



Department
for Education

Working lives of teachers and leaders: wave 3

Research report

June 2025

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Government
Social Research

Contents

List of figures	4
List of tables	8
Definitions	9
1. Introduction	12
Background to the survey	12
Methodological overview	12
Longitudinal weighting	13
2. Career history and returning to the English state sector	15
Experience outside of teaching and leading	15
Returning to the English state school sector	16
Panellists' career trajectories	19
3. Teacher and leader workload	22
Hours worked	22
Time spent on non-teaching tasks	29
Satisfaction with workload	34
Change in panellists' workloads over time	36
4. Flexible working	38
Use of flexible working	38
Views on flexible working	41
Changes in panellists' flexible working arrangements over time	45
5. Pupil behaviour	47
Views on pupil behaviour	47
Support from schools	49
Standards set for pupil behaviour	51
Changes in panellists' views on pupil behaviour over time	53
6. Bullying and harassment, discrimination and staff inclusion	55
Staff experience of bullying and harassment, and discrimination	55
Teacher agency	57
Changes in panellists' views on teacher agency over time	59

7. Teacher and leader wellbeing	61
Overall measures of wellbeing	61
Changes in panellists' views on wellbeing over time	63
Impact of work life on wellbeing	64
Support for staff wellbeing	66
Changes in panellists' views on support for wellbeing over time	68
Headteacher and leading practitioner views on governing body or board support for wellbeing	68
8. Teacher and leader pay	70
Overall views on salary	70
Detailed views on salary	71
Whether schools are following their own pay policy	73
Satisfaction with decisions about pay among headteachers	74
Allowance payments	74
Use of pay flexibilities to support recruitment and retention	76
Changes over time among panellists	78
9. Career reflections	80
Confidence with subject knowledge - secondary teachers	80
Confidence with subject knowledge - primary teachers	81
Confidence with different aspects of teaching	82
10. Teacher training and CPD	87
Satisfaction with initial teacher training	87
Preparedness following ITT	87
Continuing professional development	88
Time spent on formal CPD in the previous 12 months	91
The content of formal CPD	92
Further areas of interest for CPD	93
Perceived impact of CPD	96
School support for CPD	99
Barriers to accessing CPD	99
11. Job and career satisfaction	101

Satisfaction with current job and enjoyment of classroom teaching	101
Variation by environmental, support and situational factors	102
Changes in panellists' views on satisfaction over time	107
12. Future plans, including intentions to leave	111
Consideration of leaving the English state school sector	111
Reasons for considering leaving the English state school sector	111
Changes in panellists' considerations of future plans over time	115
13. Leaving the English state school sector	117
Intentions to leave in 2023 compared to actions taken by 2024	117
Reasons for remaining in the English state school sector	117
Reasons for leaving the English state school sector	117
Current working arrangements of leavers	119
Change in pay and salary satisfaction	121
Working hours and views on workload	122
Job satisfaction	124
Wellbeing	127

List of figures

Figure 2.1 Type of roles teachers and leaders had previously held when pursuing a career outside of English state school teaching or leadership, 2024	16
Figure 2.2 Teachers and leaders' reasons for returning to teaching in the English state sector, 2023-2024	17
Figure 2.3 Teachers and leaders' views on returning to the English state school sector, 2024	18
Figure 2.4 Support received by teachers and leaders on their return to teaching in the English state school sector, 2024	19
Figure 3.1 Average total hours in reference week, by job role and full time status, 2022-2024	22
Figure 3.2 Hours worked in reference week by teachers, 2022-2024	23
Figure 3.3 Hours worked in reference week by leaders, 2022-2024	24
Figure 3.4 Average total hours spent working in reference week by job role and phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023 and WLTL 2024	25
Figure 3.5 Teachers' average hours spent teaching in the reference week, by phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023 and WLTL 2024	27
Figure 3.6 Hours spent teaching in most recent working week by teachers, 2022-2024	28
Figure 3.7 Proportion of teachers' time spent on non-teaching tasks by phase, 2022-2023	30
Figure 3.8 Classroom teachers' and middle leaders' views on time spent on specific tasks, 2022-2024	31
Figure 3.9 Senior leaders' views on time spent on specific tasks, 2022-2024	33
Figure 3.10 Teachers and leaders' views on workload, 2022-2024	35
Figure 3.11 Change in panellists' working hours between survey years (2022 to 2023, 2023 to 2024), split by full time and part time	37
Figure 4.1 Teachers and leaders' flexible working arrangements, 2022-2024	38
Figure 4.2 Teacher and leader views on flexible working, 2022-2024	42

Figure 4.3 Change in panellists flexible working arrangements between 2022-2023 and 2023-2024	45
Figure 5.1 Teachers and leaders' views on pupil behaviour at their school, 2022-2024	47
Figure 5.2 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, 2022-2024	49
Figure 5.3 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, 2024	51
Figure 5.4 Teachers and leaders' views on whether school sets high expectations for pupil behaviour supported by clear rules and processes, 2022-2024	52
Figure 5.5 Change in how teachers and leaders rate pupil behaviour, 2022-2023 and 2023-2024	53
Figure 6.1 Teachers and leaders' experiences of bullying and harassment, and discrimination, 2022-2024	55
Figure 6.2 Whether teachers and leaders agreed their manager trusted them to work independently, 2022-2024	58
Figure 6.3 Whether teachers and leaders agreed that their school provided staff with opportunities to participate in whole school decisions, 2022-2024	58
Figure 6.4 Changes over time – views on teacher agency, 2022-2024	60
Figure 7.1 Teachers and leaders' views on personal wellbeing, 2022-2024	61
Figure 7.2 Change in panellists' wellbeing measures, 2022-2024 and 2023-2024	64
Figure 7.3 Teachers and leaders' level of agreement that their job negatively impacts their personal wellbeing, 2022-2024	65
Figure 7.4 Teachers and leaders' views on support for wellbeing, 2022-2024	67
Figure 7.5 Headteacher and leading practitioner views on governing body/board support for staff wellbeing, 2022-2024	69
Figure 8.1 Teachers and leaders' levels of agreement that they were satisfied with their salary, 2022-2024	70

Figure 8.2 Views on whether allowance fairly compensates for additional responsibilities, 2022-2024	76
Figure 8.3 How flexibilities in the pay system are used to support recruitment and retention, 2022-2024	77
Figure 8.4 Whether specific views around pay have improved, stayed the same or worsened between survey years, 2022-2024	78
Figure 9.1 Wave 1 (2022) ECTs reported confidence in their main/core subjects taught, compared with non-ECTs, 2022-2024	84
Figure 10.1 Views on how well teacher training prepared ECTs, 2022-2024	87
Figure 10.2 The number of hours teachers and leaders spent undertaking formal CPD activities in the 12 months prior to interview, 2023-2024	92
Figure 10.3 Topics included in formal CPD activities in previous 12 months, 2024	93
Figure 10.4 Topics teachers and leaders would like training or development in, over the next 12 months, 2023-2024	95
Figure 10.5 The impact of CPD on teachers and leaders' ability to perform their role, 2023-2024	96
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), 2023-2024	98
Figure 11.1 Satisfaction with current job and enjoyment of classroom teaching, 2022-2024	101
Figure 11.2 Proportion satisfied with current job all or most of the time by environmental, support and situational factors, 2024	103
Figure 11.3 Panellists' change in job satisfaction, by condensed job role, 2022-2023 and 2023-2024	108
Figure 11.4 Panellists' change in views on being valued and recognised by their school and policymakers, 2023-2024	110
Figure 12.1 Teachers and school leaders' reasons for considering leaving the English state education sector, 2022-2024	113
Figure 12.2 Panellists' change in considerations of future plans, 2022-2024	116

Figure 13.1 Proportion of leavers citing different reasons for leaving the English state school education sector, 2023-2024	118
Figure 13.2 Leavers' employment activities, 2024	120
Figure 13.3 Leavers' satisfaction with the salary they receive for the work they do, 2023-2024, and change in view over time	122
Figure 13.4 Comparison of working and contracted hours between survey years among leavers working full time in both surveys, 2023-2024	123
Figure 13.5 Views on control over workload and acceptability of workload, 2023-2024	124
Figure 13.6 Job satisfaction in 2024 among those that were considering leaving in 2023, but didn't, and those that left and were employed in a new sector in 2024	125
Figure 13.7 Leavers' views on how their new job affects their life, 2024	126
Figure 13.8 Leavers' views on how their new job affects their life vs. teachers and leaders in 2024	127
Figure 13.9 Leavers' wellbeing against 2024 teachers and leaders, and ONS England population	128
Figure 13.10 Leavers' change in wellbeing measures, 2023-2024	129

List of tables

Table 2.1 Movement between job roles 2022-2024	21
Table 9.1 Views of wave 1 ECTs and non-ECTs 2022-2024	86
Table 10.1 The type of formal CPD activities undertaken by all teachers and leaders in the 12 months prior to interview, 2024	90
Table 11.1 Teachers and leaders' views on school accountability, inspection regimes and whether views are valued, 2022-2024	105
Table 12.1 Teachers' and school leaders' reasons for considering leaving the English state education sector, by teacher and leader status, 2024, and 2022-2023 (total only)	114
Table 12.2 Teachers and school leaders' reasons for considering leaving the English state education sector, by school phase, 2024	115

Definitions

This is a description of key terms used throughout the wave 3 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 (not early career teacher); classroom teacher (early career teacher), or; unqualified teacher. **Base size=8,099**
- **Leaders** – where the report refers to a leader, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, or; assistant headteacher. **Base size=1,755**
- **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=2,199**
- **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=2,019**
- **Classroom teachers** - where the report refers to a teacher, this includes all non-ECT teachers who specified in the survey that they were a classroom teacher. **Base size=5,856**
- **Those with teaching responsibilities** – where the report refers to those with teaching responsibilities, this includes all who reported that they were a classroom teacher or who indicated that their responsibilities included classroom teaching. This includes those who specified they were leaders but undertook classroom teaching. **Base size=9,118**
- **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 3. 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 and wave 3 and some just wave 2 and wave 3 (see chapter 5 for more detail on longitudinal analysis). The report makes clear which group of panellists the analysis refers to.
 - **W1 to W3 panellists - base size=4,397**
 - **W2 to W3 panellists - base size=6,413**
- **Early career teachers (ECTs)** – we use the term early career teachers or ECTs throughout this report to mean teachers who are in the first two years of their

teaching career after qualifying and are participating in the Early Career Framework (ECF). ECT applies to those who started their induction in September 2021 onwards when the DfE rolled out changes to the statutory induction for teachers. In wave 1 of the survey, we included those in their second year of teaching under the old newly qualified teachers (NQT) process to facilitate comparisons in the experiences of those early on in their career. **Base size=1,685**

- **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=796**
 - School Direct (salaried) - **base size=55**
 - Post Graduate Teaching Apprenticeship (Teaching Apprenticeship) - **base size=51**
 - School Direct (fee-funded) - **base size=175**
 - SCITT (School Centred ITT) - **base size=476**
 - High Potential ITT (delivered by Teach First) - **base size=92**
- **Phase** – the phase of the school at which the teacher or leader works are defined as one of the following:
 - **Primary** – if the teacher or leader indicated through the survey that the school they work at is primary only. **Base size=5,095**
 - **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=4,385**, this includes 65 at an all through school
 - **Special / PRU / AP** – if the school the teachers or leader works at is defined as a special school, pupil referral unit or other alternative provision (AP) through the 2022 SWC. **Base size=540**
- **Free school meals (FSM) % quintiles** – throughout the report, analysis is conducted using the proportion of pupils in a school in receipt of free school meals (FSM). This serves as a proxy indicator for the level of disadvantage within a school. The analysis is split into quintiles, with the lowest quintile (quintile 1) representing schools with the lowest proportion of pupils in receipt of FSM through to the highest quintile (quintile 5) representing schools with the highest proportion of pupils in receipt of FSM. The percentage of FSM in each quintile is as follows:
 - **Quintile 1** – 0-10.1% of pupils receiving FSM

- **Quintile 2** – >10.1-16.5% of pupils receiving FSM
- **Quintile 3** – >16.5-25.3% of pupils receiving FSM
- **Quintile 4** – >25.3-38.0% of pupils receiving FSM
- **Quintile 5** – >38.0% of pupils receiving FSM
- **School size quintiles** – quintiles are also used for analysis by school size (number of pupils), with the lowest quintile (quintile 1) representing schools with the lowest number of pupils and the highest quintile (quintile 5) representing schools with the highest number of pupils. The number of pupils in each quintile are as follows:
 - **Quintile 1** – 0-144 pupils
 - **Quintile 2** – 145-217 pupils
 - **Quintile 3** – 218-345 pupils
 - **Quintile 4** – 346-510 pupils
 - **Quintile 5** – 511+ pupils
- **Percentage point** – the term ‘percentage point’ is used in the report when describing the difference between two percentages. A percentage point is a unit of measure equal to one percent
- **Special educational needs and 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

The Working Lives of Teachers and Leaders (WLTl) is a longitudinal study anticipated to run for at least five years, up to 2026. It is intended to provide a representative picture of the experiences of teachers and leaders in state schools in England. The third wave was carried out in spring 2024. It was conducted by IFF Research and IOE UCL's Faculty of Education and Society on behalf of the Department for Education (DfE). The first wave was carried out in spring 2022, and the second was carried out in spring 2023.

