behaviour in their school as poor (17%)

Teacher agency

The vast majority of teachers and leaders agreed that their manager trusted them to work independently (87%), while a small proportion disagreed (8%). As shown in Figure 6.2, teachers and leaders were slightly more likely to agree than in 2024 (87% vs. 86%). However, they were more likely to strongly agree in 2025 compared to all previous years (56% vs. 54% in 2024 and 53% in 2023 and 2022).

⁹ Note that small base sizes for teachers and leaders of religious minorities mean small shifts in responses can lead to large differences in overall findings (Hindu, n=88) (Muslim, n=278)

Figure 6.2 Whether teachers and leaders agreed their manager trusted them to work independently, 2022-2025

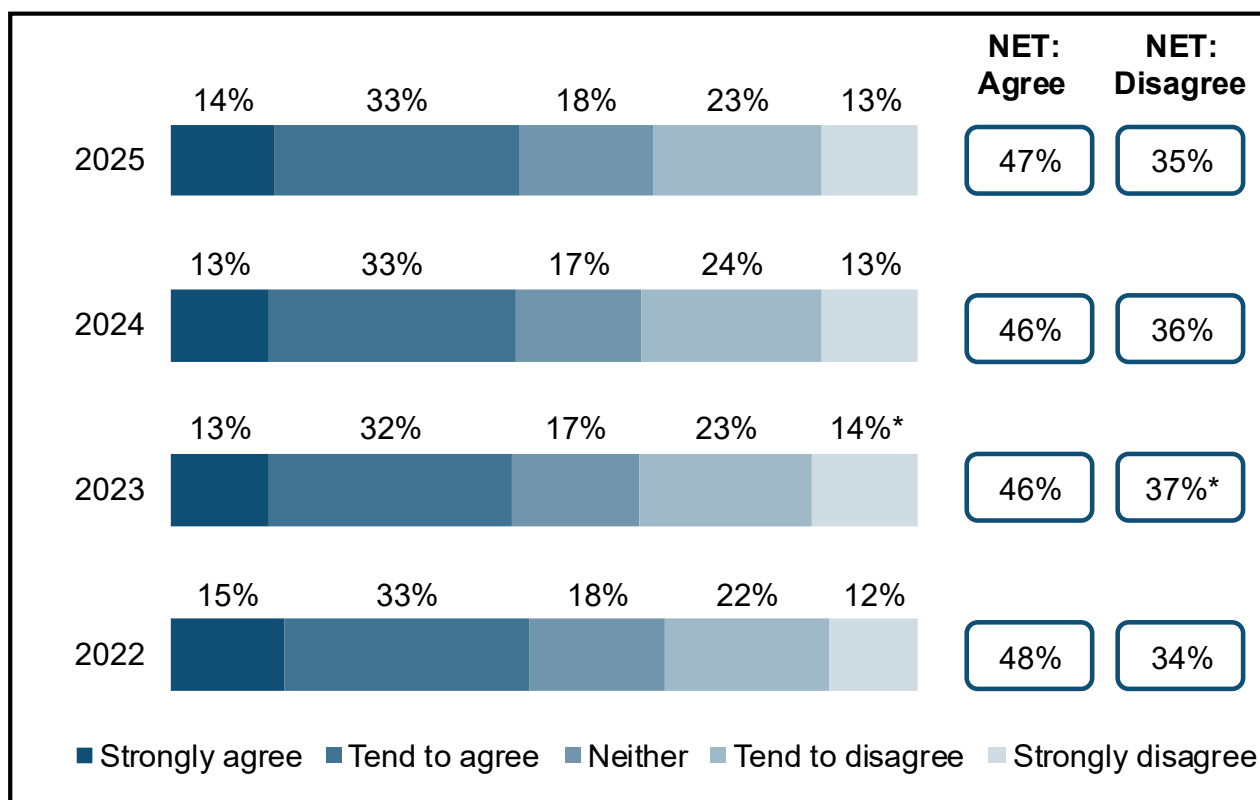


Source: Working lives of teachers and leaders survey. E2_1. Agreement that 'my manager trusts me to work independently'. Single response for each statement. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). The proportion of those answering, 'don't know' across 2022-2025 was less than 1%. *Indicates significant difference compared to 2025 survey.

Some groups of teachers and leaders were more likely to feel that their manager trusted them to work independently, and these trends were broadly consistent with previous years. Leaders were again more likely to agree than teachers (93% vs. 86%), as were those working in secondary schools (88% vs. 86% in primary schools), and those without a physical or mental health condition (88% vs. 84%).

Levels of agreement among teachers and leaders that their school provided staff with opportunities to participate in whole school decisions was also broadly consistent over time. As in 2024, just under a half (47%) agreed and a little over a third (35%) disagreed (Figure 6.3). This reflects a slight decrease in the proportion disagreeing when compared with 2023 (37%).

Figure 6.3 Whether teachers and leaders agreed that their school provided staff with opportunities to participate in whole school decisions, 2022-2025



Source: Working lives of teachers and leaders survey. E1_2. Agreement that ‘my school provides staff with opportunities to actively participate in whole school decisions’. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). The proportion of those answering, ‘don’t know’ across 2022-2025 was less than 1%. *Indicates significant difference compared to 2025 survey.

As in 2024, leaders were around twice as likely as teachers to agree that their school provided staff with opportunities to actively participate in whole school decisions (83% vs. 41% of teachers). This was highest among headteachers, at 94%. Among teachers, there was again a roughly equal split between those that agreed these opportunities existed (41%) and those that disagreed (40%).

There were differences in the likelihood of teachers and leaders agreeing that their school provides staff with opportunities to actively participate in whole school decisions by the type of school they worked in. These differences are consistent with patterns in previous years:

- those working in primary schools and special schools, PRUs and other AP were more likely to agree than those working in secondary schools (54% and 52% vs. 39%)
- those working in schools with the lowest proportion of pupils receiving FSM (51% of those in quintile 1 vs. 47% of those in quintile 5)

There were also notable variations by personal characteristics, with the following teachers and leaders less likely to agree that their school provides staff with opportunities to actively participate in whole school decisions compared to overall (47%):

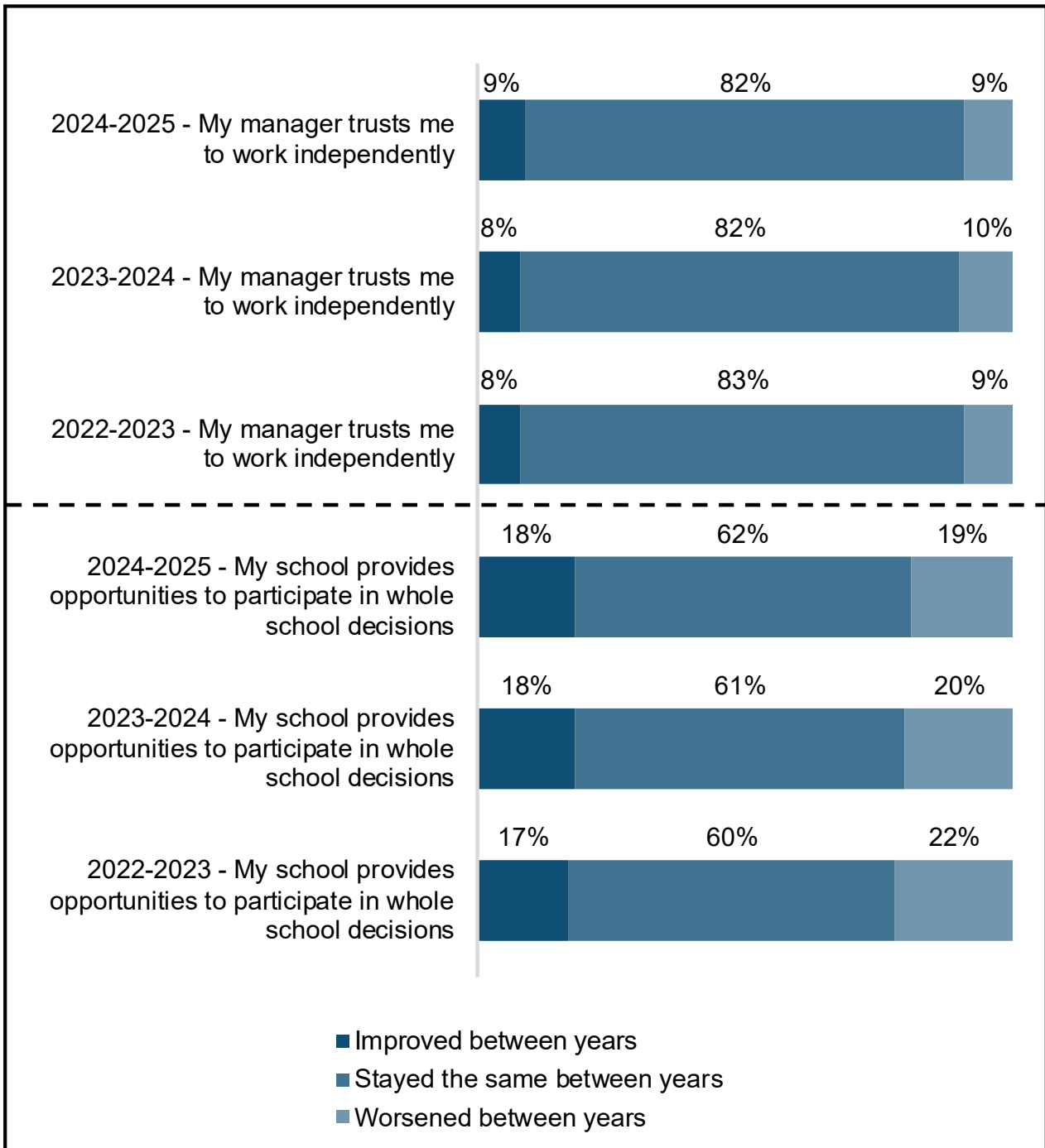
- those with a physical or mental health condition (39%)
- those without any type of flexible working arrangement (41%)
- those not identifying as heterosexual (41%)
- those working part time (42%)
- those aged under 35 (45%)
- those of no religion (45%), while those identifying as Christian were slightly more likely to agree (49%). Unlike 2024 when Muslim teachers and leaders were less likely to agree, there were no other differences by religious denomination

Changes in panellists' views on teacher agency over time

Among teachers and leaders who participated in both the 2024 and 2025 surveys, views on feeling trusted to work independently were fairly consistent, with 82% of panellists' views remaining the same. Views on whether their schools provided opportunities for staff to actively participate in whole school decisions also remained the same for the majority of 2025 panellists (62%), while 18% of teachers and leaders' views had improved and views had worsened for 19%.

This change in views on teacher agency between survey years is consistent with the pattern found among panellists between 2023 and 2024 and 2022 and 2023, as shown in Figure 6.4.

Figure 6.4 Changes over time – views on teacher agency, 2022-2025



Source: Working lives of teachers and leaders survey. E2_1. To what extent do you agree or disagree that your manager trusts you to work independently? E1_2. To what extent do you agree or disagree that 'my school provides staff with opportunities to actively participate in whole school decisions'. Single response. All wave 1 panellists returning for wave 2 (2022-2023, n=6,577), all wave 2 panellists returning for wave 3 (2023-2024, n=6,413), and all wave 3 panellists returning for wave 4 (2024-2025, n=5,803).

As was the case in 2024, those who had recently started working in a new school (less than 1 year ago) were more likely to have improved views on both measures:

- 25% gave a more positive rating in 2025 than 2024 regarding feeling trusted by their manager to work independently (vs. 9% overall)
- 38% gave a more positive rating in 2025 than 2024 regarding opportunities provided for staff to participate in whole school decisions (vs. 18% overall)

Looking at changes in views on teacher agency across the whole period 2022 to 2025, there were some differences by role. Across both measures, views of those who were leaders in wave 1 were the most likely to have remained consistent (89% vs. 80% overall for feeling trusted to work independently, 78% vs. 55% overall for providing opportunities to participate in whole school decisions).

Those who were classroom teachers (non-ECT) in wave 1 were more likely than average to have improved their perception that their school provides opportunities to participate in whole school decisions (22%, vs. 20% overall), although classroom teachers (non-ECT) were also more likely to report a worsened perception of this measure (26% vs. 24% overall). Those who were ECTs in wave 1 were also more likely to report a worsened perception for this measure in 2025 (32% vs. 24%).

Views on feeling trusted to work independently were more consistent across roles, although those who were classroom teachers (non-ECT) in wave 1 remained slightly more likely to have improved their view (11% improved vs. 10% overall).

7. Teacher and leader wellbeing

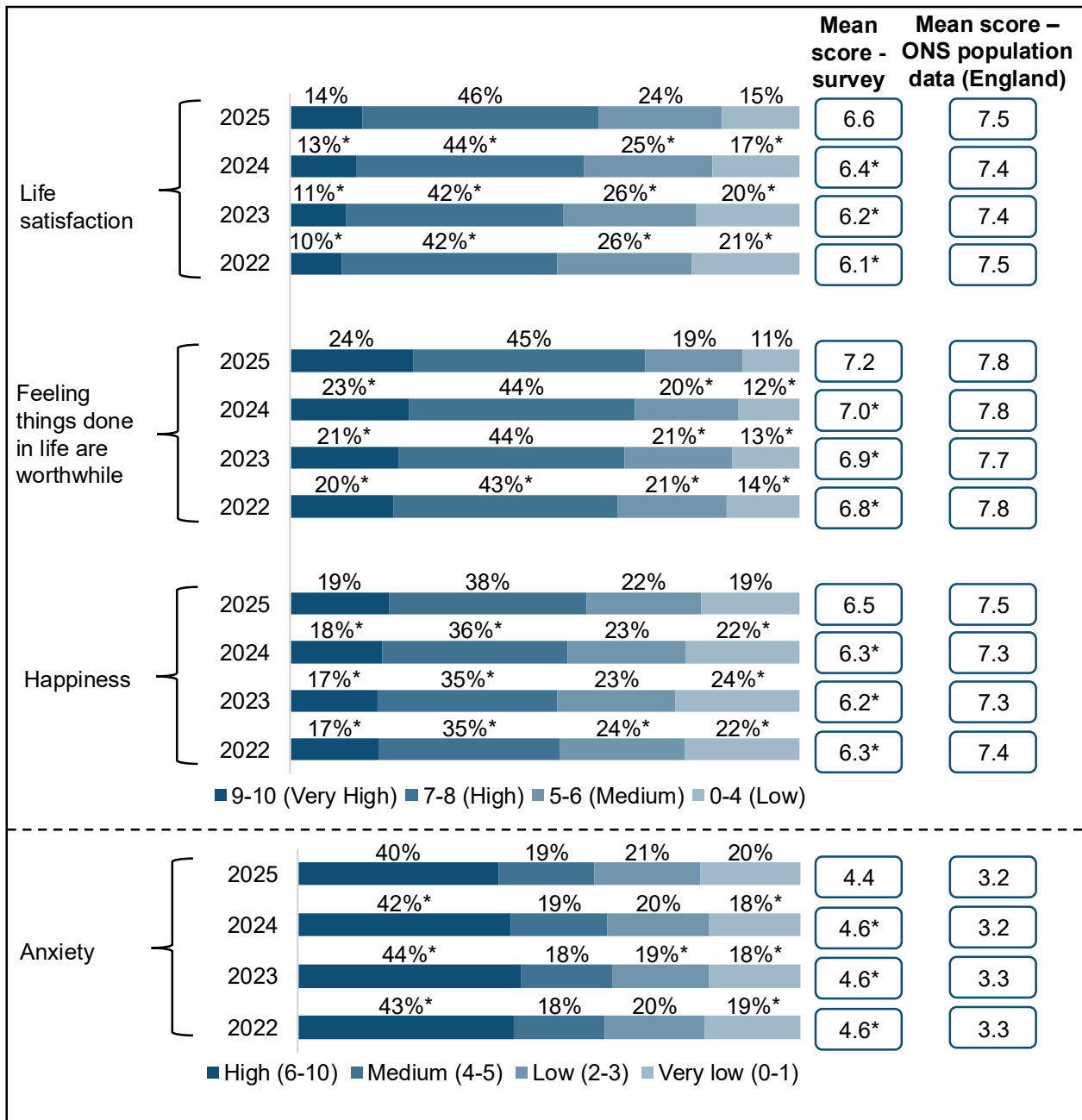
Overall measures of wellbeing

The survey covers four measures of wellbeing, developed by the ONS: life satisfaction, feeling that things people do in their life are worthwhile, happiness on the day before taking part in the survey, and levels of anxiety.

As shown in Figure 7.1, the average scores for life satisfaction and for feeling things done in life are worthwhile have risen steadily over time to 6.6 and 7.2 in 2025, respectively. Teachers and leaders' mean happiness score had also improved in 2025, continuing the rise seen in 2024. Furthermore, for the first time since 2022, there was also an improvement in the reported anxiety scores (4.4 in 2025 vs. 4.6 at all previous years).¹⁰

¹⁰ A higher score on the anxiety measure indicates greater anxiety levels.

Figure 7.1 Teachers and leaders' views on personal wellbeing, 2022-2025



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.

Despite these improvements, in 2025 teachers and leaders' ratings of wellbeing were again less positive than the average scores for the wider adult population in England with¹¹:

¹¹ [Quarterly personal well-being estimates – non-seasonally adjusted - Office for National Statistics](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandlife/bulletins/articlesandcommentaries/quarterly-personal-well-being-estimates-non-seasonally-adjusted)

- 6.6 mean score reported for life satisfaction, vs. 7.5 in the population
- 7.2 mean score reported for feeling the things they do in their life are worthwhile, vs. 7.8 in the population
- 6.5 mean score reported for happiness on the day before being surveyed, vs. 7.5 in the population
- 4.4 mean score reported for anxiety on the day before being surveyed, vs. 3.2 in the population

Variation in teacher and leader wellbeing by subgroups

Differences were evident across a range of school-based factors and teacher and leader characteristics. Consistent with trends in all previous years, the following groups were more likely to report lower life satisfaction, worthwhileness and happiness, and higher anxiety:

- teachers compared to leaders
- those under 55 compared to older teachers and leaders; anxiety was again particularly high among under 35s, with 45% reporting a high level of anxiety the day before completing the survey, compared to 32% of those aged 55 or above
- full-time staff compared with part-time staff
- those with a physical or mental health condition compared to those without
- those working in secondary schools reported lower life satisfaction, worthwhileness and happiness than those in primary schools; however, those in primary schools reported higher anxiety
- those not identifying as heterosexual compared with those who do

When looking at results by gender, results were similar for life satisfaction and happiness. However, female teachers and leaders recorded slightly higher average levels of worthwhileness (7.2 vs. 7.1 for male teachers and leaders) and were more likely to record higher anxiety levels than male teachers.

The differences found in 2024 between white teachers and leaders and those from ethnic minority groups (excluding white minorities)¹² were not present in 2025, although there were some differences among specific minority groups. Teachers and leaders from mixed or multiple ethnic groups reported less positive wellbeing scores than white or black, black British, Caribbean or African teachers and leaders across life satisfaction, worthwhileness and happiness measures. In addition, black, black British, Caribbean or

¹² In 2024, white teachers and leaders reported higher average levels of life satisfaction, worthwhileness and happiness than those from ethnic minority groups (excluding white minorities)

African teachers and leaders reported higher scores than their white counterparts in worthwhileness (7.6 vs. 7.2) and happiness (7.1 vs. 6.5), and lower anxiety scores than teachers and leaders of white, mixed or multiple ethnic groups or Asian or Asian British ethnicities (3.5, vs. 4.4, 4.5 and 4.3).

As found in previous years, there was an inverse relationship between teachers and leaders' anxiety levels and their perceptions of pupil behaviour in their school. Half (50%) of those who rated pupil behaviour poor or very poor reported high levels of anxiety, falling to 40% of those who rated pupil behaviour as acceptable, and 34% of those who rated it as good or very good.

Anxiety levels also varied by teachers and leaders' feelings about the acceptability of their workload. Just under half (47%) of those who felt they did not have an acceptable workload reported high anxiety, compared to a quarter (25%) of those who felt their workload was acceptable.

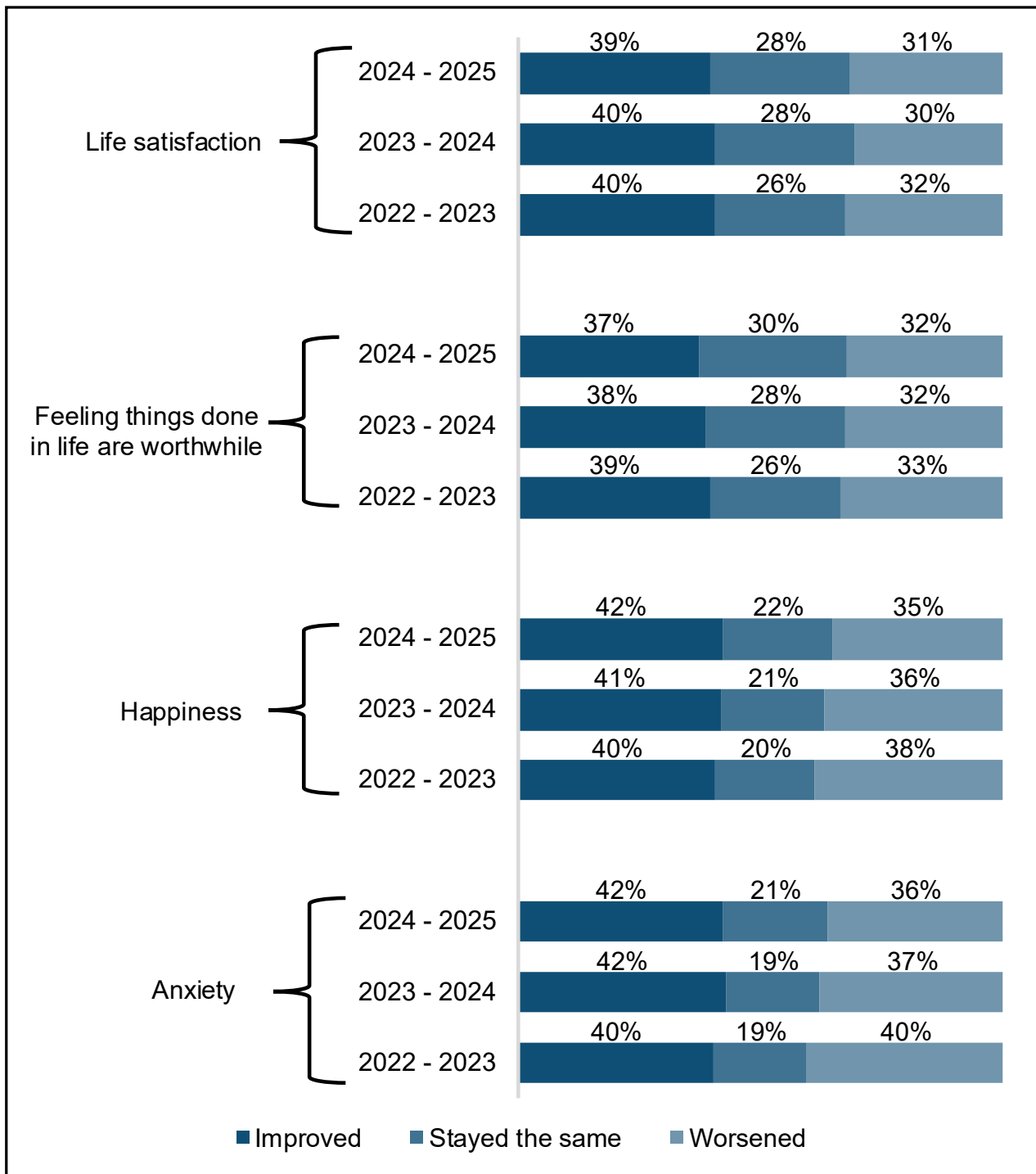
Changes in panellists' views on wellbeing over time

A higher proportion of panellists who were teaching or leading in an English state school in both 2024 and 2025 reported improvements across all wellbeing measures rather than worsening¹³ (see Figure 7.2). This is consistent with the overall findings that life satisfaction, worthwhileness, happiness and anxiety ratings have improved in comparison to 2024.

These results are also broadly consistent with the changes reported between 2023 and 2024, and 2022 and 2023, reflecting the gradual increase in overall average scores during this period.

¹³ An 'improvement' to a wellbeing score between 2024 and 2025 is defined by the respondent giving a higher rating on a scale of 0-10 in 2025 than 2024 for measures of life satisfaction, feelings things done in life are worthwhile and happiness. An 'improvement' to an anxiety score is where the respondent gives a lower score on a scale of 0-10 in 2025 than in 2024. A 'worsening' between 2024 and 2025 is the opposite of this.

Figure 7.2 Change in panellists' wellbeing measures between 2022 and 2025



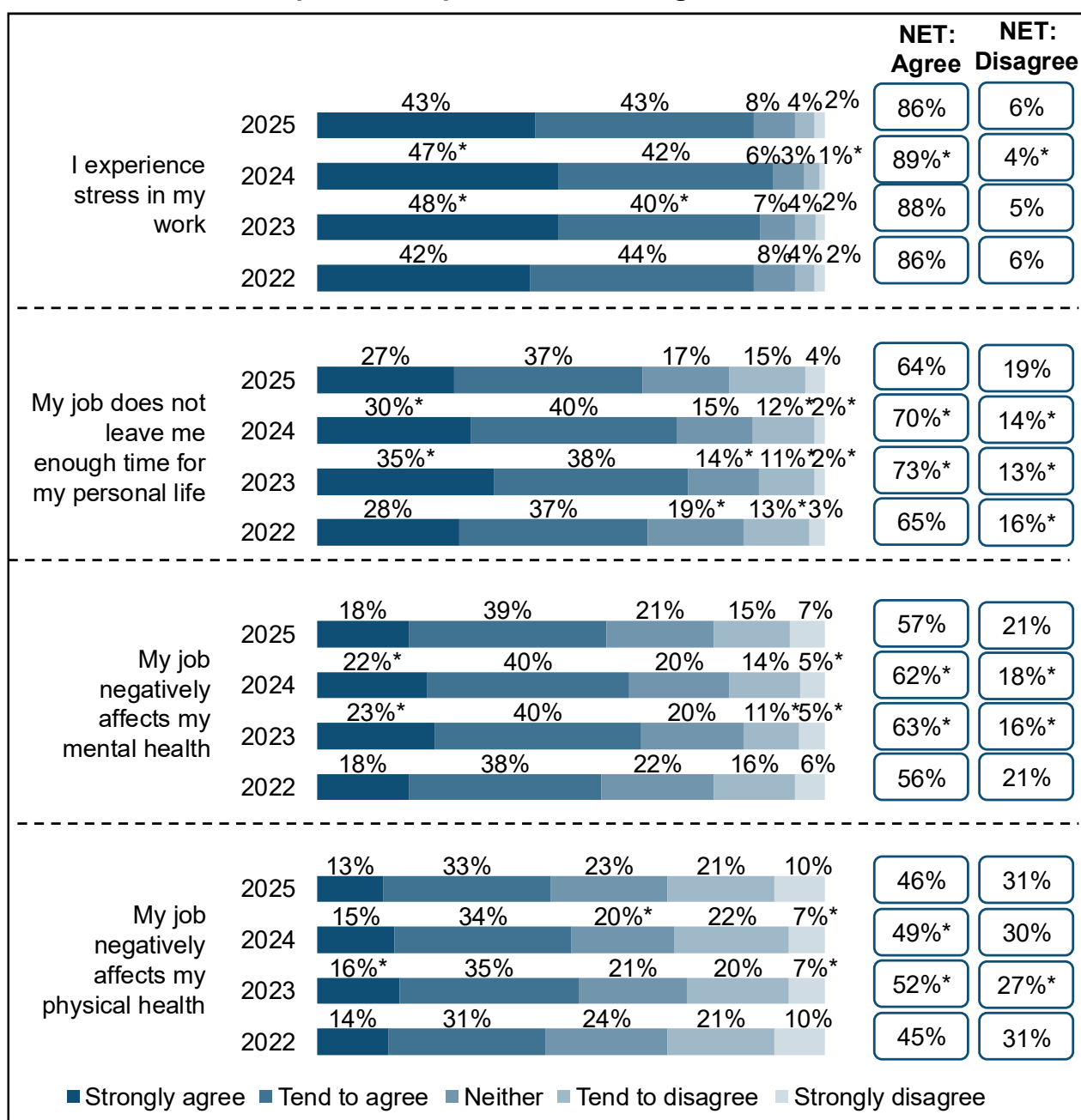
Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely' N1_1. Overall, how satisfied do you feel with your life nowadays? N1_2. Overall, to what extent do you feel that the things you do in your life are worthwhile? N1_3. Overall, how happy did you feel yesterday? N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All wave 1 panellists returning for wave 2 (2022-2023, n=6,577), all wave 2 panellists returning for wave 3 (2023-2024, n=6,413), and all wave 3 panellists returning for wave 4 (2024-2025, n=5,803).