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 in recruitment and retention of teachers (e.g. pupil behaviour, pay and rewards, flexible working, workload, continuing professional development (CPD)) according to an intersection of factors such as school phase, subject area taught, length of service, gender, race or ethnic group.

This report presents detailed findings from wave 3 of the WLTl survey, which was conducted between 29 January and 7 May 2024. A high-level summary of these findings is published here: [Working lives of teachers and leaders: wave 3](#)

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.

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.

48,868 teachers and leaders were invited to take part in wave 3. In part, the survey uses a longitudinal design so all respondents to the wave 2 survey who were contactable (10,401) were invited (which included 7,019 who took part at wave 1), alongside 38,467 further teachers and leaders who were sampled for the first time in 2023.

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

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: work life/wellbeing (asked of 2,364), continuing professional development (CPD) (asked of 2,359) and pay (asked of 2,363).

10,020 teachers and leaders took part in the survey. Of these, 5,095 taught in primary schools, 4,385 in secondary schools and 540 in special schools, Pupil Referral Units (PRUs) or in other Alternative Provision (AP). In addition, 520 leavers (those who reported that they no longer worked in an English state school) completed the survey, taking the total number of responses to 10,540. The survey was mixed mode, with 7,486 completing online and the remaining 3,054 completing by telephone interview.

Interpreting findings in this report

It's 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. Similarly, differences reported between academies and local authority-maintained schools may be associated with phase differences, given that the majority of secondary schools are academies.

Differences between subgroups are only referenced where statistically significant at the 95% confidence level. Unless explicitly noted otherwise, this is also the case for comparisons between 2022 and 2024, and 2023 and 2024. Where there have been considerable statistically significant changes (typically by at least 5pp) at an overall level between 2022 and 2024, and 2023 and 2024, differences in particular subgroups between waves are also reported. 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

As this is the third year of the WLTL survey, it was possible to conduct longitudinal analysis across the three years. For this analysis, four longitudinal weights were created; for those who participated in waves 1, 2 and 3 one weight was created for core survey

questions and one for module questions, and for each of those who participated in waves 2 and 3 one weight was created for core survey questions and one for module questions.

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 2023 and 2024 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%). A small proportion (9%) had worked in a different kind of school and around one-third (32%) had worked outside of teaching and school leadership in the English state school sector altogether.² These results are consistent with 2023.

As with 2023, teachers and leaders working in primary schools were least likely to have pursued a career outside of English state school teaching or leadership (67% had not vs. 57% of those working in secondary schools and 59% of those working in special schools, PRUs or other AP).

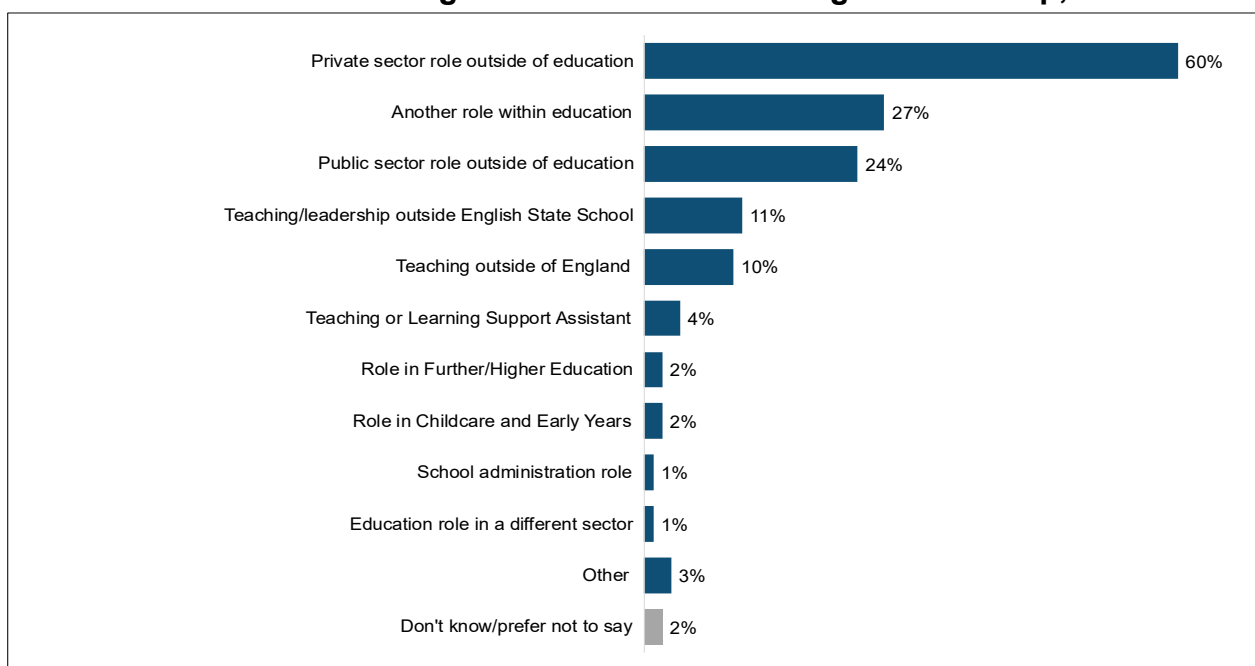
Most of those who had previously pursued a career beyond English state school teaching or leadership had worked in a private sector role outside of education (60%). Around one-in-four had worked in another role within education (27%) or in a public sector role outside of education (24%). The full list of alternative career paths taken is outlined in Figure 2.1 below.

There were some differences by phase. Those in secondary schools (63%) were more likely to have worked in a private sector role outside of education compared with teachers and leaders in primary schools (58%) and those in special schools, PRUs or other AP (47%). They were also more likely to have worked in either Further or Higher Education than those working in primary schools (4% vs. 1%, respectively).

In contrast, primary teachers and leaders who had pursued careers outside of English state school teaching or leadership were more likely than those in secondary schools (who had pursued careers outside of English state schools) to have taught outside of England (11% vs. 9%, respectively), to have worked as a teaching or learning support assistant (4% vs. 3%) or in a childcare and early years role (4% vs. <1% secondary).

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

Figure 2.1 Type of roles teachers and leaders had previously held when pursuing a career outside of English state school teaching or leadership, 2024



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 3, 2024, n=3,724).

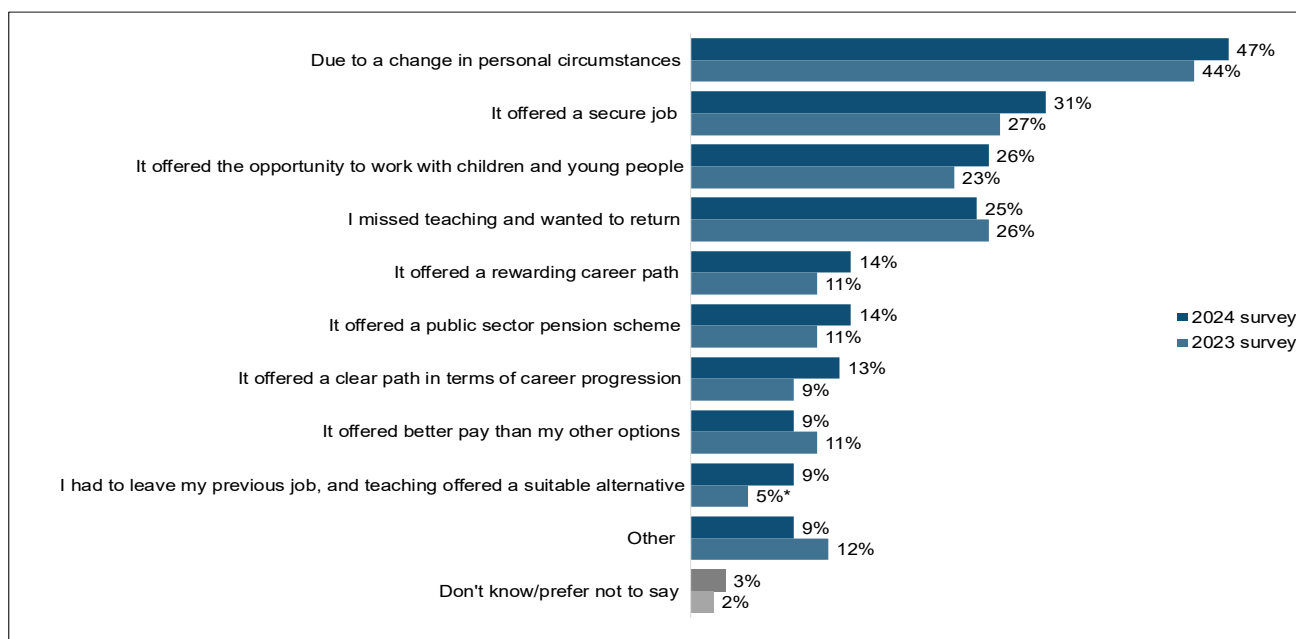
Returning to the English state school sector

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. As in 2023, this accounted for 12% of participating teachers and leaders.³

Most commonly, returners cited a change in personal circumstances as a reason for their return (47%) (Figure 2.2). Other common reasons included the fact it offered a secure job (31%) and the opportunity to work with children and young people (26%). There was little difference between 2024 and 2023, with the exception of an increase in the proportion reporting that they needed to leave their previous job, and teaching had offered a suitable alternative (9%, up from 5% in 2023).

³ Returners were not captured in 2022.

Figure 2.2 Teachers and leaders' reasons for returning to teaching in the English state sector, 2023-2024



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 2, 2023, n=405), (wave 3, 2024, n=403). Figures <3% in 2024 are not included in the chart. *Indicates significant difference compared to 2024 survey.

There were some differences in the motivations for returning to the English state school sector between teachers and leaders. Leaders were more likely to have been motivated by it offering a clear career progression path (24% vs. 11% among teacher returners) while teachers were more likely to have been motivated by it offering the chance to work with children and young people (28% vs. 15% of leaders).

Those currently working part time were less likely than those working full time to have been motivated to return by the clear career progression path (7% vs. 16%).

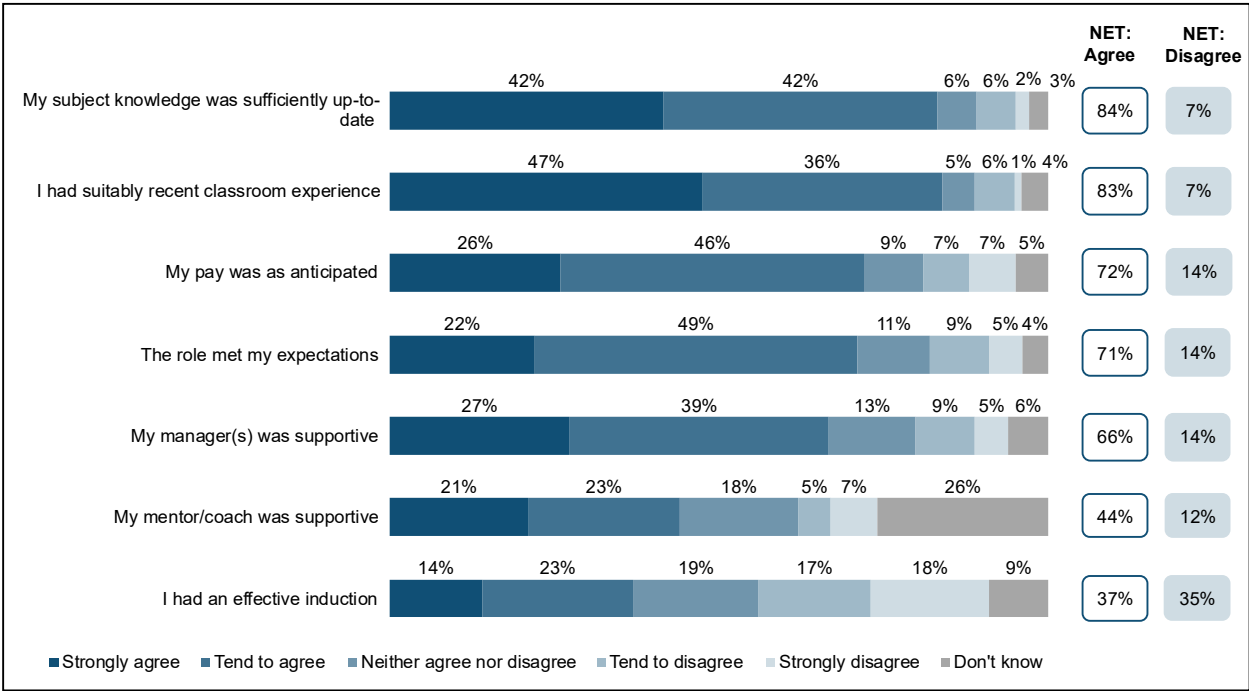
There were also differences by age. Younger returners (aged under 35) were more likely than older counterparts to have been motivated by the perception that it offered a rewarding career path (26% vs. 14% overall). On the other hand, returners aged 55 and over were more likely to cite the public sector pension available (24% vs. 14% overall) and it offering a suitable alternative where they had to leave their previous job (17% vs. 9% overall).

Views upon returning

Returners were asked about their views and experiences of returning (Figure 2.3). As shown, the majority (84%) agreed that their subject knowledge was sufficiently up to date, and that they had suitably recent classroom experience (83%). They were least

likely to agree that they had an effective induction (37%) or that their mentor/coach was supportive (44%). These findings were consistent with the 2023 survey.

Figure 2.3 Teachers and leaders’ views on returning to the English state school sector, 2024



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 3, 2024, n=403).

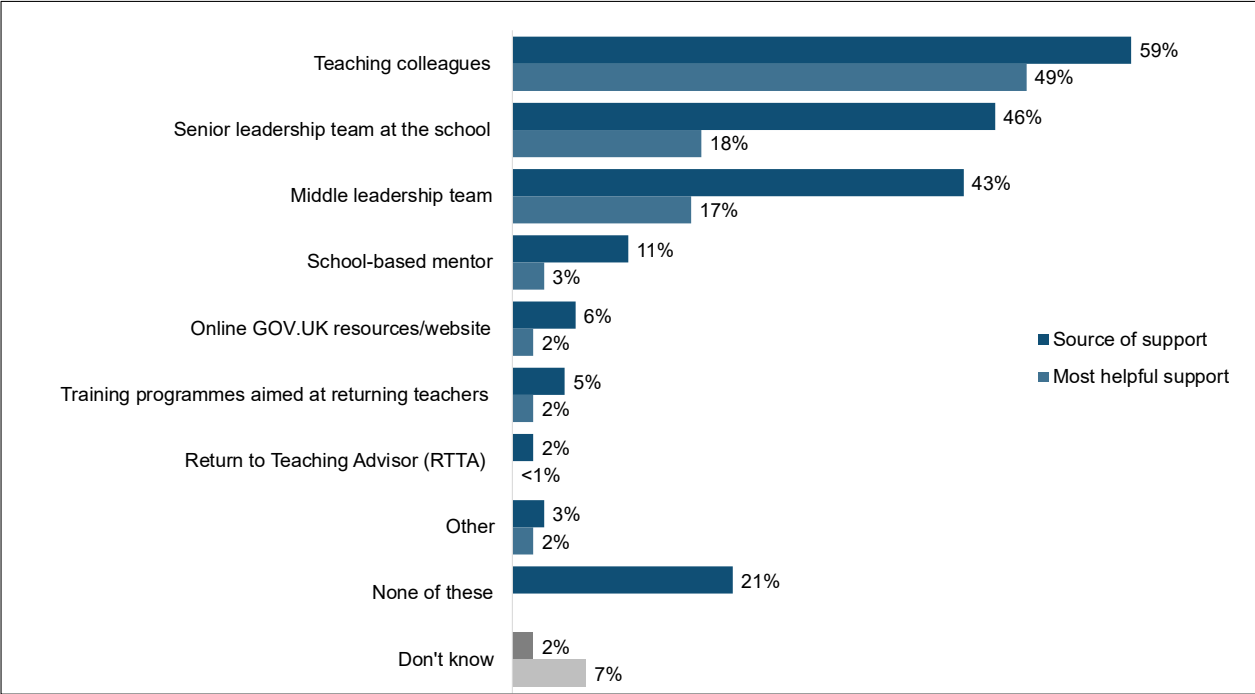
On a number of measures those returning to secondary schools were more positive than those returning to primary schools. This applied to having an effective induction (44% agreed vs. 30% respectively), their manager being supportive (73% vs. 60%), their mentor or coach being supportive (52% vs. 37%, though primary school-based returners were less likely to have received support from a school-based mentor).⁴

Regarding their return to the English state sector, teachers and leaders reported similar overall levels of agreement in respect to: the role meeting their expectations, pay being as anticipated, and having had an effective induction. However, the strength of this agreement was greater among leaders. As such, 35% of returning leaders agreed strongly that the role met their expectations (compared to 21% of teachers), 51% of leaders agreed strongly that their pay was as anticipated (compared to 22% of teachers), and 25% of leaders agreed strongly that they had an effective induction (compared to 12% of teachers).

⁴ This is in response to question L8, 'On your return to teaching, which of the following did you get support from?' 6% in primary schools reported having a mentor vs. 14% in secondary schools).

Most returners (77%) said they received support when they returned to the profession. As shown in Figure 2.4 this support most often came from teaching colleagues (59%), the senior leadership team (46%) or the middle leadership team (43%).

Figure 2.4 Support received by teachers and leaders on their return to teaching in the English state school sector, 2024



Source: Working lives of teachers and leaders survey. L8. On your return to teaching, which of the following did you get support from? Multiple response. L8a. And which of these was the most helpful to you? Single response. All who pursued another career outside of teaching/leading before returning to the English state sector (wave 3, 2024, n=403). Figures for ‘most helpful support’ have been rebased to remove ‘none of these’.

The proportion citing support from the senior leadership team was higher among leaders (67% vs. 43% of teachers). Likewise, the proportion citing support from the middle leadership team was higher among those working in secondary (53% vs. 35% of those working in primary).

Panellists’ career trajectories

This section shows how job roles for panellists have changed between the 2022 (wave 1) and 2024 (wave 3) surveys.

Movement between job roles from 2022 to 2024

Table 2.1 below shows job roles that panellists had in 2022 (wave 1, in rows) and in 2024 (wave 3, in columns), as well as the proportion that had changed roles by wave 3. The key things of note were:

- heads (headteachers and executive headteachers) were the least likely to have changed roles between 2022 and 2024, with 93% holding the same position they originally reported.
- conversely, leading practitioners from wave 1 were the most likely to report having changed job role, with under half (44%) reporting they had this position in both 2022 and 2024. Of those who were leading practitioners in 2022, but no longer were in 2024 most commonly reported changing to the following roles: middle leaders (24%); classroom teachers – not ECT (13%), and deputy and assistant heads (11%)
- moving from classroom teaching to middle leadership was fairly common amongst these panellists, with 16% of classroom teachers – not ECT, 14% of 2nd year ECTs and 17% of 1st year ECTs in 2022 becoming middle leaders by 2024
- one-in-ten (10%) panellists who had been deputy or assistant heads in 2022 had become heads by 2024

Table 2.1 Movement between job roles 2022-2024⁵

Job role	Base	Heads (W3)	Deputy and assistant heads (W3)	Leading practitioner (W3)	Middle leader (W3)	Classroom teacher – not ECT (W3)	Unqualified teacher (W3)	Other (W3)
Base	-	339	499	157	1256	1956	18	172
Heads (W1)	300	93%	4%	0%	0%	2%	0%	1%
Deputy and assistant heads (W1)	432	10%	82%	1%	2%	2%	0%	3%
Leading practitioner (W1)	147	<0.5%	11%	44%	24%	13%	0%	7%
Middle leader (W1)	1347	<0.5%	8%	5%	65%	16%	<0.5%	5%
Classroom teacher – not ECT (W1)	1679	<0.5%	1%	2%	16%	79%	0%	2%
Classroom teacher – 2 nd year ECT (W1)	368	0%	<0.5%	1%	14%	83%	1%	1%
Classroom teacher – 1 st year ECT (W1)	63	0%	0%	0%	17%	83%	0%	0%
Unqualified teacher (W1)	24	0%	0%	0%	5%	30%	61%	4%
Other (W1)	37	2%	3%	3%	10%	23%	0%	58%

Source: Working lives of teachers and leaders survey. All teachers and leaders taking part in wave 1 and wave 3 (wave 3, 2024, n=4,397).

⁵ No wave 1 (2022) panellists were still ECTs in 2024, so there are no columns for: “Classroom teacher – 2nd year ECT” and “Classroom teacher – 1st year ECT”

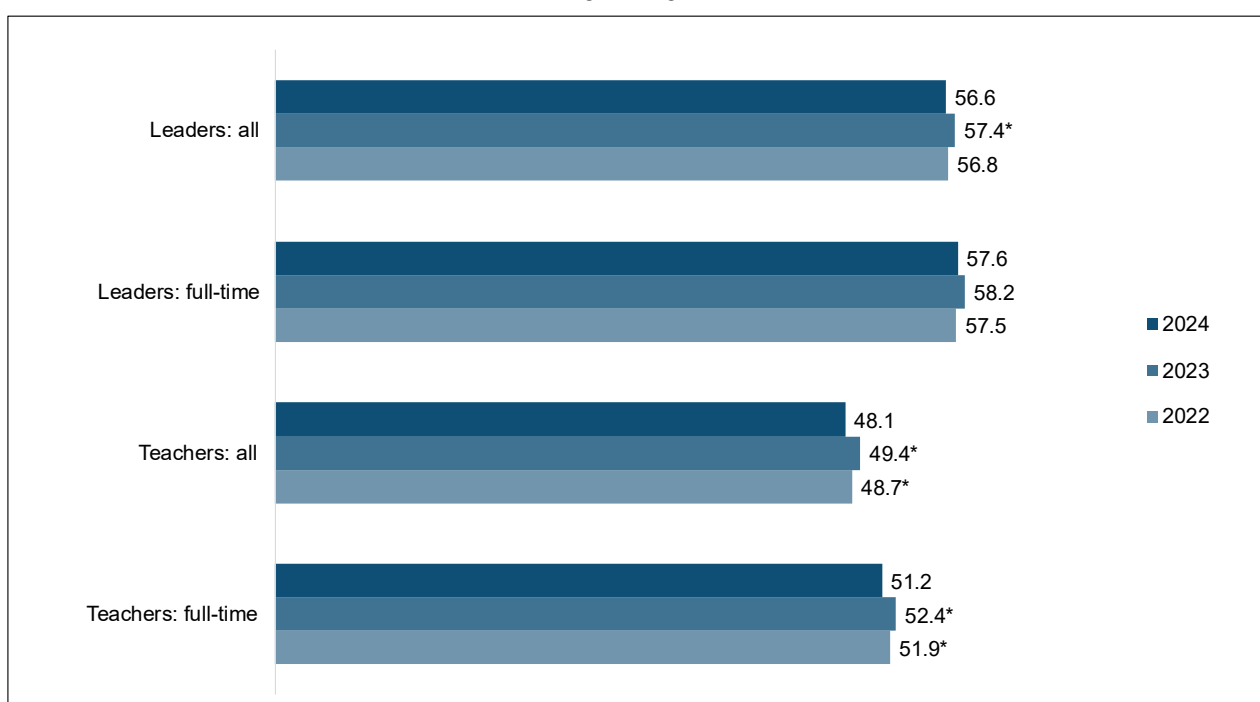
3. Teacher and leader workload

Hours worked

Both teachers and leaders reported lower average weekly working hours in their last full week of work in 2024 compared with 2023 (and for teachers when compared with 2022) (Figure 3.1). Reported average weekly working hours were:

- leaders: 56.6 hours, down from 57.4 in 2023 and consistent with 56.8 in 2022
- teachers: 48.1 hours, down from 49.4 in 2023 and 48.7 in 2022. This pattern was driven by full-time teachers in particular who reported 51.2 hours on average in 2024, down from 52.4 in 2023 and 51.9 in 2022

Figure 3.1 Average total hours in reference week, by job role and full time status, 2022-2024



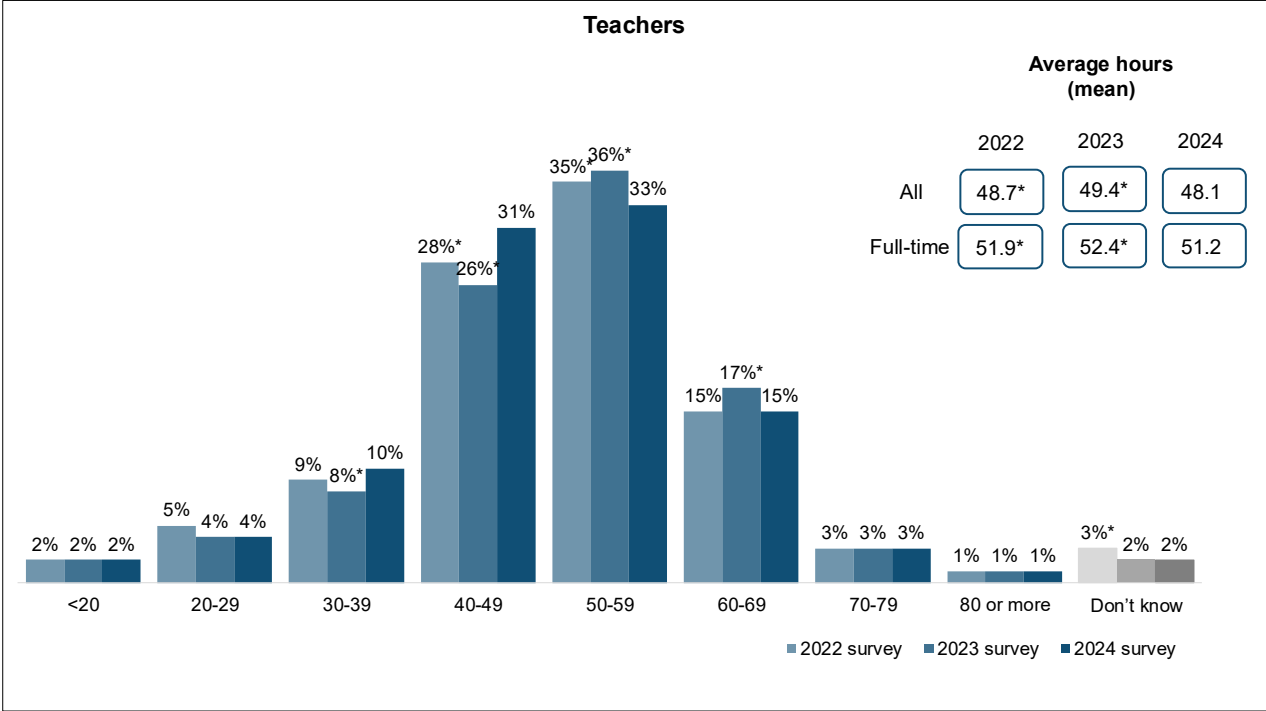
Source: Working Lives of Teachers and Leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637), (wave 3, 2024, n=1,755). Full-time leaders (wave 1, 2022, n=1,695) (wave 2, 2023, n=1,497) (wave 3, 2024, n=1,571). All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,557) (wave 3, 2024, n=8,099). Full-time teachers (wave 1, 2022, n=7,113) (wave 2, 2023, n=6,945) (wave 3, 2024, n=6,472). *Indicates a significant difference compared to 2024 survey

Distribution of working hours across hourly bands

Reflecting reduced overall reported average weekly working hours, the distribution of weekly working hours by band has also shifted slightly over time towards the lower hourly

bands. This is particularly the case among teachers. As shown in Figure 3.2, 33% of teachers reported 50-59 working hours per week in 2024, down from 36% in 2023 and 35% in 2022. Likewise, 15% reported 60-69 working hours, down from 17% in 2023. Conversely, more teachers reported working 30-39 hours per week (10% vs. 8% in 2023) or 40-49 hours (31% compared to 26% in 2023 and 28% in 2022).

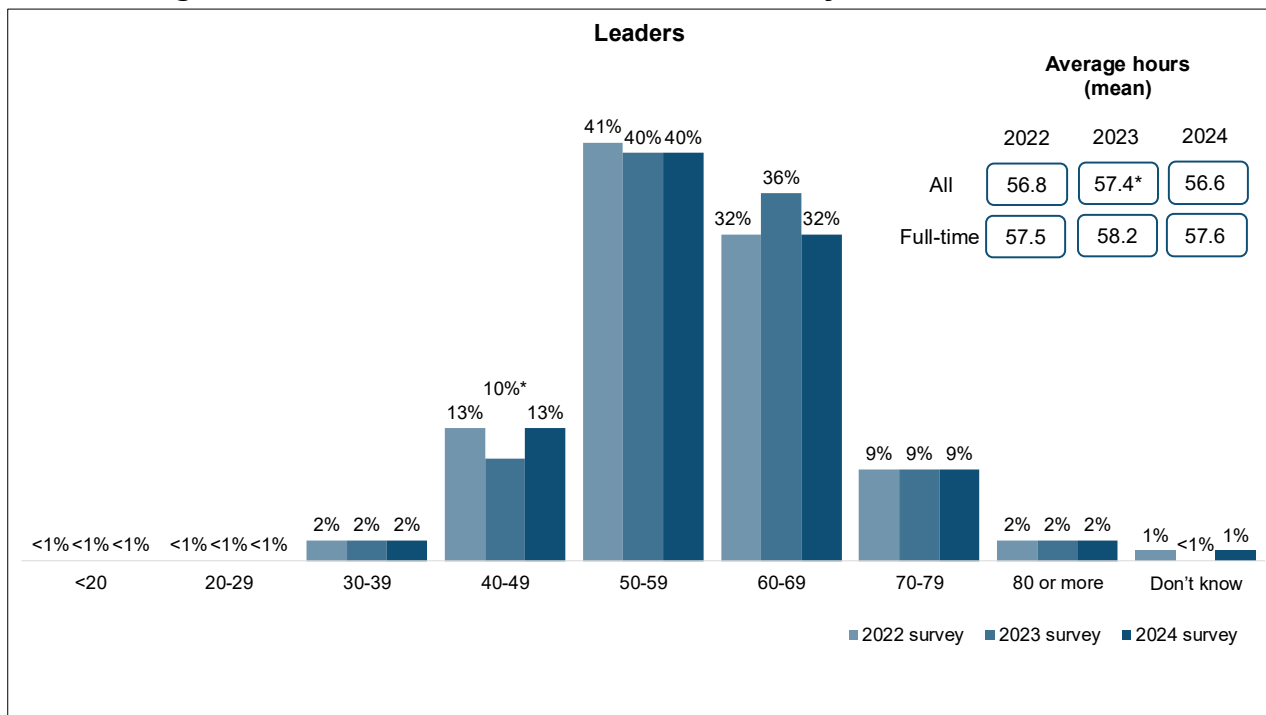
Figure 3.2 Hours worked in reference week by teachers, 2022-2024



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); Full-time teachers (wave 1, 2022, n=7,113) (wave 2, 2023, n=6,945) (wave 3, 2024, n=6,472). *Indicates significant difference compared to 2024 survey.

Hours reported were more consistent among leaders across the three years, however, as with teachers, leaders were more likely to report 40-49 hours per week in 2024 (13%) than in 2023 (10%), as shown by Figure 3.3.

Figure 3.3 Hours worked in reference week by leaders, 2022-2024



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); Full-time leaders (wave 1, 2022, n=1,695) (wave 2, 2023, n=1,497) (wave 3, 2024, n=1,571). *Indicates significant difference compared to 2024 survey.

As in 2022 and 2023, secondary leaders reported working more hours than primary leaders (57.8 vs. 56.2), who both in turn reported working more hours than those in special schools, PRUs or other AP (54.0). 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 (12% vs. 8% 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.

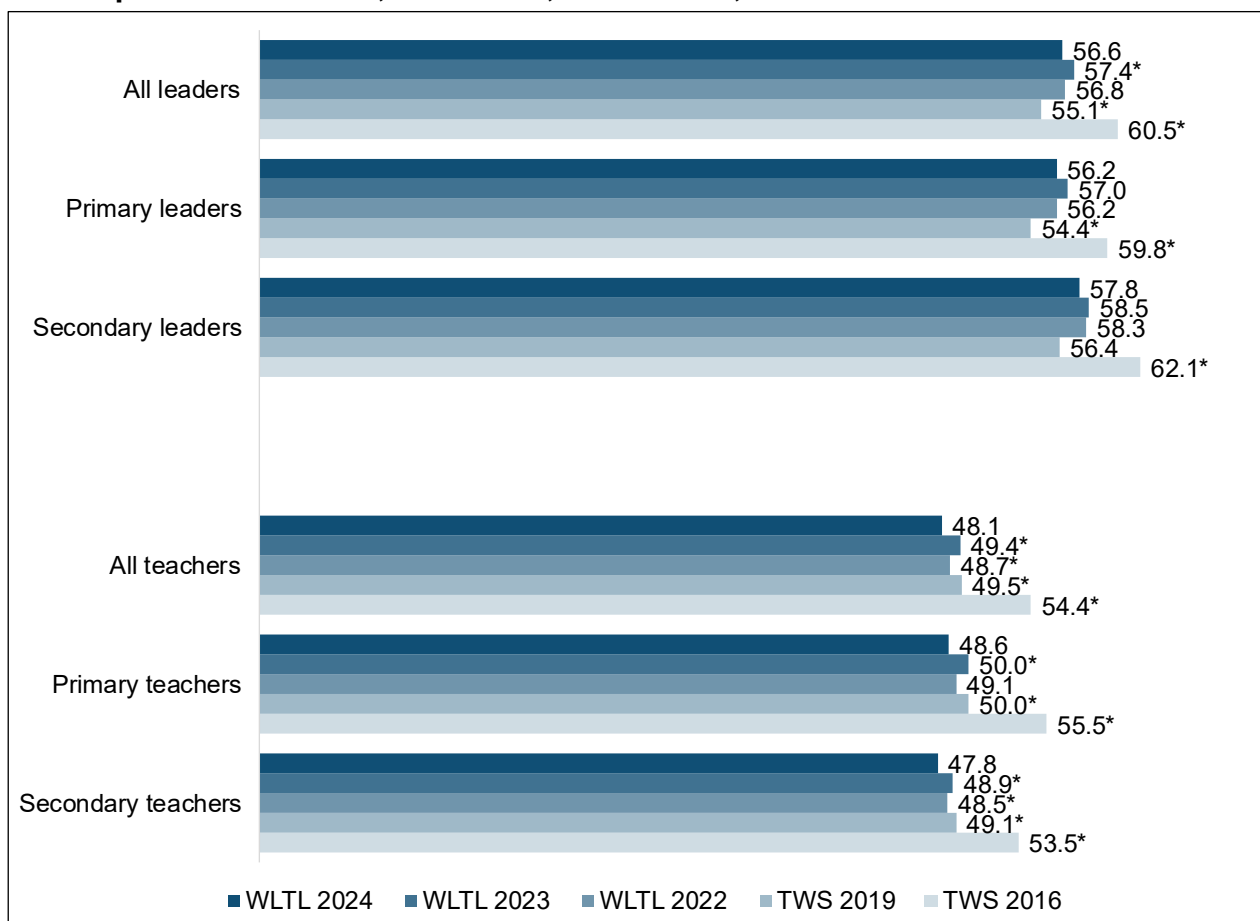
On the other hand, primary teachers reported longer working hours than secondary teachers (48.6 vs. 47.8) and both reported longer hours than those in special schools, PRUs or other AP (46.2). This was also the case for primary school teachers working full time, who reported longer average weekly hours than those working full time in secondary schools (52.5 hours vs. 50.3).