As might be expected, there appeared to be an association between changes to panellists' wellbeing scores, and changes to their workload between 2024 and 2025. Those who were working more hours in 2025 than they had in 2024 were more likely to report lower ratings for all wellbeing measures except feeling that things they do in life are worthwhile, namely a worsening in life satisfaction (34% vs. 31% overall), happiness (38% vs. 35%), as well as an increase in anxiety (41% vs. 36%). In contrast, those who reported working fewer hours in 2025 were more likely to report improvements across all wellbeing measures: 42% reported improved life satisfaction (vs. 39% overall), 39% improved worthwhileness (vs. 37% overall), 46% felt happier (vs. 42% overall), and 47% felt less anxious than they had in 2024 (vs. 42% overall).

Impact of work life on wellbeing

As seen in previous years, the extent to which teachers and leaders' work life impacted their personal wellbeing was varied. Nearly nine-in-ten (86%) teachers and leaders said they experienced stress in their work, almost twice the proportion who said their job negatively affected their physical health (46%). A majority also agreed that their job does not leave them enough time for their personal life (64%) and that their job negatively affects their mental health (57%). As shown in Figure 7.3, the proportions saying their job negatively affected their wellbeing was generally lower than in 2024 and 2023, and returned to the 2022 levels. The exception was the proportion who said they experienced stress in their work, which was consistent with 2023 and 2022.

Figure 7.3 Teachers and leaders' level of agreement that their job negatively impacts their personal wellbeing, 2022-2025



Source: Working lives of teachers and leaders survey. P3_1-4. 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 teachers and middle leaders (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 2022, 2023, 2024 and 2025 was 1% or less. *Indicates significant difference compared to 2025 survey.

As in 2024, leaders were more likely to say their work negatively affected their physical health than teachers (53% vs. 44%). However, there were no differences in 2025 between the proportions of these groups feeling their job negatively affected their mental health (in 2024 teachers were more likely to report this). This represents a return to the pattern seen in 2022 and 2023.

Across three of the measures – I experience stress in my work, my job negatively affects my mental health, my job negatively affects my physical health – the following groups were more likely to agree (unless stated as an exception in the below bullets):

- those aged under 35 compared with those aged 55 and over. For example, 91% of teachers and leaders aged under 35 said they experience stress in their job compared with 79% of those aged 55 and over
- white teachers and leaders, compared with ethnic minority groups (excluding white minorities). For example, 58% of white teachers and leaders felt their job negatively affected their mental health, compared with 48% among ethnic minority groups. This difference was not observed for impact on physical health
- those with a physical or mental health condition. For example, 68% of these teachers and leaders felt their job negatively affected their mental health compared with 54% of those without a physical or mental health condition

The groups above were all more likely to agree that their job does not leave them enough time for their personal life in 2024. This remained true for those with a physical or mental health condition in 2025 (68% vs. 63% of those without one) but the differences were not evident for the other two groups this year.

In 2024 those returning to teaching and leading were more likely to report negative impacts of their work on their personal wellbeing than those who were not (96% of returners agreed they experienced stress in their work compared to 89% of those who were not returners; 73% of returners said their work negatively affected their mental health compared to 61%). These differences were not evident in 2025.

Consistent with 2024, however, full-time staff were still more likely than part-time staff to feel that their job did not allow them enough time for their personal life (66% vs. 57%). Views on the other three personal wellbeing metrics were the same across full-time and part-time staff.

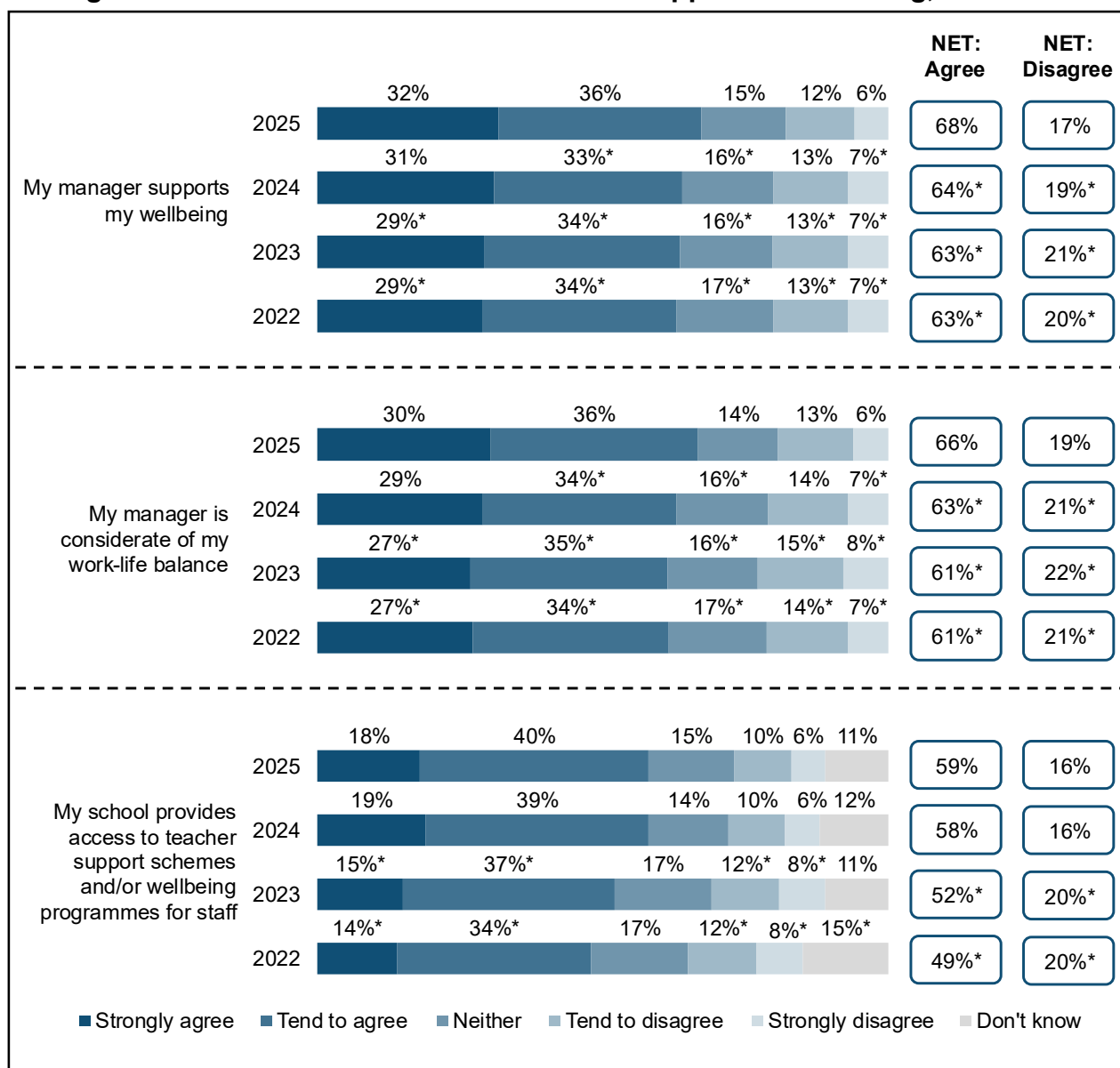
Differences by school characteristics were relatively few. Teachers and leaders working in primary schools were slightly more likely to agree that they experience stress in their work than those in secondaries (88% vs. 85%; this difference was not found in any of the previous years). Those working in special schools, PRUs and other forms of AP were less likely than others to feel their job does not leave them enough time for their personal

life (53% vs. 64% overall) or that their job negatively affects their mental health (45% vs. 57% overall).

Support for staff wellbeing

Teachers and leaders' perceptions of the support they receive within their school and from their manager have continued to improve over time (see Figure 7.4). Agreement that their manager supports their wellbeing was 68% in 2025 (up from 64% in 2024 and 63% in both 2023 and 2022), while a similar proportion (66%) agreed that their manager is considerate of their work-life balance (an increase from 63% in 2024 and 61% in both 2023 and 2022). Similar to the pattern seen in previous years, a slightly smaller proportion agreed that their school provides access to teacher schemes and/or wellbeing programmes for staff in 2025 (59%) – while this was consistent with 2024 findings, it was up from 2023 (52%) and 2022 (49%).

Figure 7.4 Teachers and leaders' views on support for wellbeing, 2022-2025



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'. All module 1 teachers and middle leaders (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.

Consistent with the trend in previous years, leaders were far more likely to agree that they had the following types of wellbeing support than teachers: 77% said that their manager is considerate of their work-life balance (vs. 64% of teachers), 78% said that their manager supports their wellbeing (vs. 66% of teachers), and 82% agreed that their school provides access to teacher support schemes or wellbeing programmes (vs. 55% of teachers). Teachers were more likely to say they did not know if their school provides access to such schemes or programmes (12% vs. 1% of leaders). This was especially

true for 1st Year ECTs, one fifth of whom (20%) did not know if their school had access to these (12% of 2nd Year ECTs were uncertain about whether this was offered, consistent with the overall average 11%). Around one-in-six (17%) teachers disagreed that their school provided this type of support.

As seen in 2024, primary leaders were more positive about the support they received from their managers than secondary leaders, with four-in-five agreeing their manager is considerate of their work-life-balance (80%) and their manager supports their wellbeing (81%), compared to almost three-quarters of secondary leaders (72% and 73%, respectively). In contrast, but again consistent with previous years, primary teachers were less positive about the wellbeing support elements than secondary teachers – 60% agreed their manager supports their work-life balance (vs. 68% of secondary teachers) and 61% agreed their manager supports their wellbeing (vs. 70% of secondary teachers).

Male teachers and leaders were more positive than female teachers and leaders about their manager supporting their wellbeing (72% vs. 66%) or being considerate of their work-life balance (71% vs. 64%).

Teachers and leaders aged under 35 (50% vs. 62% of those aged 35 and over), and those with shorter tenures at their school (55% of those who had worked at their school for up to 2 year vs. 63% of those who have been there for over 10 years), were less likely to agree that their school provides access to teacher support schemes and/or wellbeing programmes for staff.

Changes in panellists' views on support for wellbeing over time

Among teachers and leaders who took part in the 2024 and 2025 surveys, the majority (65%) felt the support they received for their wellbeing was the same across the two waves, with very similar proportions reporting it had improved (18%) or worsened (17%). Findings were similar for panellists' perspectives on whether their manager was considerate of their work-life balance, with 63% reporting no change between 2024 and 2025, and equal proportions saying it had improved or worsened (both 18%). A similar pattern of response with little net change identified was recorded for panellists completing the 2023 and 2024 survey waves.

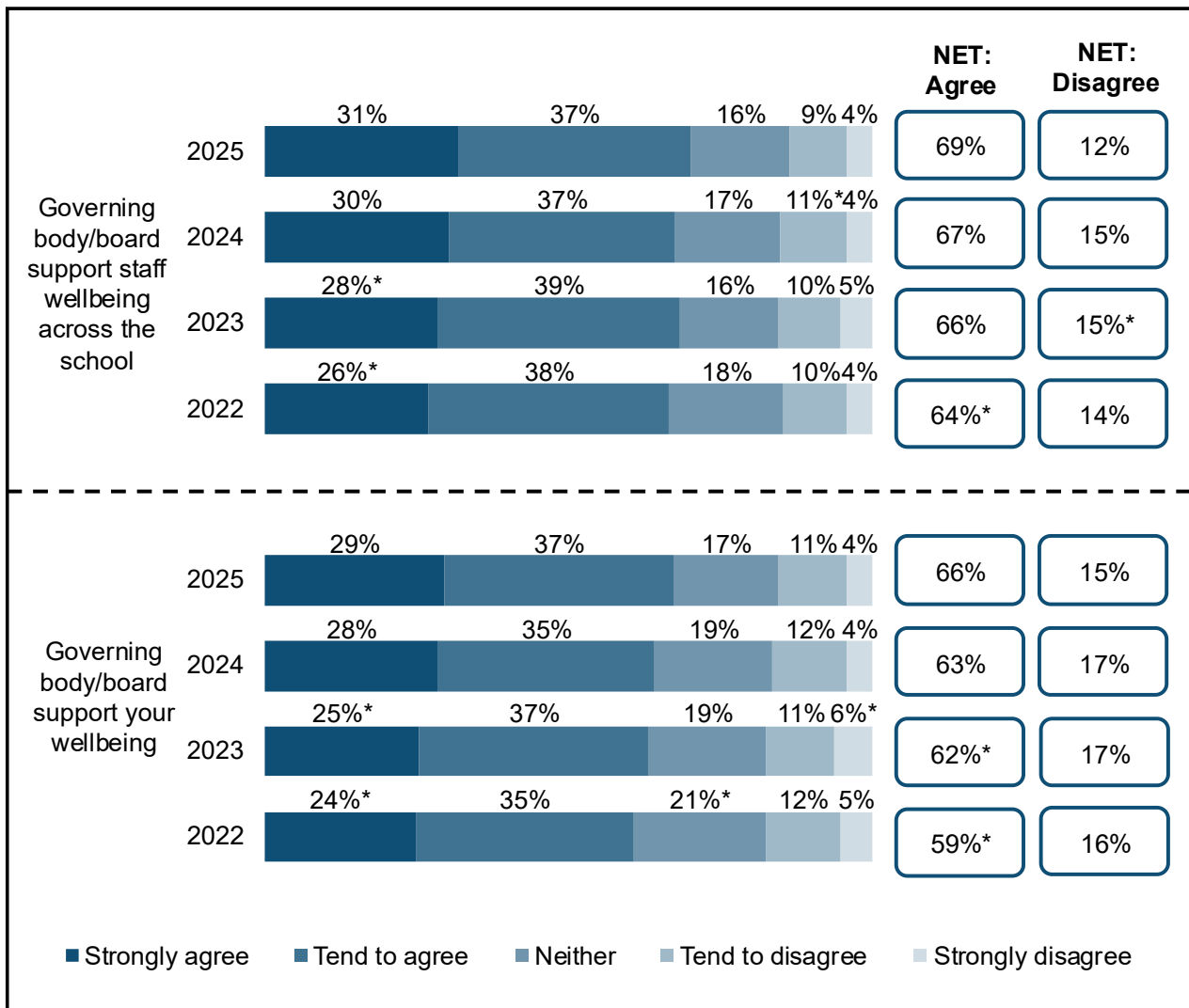
Headteacher and leading practitioner views on governing body or board support for wellbeing

Almost seven-in-ten (69%) headteachers and leading practitioners thought their governing body or board was supportive of staff wellbeing across the school and slightly

fewer (66%) felt their own wellbeing was supported by the governing body or board (Figure 7.5).

Results were consistent with 2024, though the proportion agreeing that their governing body or board supports wider staff wellbeing was higher than in 2022 (64%), while the proportion agreeing their governing body or board were supportive of their wellbeing was up from 2023 and 2022 (62% and 59%, respectively).

Figure 7.5 Headteacher and leading practitioner views on governing body/board support for staff wellbeing, 2022-2025



Source: Working lives of teachers and leaders survey. E3_1-2: Agreement that 'the governing body/board support staff wellbeing across the school'; 'the governing board/body support your wellbeing'. Single response. All headteachers and leading practitioners (wave 1, 2022, n=2,213) (wave 2, 2023, n=1,929) (wave 3, 2024, n=2,019) (wave 4, 2025, n=2,374). *Indicates significant difference compared to 2025 survey.

Agreement with statements about their governing body or board being supportive of staff wellbeing across the school and their own wellbeing was higher among the following groups (continuing the trend from all three previous years):

- headteachers compared with other senior and middle leaders
- those working in primary schools compared with secondary schools

In addition, those working full time were more likely to agree that their governing body or board was supportive of staff wellbeing across the school (70% vs. 63% of those working part time) and of their own wellbeing (67% vs. 59%). That said, those with a flexible working arrangement were more likely than those without one to agree that their governing body or board supported staff wellbeing across the school (73% vs. 62%) and their own wellbeing (70% vs. 59%).

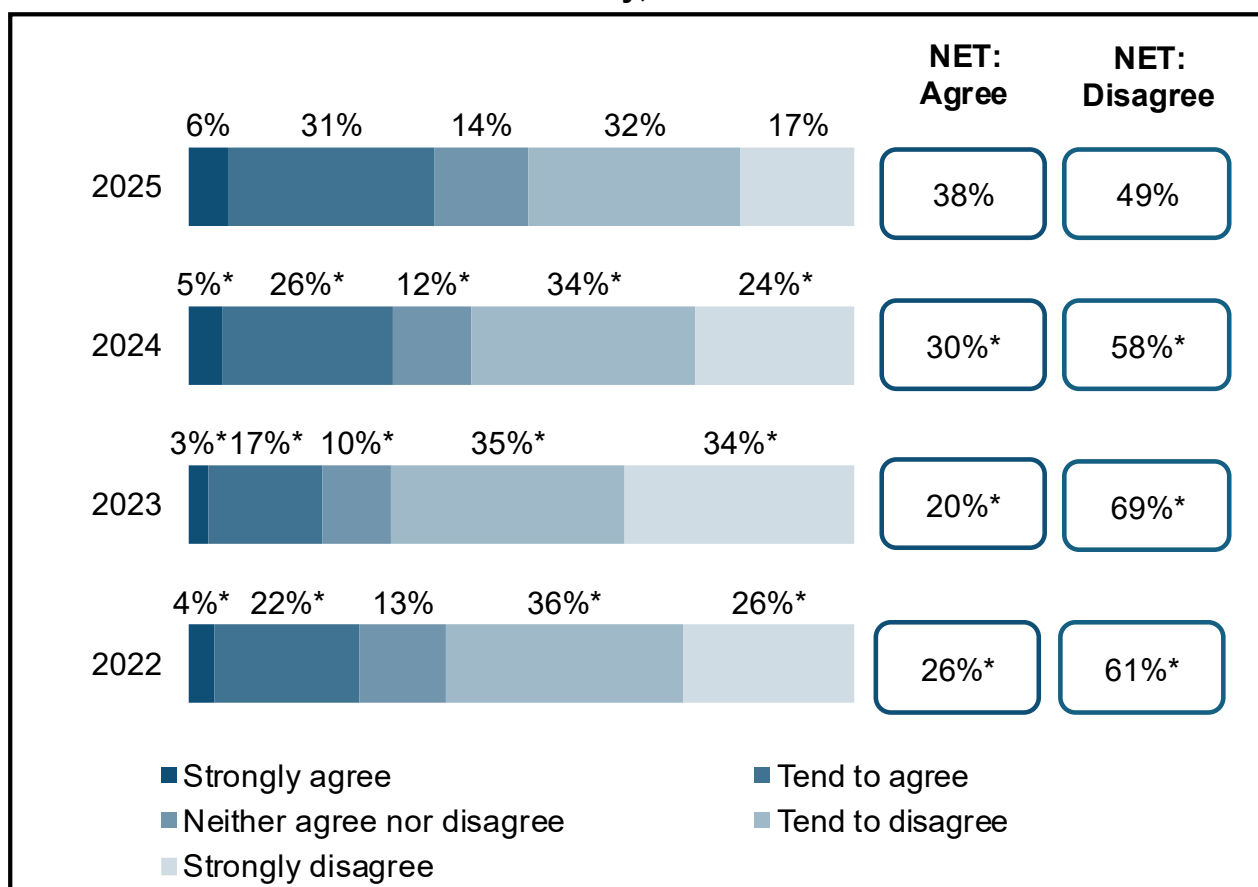
8. Teacher and leader pay¹⁴

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

Overall views on salary

In 2025, 38% of teachers and leaders agreed that they were satisfied with the salary they receive for the work that they do, an increase compared to all previous years (30% in 2024, 20% in 2023, and 26% in 2022) (Figure 8.1). Around half (49%) disagreed that they were satisfied, lower than in previous years (58% in 2024, 69% in 2023, and 61% in 2022).

Figure 8.1 Teachers and leaders' levels of agreement that they were satisfied with their salary, 2022-2025



Source: Working lives of teachers and leaders survey. J1_1. How strongly do you agree or disagree with the following statements about pay and your job? I am satisfied with the salary I receive for the work I do.

¹⁴ Concerns about data quality and interpretations of questions meant that questions about pay increases were removed from the questionnaire ahead of wave 4. As a result, analysis of pay increases have not been included in this report. For more information about the changes made to the questionnaire this wave, please see the Wave 4 Technical Report.

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.

Variation in overall views on salary by school type

Agreement that they were satisfied with the salary they receive was higher among the following groups of teachers and leaders, compared to the average:

- teachers and leaders in special schools, PRUs or other AP (46% vs. 38% overall). This pattern was also observed in 2022, 2023 and 2024
- those working in the smallest schools (41% among schools in quintile 1 for size). This pattern was also observed in 2023, but not in 2024 or 2022

Teachers and leaders in primary schools were less likely to agree they were satisfied with their salary compared to the average (36% vs. 38% overall).

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

As in each of the previous survey years, leaders recorded higher agreement that they were satisfied with the salary they receive when compared with teachers (60% vs. 34%). Among leaders, headteachers had the highest agreement (66%), followed by deputy and assistant headteachers (58%). By phase, leaders in special schools, PRUs or other AP settings had the highest agreement in respect of being satisfied with their salary (67%), followed by those in secondary schools (62%) and primary schools (58%).

As in all previous years, those who have been qualified for up to one year (29%) and ECTs (30%) were less likely to agree that they were satisfied with the salary they receive than average (38%).

Asian or Asian British (23%), black, black British, Caribbean or African (24%) or mixed or multiple ethnic group (28%) teachers and leaders were also less likely to agree that they were satisfied with their pay than average (38%). This was also true of teachers and leaders with a physical or mental health condition (32%) and those working part time (32%).

Detailed views on salary

Around two-in-five teachers and leaders (39%) agreed that they were satisfied overall with national-level changes to teachers' pay in the last year¹⁵, while just over two-in-five (44%) disagreed. Agreement was higher than in 2024 (25%), 2023 (7%) and 2022 (9%), and disagreement was lower (62% in 2024, 85% in 2023 and 76% in 2022).

In 2025, the proportion who disagreed that they were satisfied overall with national-level changes to teachers' pay in the last year was higher among the following groups:

- teachers (46% disagreed vs. 35% of leaders)
- teachers and leaders working part time (47% disagreed vs. 44% full time) (there was no difference for leaders by working pattern)
- Asian or Asian British teachers and leaders (56% disagreed vs. 43% white teachers and leaders)
- teachers and leaders that have both parental and caring responsibilities (49% disagreed vs. 42% with neither responsibility)
- those that had been qualified for more than 5 years, up to 10 years (48% disagreed vs. 44% overall)
- those with a physical or mental health condition (48% disagreed vs. 43% without)

Teachers and leaders were also asked how much they agreed with the following salary-related statements:

- at this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave (35% agreed, 48% disagreed)
- I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave (26% agreed, 53% disagreed)
- and the teacher pay structure allows for my pay to increase at a rate that fairly reflects my growing expertise regardless of whether I take on additional duties and responsibilities (24% agreed, 60% disagreed)

For each statement, a higher proportion agreed than in 2024, 2023 and 2022. For example, for teachers and leaders' views on whether, at this stage of their careers, they believed teaching offers them a good salary compared to other careers, more than a third (35%) agreed with this in 2025, compared with 28% in 2024, 19% in 2023 and 24% in 2022.

¹⁵ 'National level changes' was defined to respondents as changes to the national pay framework, rather than decisions made by individual schools.

Whether schools are following their own pay policy

Fewer teachers and leaders (excluding headteachers) agreed that their school followed its own pay policy when making decisions about their pay compared with previous years; 40% in 2025, lower than the 44% in 2024, 46% in 2023 and 43% in 2022. As in previous years, around one-in-five teachers and leaders (19%) did not know if their school followed its own pay policy.

Satisfaction with school-level decisions about pay among teachers and leaders

Just under two-in-three (63%) teachers and leaders (excluding headteachers) agreed they were satisfied with how their school communicated decisions about pay. This proportion was consistent with 2024 (also 63%), following year-on-year increases from 58% in 2023 and 53% in 2022. The proportion (63%) who agreed that decisions their school took about their pay was fair was lower than 2024 (65%), despite year-on-year increases over the previous two years (57% in 2023 and 51% in 2022).

Those less likely to agree that they were satisfied with how their school communicated pay decisions in 2025 were:

- teachers and leaders from Asian or Asian British backgrounds (53%), mixed or multiple ethnic groups (53%) and other ethnic groups (48%) compared to white teachers and leaders (64%)
- ECTs (52% vs. 64% non-ECTs) and teachers in their first year since qualification (54% vs. 65% of those that have been qualified for more than 5 years)
- those working in the smallest schools (58% of those in the quintile 1 vs. 67% in quintile 5 for size)
- those working in primary schools (59% vs. 67% working in secondary schools)

Groups less likely to agree that decisions taken by their school about their pay were fair in 2025 were:

- teachers and leaders from other ethnic groups (45% vs. 65% of white teachers and leaders); those from Asian or Asian British backgrounds (51%); and those from mixed or multiple ethnic groups (52%)
- ECTs (50% vs. 64% non-ECTs) and newly qualified teachers and leaders in their first year since qualification (50% vs. 65% of those that have been qualified for more than 1 year)
- older teachers and leaders (58% of those aged 55 and over vs. 66% of those aged under 35)

- those working in primary schools or special schools, PRUs or other AP settings (both 60% vs. 66% working in secondary schools)

Satisfaction with decisions about pay among headteachers

Among headteachers, around four-in-five (79%) agreed that decisions taken about their pay were fair and around five-in-six (84%) agreed that they were satisfied with how decisions about their pay were communicated to them. Agreement for both these aspects was in-line with 2024, and higher than in 2023 and 2022. Agreement for decisions taken about their pay being fair was 77% in 2024, 72% in 2023 and 74% in 2022. Agreement for satisfaction with how decisions about their pay were communicated was 81% in 2024, 79% in 2023 and 78% in 2022.