Prior to the WLTL survey, information on hours worked was collected through the Teacher Workload Surveys (TWS).⁶ This enables us to look at trends over a longer time

⁶ 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

period. As shown by Figure 3.4, although leaders' working hours had fallen between 2023 and 2024 (from 57.4 to 56.6), they still remained higher than those reported in the 2019 TWS (55.1). This was the case for primary leaders increasing from 54.4 to 56.2 between 2019 and 2024, but this was not the case for secondary leaders. For teachers, working hours decreased between 2023 and 2024, bringing them even further below the hours reported in 2019.

Figure 3.4 Average total hours spent working in reference week by job role and phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023 and WLTL 2024



Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022 and 2023, D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637) (wave 3, 2024, n= 1,755). All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,577) (wave 3, 2024, n= 8,099). *Indicates significant difference compared to 2024 survey.

Matching the pattern in 2022 and 2023, full-time leaders working in academies reported longer weekly hours (58.4) than those working in local authority-maintained schools (56.7). Full-time secondary leaders in academies reported longer hours than full-time secondary leaders in local authority-maintained schools (59.0 vs. 56.2 respectively)

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

whereas no difference was seen in 2023. Conversely, there was no difference for full-time leaders in primary schools in 2024 despite full-time primary leaders in academies working longer hours than those in local authority-maintained schools in 2023.

In terms of gender, female full-time teachers reported longer weekly hours than males (51.6 vs. 50.2). This mirrors the pattern seen in 2022 and 2023.

Looking at working hours by subject taught, full-time secondary teachers and leaders teaching English (including English literature and language) reported longer working hours compared to all full-time secondary teachers and leaders with teaching responsibilities (52.6 vs. 51.2 on average). Conversely, full-time secondary teachers and leaders teaching art and design (including photography) reported shorter working hours compared to all full-time secondary teachers and leaders with teaching responsibilities (48.9 vs. 51.2), as did those teaching religious education and/or philosophy (48.5 vs. 51.2).

Hours spent teaching

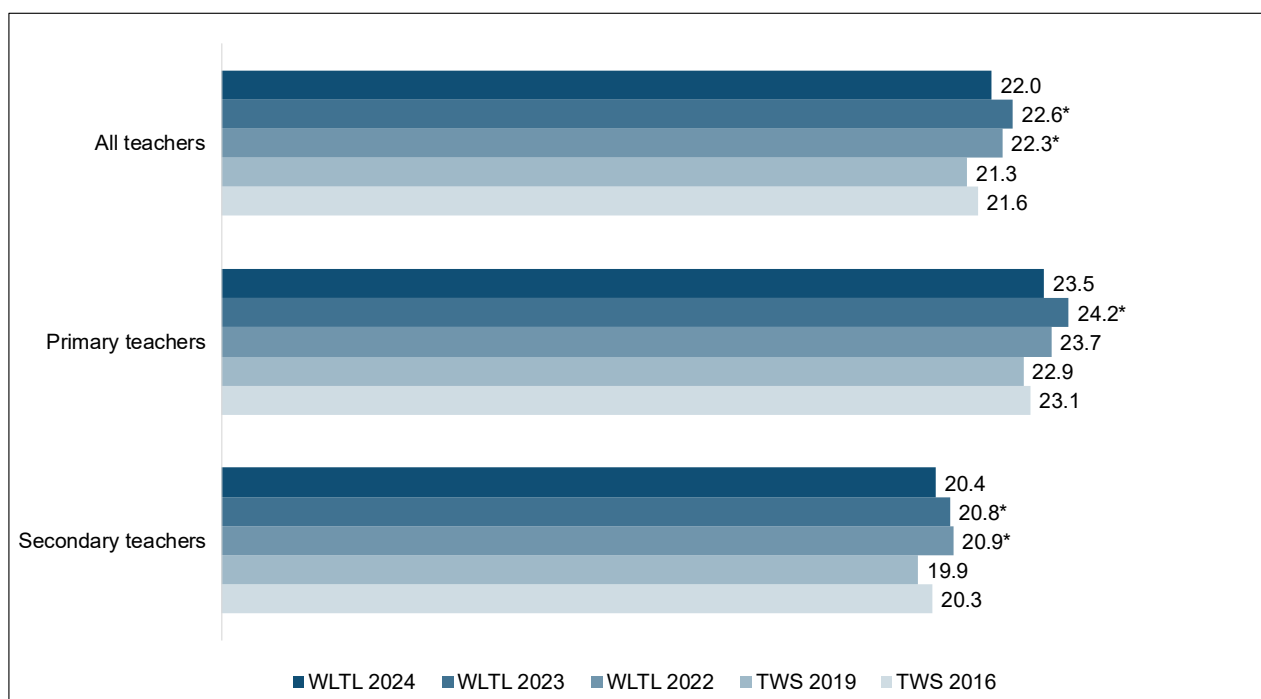
In 2024, teachers with teaching responsibilities reported an average of 22.0 hours teaching in a classroom in the reference week. Reflecting the reduction seen in overall working hours, this was lower than the 22.6 reported in 2023 and the 22.3 in 2022.

This reduction in teachers' average weekly teaching hours was reflected across both primary teachers with teaching responsibilities (23.5 in 2024, lower than the 24.2 in 2023 but consistent with the 23.7 in 2022) and secondary teachers with teaching responsibilities (20.4 in 2024, 20.8 in 2023 and 20.9 in 2022), as shown by Figure 3.5.

Looking at average teaching hours by phase in 2024, primary teachers reported spending more time teaching in the classroom in the reference week, compared with secondary teachers (23.5 vs. 20.4). This difference was also found for full-time teachers with teaching responsibilities (25.3 in primary vs. 21.5 in secondary). Full-time teachers with teaching responsibilities working in special schools, PRUs or other AP taught on average 22.9 hours in the reference week, fewer hours than full-time primary teachers (25.3), but more than full-time secondary teachers (21.5).

As well as differences by phase, there were also differences in average weekly teaching hours among teachers with teaching responsibilities when looking by demographic factors. For example, among full-time teachers, females taught more hours than males (23.7 vs. 22.4) and those aged under 35 taught more hours than those aged 35 and over (23.7 vs. 23), while those qualified as teachers for ten years or more taught fewer hours compared with the average of all full-time teachers with teaching responsibilities (22.7 vs. 23.3).

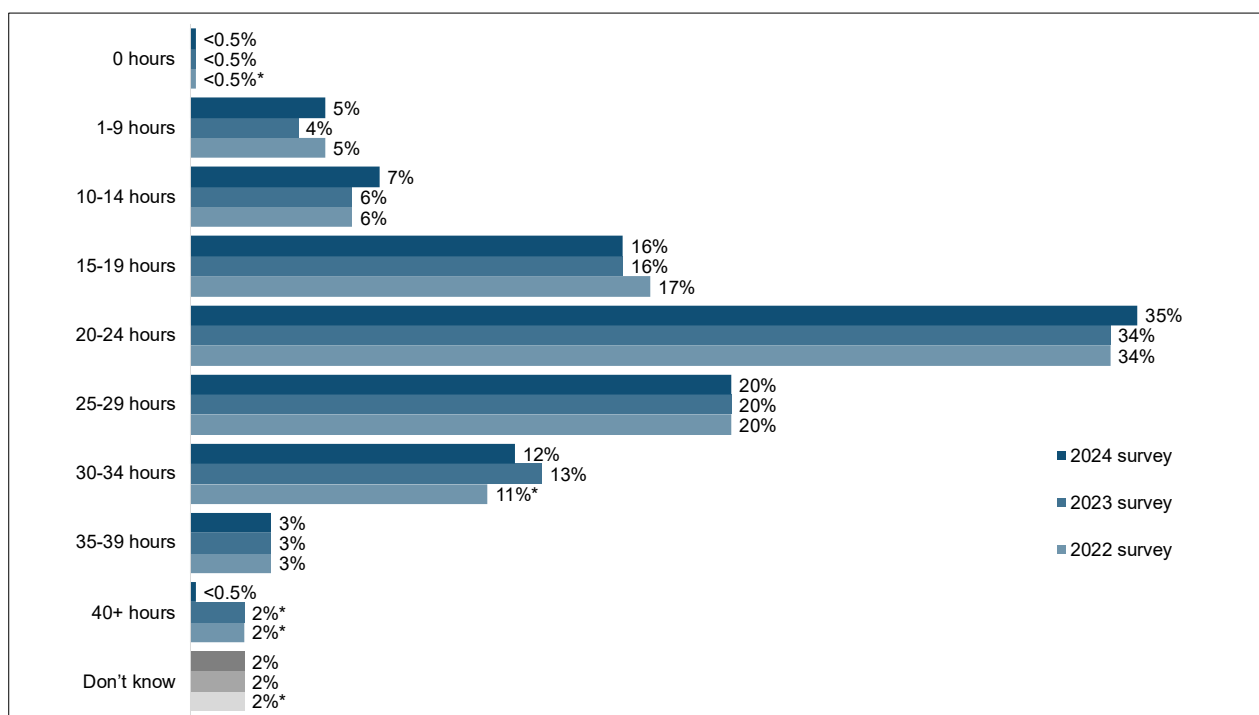
Figure 3.5 Teachers' average hours spent teaching in the reference week, by phase: TWS 2016, TWS 2019, WLTL 2022, WLTL 2023 and WLTL 2024



Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022, 2023 and 2024. 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); Primary (wave 1, 2022, n=4,469) (wave 2, 2023, n=4,166) (wave 3, 2024, n=3,831); Secondary (wave 1, 2022, n=4,089) (wave 2, 2023, n=4,007) (wave 3, 2024, n=3,780). *Indicates significant difference compared to 2024 survey. Comparison between TWS and WLTL should be treated with caution.

Figure 3.6 shows the distribution of teachers' weekly teaching hours. This remained largely consistent with previous years though with slightly more having teaching hours in some of the lower bands than in 2023. There was a decrease in the proportion of teachers reporting weekly teaching hours of 25 or more (35% vs. 38% in 2023), and the proportion teaching 40 plus hours a week fell to less than 0.5%, down from 2% in both 2023 and 2022 (Figure 3.6).

Figure 3.6 Hours spent teaching in most recent working week by teachers, 2022-2024



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). *Indicates statistically significant difference compared to 2024 survey.

The overall fall in teachers' reported teaching hours in 2024 compared with 2023 and 2022 was driven primarily by a reduction in full-time teachers' reported weekly teaching hours (23.3 in 2024 vs. 24.0 in 2023 and 23.7 in 2022). There was a decrease in the proportion of full-time teachers reporting teaching 25 or more hours per week (42% in 2024 vs. 45% in 2023) and 40 or more hours per week (under 0.5% in 2024 vs. 2% in 2023).

The average teaching hours in the reference week for leaders with teaching responsibilities were consistent with 2023 but lower than in 2022 (12.3 in 2024, 12.6 in 2023 and 13.0 in 2022). The same pattern was evident when considering full-time leaders with teaching responsibilities specifically (12.4 in 2024, 12.8 in 2023 and 13.3 in 2022).

Leaders with teaching responsibilities in primary reported spending more time teaching on average in the reference week (14.1) than those in secondary schools (10.6) or in special schools, PRUs or other AP (9.7).

Looking at teaching hours by main subject taught, full-time secondary teachers who taught art and design (including photography) or drama and theatre reported spending more time teaching that subject in the reference week compared to the average (22.9

hours and 22.6 hours respectively, vs. 20.2 hours on average). Conversely, those teaching history or business studies reported spending fewer hours teaching their subject (19.0 hours and 18.6 hours respectively, vs. 20.2 hours on average).

Time spent on non-teaching tasks

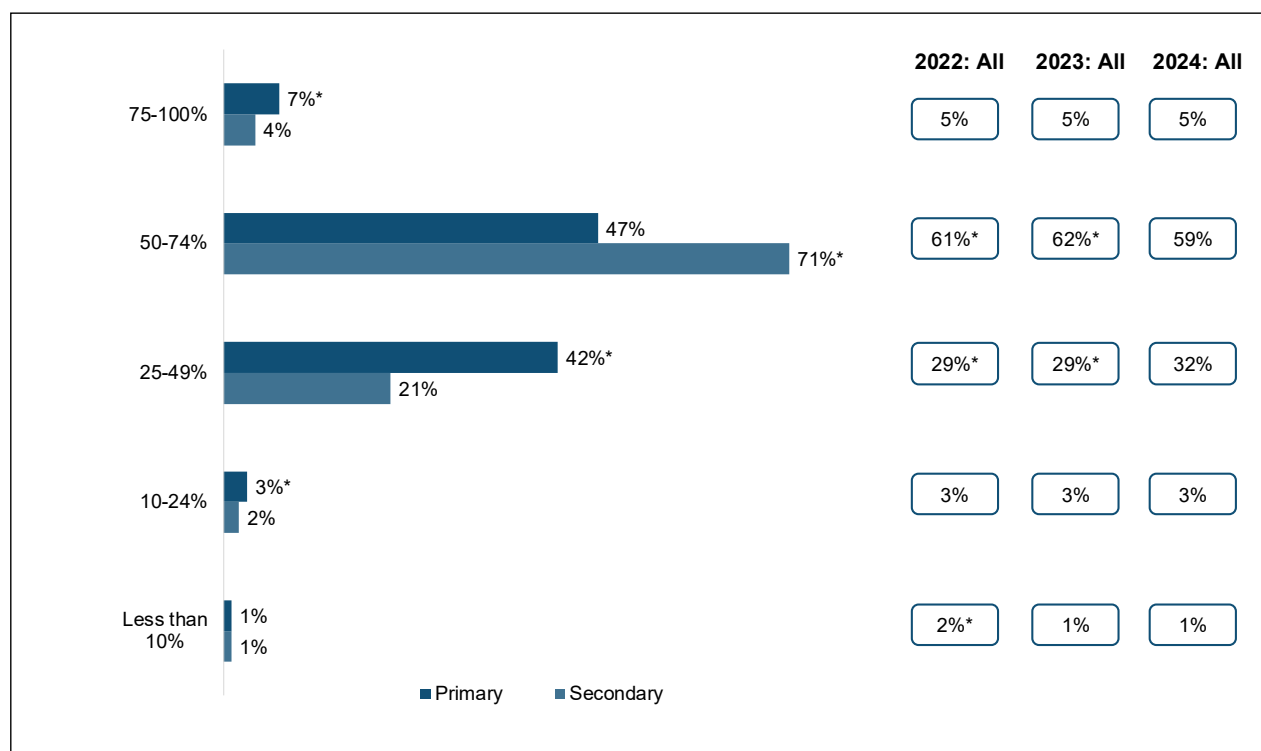
Just under two-thirds (64%) of teachers reported that they spent at least half of their working time on tasks other than teaching. Fewer teachers were spending at least half of their week on non-teaching tasks than in 2023 (67%) and 2022 (66%).

As shown in Figure 3.7, teachers in secondary schools reported spending a higher proportion of their time on non-teaching tasks than other teachers: 76% spent at least half of their time not teaching compared with 54% in primary schools and 53% in special schools, PRUs or other AP. This matches the trend in previous years, though with lower figures for each phase in 2024 than previously (for example, in 2023 comparative figures were 79%, 56% and 58% respectively).

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

- male teachers (69% vs. 63% among female teachers). This is related to the difference between secondary and primary teachers, as male teachers were more likely than female teachers to work in secondary schools (66% vs. 39%)
- those with additional responsibilities such as leading practitioners (87%), pastoral leads (83%), SENCOs (80%), middle leaders (77%) and heads of year (72%) compared with all teachers with teaching responsibilities (64%)
- those qualified for more than 10 years (69%) and those aged 35 and over (66%) compared with all teachers with teaching responsibilities (64%)
- full-time teachers (65% vs. 61% among those working part time)

Figure 3.7 Proportion of teachers' time spent on non-teaching tasks by phase, 2022-2023



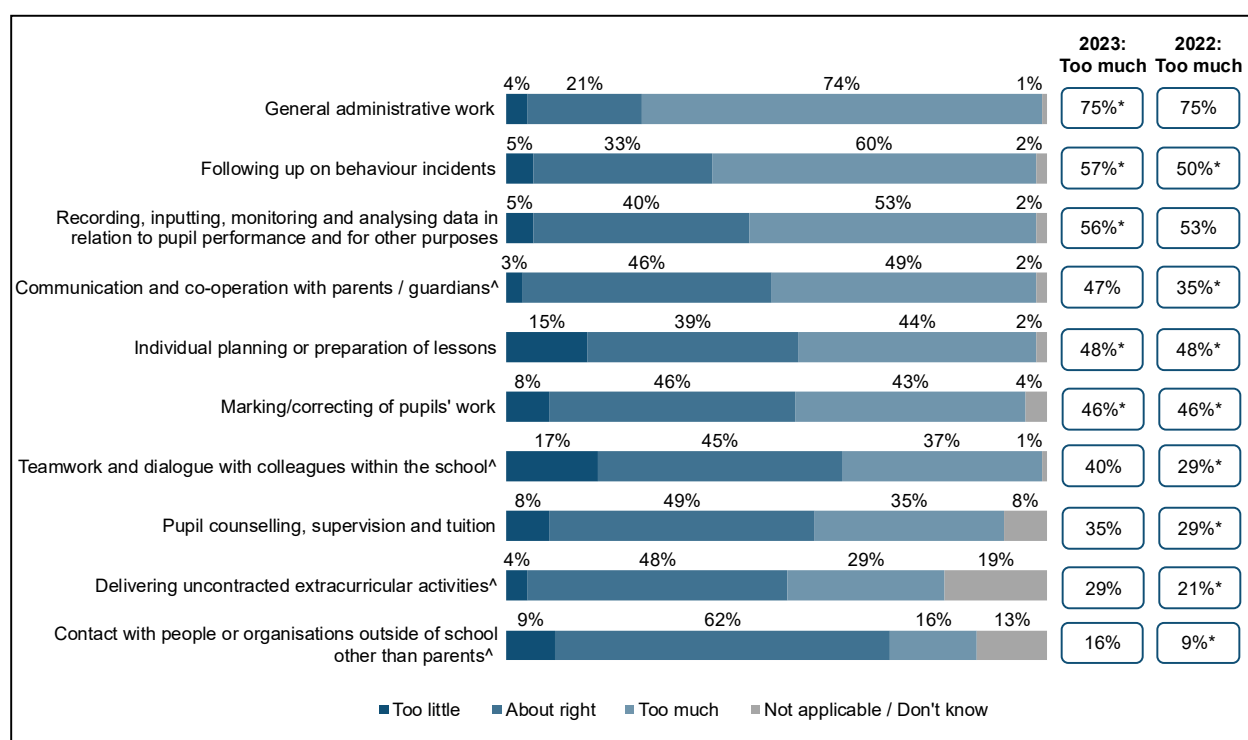
Source: Working lives of teachers and leaders survey. D1: In your most recent full working week, approximately how many hours did you work? D2: In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? All teachers who reported time spent working and time spent teaching (wave 1, 2022, n=8,675) (wave 2, 2023, n = 8,298) (wave 3, 2024, n=7,797); Primary (wave 3, 2024, n=3,743); Secondary (wave 3, 2024, n=3,680). *Indicates significant difference between primary and secondary teachers. For '2022: All' and '2023: All' figures, *Indicates significant difference compared to 2024 survey.

Teachers who were more satisfied with their job spent less time on non-teaching tasks. Among those satisfied with their job all or most of the time, 62% spent at least half their time on non-teaching tasks, increasing to 66% among those satisfied some of the time and 68% among those satisfied rarely/not at all.

Classroom teachers and middle leaders were asked the extent to which they felt they spent too much, too little or about the right amount of time on different non-teaching tasks. Results are shown in Figure 3.8. For all measures, a higher proportion felt they spent too much time on each task than felt they spent too little. This was particularly the case for general administrative work.⁷ 74% thought they spent too much time on this compared with just 4% thinking they spent too little time.

⁷ General administrative work was defined as including communication, paperwork, work emails and other clerical duties undertaken.

Figure 3.8 Classroom teachers' and middle leaders' views on time spent on specific tasks, 2022-2024



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 classroom teachers and middle leaders (wave 1, 2022, n=8,960) (wave 2, 2023, n=8,476) (wave 3, 2024, n=8,001). P1: All module 1 classroom teachers and middle leaders (wave 1, 2022, P1-3 n=2,903, P1-4=2,915) (wave 2, 2023, n=2,139) (wave 3, 2024, n=2,031). ^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 2024 survey.

Findings were generally more positive than in 2023 with fewer classroom teachers and middle leaders reporting spending too much time on general administrative work (74% vs. 75%), individual planning or preparation of lessons (44% vs. 48%), marking and correcting pupils' work (43% vs. 46%), and recording, inputting, monitoring and analysing data relating to pupil performance and other purposes (53% vs. 56%). The one area where findings were less positive than both 2022 and 2023 was following up on behaviour incidents: 60% of classroom teachers and middle leaders felt they spent too much time on this, compared with 57% in 2023 and 50% in 2022.

For most of the tasks there were some differences by phase. Secondary teachers were more likely than primary teachers to think they were spending too much time on the following tasks:

- marking or correcting pupils' work (48% vs. 40%)
- recording, inputting, monitoring and analysing data (55% vs. 52%)

- general administrative work (76% vs. 72%)
- following up on behaviour incidents (64% vs. 58%)
- delivering uncontracted extracurricular activities (33% vs. 27%)

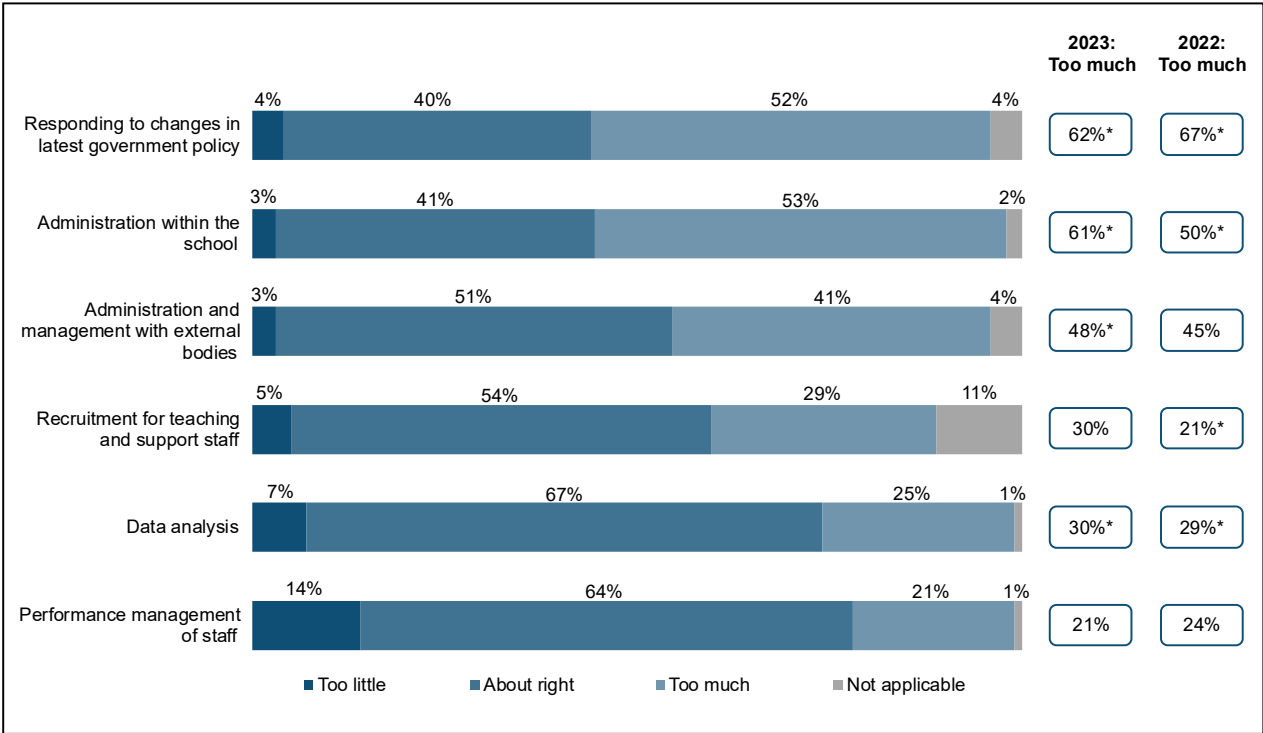
Conversely, primary teachers were more likely than secondary teachers to report that they spent too much time on lesson planning (53% vs. 36%), communication with parents/guardians (52% vs. 47%), and contacting people or organisations outside of the school (20% vs. 11%).