The proportion of headteachers (79%) who agreed that decisions about their pay were fair was consistent with the proportion of deputy and assistant headteachers who agreed decisions their school took about their pay were fair (also 79%). The same was also true for agreement that they were satisfied with how decisions about their pay were communicated to them (84% of headteachers agreed they were satisfied, consistent with 82% of deputy and assistant headteachers). For both measures, headteachers were notably more likely to agree and be satisfied when compared with teachers; 61% of teachers agreed that decisions their school took about their pay were fair and the same proportion agreed they were satisfied with how their school communicated decisions about their pay to them.

In respect of agreeing whether decisions taken about their pay were fair, male headteachers (84% vs. 77% female headteachers), headteachers working in primary academies (84% vs. 75% in local authority-maintained primaries) and those working flexibly (83% vs. 75% of those not) were more likely to agree that this was the case.

When considering whether they were satisfied with how their school communicated decisions about their pay to them, headteachers working in primary academies (89% vs. 81% in local authority-maintained primaries) and those working flexibly (87% vs. 79% of those not) were more likely to agree they were satisfied.

Allowance payments

Two-in-five (40%) teachers were receiving an allowance payment of some form as part of their current salary, either for a current role or safeguarded from a previous role. This was consistent with previous years.

Most commonly teachers were receiving a teaching and learning responsibility (TLR) payment (27%) as part of their current role. The incidence of receiving this TLR payment

was consistent with previous years, with the exception of 2022 when a higher proportion of teachers (33%) received this allowance payment.

As in previous years, TLR payments for a current role were more commonly received by teachers working in secondary schools (37%) than primary school and special schools, PRUs and other AP settings (both 19%).

TLR payments for a current role were also more common among male teachers (38% vs. 24% female teachers), those working in the largest schools (quintile 5) (35% vs. 27% of all teachers), those aged 35 and over (31% vs. 22% of under 35s), full-time teachers (29% vs. 20% part-time) and non-ECTs (30% vs. 4% of ECTs).

Under half (44%) of teachers were not in receipt of any form of allowance payment and saw no reason that they should be. This was consistent with previous years. Around one-in-eight (16%) were not in receipt of any allowance but believed they should be for one of their roles, also consistent with previous years.

Changes in receipt of TLR and SEN payments over time among panellists (wave 1 to wave 4)

Most teachers (82%) had not experienced a change in their TLR or SEN payments between 2022 and 2025. This included just under half (46%) that did not receive an allowance payment in either year, and 36% who received it in both years. Just over one-in-ten (13%) had started to receive a TLR or SEN payment between 2022 and 2025, while 5% had stopped receiving their allowance payment during this time.

Leaders in receipt of an allowance payment were more likely than teachers to have had their payment stop between 2022 and 2025 (20% of leaders vs. 5% of teachers). Middle leaders were most likely to have begun receiving an allowance payment in this time (21% vs. 12% of all teachers and leaders), while they were also most likely to have been in receipt of a payment in both 2022 and 2025 (67% vs. 32% of all teachers and leaders).

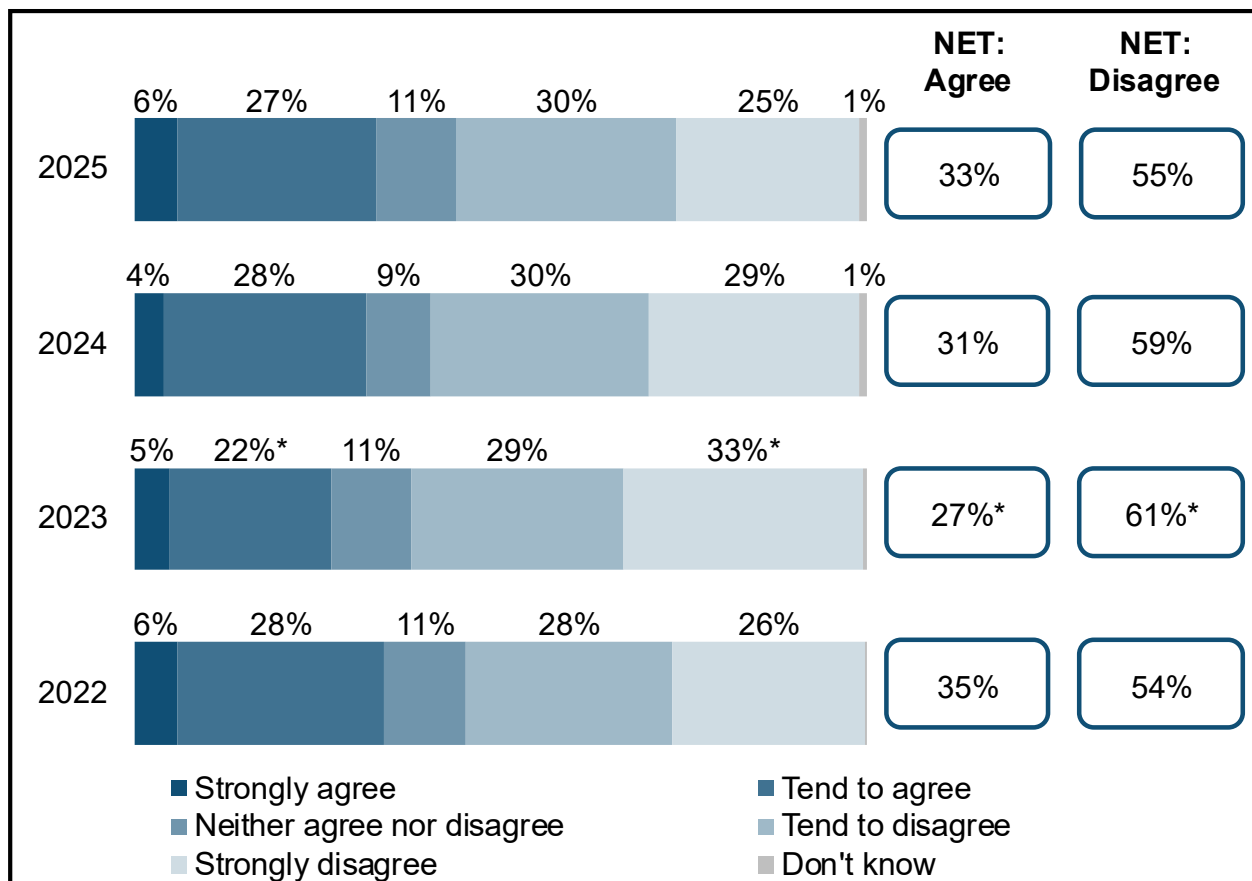
Whether allowance payments were regarded as fair compensation

A third (33%) of teachers and leaders in receipt of an additional allowance payment felt that it fairly compensated them for the additional responsibilities attached to their role (Figure 8.2). This was consistent with 2024 (31%) and 2022 (35%), but an increase compared with 2023 (27%) when there was a dip in agreement.

Those with specific responsibilities within the school but who did not receive a TLR or Special Education Needs (SEN) allowance were asked if they understood why this was. As in 2024, those who did not understand why they had not received additional allowances had generally not asked for an explanation. For example, among heads of

subject or faculty not receiving additional allowances, 40% did not understand why and had not asked for an explanation compared with 8% who did not understand why but had asked.

Figure 8.2 Views on whether allowance payment fairly compensates for additional responsibilities, 2022-2025



Source: Working lives of teachers and leaders survey. R9. To what extent do you agree that your TLR allowance / SEN allowance/ allowance payments fairly compensate you for the additional responsibility that comes with the role? Single response. All module 3 teachers and leaders receiving allowance (wave 1, 2022, n=1,226) (wave 2, 2023, n=707) (wave 3, 2024, n=759) (wave 4, 2025, n=824). *Indicates a significant difference compared to 2025 survey.

Use of pay flexibilities to support recruitment and retention¹⁶

Overall, just over half (54%) of headteachers were currently using flexibilities in the pay system to support recruitment and retention in their school, consistent with previous years (55% in 2024, 59% in 2023 and 55% in 2022).

As in previous years, flexibilities were more likely to be used by secondary headteachers (71% vs. 49% among primary headteachers). It was also more common among

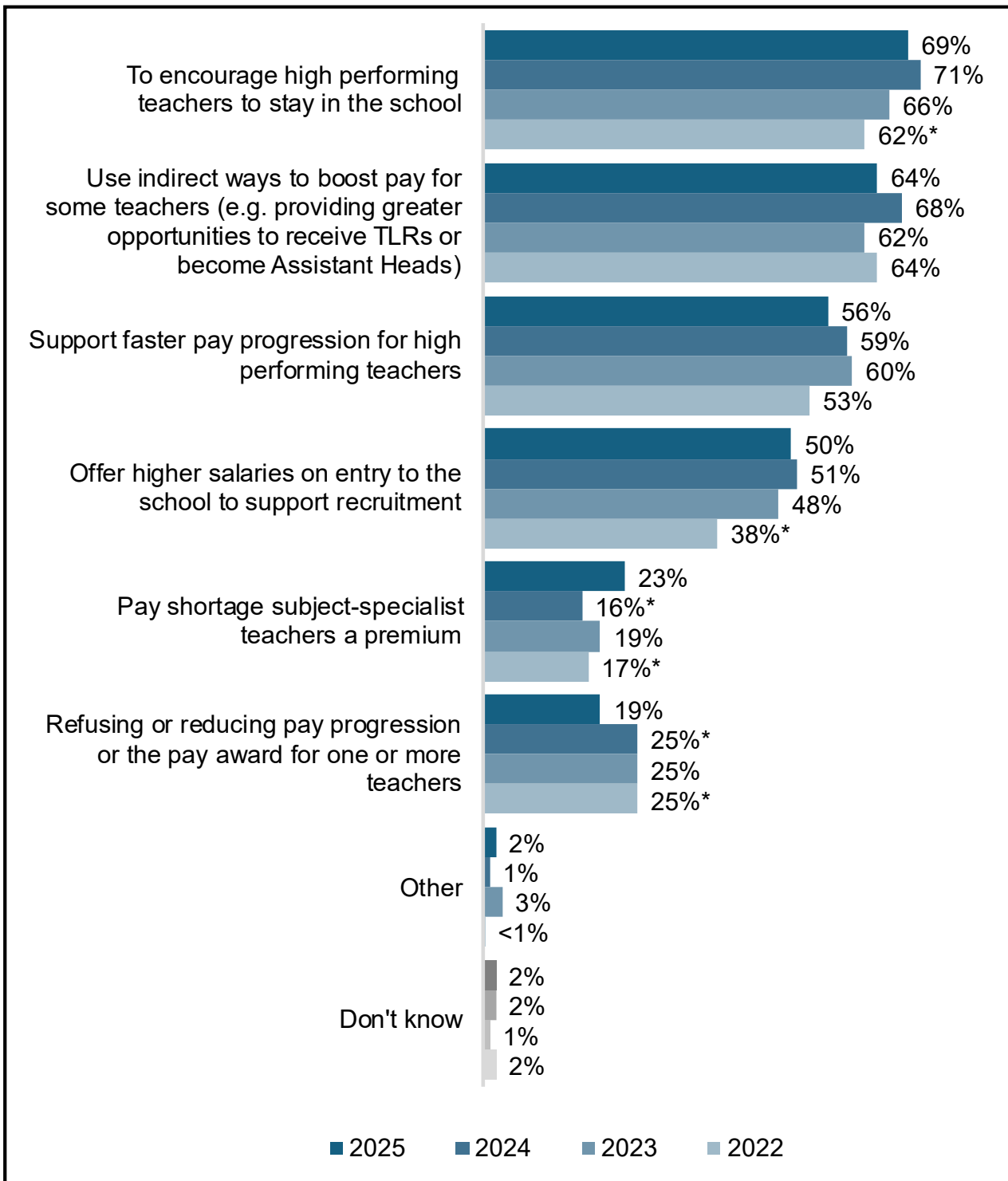
¹⁶ References to headteachers in this section includes executive headteachers.

headteachers working in schools in the fifth quintile for size (70% vs. 54% of headteachers overall).

Headteachers were most commonly using pay flexibilities to encourage higher performing teachers to stay at their school (69%) or as in indirect way to boost the pay of some teachers (64%) (Figure 8.3). These were also the most common uses in previous years.

The way in which flexibilities in the pay system were being used to support recruitment and retention has remained broadly consistent across years, with a few exceptions. Compared with 2024, there was an increase in usage to pay a premium to shortage subject-specialist teachers (23% in 2025, compared with 16% in 2024) and a reduction in those using them when refusing or reducing pay progression or the pay award for one or more teachers (19% in 2025, compared with 25% in 2024).

Figure 8.3 How flexibilities in the pay system are used to support recruitment and retention, 2022-2025



Source: Working lives of teachers and leaders survey. J9. In which of the following ways do you currently use your flexibilities? Multiple response. All headteachers who currently use the flexibilities in the pay system to support recruitment and retention (wave 1, 2022, n=466) (wave 2, 2023, n=411) (wave 3, 2024, n= 391) (wave 4, 2025, n=471). *Indicates a significant difference compared to 2025 survey.

Reasons why headteachers did not use pay flexibilities or were restricted from using them more

As in previous years, the most common reason why headteachers did not use any flexibilities or were restricted from using them more was that there was insufficient funding to allow for effective differentiation (49% in 2025, consistent with 54% recorded in each of 2024, 2023 and 2022).

Around one-in-five (19%) headteachers said they did not use flexibilities because it can be seen as divisive or bad for staff morale. This was less commonly mentioned compared with 2024 and 2023 (both 24%) and also 2022 (29%). Slightly fewer – around one-in-seven (14%) – said the use of flexibilities is unnecessary as recruitment and retention issues are manageable without (further) differentiation. This was mentioned to the same extent as 2024 (15%) but has fallen compared with 2023 (19%) and 2022 (25%).

In contrast, headteachers were more likely to report in 2025 that they were restricted from using pay flexibilities to comply with school policy compared with previous years (10% in 2025, up from 6% in 2024, 5% in 2023 and 4% in 2022). The proportion of headteachers reporting that they were not restricted in any way has also increased compared to earlier survey years (24% in 2025, consistent with 23% in 2024 but up from 18% in 2023 and 15% in 2022).

Changes over time among panellists

Figure 8.4 shows how panellists' views have changed over time in respect to five statements relating to salary, looking at the differences between the 2022 and 2023, 2023 and 2024, and 2024 and 2025 surveys.¹⁷

For all of the five statements about pay, it was most common for panellists' views to have stayed the same between 2024 and 2025. This was also the same between 2023 and 2024, and between 2022 and 2023. The proportion whose views had become more positive between 2024 and 2025 exceeded those who had become more negative across all statements.

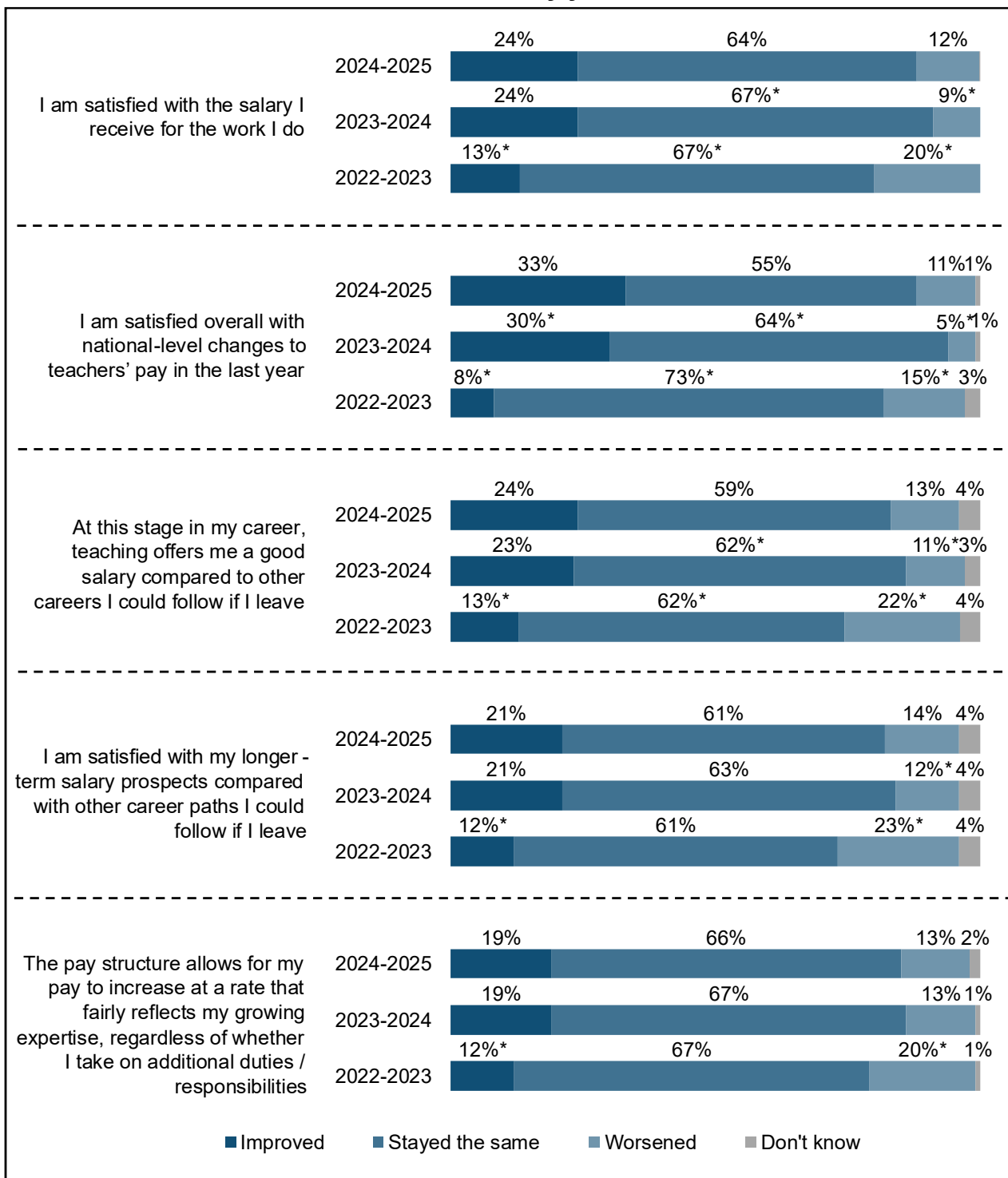
The proportion of panellists giving the same level of agreement in 2025 and in 2024 ranged from 55% for satisfaction with national-level changes to teacher pay, to 66% for agreement that the pay structure allows for pay to increase at a fair rate.

¹⁷ This shows the proportion of panellists whose views around pay changed from positive (strongly or tended to agree) to neutral (neither agree nor disagree) or negative (strongly or tended to disagree) ('worsened'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('improved'), between the 2022 and 2023, 2023 and 2024, and 2024 and 2025 surveys.

Changes in satisfaction agreement rates with pay were broadly consistent with those found between 2023 and 2024 across all statements, and panellists remained more likely to have improved perceptions of pay than between 2022 and 2023.

When looking at the differences between panellists and non-panellists in 2025, panellists were slightly more likely to agree that they were satisfied with the salary they receive for the work they do (39% vs. 35% of non-panellists) and with national level changes to teachers' pay in the last year (41% vs 35%). Conversely, non-panellists were more likely to agree that the pay structure allows for their pay to increase at a rate that fairly reflects their growing expertise (26% vs. 23% of panellists).

Figure 8.4 Whether specific views around pay have improved, stayed the same or worsened between survey years, 2022-2025



Source: Working lives of teachers and leaders survey. J1. How strongly do you agree or disagree with the following statements about pay and your job? Single response. All wave 1 panellists returning for wave 2 (2022-2023, n=6,577); all wave 2 panellists returning for wave 3 (2023-2024, n=6,413); and all wave 3 panellists returning for wave 4 (2024-2025, n=5,803). *Indicates a significant difference compared to 2025 survey.

9. Career reflections

Confidence in main subject taught – secondary teachers¹⁸

The vast majority (96%) of secondary teachers and leaders with teaching responsibilities were confident in their knowledge of their main subject, consistent with 2024 (95%) and 2022 (96%) though marginally lower than in 2023 (97%).

As in 2024, those teaching chemistry as a main subject were the most likely to report feeling confident doing so, with 99% (the same proportion as 2024) confident compared with 96% across all subjects.¹⁹ Teachers and leaders who had the following main subjects were less confident, compared with the average of all subjects (96%):

- personal, social, health and economic (PSHE) education (including sex and relationship education) (89% confident)
- design and technology (including electronics) (90%)
- computer science / computing (91%)

These findings are in line with the differences in confidence seen in 2024, however, in 2024, those teaching combined sciences were also less likely to report feeling confident (93% vs. 95% overall) while in 2025 they reported confidence levels consistent with the average (96%).

As with overall confidence in subjects taught, confidence with the main subject taught was lower among more recently qualified teachers (92% among those qualified for a year or less), ECTs (92%) and those that had taught at the school for up to two years (94%).

Confidence with subject knowledge - secondary teachers

Teachers and leaders with teaching responsibilities in secondary schools were asked about their confidence in teaching all of the subjects that they taught.²⁰ Around seven-in-ten (71%) reported that they were confident across their subjects while just over a quarter (26%) reported they were not confident in all of their subjects. These results are in line

¹⁸ Due to changes in the way subjects were grouped in the 2024 and 2025 questionnaires, individual subject knowledge confidence comparisons with data from 2023 and 2022 have been excluded from this report.

¹⁹ Despite chemistry, music and food preparation and nutrition each being reported at 99%, due to base sizes, only chemistry was significantly higher, compared with the overall figure of 96%.

²⁰ This was determined using 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.

with 2024 and 2022; there was a dip in 2023 when 66% were confident in all of their subjects and 32% were not confident in at least one.

As in 2024 and 2023, ECTs were less likely to be confident in teaching all of the subjects they taught. However, there has been an increase in the proportion confident across their subjects compared with 2023 and 2022; 64% of ECTs were confident across their subjects in 2025 compared with 57% in 2023 and 56% in 2022. Headteachers reported the highest levels of confidence in teaching all of the subjects they taught (83%).

More broadly, those that were newer to the profession or had been at their current school for a shorter period of time were less likely to be confident in all their subjects taught, with those that have been qualified for up to 3 years (63% vs. 75% among those qualified for more than 10 years) and those that had taught at their current school for up to 2 years (66% vs. 75% of those that had been at their school for more than 5 years) being less confident. Younger teachers and leaders aged under 35 (66%) were also less likely to feel confident when compared with those aged 35 and over (73%).

As in previous years, those from ethnic minority groups (excluding white minorities) were more confident in teaching all of the subjects they taught than their white counterparts (78% vs. 70%).

Confidence with subject knowledge - primary teachers

Those with teaching responsibilities in primary schools were most confident in their subject knowledge of maths (91%) and English (89%). For English, this was consistent with previous years, while for maths this was consistent with 2024 but higher than in both 2023 (89%) and 2022 (90%).

As in previous years, confidence in teaching science, the third core primary subject, was lower (78%). However, the proportion feeling confident was higher than in previous years (78% in 2025 vs. 76% in 2024, 74% in 2023 and 76% in 2022).

There were also a small number of differences in confidence compared with 2024 and 2023, with improvements for:

- art and design (58% confident in 2025 vs. 55% in 2024 and 2023)
- design and technology (51% confident in 2025 vs. 48% in 2024 and 2023)

In three subject areas a minority were confident in their subject knowledge: languages (25%), music (35%), computing (40%). Results for these subjects were consistent with previous years, except for music where confidence was lower in 2023 (31%).

As in previous years, primary leaders with teaching responsibilities were more confident than primary teachers across all subjects. As in 2024, it was also the case that ECTs, and those that had been qualified for a year or less were less confident than more experienced primary teachers and leaders. This applied to all subjects other than music and languages where there were very few differences across different experience levels.

In the majority of primary subjects, primary teachers and leaders with teaching responsibilities under the age of 35 were less confident than those aged 35 and over, as was the case in 2024. There were exceptions, however. Primary teachers and leaders with teaching responsibilities aged 35 to 44 were least confident in their maths knowledge (89% vs. 91% overall), while older primary teachers and leaders with teaching responsibilities aged 55 and over were least confident in their computing knowledge (36% vs. 40% overall). There were no differences among the age groups for physical education knowledge amongst primary teachers and leaders with teaching responsibilities.

As in 2024, in a number of subject areas there were differences by gender. Female primary teachers and leaders with teaching responsibilities were more confident than their male counterparts teaching the following subjects: English (90% vs. 83%), citizenship / PSHE (80% vs. 71%), religious education (64% vs. 57%), art and design (60% vs. 43%), and music (36% vs. 28%). Conversely, male primary teachers and leaders with teaching responsibilities were more confident than their female counterparts teaching: history, (83% vs. 77%), physical education (71% vs. 53%) and computing (58% vs. 37%).

Confidence with different aspects of teaching

Subject knowledge aside, confidence with four other broader elements of teaching was relatively high and stable. The only overall change was an increase in the proportion of teachers and leaders confident in adapting their teaching to the needs of all pupils, including those with diverse needs, those with special educational needs and disability (SEND), or those for whom English is an additional language (EAL); 72% of teachers and leaders were confident for this aspect in 2025 compared with 71% in 2024 and 70% in 2023 (the proportion was consistent with 2022 when the figure was 73%).

For the other three teaching ability elements measured in the survey, the majority of teachers and leaders with teaching responsibilities were confident in their ability to:

- provide opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject (92%, consistent with 92% in 2024 and 2023 and 93% in 2022)

- assess pupils' progress by checking their knowledge and understanding (93%, consistent with 93% in 2024 and 92% in both 2023 and 2022)
- apply rules on behaviour appropriately and fairly to all pupils (89%, the same proportion seen in both 2024 and 2023)²¹

For all four measures leaders with teaching responsibilities were more confident than teachers:

- 97% of leaders were confident with providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject (vs. 92% among teachers)
- 97% of leaders were confident with assessing pupils' progress by checking their knowledge and understanding (vs. 92% among teachers)
- 97% of leaders were confident with applying rules on behaviour appropriately and fairly to all pupils (vs. 88% of teachers)
- 82% of leaders were confident with adapting teaching to the needs of all pupils (vs. 71% among teachers)

Overall, ECTs and those aged under 35 were less confident on all four teaching elements asked about in the survey.

Generally, female teachers and leaders with teaching responsibilities were more confident in each of these aspects of teaching, compared with their male counterparts. This was most apparent when considering adapting teaching to the needs of all pupils, including those with diverse needs, SEND, or for whom English is an additional language (75% of females were confident vs. 65% of males). The one exception was that there was no difference between female and male teachers and leaders' confidence in providing opportunities for all pupils to learn essential subject knowledge, skills and principles of the subject.

By phase and setting, findings differed as follows:

- those teaching in secondary schools (93%) and those teaching in primary schools (92%) were more confident than those in special schools, PRUs or other AP (88%) in providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject. There was no difference between those working in primary and secondary schools

²¹ In 2022 the wording to this statement was slightly different, reading "Implementing behaviour rewards and sanctions with all pupils and classes". The wording was changed to its current form between the 2022 and 2023 surveys.

- those teaching in primary schools (90%) were more confident than those in secondary schools (88%) in applying rules on behaviour appropriately and fairly to all pupils
- those teaching in special schools, PRUs or other AP (95%) were more confident than those in both primary (74%) and secondary (69%) schools in adapting teaching to the needs of all pupils, including those with diverse needs, SEND, or for whom English is an additional language. there were no differences by phase or setting when considering confidence in assessing pupils' progress by checking their knowledge and understanding.

Change in views on aspects of job for wave 1 ECTs vs. wave 1 non-ECTs between 2022 and 2025

Analysis was conducted on those who were ECTs in wave 1 and those who were not ECTs in wave 1 to see how views across key metrics had changed between 2022 and 2025. This analysis was conducted on all attitudinal measures in the core survey to compare views between the two groups. The measures shown in Table 9.1 below are those where views between the two groups differ considerably; findings are not shown if the patterns remained broadly similar.

Wave 1 ECTs' confidence in various aspects of teaching had increased between 2022 and 2025 while confidence of wave 1 non-ECTs remained relatively static. For example:

- the proportion of wave 1 ECTs reporting they were confident assessing pupils' progress by checking their knowledge and understanding had increased by 19pp in this period, compared with an increase of 1pp for wave 1 non-ECTs
- the proportion of wave 1 ECTs reporting they were confident providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject had increased by 14pp in this period, compared with a decrease of 1pp for wave 1 non-ECTs

There were also differences in how wave 1 ECTs' views on salary had changed between 2022 and 2025 compared with wave 1 non-ECTs, with wave 1 ECTs having a higher percentage point increase between waves in terms of:

- agreement that they were satisfied with the salary they received for the work they do (23pp increase vs. 16pp increase)
- agreement that at this stage in their career, teaching offers a good salary compared to other careers they could follow if they left (21pp increase vs. 14pp increase)
- agreement that their school followed its own pay policy about their pay (18pp increase vs. no change)

- agreement that the decisions the school took about their pay were fair (22pp increase vs. 14pp increase)

Conversely, agreement from wave 1 non-ECTs that they were satisfied overall with national-level changes to teachers' pay in the last year had increased more than for wave 1 ECTs between 2022 and 2025 (35pp vs. 28pp).

In terms of flexible working, wave 1 ECTs had become more negative about this aspect of their job over time compared with wave 1 non-ECTs. For example, the proportion of wave 1 ECTs agreeing that their school's SLT supported flexible working had decreased by 7pp between 2022 and 2025 whereas this had increased by 4pp for wave 1 non-ECTs. Although agreement that flexible working is compatible with a career in teaching had decreased over this time period for both groups, this had decreased more for wave 1 ECTs (-13pp) than for wave 1 non-ECTs (-5pp).

Table 9.1 Views of wave 1 ECTs and non-ECTs, 2022-2025

Question	W1 ECT (2022)	W1 ECT (2025)	W1 ECT (difference 2022-2025)	W1 non-ECT (2022)	W1 non-ECT (2025)	W1 non-ECT (difference 2022-2025)
My school's SLT supports flexible working (% agreeing)	33%	26%	-7pp	39%	43%	+4pp
Confident providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject (% agreeing)	77%	91%	+14pp	95%	94%	-1pp
Confident assessing pupils' progress by checking their knowledge and understanding (% agreeing)	76%	95%	+19pp	94%	95%	+1pp
Confident applying rules on behaviour appropriately and fairly to all pupils (% confident)	74%	85%	+11pp	88%	92%	+4pp
Confident adapting teaching to the needs of all pupils (% confident)	52%	61%	+9pp	73%	75%	+2pp
Primary teachers' confidence (% confident in all three main subjects)	50%	55%	+5pp	73%	73%	+/-0pp
Primary teachers' confidence (% not confident in three or more foundation subjects)*	84%	74%	-10pp	71%	68%	-3pp
I am satisfied with the salary I receive for the work I do (% agreeing)	16%	39%	+23pp	26%	42%	+16pp
I am satisfied overall with national-level changes to teachers' pay in the last year (% agreeing)	12%	40%	+28pp	7%	42%	+35pp
At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave (% agreeing)	16%	37%	+21pp	24%	38%	+14pp
My school followed its own pay policy in making decisions about my pay (% agreeing)	36%	54%	+18pp	46%	46%	+/-0pp
The decisions my school took about my pay were fair (% agreeing)	50%	72%	+22pp	53%	67%	+14pp
Flexible working is compatible with a career in teaching (% agreeing)	36%	23%	-13pp	33%	28%	-5pp

Source: Working lives of teachers and leaders survey. Wave 1 ECTs (2022 and 2025, n=303), wave 1 non-ECTs (2022 and 2025, n=2,702). 'Foundation subjects' refers to all primary subjects, except for English, maths and science.

10. Teacher training and CPD

Satisfaction with initial teacher training

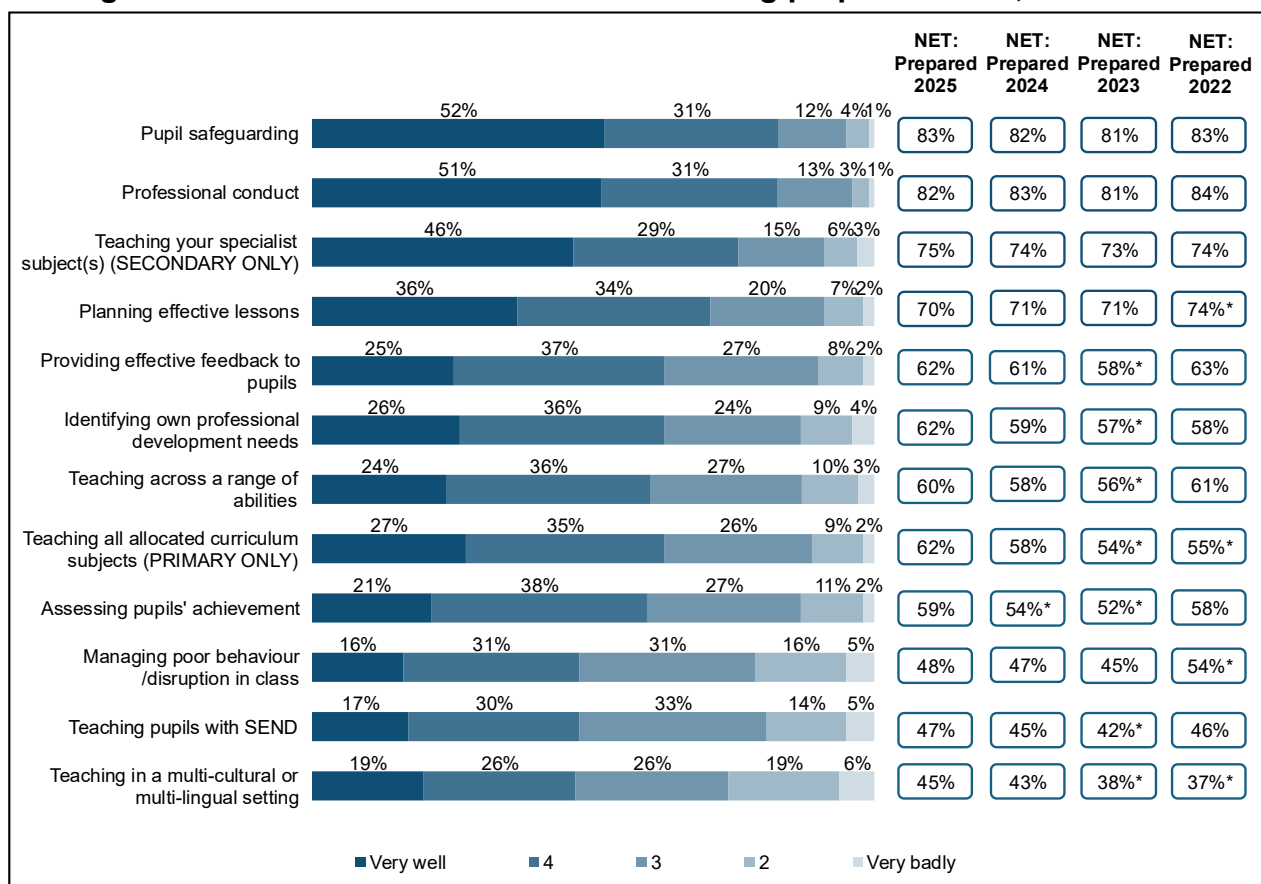
Over four-fifths (81%) of ECTs were satisfied with their initial teacher training (ITT). This was higher than in 2023 (77%) but consistent with 2024 and 2022. Just under one-in-ten ECTs (9%) were dissatisfied with their ITT, lower than in 2024, 2023 and 2022 (12%, 13% and 12%).²²

Preparedness following ITT

Just over four-fifths believed their ITT prepared them well for pupil safeguarding (83%) and for professional conduct (82%) (Figure 10.1). In contrast, less than half felt it prepared them well for managing poor behaviour and disruption in class (48%), teaching pupils with SEND (47%) and teaching in a multicultural or multilingual setting (45%).

²² At wave 1, both qualified and unqualified teachers were routed to this question, at wave 2, 3 and 4 only those who were qualified were routed to this question, however, given the very small number of those who were not qualified at wave 2, 3 and 4, we have included the comparison to wave 1.

Figure 10.1 Views on how well teacher training prepared ECTs, 2022-2025²³



Source: Working lives of teachers and leaders survey. G2. How well did the training prepare you for the following aspects of your role? All early career teachers (wave 1, 2022, n=1,429) (wave 2, 2023, n=2,242) (wave 3, 2024, n=1,683) (wave 4, n = 2,066). The proportion of those answering, 'not applicable' and 'don't know' was 3% or less. *Indicates a significant difference compared to 2025 survey.

Results were broadly consistent with 2024, but preparedness across a number of factors have improved since 2023 and 2022. For example, the proportion thinking their ITT had prepared them well for teaching in a multicultural or multilingual setting remained consistent between 2024 and 2025 (43% vs. 45%) but had increased since 2022 and 2023 (37% and 38% respectively). In contrast, the proportion reporting feeling prepared for planning effective lessons had declined since 2022 (70% in 2025 vs. 74% in 2022), as had the proportion feeling prepared for managing poor behaviour (48% vs. 54% in 2022), though in both these cases 2025 findings were consistent with 2024 and 2023.

²³ At wave 1, both qualified and unqualified teachers were routed to this question, at wave 2, 3 and 4 only those who were qualified were routed to this question, however, given the very small number of those who were not qualified at wave 2, 3 and 4, we have included the comparison to wave 1.

Continuing professional development

Almost all teachers and leaders (98%) reported having taken part in some form of formal continuing professional development (CPD) in the 12 months prior to taking part in the survey (or, if an ECT, since the start of their teaching career).²⁴

On average, teachers and leaders had undertaken 5.0 different CPD activities in the previous 12 months (13 types were covered in the survey). The number of different formal CPD activities undertaken was higher for the following groups:

- leaders (6.4 vs. 4.8 for teachers)
- those teaching in primary schools (5.1 vs. 4.9 in secondary schools)
- those who have been qualified for up to one year (5.7 vs. 5.0 for teachers and leaders qualified for more than 2 years)
- those in schools with the highest proportion of pupils receiving FSM (5.3 for quintile 5 vs. 4.9-5.2 for quintiles 1-4)
- those aged under 35 (5.1 vs. 4.7 of those aged 55 or over)
- males (5.2 vs. 5.0 of females)
- those without teaching responsibilities (5.8 vs. 5.0 of those with them)

Different types of formal CPD undertaken in the last 12 months

Table 10.1 shows the types of formal CPD that teachers and leaders had undertaken in the previous 12 months.²⁵ The most common CPD activities teachers and leaders had undertaken were:

- training designed and delivered by staff in their own school, MAT or 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%, lower than the 57% who reported this in 2023, but consistent with the 54% in 2022)

²⁴ Formal CPD was defined to respondents as including any structured and/or pre-planned learning activities to develop and enhance teachers and leaders' abilities, including activities such as training workshops, studying for a qualification, conferences and events, e-learning programs, coaching, mentoring, lesson observation etc.

²⁵ Between wave 2 (2023) and wave 3 (2024) H2 (types of CPD undertaken in the past 12 months) 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.

- training designed and delivered by external providers, excluding NPQs and ECF (54%, lower than the 56% who reported doing this in 2023, but higher than 48% in 2022)

Table 10.1 The type of formal CPD activities undertaken by all teachers and leaders in the 12 months prior to interview, 2025

Self-directed learning	2022	2023	2025
Undertaken any professional reading	54%	57%*	54%
Participated in a network of teachers formed specifically for professional development	39%*	44%	44%
Attended education conferences where teachers and/or researchers present their research or discuss educational issues	21%*	26%*	27%
Off-the-job training	2022	2023	2025
Training designed and delivered by staff in your own school / MAT / LA, excluding NPQs and ECF	69%*	76%	75%
Training designed and delivered by external providers, excluding NPQs and ECF	48%*	56%*	54%
Training designed externally but delivered by staff in your own school/MAT or LA (e.g. train the trainer, cascades, teach ins, etc.)	35%*	42%	42%
Training designed and delivered by a Teaching School Hub, including at your own school, but excluding NPQs and ECF	21%*	27%*	28%
Coaching or mentoring (excluding NPQs and ECF)	23%	27%*	23%
Coaching	2022	2023	2025
Had others observe and feedback on your lesson(s)	69%*	74%	73%
Observed other teachers' lessons for your own development	35%*	40%	41%
Early career framework-based training and formal qualifications	2022	2023	2025
Early Career Framework ²⁶	8%*	17%	18%
A National Professional Qualification (NPQ)	12%*	16%*	18%
Other formal qualification (e.g. a Master's degree, Level 1-5 qualification)	5%	7%*	5%

Source: Working lives of teachers and leaders survey. H2. Which of the following CPD activities have you undertaken in the past 12 months? Multi response. All teachers and leaders (wave 1, 2022, n=11, 177), (wave 2, 2023, n= 10,411), (wave 4, 2025, n=10,808). Wave 3 (2024) findings for H2 are not presented in this tables due to changes made to the question between wave 2 and 3. *Indicates a significant difference compared to 2025 survey.

²⁶ This refers to the training respondents reported participating in based on the Early Career Framework.

Variation in formal CPD activities undertaken

There were some variations in formal CPD activities undertaken in the last 12 months by school phase and between teachers and leaders.

Leaders were more likely than teachers to have undertaken most of the 13 types of CPD activities covered in the survey, though they were less likely to have had others observe and feedback on their lessons (77% teachers vs. 51% leaders) or to have observed other teachers' lessons for their own development (41% teachers vs. 38% leaders).

Those who worked in primary schools were more likely than those in secondary schools and those in special schools, PRU and other AP to have undertaken the following types of training in the last 12 months:

- participated in a network of teachers formed specifically for the professional development of teachers (51% vs. 38% for both those in secondary schools and those in special schools, PRU and other AP)
- training designed and delivered by a Teaching School Hub (31% vs. 26% for those in secondary schools and 25% for those in special schools, PRU and other AP)

Those who worked in secondary schools were more likely than those in primary schools and special schools, PRU and other AP to have undertaken the following types of training in the last 12 months:

- had others observe and feedback on their lessons (79% vs. 67% of those in primary schools and 69% of those in special schools, PRU and other AP)
- observed other teachers' lessons (47% vs. 35% of those in primary schools and 40% of those in special schools, PRU and other AP)

Those who worked in special schools, PRU and other AP were more likely than those in secondary and primary schools to have undertaken the following types of training in the last 12 months:

- training designed and delivered by external providers (excluding NPQs and ECT) (65% vs. 58% in primary schools and 48% in secondary schools)
- training designed externally but delivered internally by staff in your own school/MAT or LA (e.g. train the trainer cascades, teach ins etc) (55% vs. 48% in primary schools and 35% in secondary schools)
- undertaken other formal qualifications (e.g. a Masters degree, Level 1-5 qualification) (11% vs. 4% in primary schools and 5% in secondary schools)

Among those qualified for up to a year, 89% had a lesson observed with feedback provided and 75% had observed other teachers' lessons.

Those qualified for more than ten years were more likely to have undertaken professional reading (60%) compared to all teachers and leaders (54%).

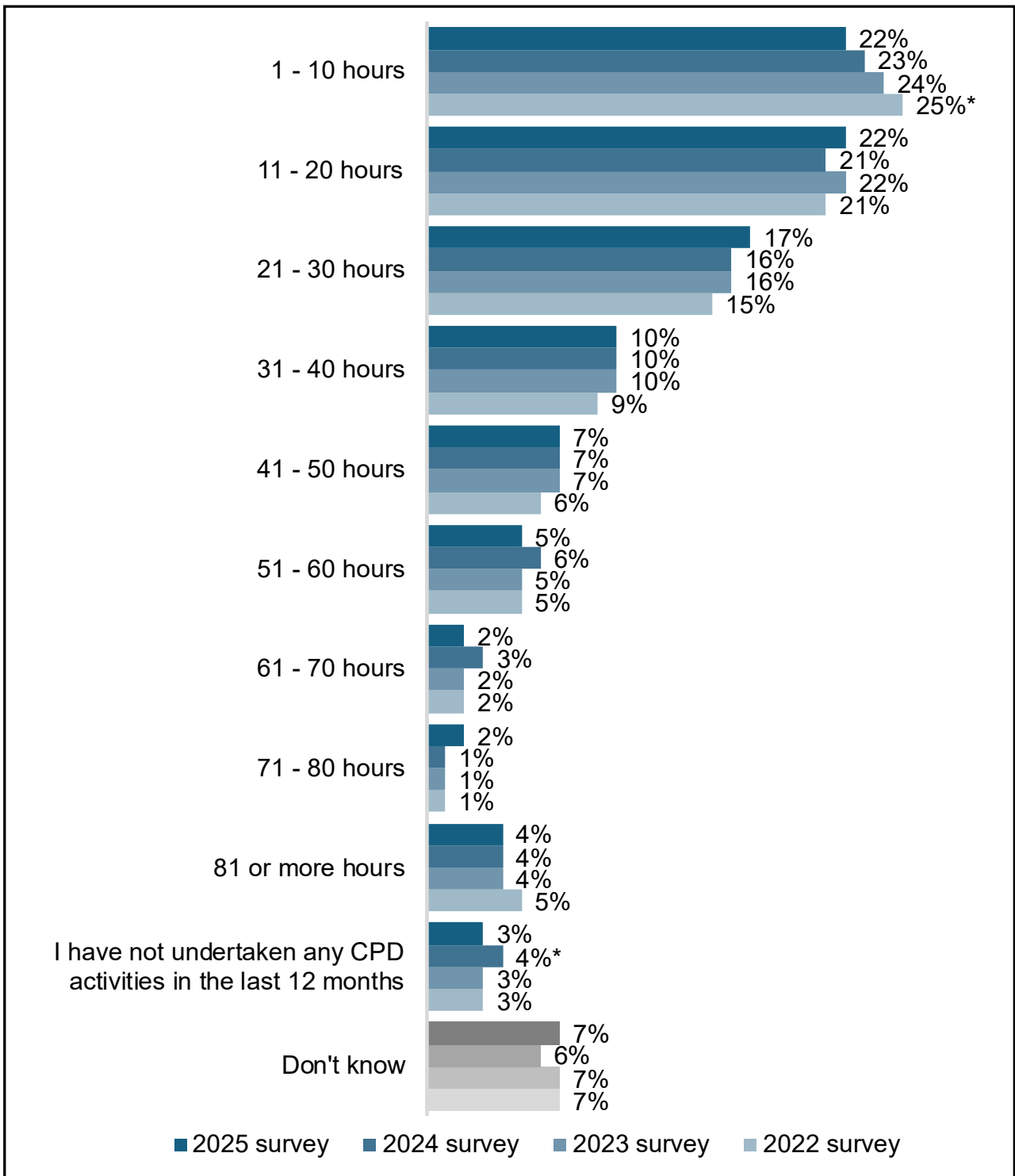
There was often a different pattern of CPD among those working in the largest schools (quintile 5). At these larger schools, training was more internally focused, with fewer teachers and leaders having undertaken training designed and delivered externally (50% vs 56-62% across the smaller school size quintiles) or training designed externally but delivered internally (36% vs. 46-52% for the smaller schools). Instead, having others observe and feedback on lessons was more common (78% vs. 73% overall), as well as coaching or mentoring (25% vs. 23% overall).

Time spent on formal CPD in the previous 12 months

In 2025, teachers and leaders were most likely to be spending between 1 and 10 hours or 11 and 20 hours in total on CPD (both 22%) (Figure 10.2). Taken together, over four-in-ten (44%) teachers and leaders had spent between 1 and 20 hours on CPD.

Around a third (34%) had undertaken 21-50 hours of CPD in the previous 12 months, and 13% had undertaken 51 or more hours of CPD. The amount of time spent on formal CPD in the previous 12 months was broadly consistent with previous years, although there was a slightly higher proportion spending between 21 and 50 hours on CPD than in 2022 (31%).

Figure 10.2 The number of hours teachers and leaders spent undertaking formal CPD activities in the 12 months prior to interview, 2022-2025



Source: Working lives of teachers and leaders survey. Q2. Approximately how much time (in hours) have you spent on formal Continuing Professional Development (CPD) activities in the last 12 months? Single response. All module 2 teachers and leaders: CPD (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462) (wave 3, 2024, n=2,359) (wave 4, 2025, n = 2,588). *Indicates significant difference compared to 2025 survey.

Findings in 2025 showed that:

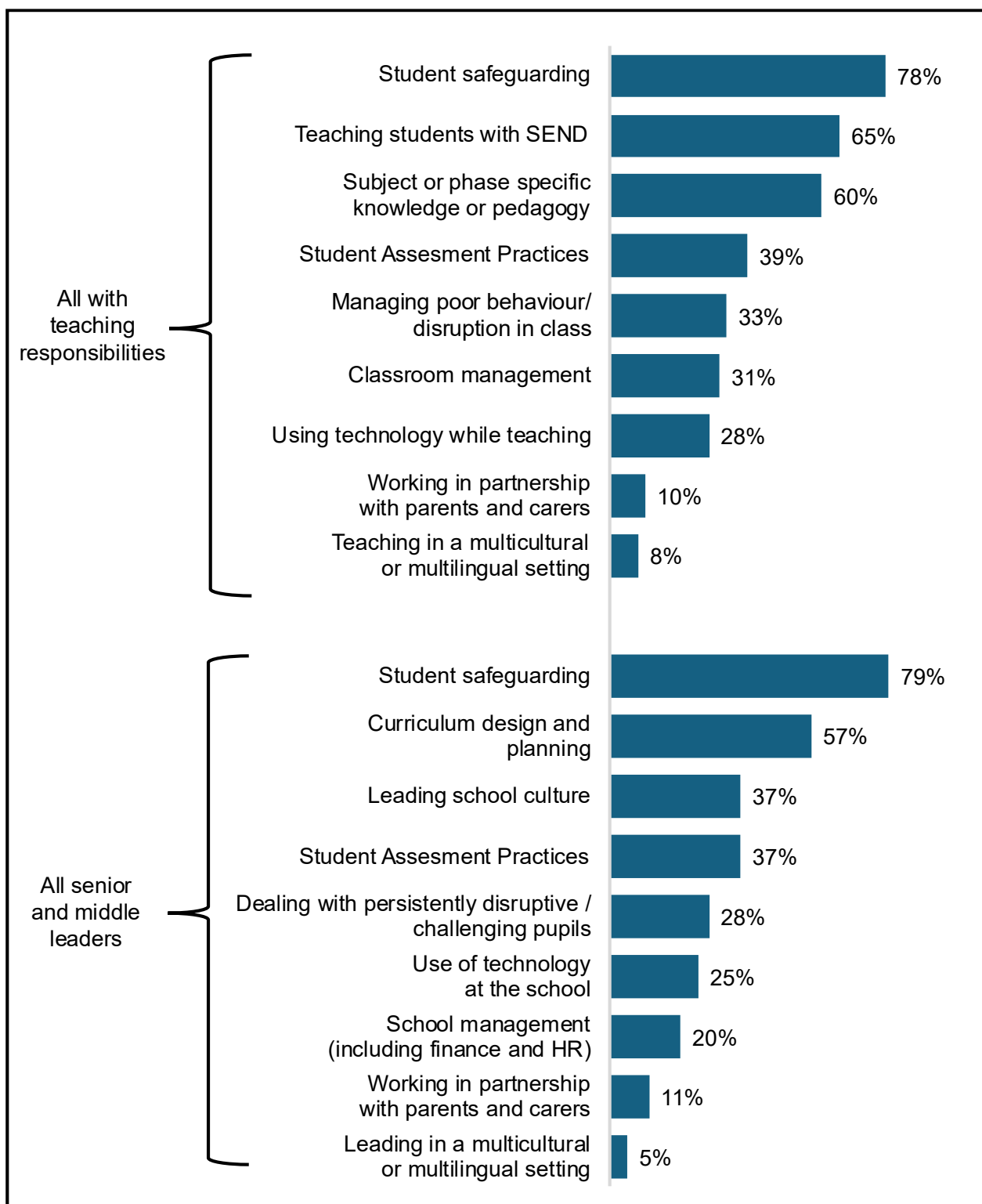
- leaders had participated in more CPD in the last 12 months than teachers (20% of leaders had undertaken 51 hours or more hours vs. 12% of teachers). A similar pattern was found in previous years (24% of leaders vs. 12% of teachers in 2024, 26% of leaders vs. 11% of teachers in 2023 and 25% of leaders vs. 11% of teachers in 2022)
- those working in secondary schools had undertaken less CPD than primary teachers and leaders (47% of those in secondary schools had undertaken 1-20 hours of CPD vs. 41% of those in primary schools). Again, this pattern was evident in the previous three years
- those who worked flexibly in at least one way were equally as likely as those who did not to have undertaken 51+ hours of CPD in the last 12 months (12% vs. 13%), although at the other end of the scale they were slightly more likely to have undertaken 1-20 hours of CPD (47% vs. 42%)

The content of formal CPD

Among those with teaching responsibilities who had undertaken formal CPD in the previous 12 months, it was most common to have undertaken CPD on student safeguarding (78%) in the previous 12 months (Figure 10.3). This is consistent with 2024 (78%), but a decrease from 2022 (81%). The next most common forms of CPD in 2025 were teaching students with SEND (65%) and subject or phase specific knowledge or pedagogy (60%).

For topics asked only of senior and middle leaders, they most often reported having undertaken CPD relating to student safeguarding (79%), curriculum design and planning (57%), and leading school culture and student assessment practices (both 37%).