For those teaching in secondary schools, results on some measures differed widely by their main subject taught. In particular, the proportion reporting they spent too much time on marking and correcting pupil's work was higher than average (43%) among those teaching business studies (69%), food preparation and nutrition (62%), English (including English language and literature) (61%), religious education and/or philosophy (58%), history (55%) and geography (53%). It was lower than average for music (including music technology) (25%), maths (31%) and physical education (34%).

For senior leaders, just over half considered that they spent too much time on administration within the school (53%) and responding to government policy changes (52%). These were also the two tasks which senior leaders were most likely to report spending too much time on in 2022 and 2023.

The full list of tasks is outlined in Figure 3.9.

Figure 3.9 Senior leaders' views on time spent on specific tasks, 2022-2024



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). *Indicates statistically significant difference compared to 2024 survey.

There have been a number of improvements compared with 2023 (and often 2022) with fewer senior leaders reporting they spent too much time on the following tasks:

- administration within the school: 53% in 2024, down from 61% in 2023 but still up from 50% in 2022
- responding to government policy changes: 52% in 2024, down from 62% in 2023 and 67% in 2022
- administration and management with external bodies: 41% in 2024, down from 48% in 2023 (though in line with the 45% in 2022)
- data analysis: 25% in 2024, down from 30% in 2023 and 29% in 2022

For time spent on recruitment for teaching and support staff, results are similar to 2023 (29% of senior leaders felt they spent too much time on this in 2024, consistent with the 30% in 2023) but higher than in 2022 (when only 21% felt they spent too much time on recruitment).

When looking by phase, primary senior leaders were more likely than secondary senior leaders to think they spent too much time on administration with external bodies (45% vs.

35%) and on responding to government policy changes (56% vs. 48%). The first of these differences was also found in 2023 but not the second. On the other hand, as in 2022 and 2023, secondary senior leaders were more likely than primary senior leaders to report spending too much time on recruitment for teaching and support staff (36% vs. 24%).

Senior leaders working in special schools, PRUs and other AP reported varying experiences, sometimes more aligned to primary schools and at other times secondary schools:

- as with secondary school senior leaders they were more likely than primary senior leaders to think they spent too much time on recruitment (35%)
- as with primary school senior leaders they were more likely than secondary senior leaders to think they spent too much time on administration and management with external bodies (45%)

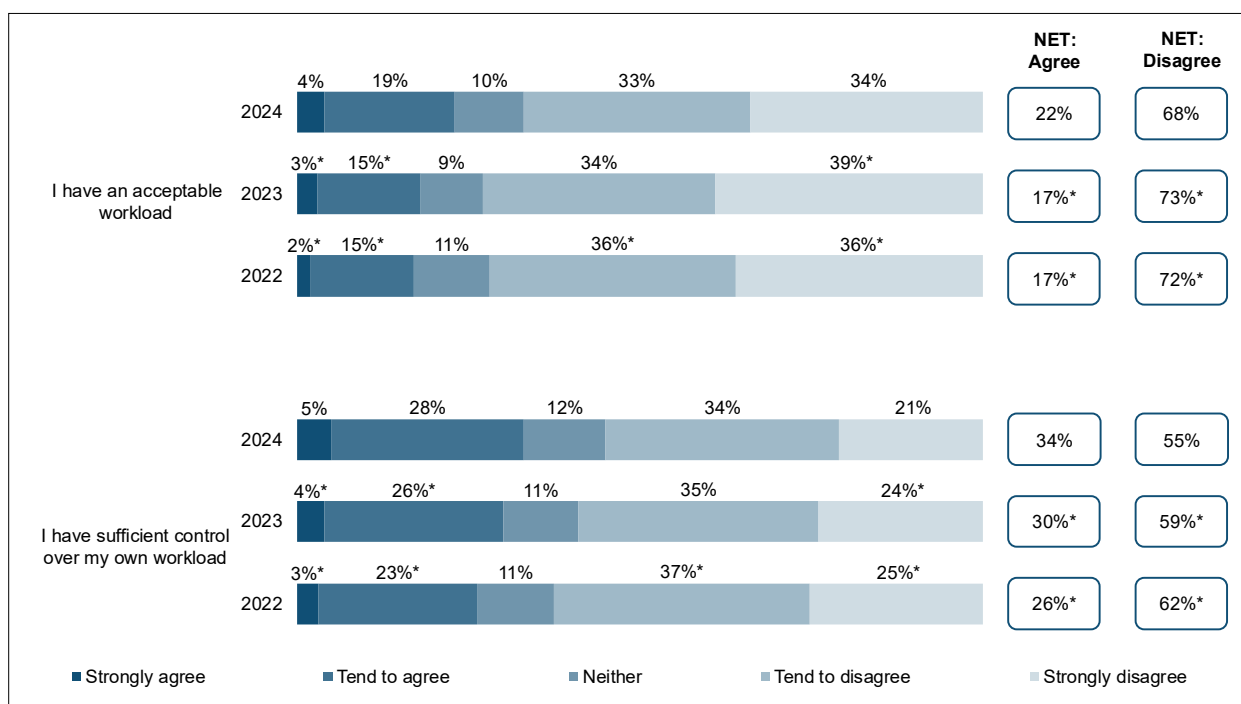
These differences among senior leaders working in special schools, PRUs and other AP were not observed in 2023 with the exception of feeling they spend too much time on recruitment compared with primary senior leaders.

Satisfaction with workload

A minority of teachers and leaders agreed that they had an acceptable workload (22% vs. 68% who disagreed) and that they had sufficient control over their workload (34% vs. 55% who disagreed).

However, there have been improvements on both measures compared with 2022 and 2023. Whilst still low, the proportion agreeing that they had an acceptable workload increased to 22% in 2024 from 17% in 2022 and 2023 respectively. The proportion agreeing they had sufficient control over their workload continued to improve gradually (26% in 2022, 30% in 2023, 34% in 2024).

Figure 3.10 Teachers and leaders' views on workload, 2022-2024



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). The proportion of those answering 'don't know' was less than 1%. *Indicates significant difference compared to 2024 survey.

Overall, 68% of respondents disagreed that they had an acceptable workload. This was higher among teachers than leaders (69% vs. 63%) and among those working in secondary schools (69%) compared with those in primary schools (67%) and particularly those working in special schools, PRUs or other AP (55%). While secondary leaders were more likely than primary leaders to disagree that they had an acceptable workload (68% vs. 61% of primary leaders) there was no significant difference between primary and secondary teachers.

Other groups more likely to disagree that they had an acceptable workload were:

- those working in academies (69% vs. 66% in local authority-maintained schools). This difference can likely be explained by academies being more likely to be secondary schools, as there were no significant differences between primary, secondary and special academies and their local authority-maintained counterparts
- heads of year (76%), middle leaders (73%) and heads of subject / faculty (71%) compared with the average (68%)
- those qualified for more than three up to five years (73%) compared with the average (68%) and compared with those qualified for up to a year (62%)

- full-time staff (68% vs. 65% of those working part time)
- females (68% vs. 65% of males)
- white teachers and leaders (68% vs. 63% of ethnic minority groups (excluding white minorities))

Many of the same groups were also more likely to disagree that they had sufficient control over their workload, compared to the average (55%). In particular, teachers (57% vs. 42% of leaders), those working in secondary schools (57% vs. 53% in primary schools and 45% of those working in special schools, PRUs and other AP) and secondary leaders compared with primary leaders (48% vs. 39%); again, there were no significant differences between primary and secondary teachers).

Those working in academies were more likely to disagree that they had sufficient control over their workload than those working in local authority-maintained schools (57% vs. 52%). Here there was a marked difference between those teaching in secondary academies and those teaching in secondary local authority-maintained schools (59% vs. 53%), but no significant difference for primary schools.

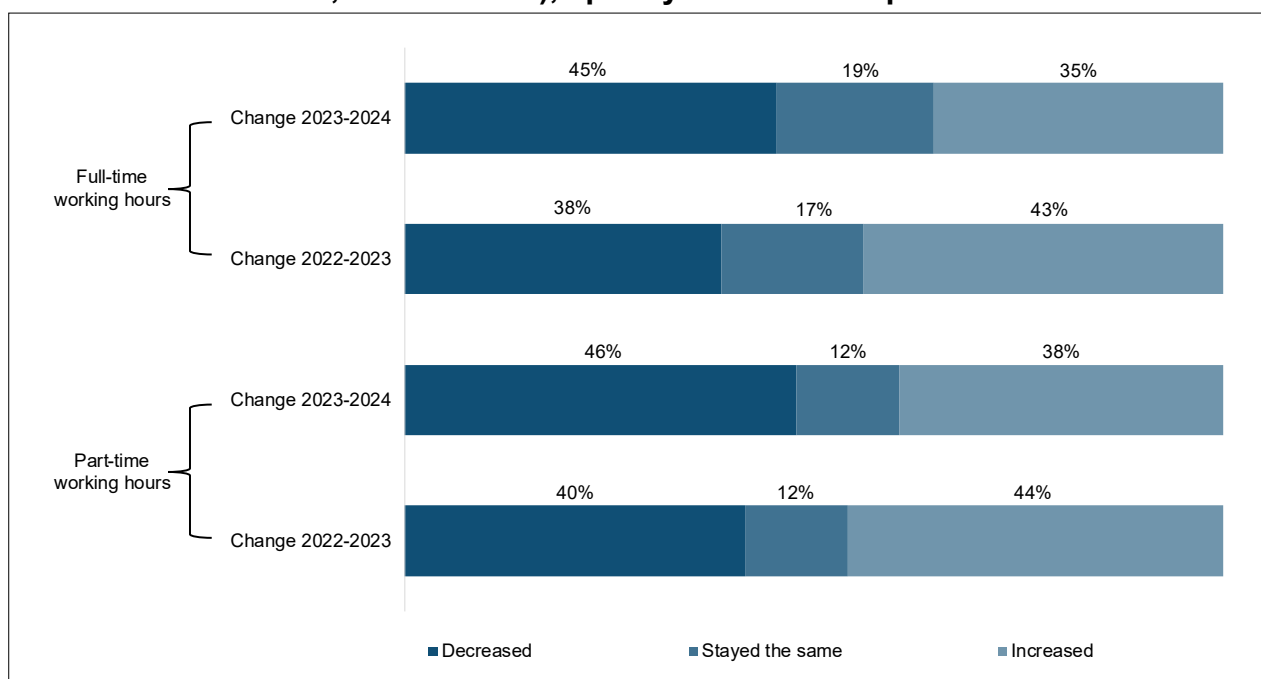
As found with views on having an acceptable workload, those qualified for more than 3 and up to five years were the most likely to think they did not have sufficient control over their workload (59% vs. 51% among those qualified for up to a year). It was also the case that white teachers and leaders were more likely than those from ethnic minority groups (excluding white minorities) to think they did not have sufficient control over their workload (55% vs. 51%). However, unlike views on acceptability of workload, there were no differences identified by gender or between full-time and part-time staff on having sufficient control over their workload.

Change in panellists' workloads over time

For teachers and leaders who took part in both 2023 and 2024, it is possible to explore how their workloads have changed over time. It was more common for the number of hours worked to have decreased (45%) rather than increased (35%) between 2023 and 2024. This is in line with the cross-sectional analysis, which also found a decrease in the average working hours per week across both teachers and leaders.

Figure 3.11 shows the same pattern amongst those working full time in both years, with 45% working fewer hours in 2024 than in 2023 compared with 35% reporting working more hours (19% were working the same hours in 2024 as in 2023). For teachers and leaders working part time in both years, the pattern was similar (46% working fewer hours, 38% working more hours, and 12% working the same number of hours in both years).

Figure 3.11 Change in panellists' working hours between survey years (2022 to 2023, 2023 to 2024), split by full time and part time



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All 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 1 teachers and leaders returning for wave 2 who worked part time in both years (2022-2023, n=1,136); All wave 2 teachers and leaders returning for wave 3 who worked part time in both years (2023-2024, n=991).

Results were very similar among panellists with teaching responsibilities regarding changes in hours spent teaching in the classroom. As with overall workloads, more reported a decrease in teaching hours compared with 2023 (42%) than reported an increase (37%). Results were very similar for those working full time in both years (41% reporting a decrease and 37% an increase) and those working part time (43% reporting a decrease and 38% an increase). However, it was noticeable that leaders with teaching responsibilities were particularly likely to report a decrease in teaching hours compared with 12 months ago (52% compared with 30% reporting an increase). In comparison, among teachers almost as many reported an increase in teaching hours compared with a year ago (38%) as reported a decrease (41%).