Figure 10.3 Topics included in formal CPD activities in previous 12 months, 2025



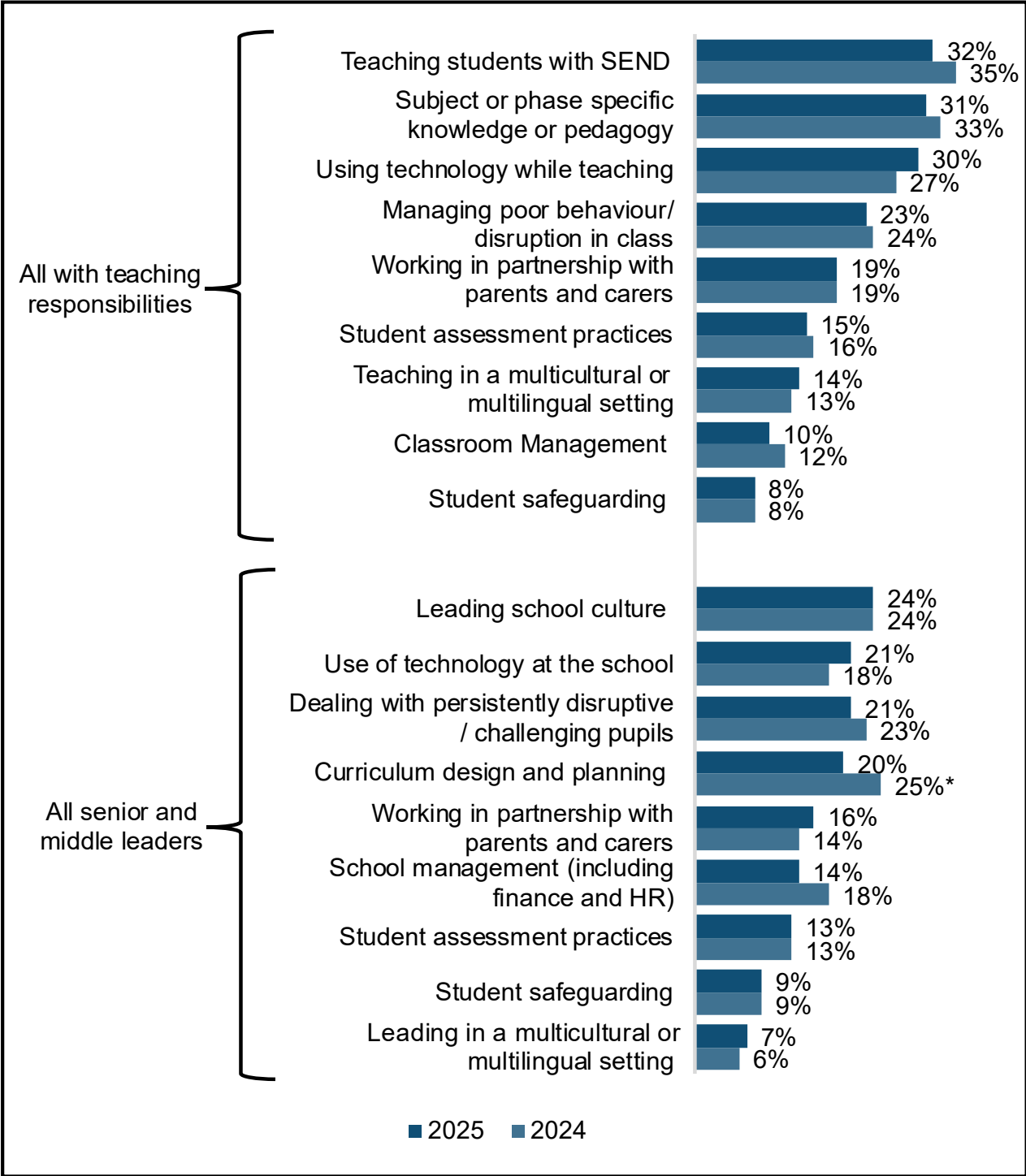
Source: Working lives of teachers and leaders survey. Q4. Which of the following topics were included in your CPD activities during the last 12 months? Multiple response. All module 2 teachers and leaders who had received formal CPD in previous 12 months (wave 4, 2025, n= 2,548), all module 2 teachers and leaders with teaching responsibilities who had received formal CPD in previous 12 months (wave 4, 2025, n= 2,387), all module 2 senior and middle leaders who had received formal CPD in previous 12 months (wave 4, 2025, n=908).

Further areas of interest for CPD

For those with teaching responsibilities, including senior and middle leaders, the most commonly mentioned areas they would like further development or training in over the next 12 months were teaching students with special educational needs and disability (SEND) (32%), consistent with 2024 (Figure 10.4). This was followed by subject or phase specific knowledge or pedagogy (31%) and using technology while teaching (30%).

Of the specific, leadership based CPD types senior and middle leaders were asked about, the most commonly mentioned topic was leading school culture, reported by 24%. This was consistent with 2024 and 2023, but lower than the 29% in 2022. This was followed by use of technology at the school and dealing with persistently disruptive or challenging pupils (both 21%). A lower proportion of senior and middle leaders cited curriculum design and planning in 2025 compared with 2024 (20% vs. 25%).

Figure 10.4 Topics teachers and leaders would like training or development in, over the next 12 months, 2024-2025



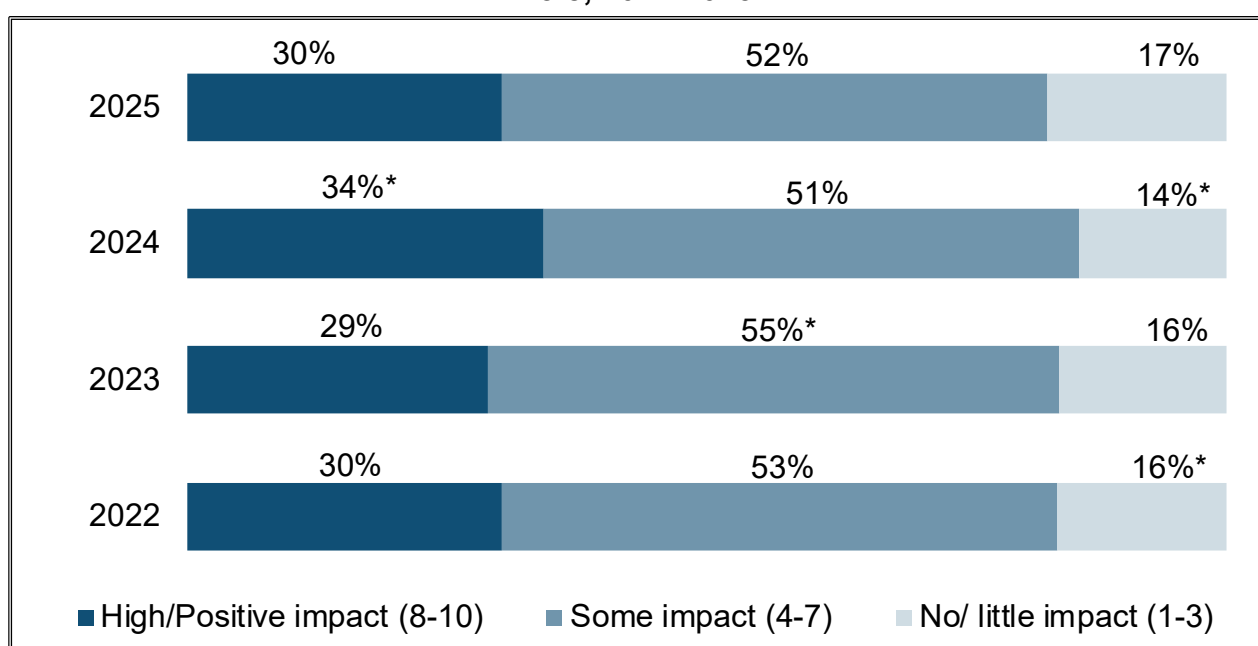
Source: Working lives of teachers and leaders survey. Q6. Which of the following topics/areas would you like further development or training in over the next 12 months? All module 2 teachers and leaders with teaching responsibilities (wave 3, 2024, n=2,202) (wave 4, 2025, n=2,426), all module 2 senior and middle leaders (wave 3, 2024, n=874), (wave 4, 2025, n= 919). *Indicates significant difference compared to 2025 survey.

Perceived impact of CPD

Teachers and leaders who had undertaken CPD in the previous 12 months had mixed views on its impact on their ability to perform their roles (Figure 10.5). Three-in-ten (30%) felt it had had a high positive impact (a score of 8-10 on the 1-10 scale), around half (52%) felt it had some level of impact (a score of 4-7/10), 17% felt it had no or very little impact (a score of 1-3/10).

Across the years the rating of the impact of the CPD has been relatively consistent. The proportion rating the impact as high/positive increased to 34% in 2024, but this has now fallen back to the 2023 and 2022 level.

Figure 10.5 The impact of CPD on teachers and leaders' ability to perform their role, 2022-2025



Source: Working lives of teachers and leaders survey. H3. Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Single response. All who undertook at least one form of CPD (wave 1, 2022, n = 10,935), (wave 2, 2023, n=10,267), (wave 3, 2024, n=9,935), (wave 4, 2025, n= 10,636). The proportion of those answering 'don't know' was 1% or less. *Indicates significant difference compared to 2025 survey.

As seen in 2024, those more likely to give high ratings (of 8-10/10) for the impact of the CPD they had undertaken in the last 12 months compared to all teachers and leaders (30%) were:

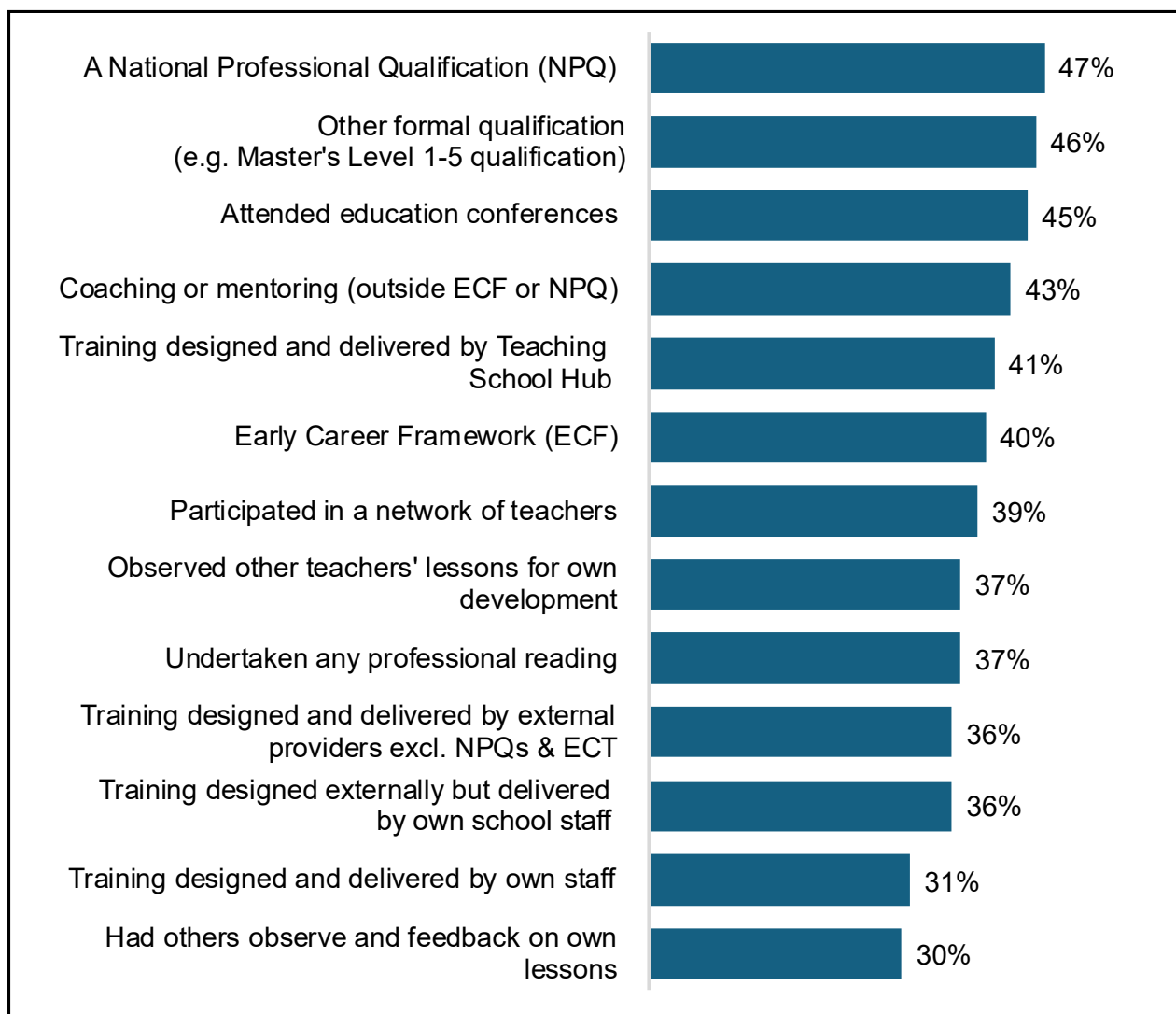
- leaders (51%), and compared with teachers (26%)
- ECTs (39%) and those qualified for up to a year (38%)
- those working in special schools, PRUs or other AP (40%) and those in primary schools (35%), compared with secondary schools (23%)

- those working full time (31%), and compared with those working part time (24%)
- those working in schools with the highest proportion of pupils in receipt of FSM (34% in quintile 5)
- those working in smaller schools (quintiles 1-4) (41%-33%), and compared with those in the largest schools (24%)

As most teachers and leaders had undertaken a variety of different CPD activities (averaging 5.0 types in the last 12 months from a list of 13), it is not possible to isolate the perceived impact of individual types of CPD. However, to give an indication of the types of CPD that may be having most impact, Figure 10.6 shows the proportion giving a high rating for CPD impact by each of the types of CPD undertaken.

The highest overall impact scores were given by those who reported they had undertaken an NPQ, undertaken other formal qualifications, attended education conferences, or had coaching or mentoring (given positive ratings by 43%-47%). This was also evident in 2024 (positive ratings by 46%-51%). The lowest overall impact scores were given by those who had training designed or delivered by own staff, and those who had others observe and feedback on their own lessons (31% and 30%). This was also the case in 2024 (36% and 34% respectively).

Figure 10.6 Proportion who rated the impact of their CPD on their ability to perform their role as high (8-10) by type of CPD undertaken (teachers and leaders could undertake more than one activity), 2025



Source: Working lives of teachers and leaders survey. H3. Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Single response. All teachers and leaders who had undertaken CPD in the last 12 months (wave 4, 2025, n= 10,636).

Teachers and leaders who completed module 2 of the survey (focused on CPD) were asked to report the amount of time spent on CPD during the previous year. This makes it possible to explore how perceptions of CPD impact vary according to the number of hours of CPD undertaken. Findings indicate a clear link between greater CPD hours and higher ratings of its impact on their ability to fulfil their role. For instance, among those who completed:

- 51 or more hours of CPD in the last 12 months, 47% rated it as having had a high/ positive impact vs. 6% rating it as low/ no impact

- 21-50 hours of CPD, 32% rated it as having had a high/ positive impact vs. 15% rating it as low/ no impact
- 1-20 hours of CPD, 18% rated it as having had a high/ positive impact vs. 27% rating it as low/ no impact

School support for CPD

Across four measures, teachers and leaders were asked the extent to which their school and managers supported participation in CPD. Teachers and leaders' views were mixed in terms of school support for CPD:

- my manager is actively engaged in my professional development: 48% agreed and 26% disagreed. The proportion who agreed was consistent with all previous years, although there was a small fall in the proportion who disagreed compared with 2024 (29%) and 2023 (30%)
- my manager gives me sufficient, clear and actionable feedback: 55% agreed and 23% disagreed, consistent with all previous years
- my school prioritises the training and development of all staff: 57% agreed and 21% disagreed, consistent with all previous years except higher than the 54% who agreed in 2023
- good quality CPD and qualifications are available to help me progress my career or support my development: 56% agreed and 23% disagreed, consistent with all previous years

Barriers to accessing CPD

The vast majority of teachers and leaders (85%) reported encountering at least one barrier to accessing CPD in the 12 months prior to the survey, while 13% said they faced none.

As in all previous years, the most commonly cited barrier to accessing CPD was a lack of time due to high workloads or competing priorities (64%). This was followed by funding or the cost of CPD (49%), a lack of cover (46%), and the cost of cover (42%). Almost three-in-ten (29%) reported facing at least 4 different barriers over the last 12 months.

There were some differences in the barriers faced by phase and role. In particular, teachers were more likely to cite a lack of cover (49% vs. 33% of leaders), and a lack of support from senior colleagues or governors (13% vs. 7% of leaders).

Heads and Deputy and Assistant heads were more likely to mention a lack of time due to high workloads or competing priorities than ECT's (71% and 70% vs. 57%) and a lack of funding or the cost of CPD (62% and 59% vs. 24%).

Teachers and leaders in primary schools were more likely than those in secondary schools and those in special schools, PRUs and other AP to mention funding or cost of CPD (56% vs. 44% and 31% respectively), lack of cover (53% vs. 40% and 39%) and cost of cover (48% vs. 38% vs. 20%). Conversely, those in secondary schools were more likely than those in primary schools to state that they have not experienced any barriers (14%, compared with 11% in primary schools).

Those working in secondary local authority-maintained schools were more likely to mention a lack of appropriate opportunities available than those working in secondary academies (39% v 24%).

Those working in schools with a lower proportion of pupils receiving FSM were more likely than those in the highest quintile to cite the cost of cover (45% for quintiles 1-3 vs. 34% in quintile 5) and funding/cost of CPD (52% for quintiles 1-3 vs. 41% in quintile 5) as barriers to accessing CPD.

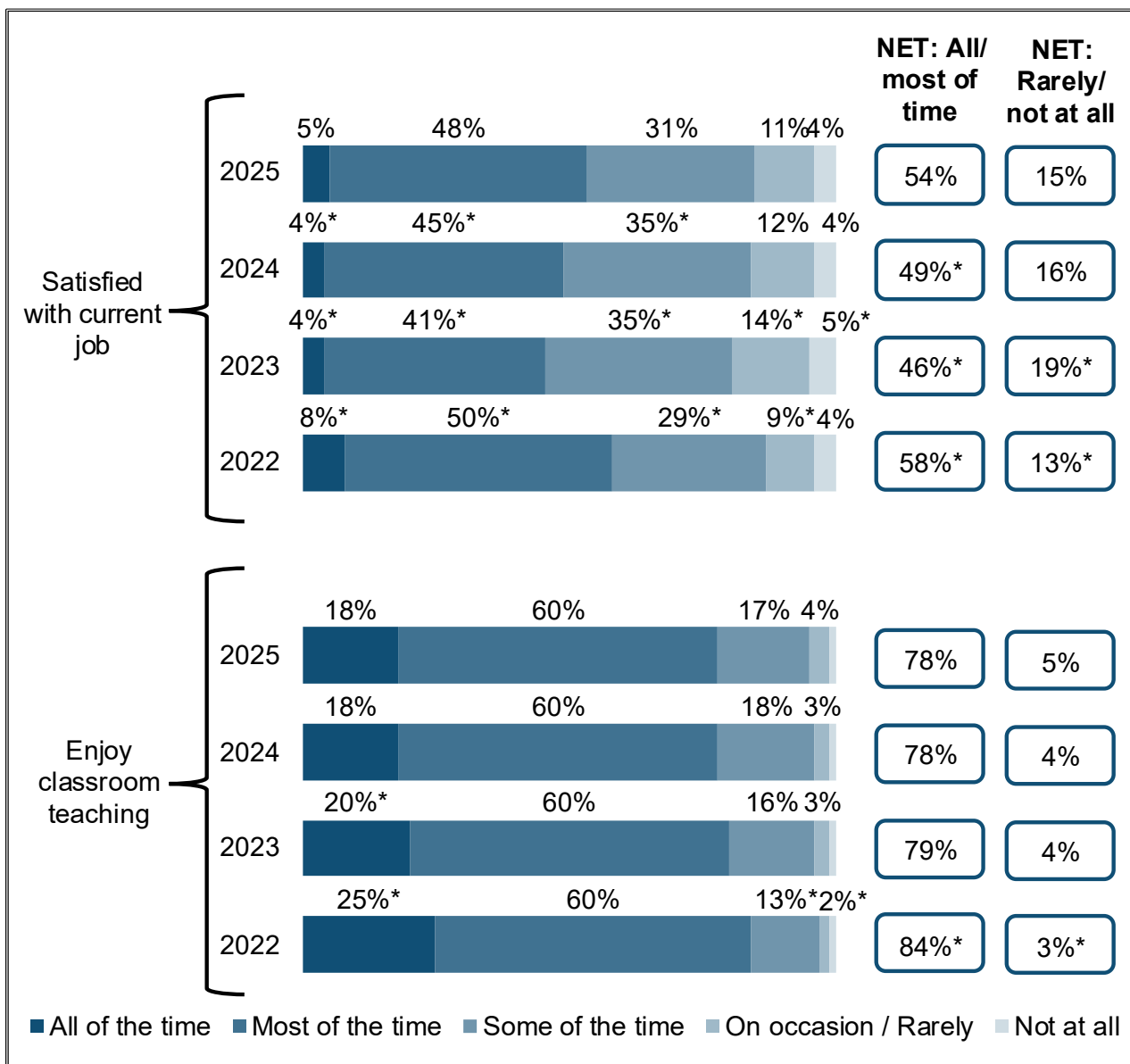
11. Job and career satisfaction

Satisfaction with current job and enjoyment of classroom teaching

In 2025, just over half of teachers and leaders (54%) said they were satisfied with their job all or most of the time (Figure 11.1). This marks an increase from 49% in 2024 and 46% in 2023, though it remains below the 58% in 2022. Around one-in-six (15%) reported being rarely or not at all satisfied with their current job, consistent with 2024 (16%), lower than 2023 (19%), but higher than 2022 (13%).

Almost four-in-five (78%) teachers and leaders with teaching responsibilities reported enjoying classroom teaching all or most of the time. This was consistent with 2024 and 2023 (78% and 79% respectively), but below the 84% seen in 2022.

Figure 11.1 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%. *Indicates significant difference compared to 2025 survey.

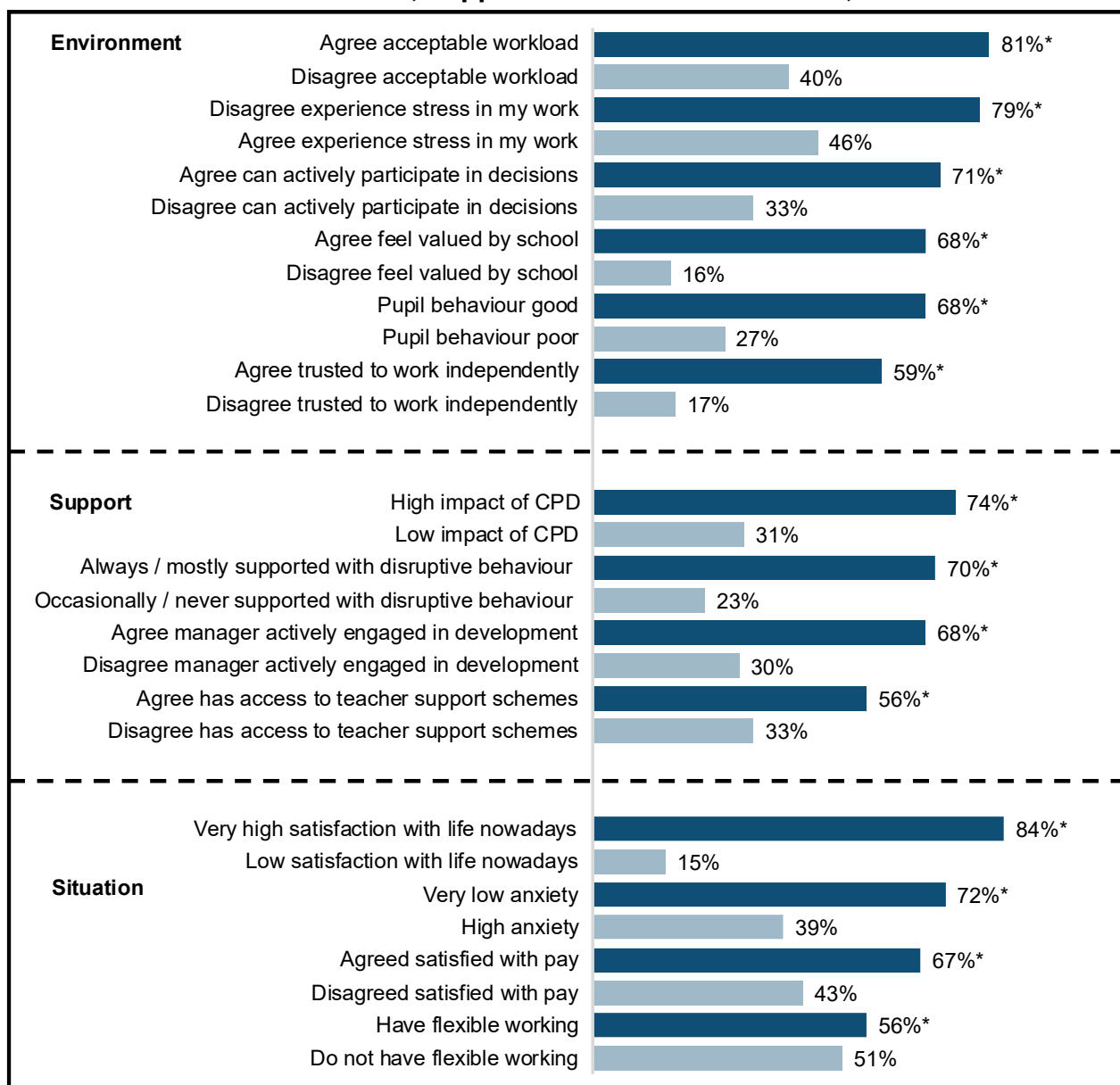
Variation by environmental, support and situational factors

In 2025, those who were positive about their school environment, support and other situational factors were more likely to report higher job satisfaction. This pattern was consistent with previous years.

- feeling valued by their school: job satisfaction was much higher among those who felt valued by their school, with 68% satisfied all or most of the time, compared to just 16% among those who did not feel valued
- having an acceptable workload: 81% of those who considered their workload acceptable were satisfied with their job all or most of the time, compared with only 40% of those who disagreed that their workload was acceptable
- good pupil behaviour and effective support for managing disruption: 68% of those who reported good pupil behaviour were satisfied all or most of the time, compared with 49% where pupil behaviour was considered acceptable and 27% where it was rated poor
- among teachers and leaders who felt their school always or mostly supported them in managing disruptive behaviour job satisfaction was high (70%), compared with 43% where teachers and leaders reported support was only sometimes available and 23% where it was rarely or never provided

Figure 11.2 below shows the relationship between a number of other variables and job satisfaction.

Figure 11.2 Proportion satisfied with current job all or most of the time by environmental, support and situational factors, 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 4, 2025, n=10,808).

*Indicates significant difference compared with opposite statement.

As with previous years, similar patterns emerged with enjoyment of classroom teaching among teachers and leaders with teaching responsibilities. Examples include:

- 88% of those who rated pupil behaviour as good, reported enjoying classroom teaching all or most of the time, compared with 60% where behaviour was considered poor

- 88% of those who agreed they had an acceptable workload reported enjoying classroom teaching all or most of the time, compared with 73% who disagreed their workload was acceptable

Views on school and teachers' views being valued

In 2025 just over two-thirds (68%) of teachers and leaders felt valued by their school, consistent with the 66% in 2024 and higher than the 65% in both 2023 and 2022 (Table 11.1). Around a third (32%) of teachers and leaders agreed that school accountability measures provided important information about school performance, with this increasing compared to previous years (28% in 2024, 26% in 2023 and 28% in 2022).

Conversely, the proportion agreeing that the teaching profession is valued by society had fallen since 2022 (15% in 2025 vs. 17% in 2022).

Table 11.1 Teachers and leaders' views on school accountability, inspection regimes and whether views are valued, 2022-2025

I feel valued by my school	2022	2023	2024	2025
Agree	65%*	65%*	66%	68%
Disagree	21%*	21%*	20%*	19%
My school recognises and rewards high performance from the teaching / leadership staff	2022	2023	2024	2025
Agree	39%	34%	35%	36%
Disagree	31%*	35%	35%	34%
School accountability measures provide important information about school performance	2022	2023	2024	2025
Agree	28%*	26%*	28%*	32%
Disagree	49%*	52%*	51%*	46%
The school inspection regime provides a fair assessment of school performance	2022	2023	2024	2025
Agree	18%	15%*	14%*	19%
Disagree	63%	71%*	72%*	64%
Teachers' views are valued by policymakers, e.g. the government	2022	2023	2024	2025
Agree	6%	4%*	5%*	7%
Disagree	85%*	90%*	88%*	82%
The teaching profession is valued by society	2022	2023	2024	2025
Agree	17%*	12%*	12%*	15%
Disagree	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 'the teaching profession is valued by society'. Single response. All module 2 teachers and leaders (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.

Variation by school characteristics

There was variation on a number of the value measures by school characteristics. For example, the proportion of teachers and leaders feeling valued by their school was higher among those working in:

- primary schools or special schools, PRUs or other AP (70% and 71% respectively) compared with 65% among those working in secondary schools
- in the smallest schools, 75% and 74% in quintiles 1-2, compared with 67% and 65% respectively in quintiles 4-5
- in local authority-maintained primary schools (72%) compared with those working in primary academies (69%)
- schools with the lowest proportion of pupils in receipt of FSM (73% in quintile 1, compared with a range of 65-68% in other quintiles)

These patterns were consistent with the trends seen in previous years.

There was also variation among teachers and leaders regarding views about whether school accountability measures provide important information about school performance. For example, the proportion of teachers and leaders agreeing with this was higher among those working in:

- secondary schools (38%) compared with primary schools (27%) and those in special schools, PRUs or other AP (21%)
- primary academies compared with those in local authority-maintained primaries (30% vs 25%)

There was more consistency across school types for other measures, including whether schools recognise and reward high performance among staff and whether the teaching profession is valued by society. For example, agreement about recognising high performance was consistent across all phases (36%-39%), though there was a gap within primaries between local authority-maintained schools and academies persisted (40% vs. 33%). Views on the profession being valued by society were consistent across local authority-maintained school and academies (15% vs. 14%) and across all phases (13%-19%).

Variation by teacher and leader characteristics

In terms of differences by teacher and leader characteristics across the value measures, many differences observed in previous years persisted. For example, leaders were more likely than teachers to feel:

- valued by their school (87% vs. 64%)
- that their school recognises and rewards high performance (61% vs. 32%)
- that school accountability measures provide important information about performance (38% v 31%)
- that the school inspection regime provides a fair assessment of school performance (24% vs. 18%). There was no difference between teachers and leaders for this measure in 2023 (both 15%)

As with other years, those working full time were more positive about these measures than those working part time.

Similarly, differences in views according to gender persisted, with male teachers and leaders more positive than female teachers and leaders about:

- their school recognising and rewarding high performance (41% vs. 35%)
- the teaching profession being valued by society (19% vs. 14%)
- that they are valued by their school (70% vs. 67%)
- that the school inspection regime provides a fair assessment of school performance (21% vs. 19%)

However, there were no differences by gender in terms of views being valued by policymakers (8% male vs. 7% female).

In terms of ethnicity, those who were Asian or Asian British or black, black British, Caribbean or African were more positive than white teachers or leaders on a range of measures, including:

- that the teaching profession is valued by society (29% Asian or Asian British and 30% black, black British, Caribbean or African vs. 14% white)
- that teachers' views are valued by policymakers (14% Asian or Asian British and 19% black, black British, Caribbean or African vs. 6% white)

White teachers and leaders generally differed more from those in ethnic minority groups (excluding white minorities). They were more likely to feel valued by their school (69% vs 62%) but less likely to agree that:

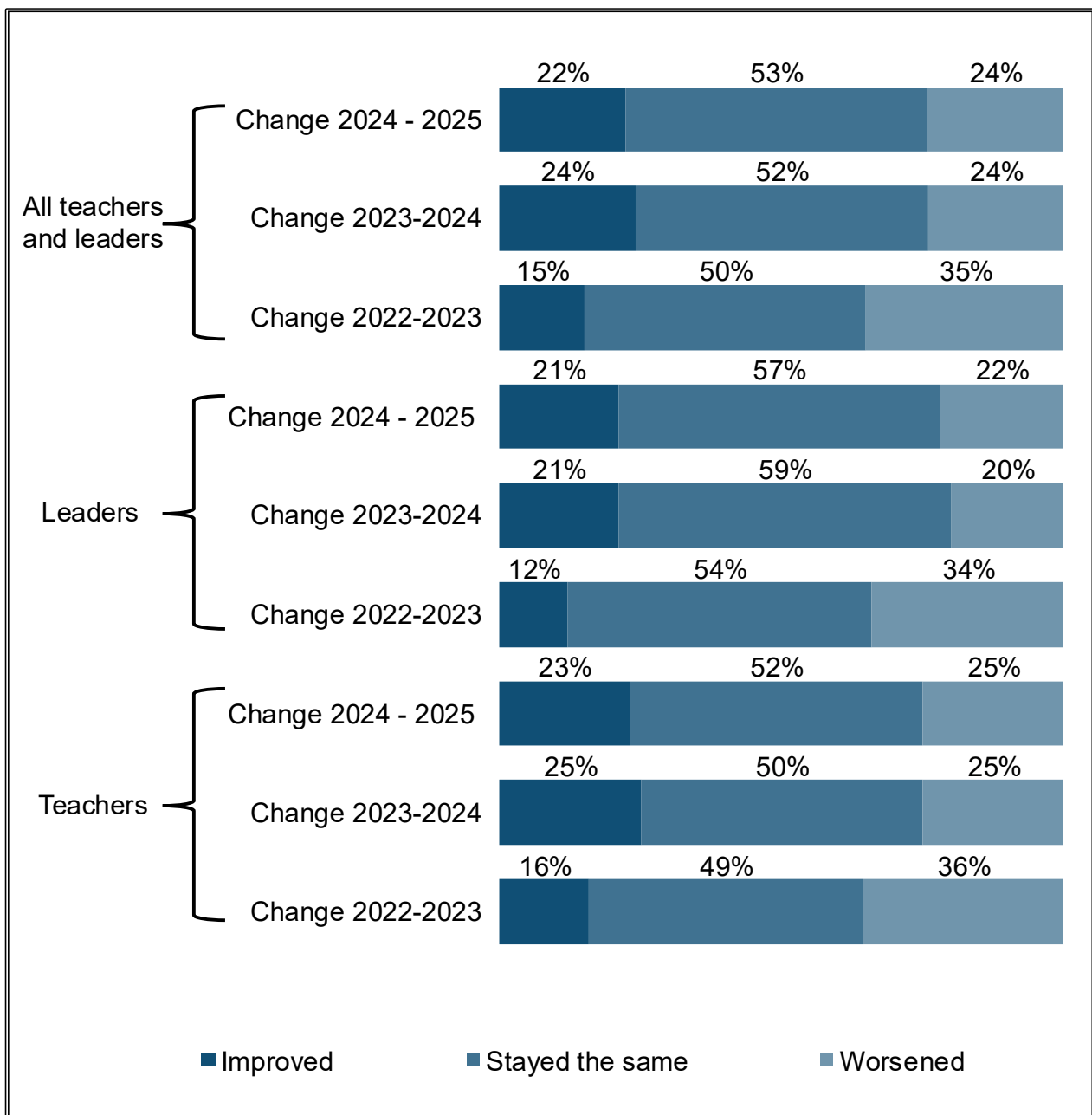
- accountability measures provide useful performance information (30% vs 47%)
- school inspection regimes fairly assess school performance (17% vs 36%)

These patterns were consistent with those seen in previous years.

Changes in panellists' views on satisfaction over time

Between 2024 and 2025 panellists (i.e. those answering the survey in both years) 53% were unchanged in their views on job satisfaction, 24% were less satisfied compared to the previous year and 22% were more satisfied. This pattern was similar to that observed in 2024, which was a change to 2023, where a higher proportion had become less satisfied between 2022 and 2023 (35%) (Figure 11.3).

Figure 11.3 Panellists' change in job satisfaction, by condensed job role, 2022-2023, 2023-2024 and 2024-2025



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 taking part in wave 1 and wave 2 (wave 2, 2023, n= 6,577); all teachers and leaders taking part in wave 2 and wave 3 (wave 3, 2024, n=6,413); all teachers and leaders taking part in wave 3 and wave 4 (wave 4, 2025, n=5,803); leaders (wave 2, 2023, n= 1,163) (wave 3, 2024, n=1,109) (wave 4, 2025, n = 1,108); teachers (wave 2, 2023, n= 5,242) (wave 3, 2024, n=5,195) (wave 4, 2025, n = 4,609).

Notable changes in job satisfaction between 2024 and 2025 among different groups of panellists included:

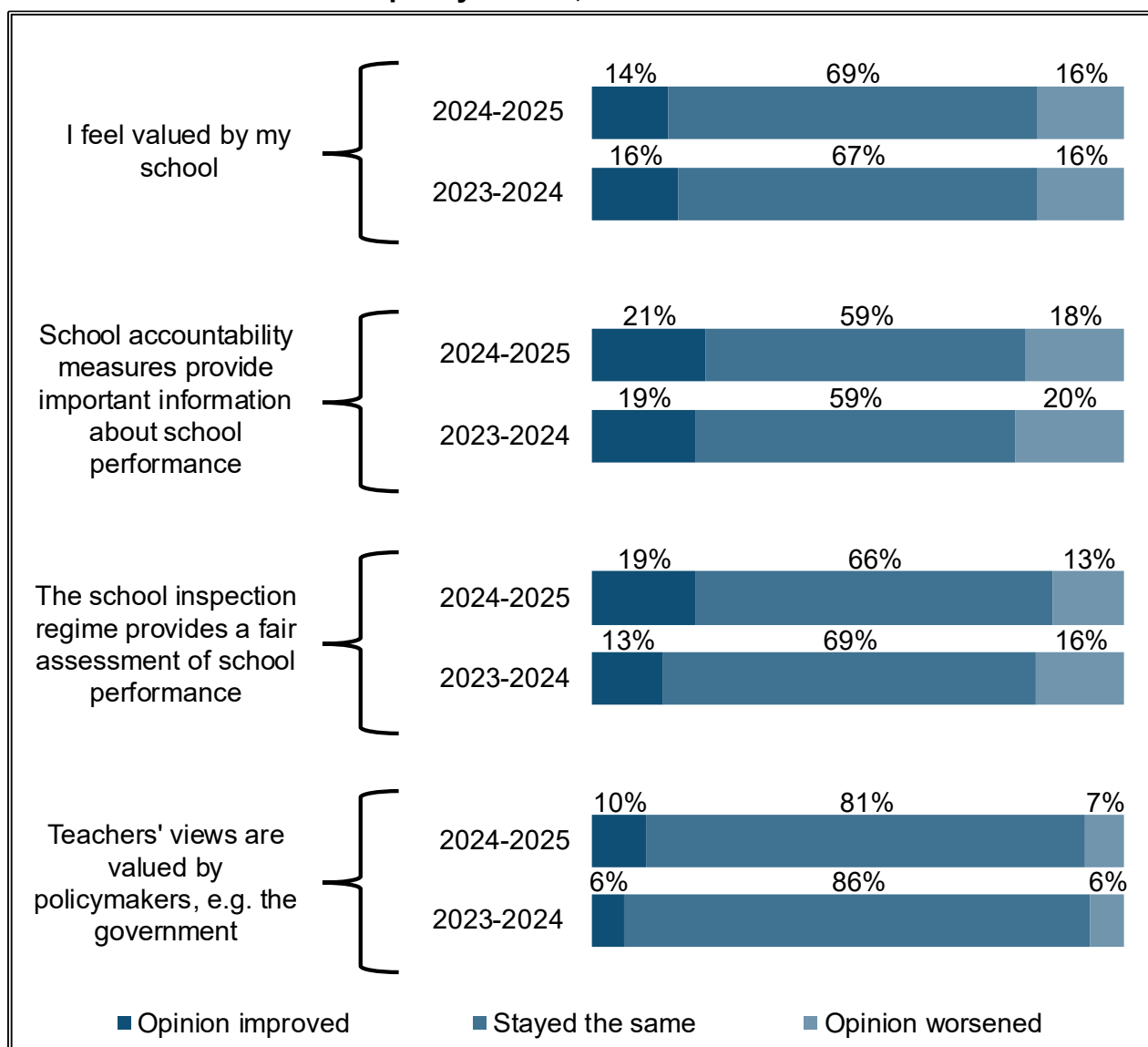
- classroom teachers (non-ECT) were more likely to report feeling more satisfied (23% vs. 22% overall)
- ECTs were more likely to report feeling less satisfied between 2024 and 2025 (29% vs. 24% overall)
- those who were newer to their school were more likely to report feeling more satisfied. For example, half (50%) those who had been at their school for up to 1 year and 34% up to 2 years reported being more satisfied between 2024 and 2025 (vs. 22% overall)
- those aged under 35 were more likely to report feeling less satisfied between 2024 and 2025 compared with all panellists (27% vs. 24%)
- females were more likely to report feeling less satisfied between 2024 and 2025 compared with males (25% vs. 21%)

In terms of changes in views on enjoyment of classroom teaching among panellists with teaching responsibilities, six-in-ten (60%) had the same view in both 2024 and 2025, with a roughly even split between those who had a more positive view between years (19%) and a more negative view (21%). Notably, those in primary schools were more likely to report enjoying classroom teaching less in 2025 than in 2024 (26% vs. 21% overall and 17% in secondary schools).

Looking at change in panellists' views on being valued and being recognised by their school and policymakers, there had been most change between waves for perceptions of school accountability measures providing important information about school performance, where only six-in-ten (59%) gave the same response between waves (Figure 11.4). Views had improved for 21% and worsened for 18%.

Conversely, perceptions that teachers' views are valued by policymakers (e.g. the government) had remained more stable between waves, with four-in-ten (81%) providing the same answer, 10% providing a more positive answer and 7% a more negative answer.

Figure 11.4 Panellists' change in views on being valued and recognised by their school and policymakers, 2023-2024 and 2024-2025



Source: Working lives of teachers and leaders survey. E1_1. Agreement that 'I feel valued by my school'. Single response. All teachers and leaders taking part in wave 3 and wave 4 (wave 3, 2023, n=6,413) (wave 4, 2025, n =5,803). E4_1-3. Agreement that 'School accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'Teachers' views are valued by policymakers'. Single response. All teachers and leaders taking part in wave 3 and wave 4 (wave 3, 2024, n =6,413) (wave 4, 2025, n =5,803).

12.Future plans, including intentions to leave

Consideration of leaving the English state school sector

Among those teaching or leading in an English state school in 2025, around three-in-ten (29%) said they were considering leaving the sector in the following 12 months for reasons other than retirement. This was lower than the proportion considering this option in 2024 (34%) and 2023 (36%), but still higher than in 2022 (25%). Just under one-in-ten (8%) were considering retirement, consistent with 2024 and higher than in 2023 and 2022 (both 6%).

Just over a quarter (26%) of teachers and leaders were considering applying for promotion within their school. This was unchanged against 2024 and 2023, and lower than in 2022 (28%). Around a fifth were considering moving to another state school on promotion (23%) or at the same level (23%). These figures were lower than in 2024 and 2023 but consistent with the 2022 position (24% were considering moving on promotion in 2024, 24% in 2023 and 22% in 2022, 25% were considering moving to a new school at the same level in 2024, 25% in 2023 and 22% in 2022).

As in all previous years, teachers were more likely than leaders to indicate that they were considering leaving for reasons other than retirement (30% vs. 24%). In 2024, teachers and leaders in secondary schools were more likely to be considering leaving than those working in primaries or special schools, PRUs or other AP. In 2025 there were no differences in whether teachers and leaders were thinking about leaving by phase (30% of secondary school teachers and leaders were considering leaving, 28% of primary school teachers and leaders and 25% of those working in special schools, PRUs or other AP).

Reasons for considering leaving the English state school sector

In 2025, teachers and leaders considering leaving the state education sector most commonly cited stress and/or poor wellbeing and high workloads as reasons for potentially leaving (both 89%). As shown in Figure 12.1 (which presents the proportion stating the factor is important in their consideration based on an importance score of 4 or 5 out of 5)²⁷, these have consistently been the most common factors across the survey years. However, while stress and/or poor wellbeing has become slightly more prevalent

²⁷ Scale of 1 to 5, where 1 is 'not at all important' and 5 is 'very important'. Some of the listed reasons were new to either the 2023 or the 2024 survey, or both. For example, "stress and/or poor wellbeing" was not presented as an option in 2022, hence there is no corresponding data available for 2022 at this measure. Likewise, a "lack of state school funding" was not presented in either 2023 or 2022, hence there is no corresponding data available for the first two survey years at this measure.

over time (up from 84% in 2023), the proportion citing high workload has fallen slightly, down from 94% in 2023.

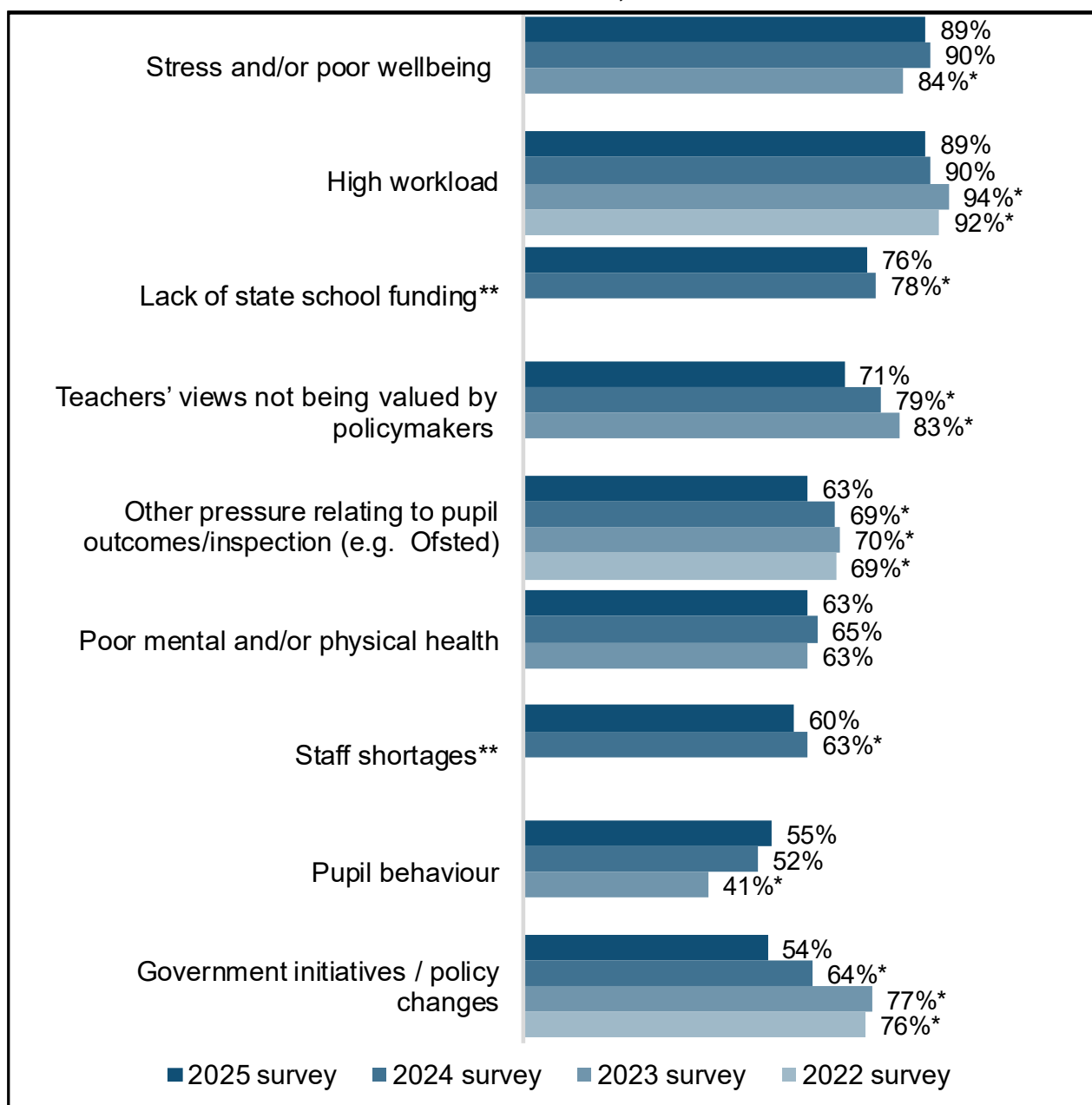
The following reasons for considering leaving the sector have increased across the years:

- pupil behaviour (55% in 2025, up from 41% in 2023)
- lack of flexible working opportunities (49%, increased from 47% in 2024 and 34% in 2023)
- dealing with parents/carers (49%, increased from 43%, 41% and 35% in 2024, 2023 and 2022 respectively)
- lack of support from superiors (42%, up from 39% in 2024, 34% in 2023 and 35% in 2022)
- lack of opportunities for progression/promotion (36%, up from 32% in 2023)
- experiences of bullying and/or harassment (20% in 2025 and 2024, up from 15% in 2023)

Meanwhile, the following factors have become less common over time:

- teachers' views not being valued by policymakers (71%, down from 79% in 2024 and 83% in 2023)
- government initiatives / policy changes (54% in 2024 vs. 64% in 2024, 77% in 2023, 76% in 2022)
- dissatisfaction with pay (49% in 2025, vs. 56% in 2024, 63% in 2023 and 57% in 2022)
- other pressures related to pupil outcomes/inspection such as Ofsted visits (63% vs. 69% in 2024, 70% in 2023 and 69% in 2022)

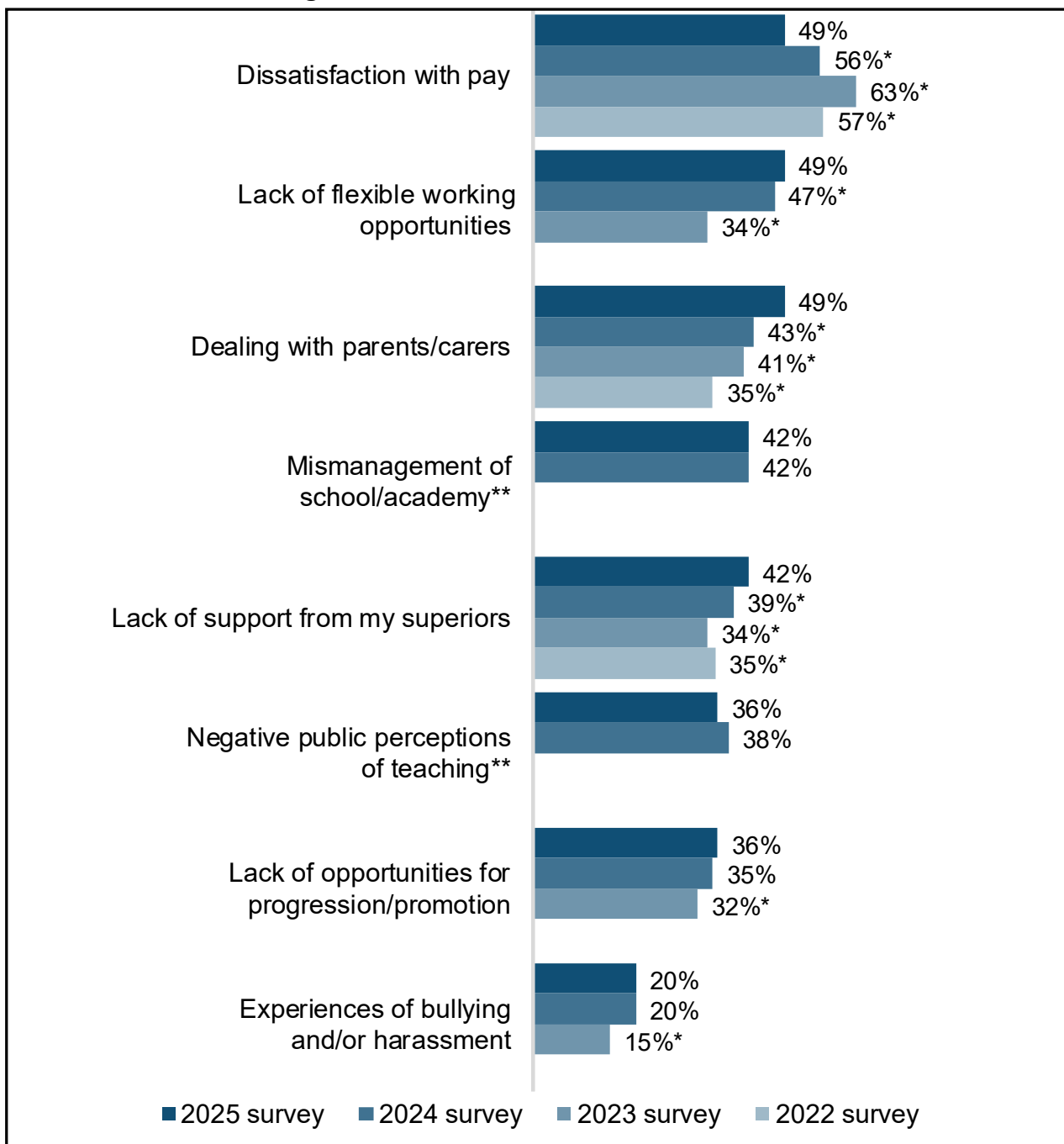
Figure 12.1 Teachers and leaders' reasons for considering leaving the English state education sector, 2022-2025²⁸



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.

²⁸ Please note that there is missing data for some statements for previous years. This is a result of changes being made to question set up and wording over time meaning they are not directly comparable between years.

Figure 12.1 (Continued) Teachers and leaders' reasons for considering leaving the English state education sector, 2022-2025



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.

Some reasons for considering leaving the sector were cited more often by teachers than leaders, and vice versa. Consistent with all previous years, leaders more commonly cited dealing with parents or carers as a reason for considering leaving the sector (58% vs. 48% of teachers). Teachers were more likely to emphasise a range of reasons, in particular: dissatisfaction with pay, lack of support from superiors, lack of flexible working opportunities, mismanagement of school or academy and pupil behaviour. A full breakdown is shown in Table 12.1.

There was also variation by phase (Table 12.2). For example, teachers and leaders in primary schools more commonly cited a lack of state school funding (81% compared to 71% of those working in secondaries), other pressures relating to pupil outcomes or inspection (e.g. from Ofsted) (74% compared to 53% of those in secondaries and 57% of those in special schools, PRUs or other AP), and teachers' views not being valued by policymakers (77% compared to 66% of both teachers and leaders in secondaries and special schools).

Those working in special schools, PRUs or other AP more commonly cited reasons around staff shortages and the school environment than those working in other school phases: 77% cited staff shortages (compared to 55% of those in secondaries and 64% of those in primaries), and 33% cited experiences of bullying and/or harassment (compared to 19% of those in secondaries and 20% in primaries). This differs from 2024, when the differences for this group of teachers and leaders were predominantly around school-level support and working arrangements – namely lack of support from superiors, and of opportunities for progression/promotion or flexible working opportunities.

In 2025 there was no difference between secondary school (57%) and primary school (55%) teachers and leaders citing pupil behaviour as a reason for considering leaving the state education sector, despite those in secondary schools being more likely than those in primary schools to say it was a reason in 2024. However, it does continue to be less commonly cited as a reason by those working in special schools, PRUs or other AP (44%).

Table 12.1 Teachers and leaders' reasons for considering leaving the English state education sector, by teacher and leader status, 2025 and 2024

-	2024 Teachers	2024 Leaders	2025 Teachers	2025 Leaders
Stress and/or poor wellbeing	91%	88%	90%**	86%
High workload [^]	90%	88%	89%**	82%
Lack of state school funding	77%	85%*	75%	79%
Teachers' views not being valued by policymakers	79%	77%	72%**	63%
Poor mental and/or physical health	66%*	55%	65%**	55%
Other pressure relating to pupil outcomes or inspection (e.g. from Ofsted)	68%	72%	63%	67%
Staff shortages	63%	63%	60%	58%
Pupil behaviour [^]	55%*	38%	57%**	38%
Government initiatives / policy changes	64%	67%	54%	54%
Lack of flexible working opportunities [^]	48%*	37%	51%**	35%
Dealing with parents/carers	42%	51%*	48%	58%**
Dissatisfaction with pay	59%*	40%	51%**	33%
Lack of support from my superiors	42%*	23%	45%**	29%
Mismanagement of school/academy ^{^^}	44%*	24%	44%**	28%
Negative public perceptions of teaching	37%	44%*	36%	38%
Lack of opportunities for progression/promotion [^]	37%*	22%	37%**	27%

-	2024 Teachers	2024 Leaders	2025 Teachers	2025 Leaders
Experiences of bullying and/or harassment	21%*	15%	21%**	14%

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)? Multiple response. Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important. All teachers and leaders considering leaving the state education sector (wave 3, 2024, n=3,316) (wave 4, 2025, n=2,930). *Indicates figure is significantly higher when comparing teachers vs. leaders in 2024. **Indicates figure is significantly higher when comparing teachers vs. leaders in 2025. ^Indicates a new response added in 2023 and ^^indicates a new response added in 2024.

Table 12.2 Teachers and leaders' reasons for considering leaving the English state education sector, by school phase, 2025

	Total	Primary	Secondary	Special / PRU / AP
Stress and/or poor wellbeing	89%	92%*	87%*	88%
High workload	89%	92%*	86%*	85%
Lack of state school funding	76%	81%*	71%*	74%
Teachers' views not being valued by policymakers e.g. the government	71%	77%*	66%*	66%
Poor mental and/or physical health	63%	66%*	62%	56%
Other pressure relating to pupil outcomes or inspection (e.g. from Ofsted)	63%	74%*	53%*	57%
Staff shortages	60%	64%*	55%*	77%*
Pupil behaviour	55%	55%	57%	44%*
Government initiatives / policy changes	54%	59%*	49%*	47%
Lack of flexible working opportunities	49%	50%	49%	49%
Dealing with parents/carers	49%	56%*	44%*	31%*
Dissatisfaction with pay	49%	49%	50%	36%*
Lack of support from my superiors	42%	41%	43%	47%
Mismanagement of school/academy	42%	41%	42%	46%
Negative public perceptions of teaching	36%	40%*	34%*	21%*
Lack of opportunities for progression/promotion	36%	36%	36%	32%
Experiences of bullying and/or harassment	20%	20%	19%	33%*

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)? Multiple response. Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important. This table only shows reasons where there were significant differences between the responses given by those working in different school phases (primary, secondary, special/PRU/AP). All teachers and leaders considering leaving the state education sector (wave 4, 2025, =2,930). *Indicates significant difference compared to overall.

Changes in panellists' considerations of future plans over time

For panellists who took part in both the 2022 and 2025 surveys, opinions on what they would be doing professionally in the following 12 months mostly had not changed (Table 12.3 below) Around half of panellists were not considering any of the options either in 2022 or 2025. The exception to this was retirement which few were considering in either year.

Where a change of consideration was recorded, there was some indication of a potential balancing of movement within the sector. Of note, 14% of panellists who had not been considering leaving the state sector in 2022 (for reasons other than retirement) were now considering this in 2025. However, a near similar proportion (9%) had been considering this in 2022 but this was no longer the case. Further, around one-in-ten panellists were considering applying to another state school on promotion in 2022 but were no longer considering this in 2025 (11%) while a similar proportion were considering applying to another state school for promotion in 2025 having not considered this in 2022 (9%).

Table 12.3 Panellists' change in considerations of future plans, 2022-2025

-	Not considering in 2022 but considering in 2025	Considering in 2022 but not considering in 2025	Considering in 2022 and 2025	Not considering in 2022 nor 2025	Unknown
Applying for promotion to a new role / level in current school	11%	16%	11%	49%	13%
Applying to another state school on promotion	9%	11%	11%	55%	15%
Applying to another state school, at the same level	11%	13%	8%	52%	16%
Leaving the state school sector (excluding retirement)	14%	9%	11%	50%	16%
Retirement	5%	1%	2%	88%	4%

Source: Working lives of teachers and leaders survey. M2_1-5. Change in response to 'In the next 12 months are you considering any of the following?' Single response to each statement. All teachers and leaders taking part in wave 1 and wave 4 (wave 4, 2025, n=3,016)

13. Leaving the English state school sector

Intentions to leave in 2024 compared to actions taken by 2025

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 was 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.²⁹

Of all who were considering leaving in the 2024 survey, 13% had done so by 2025. This compares with 15% who were considering leaving in 2023 and had left by 2024, and 12% who were considering leaving in 2022 and had left by 2023. Of those that had not been considering leaving in 2024, 4% had since left, the same proportion as in previous years.

Reasons for remaining in the English state school sector

Most of those who were considering leaving the English state school sector in 2024 had not gone on to do so by 2025 (87%). As in previous years, the three most common reasons given for not leaving were wanting/needing the stability of the role (59%), because they enjoy teaching or working with children (55%), or not having yet decided what they want to do next (48%).

Reasons for leaving the English state school sector

Among those who did leave the English state school sector between 2024 and 2025, the top two reasons given were high workload (74%), and stress and/or poor wellbeing (73%). These were both also the most common reasons in previous years, although high workload was cited by a lower proportion than by the previous year's leaver cohort (74% in 2025 vs. 84% in 2024). Teachers' views not being valued by policymakers remained the third most common reason, although it was again cited by a lower proportion than in 2024 (59% vs. 67% in 2024).

Several other reasons were less likely to be cited by those who left between 2024 and 2025 than those in previous leaver cohorts. In particular, the most recent leaver cohort were less likely to cite other pressure relating to pupil outcomes or inspection (53% vs. 64% of those who left between 2023 and 2024, 69% of those who left between 2022 and 2023), staff shortages (43% vs. 52% of those who left between 2023 and 2024), government initiatives or policy changes (35% vs. 47% of those who left between 2023 and 2024, 55% of those who left between 2022 and 2023), and dissatisfaction with pay

²⁹ This may be an underestimate 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).

(25% vs. 34% of those who left between 2023 and 2024, 39% of those who left between 2022 and 2023).

The only exception was pupil behaviour, as leavers in 2025 were more likely to mention this than those who left between 2022 and 2023 (47% vs. 32%), although consistent with the 44% of those who left between 2023 and 2024.

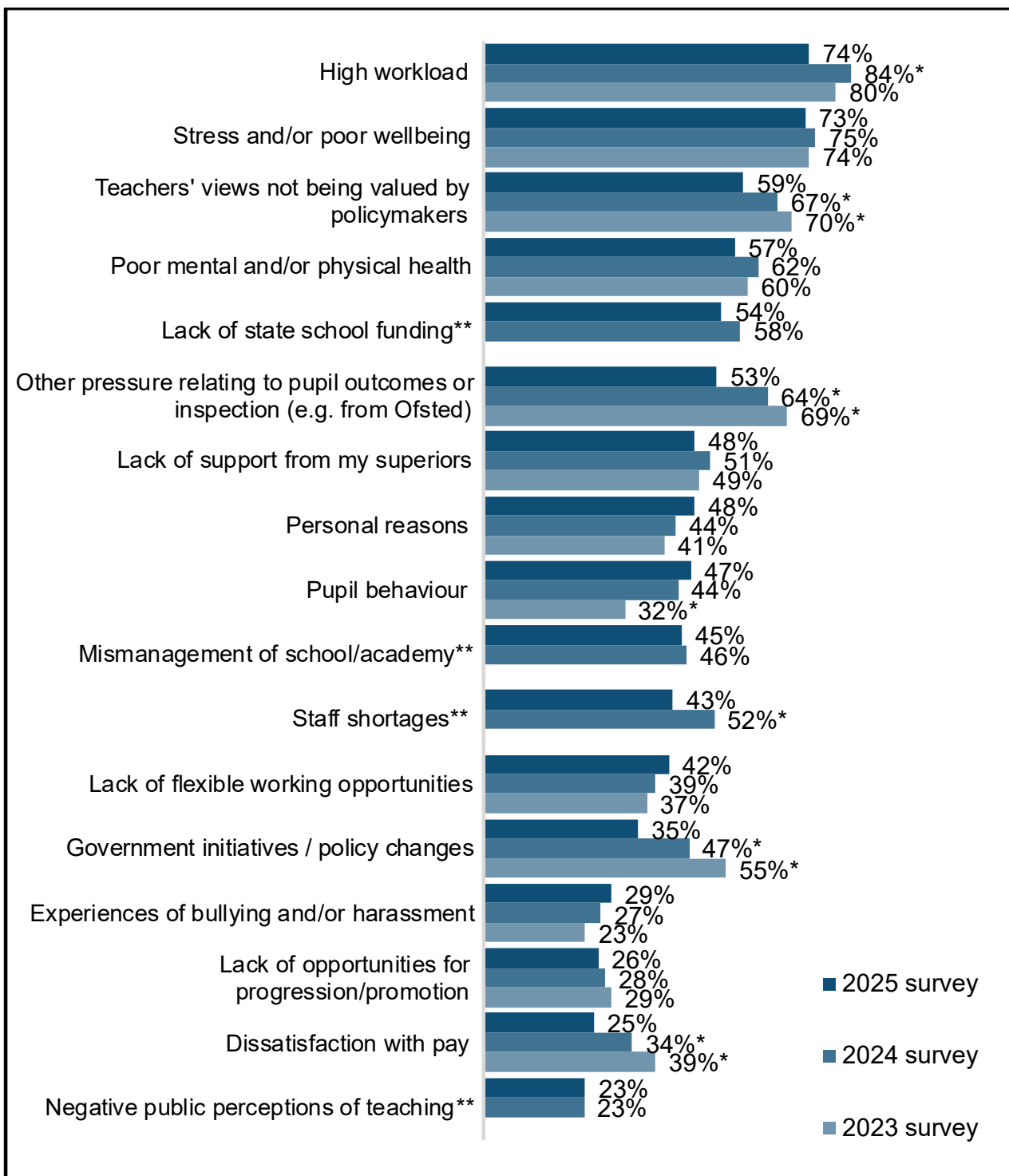
In 2025, reasons for leaving differed by school and teacher characteristics. Those who had been working as teachers in 2024 were more likely than those who had been working as leaders to cite the following factors:

- dissatisfaction with pay, cited by 29% of teachers compared with 10% of leaders. This was particularly the case among teachers who had been working full time (36% for full-time teachers vs. 15% for part-time teachers)
- lack of support from superiors, cited by 51% of teachers compared with 32% of leaders
- lack of opportunities for progression, cited by 30% of teachers compared with only 8% of leaders
- pupil behaviour, cited by 49% of teachers compared with 31% of leaders
- mismanagement of school/academy, cited by 49% of teachers compared with 25% of leaders

In addition to these differences by role, a number of other reasons were more commonly mentioned by particular groups of leavers. For example, those who had been working full time were more likely to cite a lack of flexible working opportunities as an important factor (46% vs. 34% for part-time workers), as were women (45% vs. 32% for men), and those aged under 35 (51% vs. 42% on average and 24% for those aged 55 and over). Additionally, those working in primary schools were more likely to cite pressures relating to pupil outcomes or inspection than those working in secondary schools (64% vs. 38%).

There were a number of differences by FSM prevalence, with those working in schools in the highest quintile for FSM more likely than average to cite poor mental and/or physical health (76% vs. 57% overall), a lack of support from their superiors (62% vs. 48% overall), staff shortages (62% vs. 43% overall), and government initiatives or policy changes (48% vs. 35% overall) as reasons for leaving the English state school sector.

Figure 13.1 Proportion of leavers citing different reasons for leaving the English state school education sector, 2023-2025³⁰



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 new response option for 2024 survey and therefore there is no data for 2023.

³⁰ Some of the listed reasons were new to the 2024 survey. For example, “staff shortages” was not presented as an option in 2023, hence there is no corresponding data available for 2023 at this measure.

A majority of leavers in 2025 thought it unlikely that they would return to the English state school sector within the next five years (67%, consistent with the 68% in 2024 and 67% in 2023). Overall, 16% of leavers thought it likely they would return. They were more likely to report they were likely to return if they were under 35 (23%), and if they had been satisfied with their job all or most of the time in 2024 when they were still teaching or leading in an English state school (23%).

For those who thought it likely they would return, the most commonly mentioned factors that would encourage them to return, each mentioned by more than one-in-five respondents were: reduced workload (29%), an increase in pay (27%), a change in personal circumstances (27%), changes to inspections/Ofsted (24%), a more supportive environment (24%) and better opportunities for progression (21%).

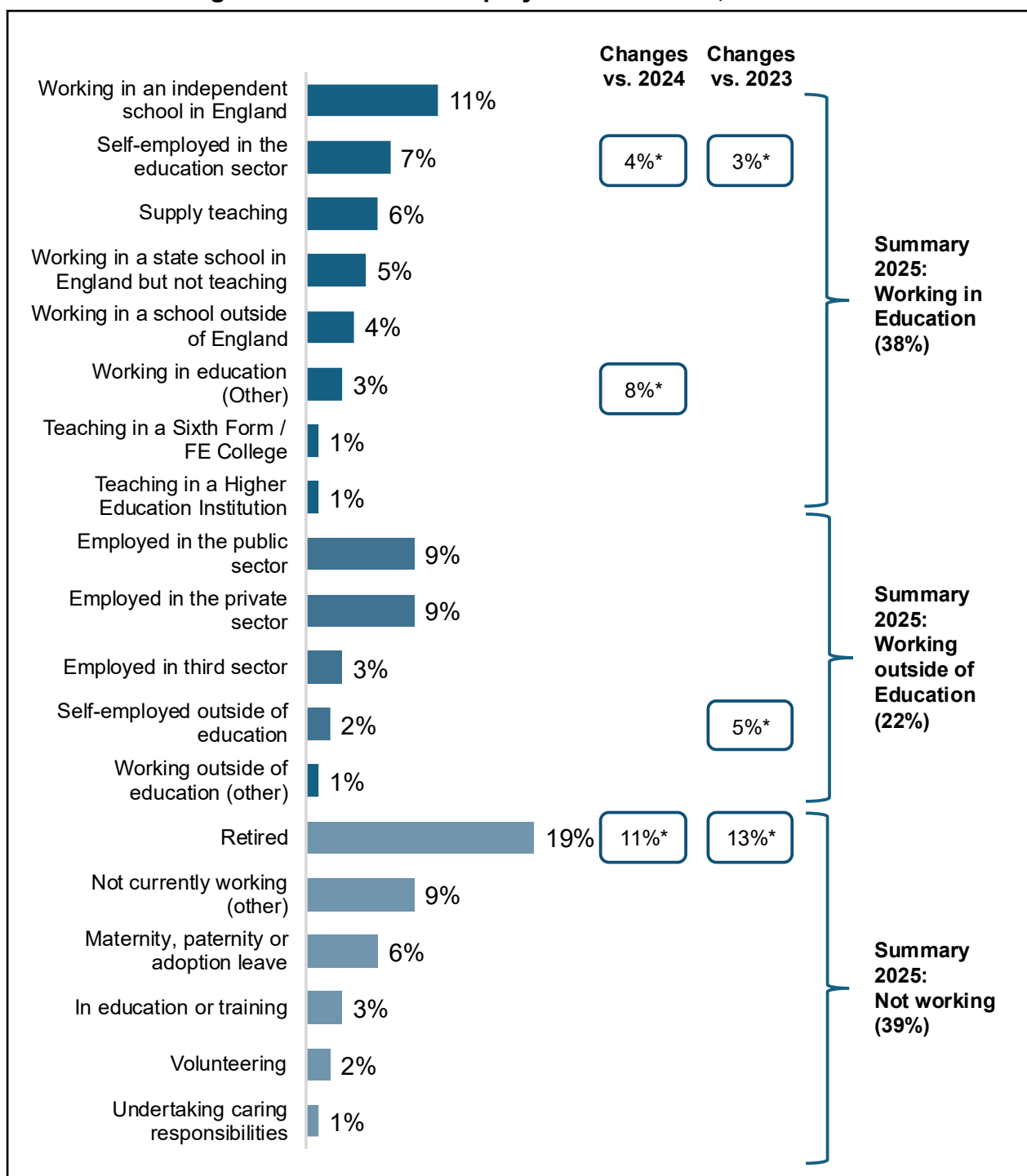
Current working arrangements of leavers

When asked what they were doing at the time of the survey, leavers were most commonly not currently working at all (39%) or still working in education in some capacity (38%). Just over a fifth (22%) were working outside of education.

Compared with those who left in previous years, a higher proportion were not working (39% vs. 31% in 2024 and 2023). This was 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). The proportion of leavers who reported working in education in 2025 (38%) was consistent with the 42% in 2024 and 40% in 2023. The proportion working outside education (22% vs. 28% in 2024 and 2023) was consistent with previous years.

Other differences by specific activity compared with leavers in 2024 and 2023 are shown in Figure 13.2. For example, those still working in education were most commonly working in an independent school (11%) or self-employed in the education sector (7%, higher than 4% and 3% in 2024 and 2023). Outside education, leavers were evenly split between those working in the public sector (9%) and those in the private sector (9%).

Figure 13.2 Leavers' employment activities, 2023-2025



Source: Working lives of teachers and leaders. L9. Which of the following best describes what you are doing now? Single response. All leavers no longer teaching or leading primary or secondary phases in a state school in England (wave 2, 2023, n=383) (wave 3, 2024, n=472) (wave 4, 2025, n=419). The proportion of those answering 'don't know' was less than 1%. *Indicates significant difference compared to 2025 survey.

As would be expected, leavers' destinations varied substantially by age. Over seven-in-ten (71%) leavers over 55 had retired, while those aged under 35 were more likely than other age groups to be teaching in a school outside England (10% vs. 4% overall), or to

be working in the third sector (7% vs. 3% overall). Those aged 45-54 were the most likely age group to be self-employed in the education sector (14% vs. 7% overall).

There were also a few notable differences in current activity by phase. Those who had been working in secondary schools in 2024 were more likely to now be self-employed in the education sector (12% vs. 3% for primary), while those who had been working in primary schools were more likely to be on maternity leave (9% vs. 2% for secondary).

Those who were working part time in 2024 were more likely to not be currently working (52% vs. 34% full time), with a third having retired (33% vs. 13% full time).

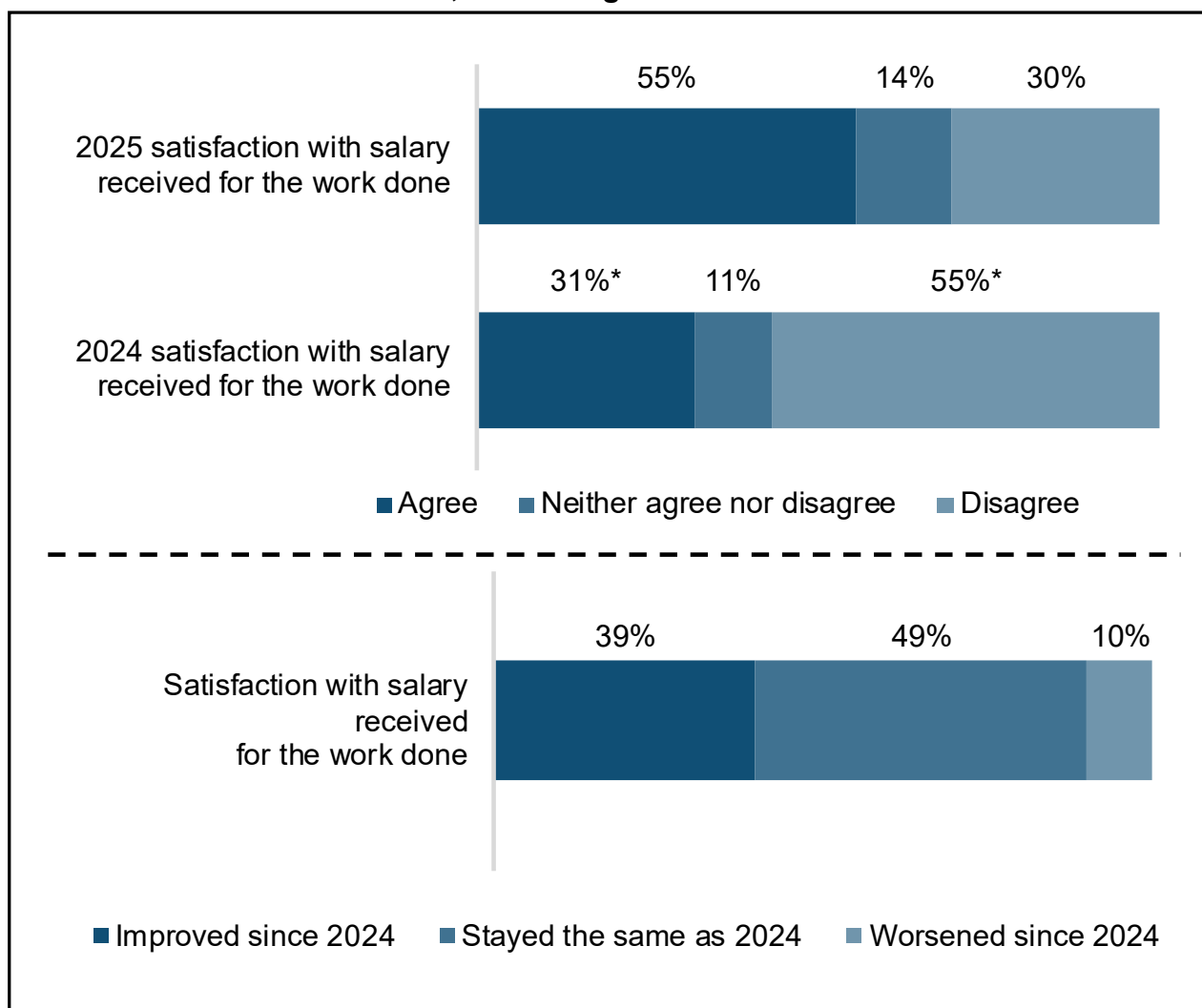
Change in pay and salary satisfaction

A desire for an improved salary was not a major factor in decisions to leave the English state school sector: as shown above in Figure 13.1, dissatisfaction with pay ranked among the least important reported factors in decisions to leave (25% cited it as important). Accordingly, over half (53%) of leavers in work reported earning less in their new role than they had in teaching or leadership, including 29% who said it was substantially lower. This compares with under three-in-ten (28%) who reported earning more in their new role, and 18% who said it was roughly the same.

Leavers in work were more likely to report increased earnings if they had been working in a secondary school previously (36% were earning more vs. 21% from primaries). As there is a correlation between phase and school type and school size, they were also more likely to report increased earnings if they had worked in an academy (34% vs. 21% from local authority-maintained schools), or if they had worked in one of the largest schools (37% in quintile 5, vs. 28% overall).

Although pay decreased for many leavers in their new role, their salary satisfaction remained similar or improved, compared with how satisfied they had been with their salary when teaching or leading in an English state school. As shown in Figure 13.3, over half of those who left between 2024 and 2025 were satisfied with the salary they received for their new role (55%), compared with just under a third (31%) of the same group when they worked in the English state school sector in 2024. Similarly, just under a half (49%) of leavers gave similar salary satisfaction ratings for their new role as they had for their previous role, while around two-in-five (39%) were more satisfied with their salary. A small proportion (10%) were less satisfied with their salary, despite the large proportion (53%) whose new salary was lower.

Figure 13.3 Leavers' satisfaction with the salary they receive for the work they do, 2024-2025, and change in view over time³¹



Source: Working lives of teachers and leaders survey. J1/L16_5. To what extent do you agree or disagree with the following statements? I am satisfied with the salary I receive for the work I do. Single response. Those who had left the English state school sector between surveys and were still employed (wave 4, 2025, n=304). *Indicates significant difference compared to 2025 survey.

Working hours and views on workload

Among leavers currently in work, average working hours in their last full week were 34.8, substantially lower than the average of those still teaching and leading in an English state school in 2025 (48.2). Most commonly, leavers reported working either between 30 and

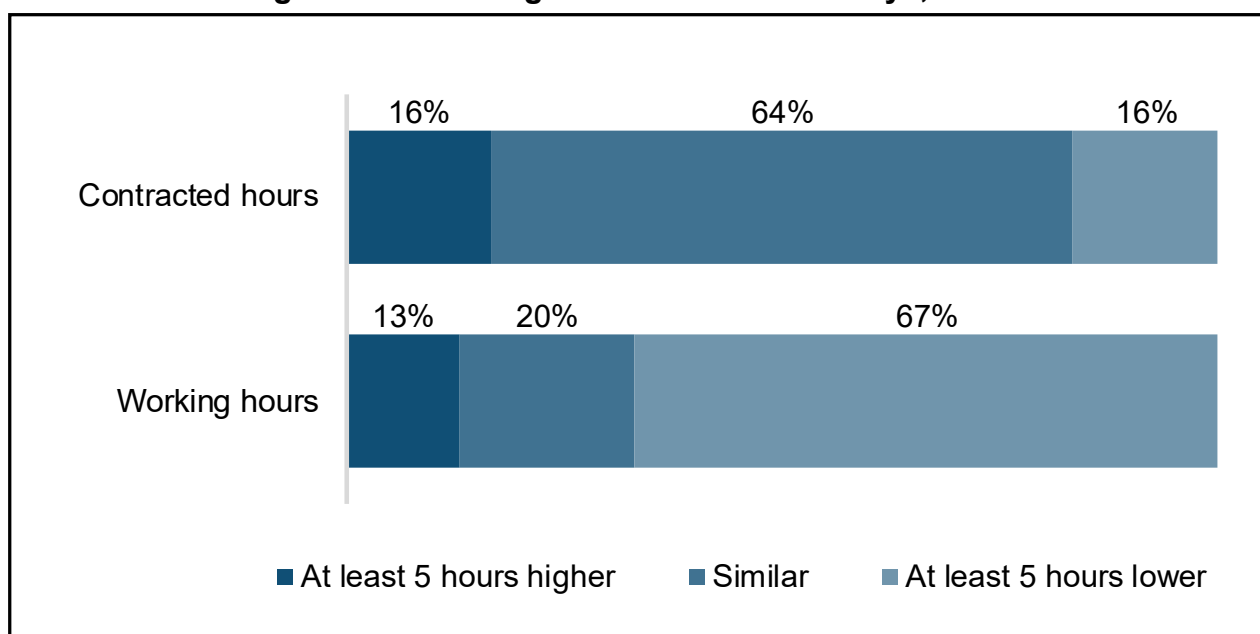
³¹ This shows the proportion of panellists whose views around the salary they received changed from positive (strongly or tended to agree) to neutral (neither agree nor disagree) or negative (strongly or tended to disagree) ('worsened'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('improved'), between the 2023 and 2024 surveys.

39 hours (30%), or between 40 and 49 hours (27%). A small minority (13%) worked 50 hours or more (vs. 51% of those still teaching and leading in an English state school).

Leavers working full time were most likely to be contracted to similar hours as they were when working in the English state school sector (64%).³² Where leavers' contracted hours had changed, they were equally as likely to be contracted to work fewer hours a week than to be contracted to more hours (16% for each) (Figure 13.4).

In terms of actual reported working hours, the majority (67%) of leavers in work reported working at least five hours fewer in their last working week in their new role compared to when teaching or leading in an English state school in 2024.

Figure 13.4 Comparison of contracted and working hours between survey years among leavers working full time in both surveys, 2024-2025



Source: Working lives of teachers and leaders survey. D1/L13. In your most recent full working week, approximately how many hours did you work? By 'full working week' we mean your last working week covering Monday to Sunday that was not shortened by illness, religious breaks, public holidays, or other exceptional circumstances. All leavers in work working full time in wave 3 and wave 4, excluding don't know responses (wave 4, 2025, n=174). L12. How do your current contracted working hours compare to your previous role in state school teaching / leadership? All leavers in work working full time in wave 3 and wave 4 (wave 4, 2025, n=182).

Leavers in work were also more likely to have flexible working arrangements in place compared to when teaching or leading in an English state school in 2024. Around a third (31%) worked flexibly in their new role where they previously had not, while less than one-in-ten (7%) were no longer working flexibly where they previously had done so.

³² 'Similar hours' is defined by between 5 hours more or 5 hours fewer.

Nearly four-in-ten (38%) had a flexible working arrangement in place in both their new and their previous roles, while two-in-ten (20%) had not worked flexibly in either role.

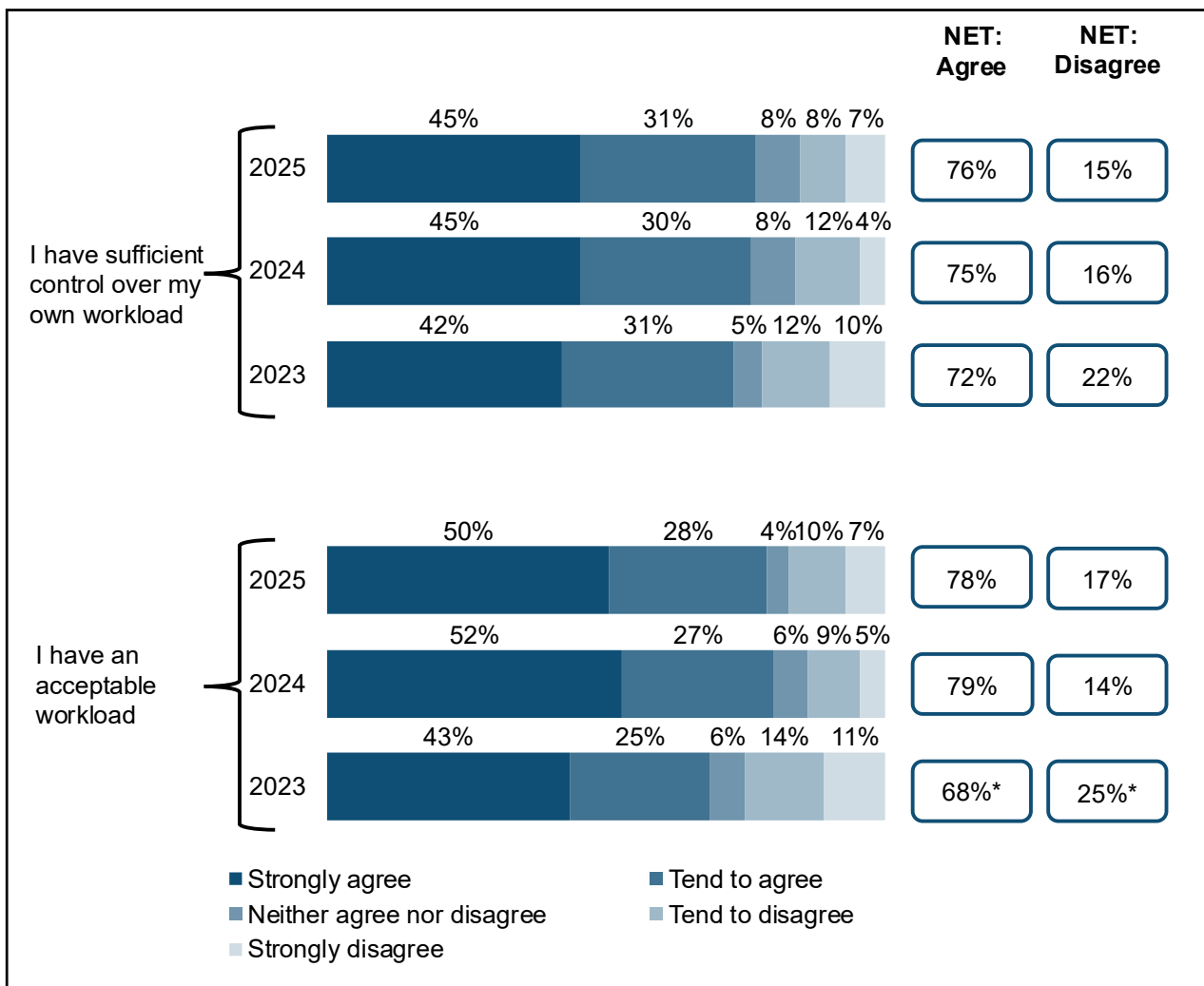
Overall, just over seven-in-ten (71%) leavers in work had a flexible working arrangement in their current role. This is higher than the 51% working flexibly among those still teaching or leading in 2025. This difference was driven in particular by a higher proportion of leavers with three flexible working arrangements or more (32% vs. 10% of teachers and leaders). Compared with 2024, more leavers were working flexibly (62% in 2024), bringing the proportion back in line with that seen in 2023 (70%). Of all leavers who had been working flexibly in 2024 when still teaching or leading, 83% were still working flexibly in their new role. Of those who had not been working flexibly in 2024, 59% now were in their new role.

Home or remote working was the most common flexible working arrangement for leavers in 2025 (37% vs. 6% of teachers and leaders), while around a third worked part time (33% vs. 22%) or had ad-hoc personal days off at their manager's discretion (30% vs. 13%). Other common forms of flexible working included ad-hoc days at their manager's discretion to start late or finish early (28%), flexi-time (23%) and option to reclaim time-off-in-lieu (TOIL) (21%).

In 2025, leavers in work generally reported more positive views of their workload than those still teaching and leading, consistent with previous waves. Regarding control over workload, just around three quarters (76%) agreed they had sufficient control, compared with just 39% of teachers and leaders. Similarly, 78% of leavers in work agreed that they had an acceptable workload, compared with just 26% of teachers and leaders.

Leavers in work in 2025 also generally reported more positive perceptions of their workload compared with their own views while working in the English state school sector in 2024. Just over six-in-ten (61%) rated the control they had over their workload higher than in 2024, while a similar proportion (63%) improved their rating for workload acceptability. Very few had more negative views of their workload in their new role (6% and 3% for both statements respectively).

Figure 13.5 Leavers' views on control over workload and acceptability of workload, 2023-2025



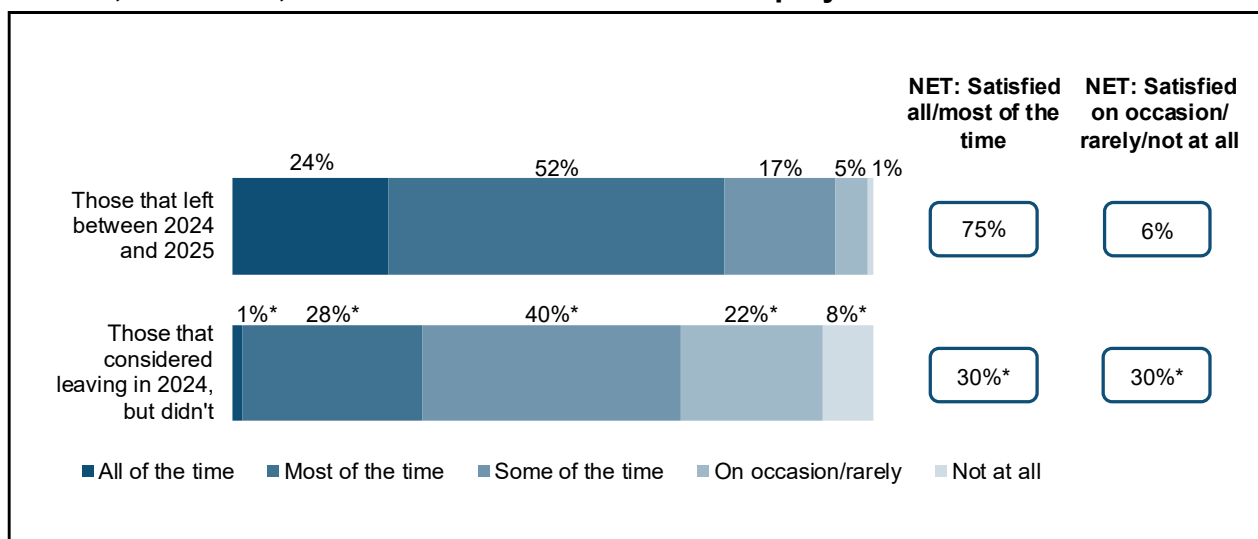
Source: Working lives of teachers and leaders survey. L14. To what extent do you agree or disagree with the following statement? Single response. Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313) (wave 3, 2024, n=377) (wave 4, 2025, n=304). The proportion of those answering 'don't know' was less than 1%. *Indicates significant difference compared to 2025 survey.

Job satisfaction

Of all leavers in work in 2025, three-in-four (75%) reported they were satisfied with their job all or most of the time. This is consistent with the proportion who were satisfied with their job all or most of the time in 2024 (79%) and 2023 (74%).

As shown in Figure 13.6 below, the difference in the proportion satisfied with their job all or most of the time among those who had left in 2025 (75%) compared to those who had considered leaving but had stayed in English state school teaching or leadership (30%) was stark.

Figure 13.6 Job satisfaction in 2025 among those that were considering leaving in 2024, but didn't, and those that left and were employed in a new sector in 2025



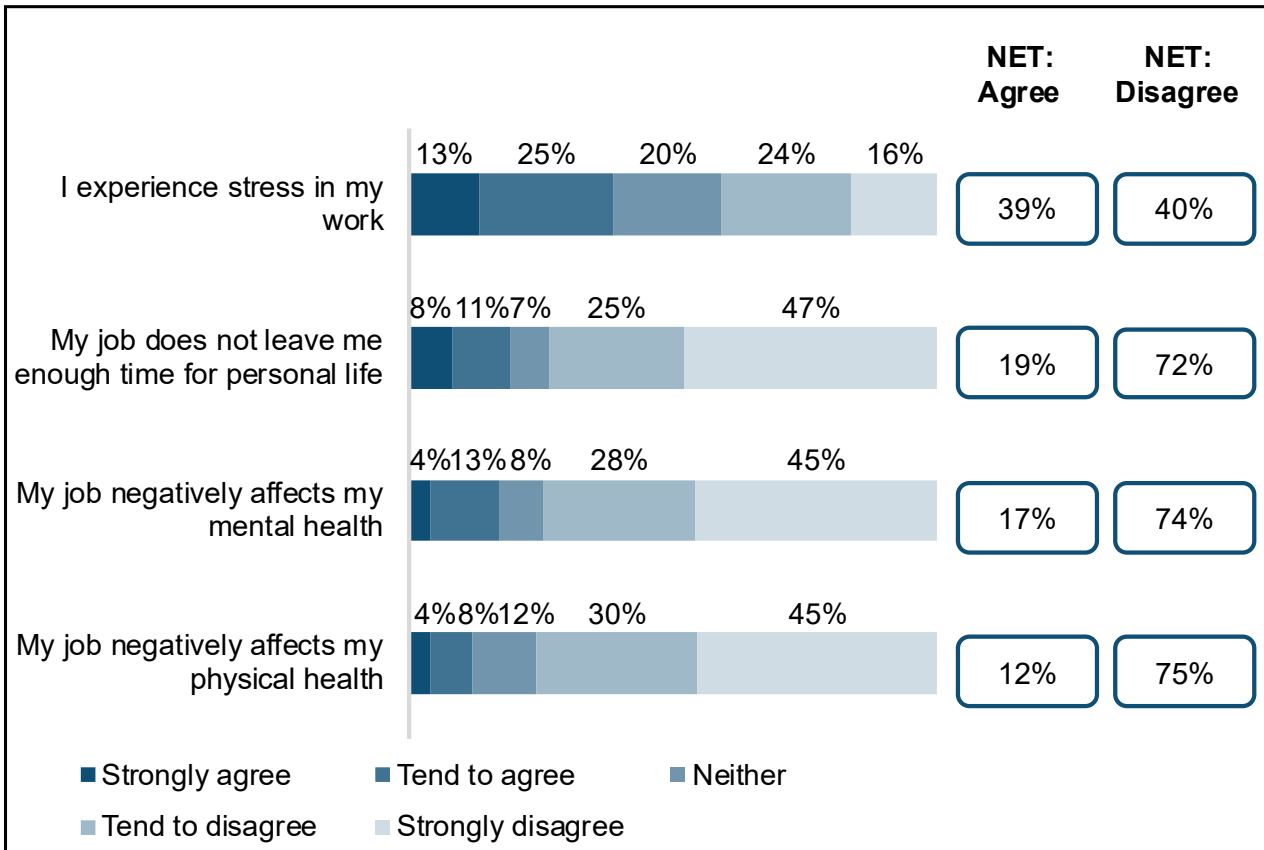
Source: Working lives of teachers and leaders survey. M1_1/L15. To what extent would you say that you are satisfied with your current job? Single response. M1_1. Those that considered leaving but stayed in 2024 (wave 4, 2025, n=1,848). L15: Those who had left the English state school sector between surveys and were still employed (wave 4, 2025, n=304). Satisfaction for leavers is shown within their new role (2025). *Indicates significant difference between those that left between 2024 and 2025, and those that considered leaving in 2024, but didn't.

Unlike 2024, there were few differences in the proportion who reported being satisfied with their new job all or most of the time by individual and school-based characteristics.³³ For example, in 2024 those who had left from a primary school were particularly more likely to be satisfied with their new job compared with leavers in work overall; this was not the case for leavers from primary schools in 2025. Leavers in work who were no longer working in a state school at all (i.e. excluding leavers who were now teaching or leading in either nursery or post-16 education) were particularly satisfied with their new job all or most of the time (78% vs. 75% of leavers in work overall).

As shown in Figure 13.7 below, of all leavers in work in 2025, around four-in-ten agreed that they experience stress in their work (39%), an equivalent proportion to those who disagreed (40%). Fewer than one-in-five agreed with the other statements related to how they are affected by their jobs. These findings were largely consistent with previous years, although a lower proportion of leavers in work in 2025 agreed they experienced stress in their new jobs compared with leavers in work in 2023 (39% vs. 49%) and that their job negatively affects their physical health (12% vs. 22%).

³³ This is partially explained by the lower number of leavers in work in 2025 (n=304) compared with 2024 (n=377), meaning differences between groups are less likely to show as statistically significant in 2025.

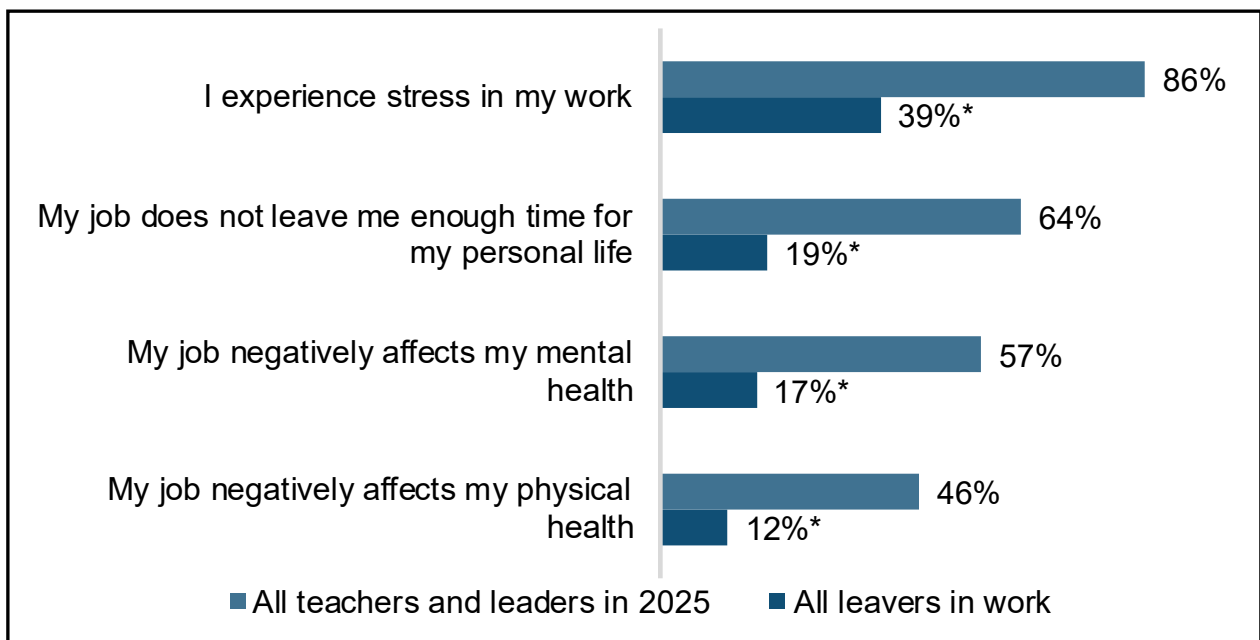
Figure 13.7 Leavers' views on how their new job affects their life, 2025



Source: Working lives of teachers and leaders survey. L16. To what extent do you agree or disagree with the following statements? Single response. Those who had left the English state school sector between surveys and were still employed (wave 4, 2025, n=304).

Continuing the trend observed in previous waves, leavers in work were more positive about how their job affects their life than those still teaching or leading in an English state school in 2025 (Figure 13.8). Most notably, there was a 47 percentage point difference in the proportion agreeing they experienced stress in their work between leavers in work (39%) and those still teaching or leading (86%).

Figure 13.8 Leavers' views on how their new job affects their life vs. teachers and leaders in 2025



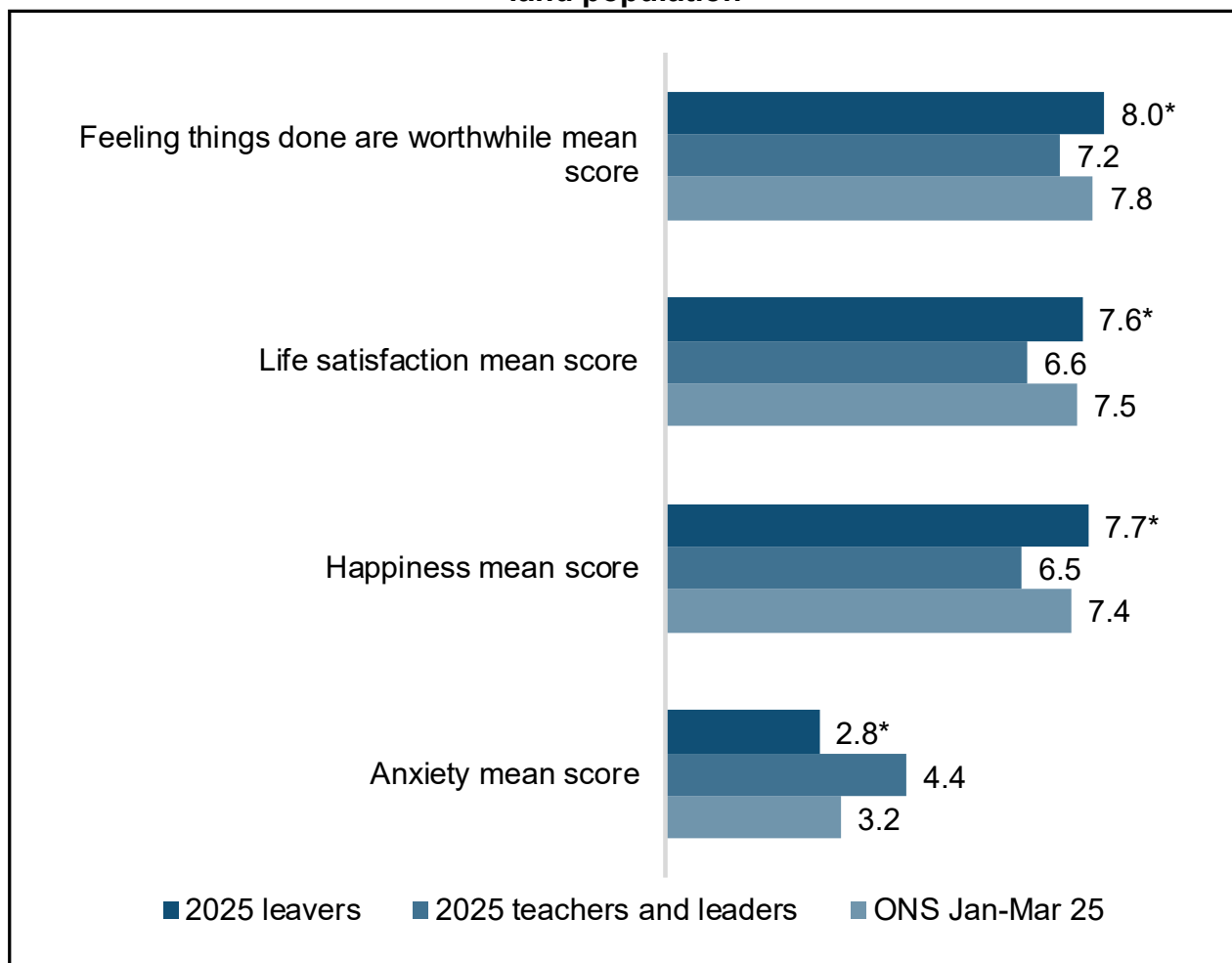
Source: Working lives of teachers and leaders survey. L16/P3. To what extent do you agree or disagree with the following statements? Single response. L16: Those who had left the English state school sector between surveys and were still employed (wave 4, 2025, n=304), P3: All module 1 teachers and leaders (n=2,598). *Indicates significant difference between 2025 leavers in work and those still teaching or leading in an English state school.

Wellbeing

As covered in the teacher and leader wellbeing chapter, the survey covers four measures of wellbeing, namely life satisfaction, feeling that things people do in their life are worthwhile, happiness on the day before taking part in the survey, and levels of anxiety. These are ONS-validated questions about personal wellbeing, with respondents asked to answer on a scale from 0 to 10, where 0 is not at all and 10 is completely.

As seen in previous waves, leavers in 2025 were more positive across all four measures than those still teaching or leading in an English state school. The largest difference between these groups was in the average anxiety score, which was 2.8/10 for leavers compared with 4.4 for those still teaching or leading (Figure 13.9). In 2025, leavers wellbeing measures were consistent with leavers from previous waves, with no differences over time across any of the four wellbeing measures.

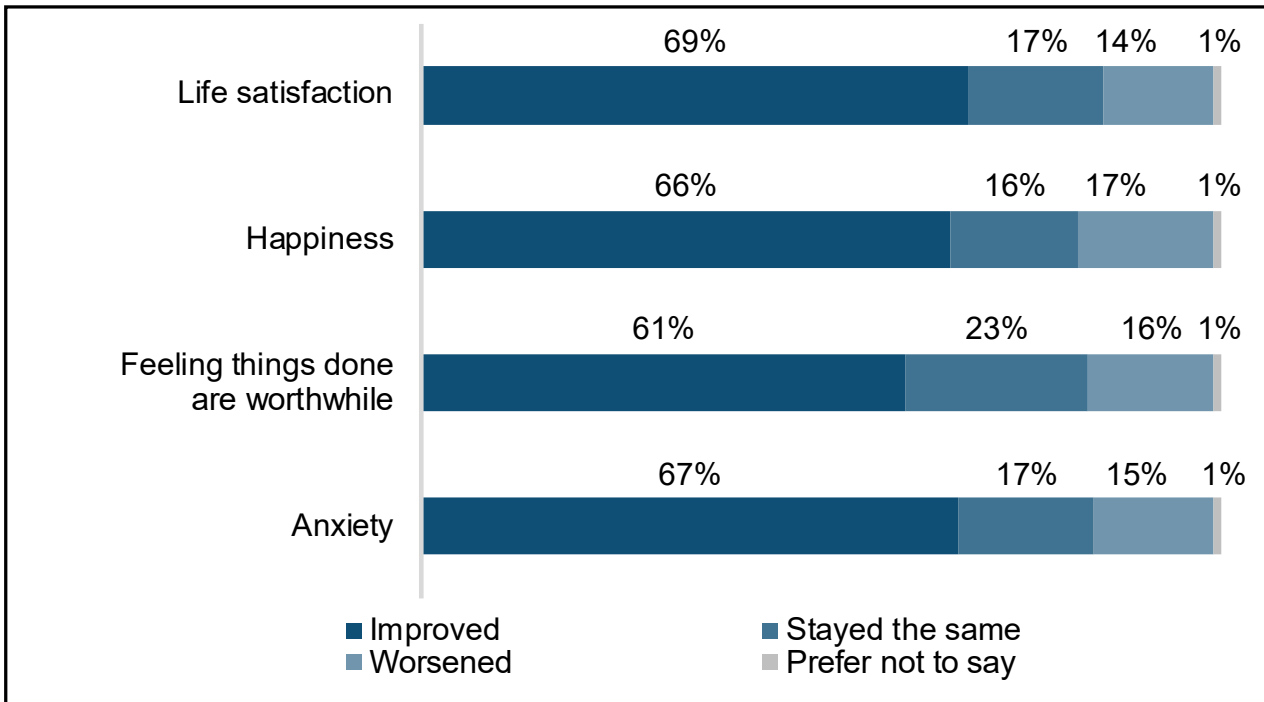
Figure 13.9 Leavers' wellbeing against 2025 teachers and leaders, and ONS England population



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 4, 2025, n=10,808); All leavers (wave 4, 2025, n=461). *Indicates significant difference between 2025 leavers and those still teaching or leading in an English state school.

Leavers in 2025 were also more positive across these wellbeing measures than they were when they were still teaching or leading in an English state school in 2024. As shown in Figure 13.10, seven-in-ten (69%) leavers reported their life satisfaction had improved, 67% that their anxiety levels had improved, 66% that their happiness had improved and 61% that feelings things done in their life were worthwhile had improved. In 2025, almost four-in-ten leavers (37%) reported an improvement in all four wellbeing measures, consistent with leavers in 2024 (42%) and 2023 (39%).

Figure 13.10 Leavers' change in wellbeing measures, 2024-2025³⁴



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 leavers (wave 4, 2025, n=461).

³⁴ An 'improvement' to a wellbeing score between 2024 and 2025 is defined by the respondent giving a higher rating on a scale of 0-10 in 2025 than 2024 for measures of life satisfaction, feelings things done in life are worthwhile and happiness. An 'improvement' to an anxiety score is where the respondent gives a lower score on a scale of 0-10 in 2025 than in 2024. A 'worsening' between 2024 and 2025 is the opposite of this.



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