Between 2023 and 2024, panellists' views on control over and acceptability of their workload were more likely to improve than worsen. While the majority of panellists reported no change in their views on whether workloads were acceptable (70%) and whether teachers and leaders had sufficient control over them (63%), a higher proportion reported an improvement (18% and 21% respectively for each measure) than a worsening (11% and 16%).

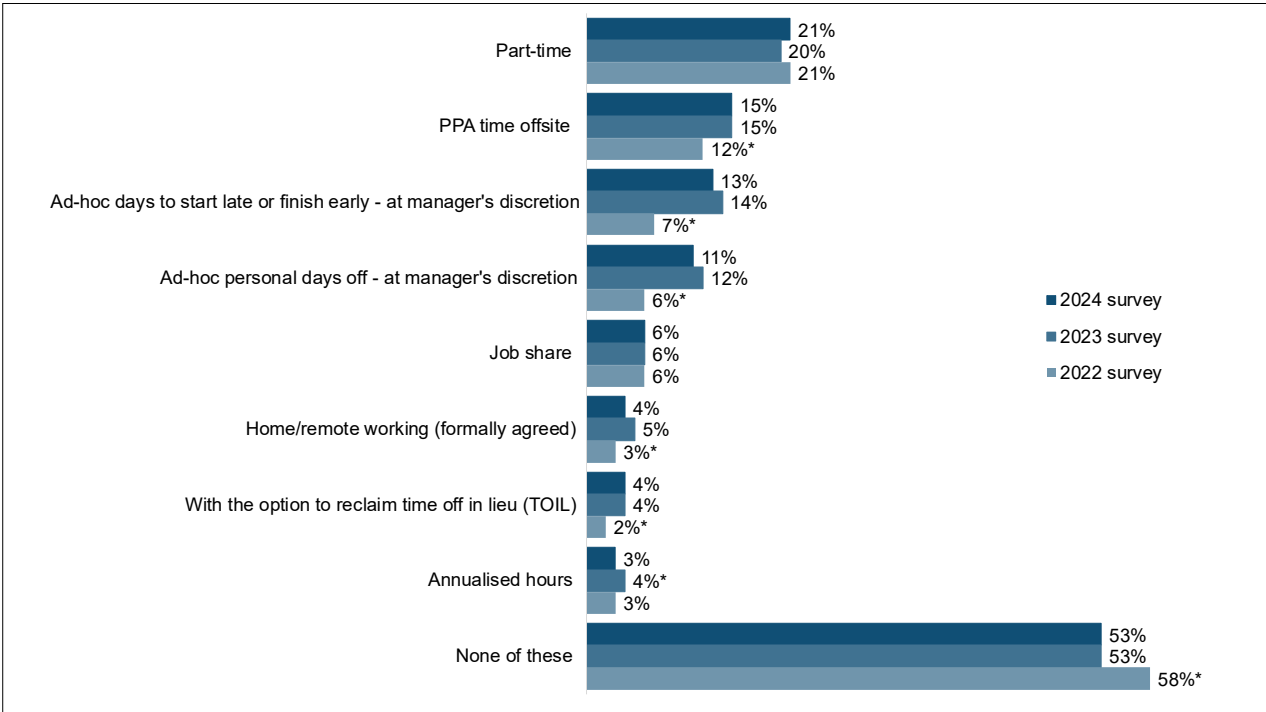
4. Flexible working

Use of flexible working

Almost half of all teachers and leaders had some form of flexible working arrangement in place in 2024 (46%), consistent with 2023, though higher than in 2022 (40%).

The most common form of flexible working arrangement was working part time (21%), followed by planning, preparation and assessment (PPA) time offsite (15%), ad-hoc days to start late or finish early at their manager’s discretion (13%) and ad-hoc personal days off at their manager’s discretion (11%).⁸ The proportion of teachers and leaders using each was very similar to 2023 (within one percentage point), as shown in Figure 4.1.

Figure 4.1 Teachers and leaders’ flexible working arrangements, 2022-2024



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). Figures <2% in 2024 are not included in the chart. *Indicates significant difference compared to the 2024 survey.

⁸ These do not include statutory entitlements such as sick days or bereavement leave, etc.

Variation in flexible working arrangements by school and teacher characteristics

Those working in primary schools, and at an overall level, leaders compared with teachers, were far more likely than average to report working flexibly, as follows:

- 56% of those working in primary worked flexibly, compared with 50% in special schools, PRUs or other AP, and 35% in secondary schools. These proportions are consistent with 2023 (55%, 47% and 36% respectively)
- 53% of leaders worked flexibly compared with 45% of teachers. Just under a quarter (24%) of ECTs had flexible working arrangements in place
- the prevalence of flexible working was particularly high among primary leaders (61% vs. 40% among secondary leaders), and lowest among secondary teachers (34% vs. 55% among primary teachers)

A number of specific flexible working practices were far more common in primary than secondary, in particular planning, preparation and assessment (PPA) time offsite (23% vs. 5% respectively), ad-hoc days at their manager's discretion to start late or finish early (17% vs. 9%), ad-hoc personal days off at their manager's discretion (15% vs. 8%) and job sharing (12% vs. 1%). No type of flexible working practice was more common within secondary than primary.

The type of flexible working arrangements likely to be in place differed for teachers and leaders. Leaders were more likely than teachers to have the following arrangements in place: ad-hoc days at their manager's discretion to start late or finish early (31% vs. 10% respectively), ad-hoc personal days off at their manager's discretion (24% vs. 9%), formally agreed home or remote working (16% vs. 2%) and having the option to have time off in lieu (8% vs. 4%). On the other hand, teachers were more likely to be working part time (22% vs. 10% of leaders), as a job share (7% vs. 5%) or to have annualised hours (3% vs. 2%). These differences in the type of arrangements in place between teachers and leaders were also found in 2023 and 2022 (with the exception of annualised hours in 2022).

As well as the incidence of any flexible working arrangements differing by setting and between teachers and leaders, it also varied among certain groups.

By teacher and leader characteristics

Flexible working was more common amongst:

- those with caring responsibilities as a parent or carer (54%) than those with no caring responsibilities (36%), particularly those with both parental and caring responsibilities (57%) or parental responsibilities (55%)

- females, who were more likely than males to have any type of flexible working arrangement (50% vs. 34%). They were more likely to be working part time (25% vs. 9%), to have PPA offsite (16% vs. 11%) and to be in a job share (8% vs. 2%)
- those aged 35 and over (51% vs. 35% among younger teachers and leaders) and, related to this, those that had been qualified as teachers for more than 10 years (55% vs. 25% among those qualified for up to a year and 33% among those qualified for more than a year up to 5 years)
- white respondents (47% vs. 38% among ethnic minority groups (excluding white minorities)). Among ethnic minority teachers and leaders 16% worked part time and 10% had PPA time off site, five percentage points lower than among white teachers and leaders)
- heterosexual or straight teachers and leaders (47% compared with 35% among gay or lesbian and 34% among bisexual teachers and leaders). The main difference here was in the proportion working part time (22%, 8% and 11% respectively)

By school characteristics

Flexible working was also more common amongst those working in:

- smaller and medium-sized schools (59% among those in quintile 1, 2 and 3 for size vs. 36% among the largest, quintile 5, schools)
- linked to school size (where primaries are more commonly smaller and secondaries larger), those in primary schools than those in secondary schools (56% vs. 35%)
- local authority-maintained schools (53% vs. 41% among academies)
- those in areas with a lower prevalence of pupils receiving FSM (44% among quintile 4 and 5 combined, with the lowest proportion of pupils receiving FSM, compared to 52% among quintile 1, with the largest proportion of pupils receiving FSM)

Results indicate a correlation between working flexibly and having more positive wellbeing scores and other job satisfaction measures. For example, for how happy teachers and leaders are with their life nowadays:

- those with a very high or high life satisfaction score were more likely to have a flexible working arrangement in place (55% with a very high and 49% with a high score) than those with a medium or low life satisfaction score (42% with a medium and 36% with a low score). The same pattern was observed in both the 2023 and 2022 surveys

- put another way, those working flexibly were more likely to report very high or high life satisfaction (62%) than those not working flexibly (52%) and less likely to report low satisfaction (13% vs. 20% respectively)

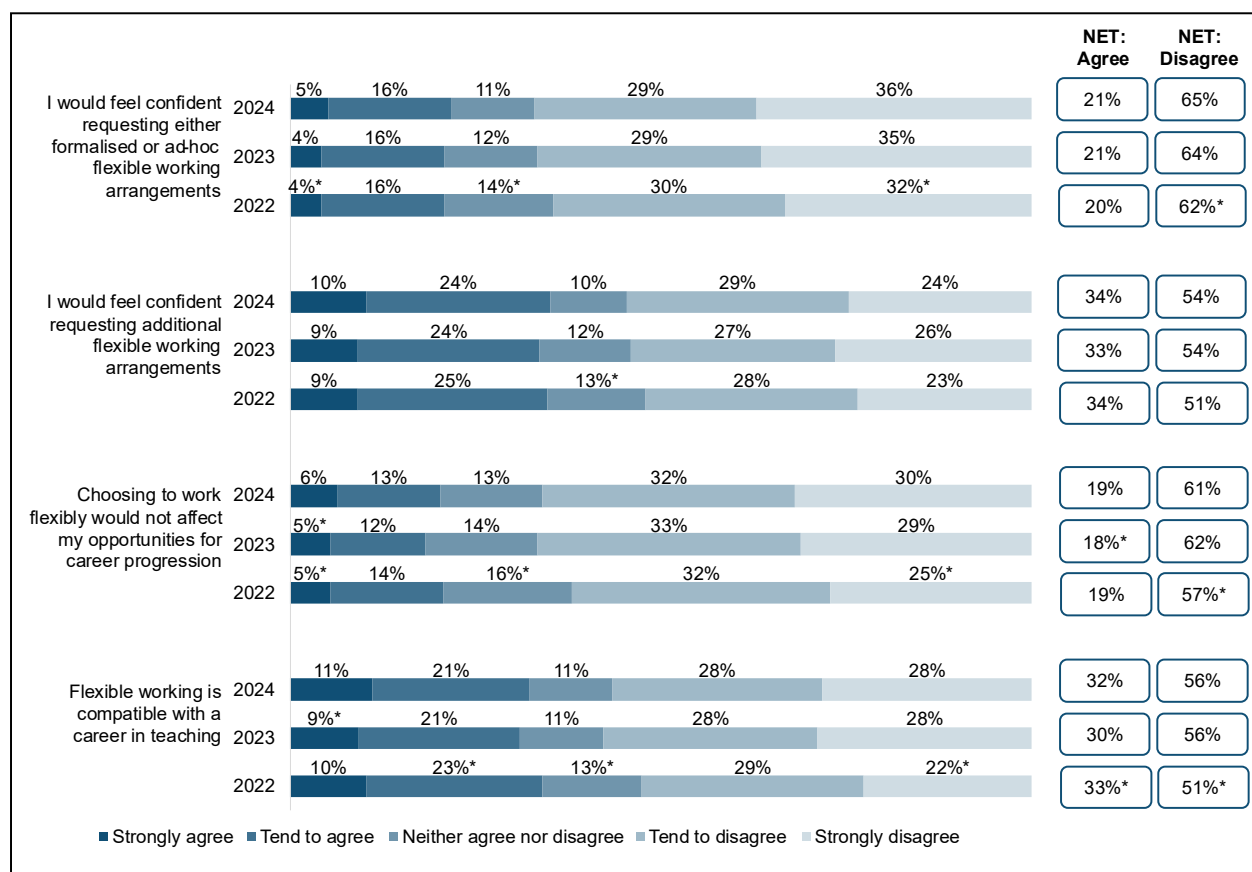
The same pattern held for such measures as feeling their workload is acceptable, feeling things done in their life are worthwhile, feeling happy the day before being surveyed and feeling valued by their school.

Views on flexible working

Views on the compatibility and acceptability of flexible working were little changed from 2022 and 2023 (Figure 4.2). In 2024:

- a minority of teachers and leaders agreed that flexible working was compatible with a career in teaching (32%), consistent with 2023 (30%), but slightly lower than 2022 (33%)
- almost a fifth agreed that choosing to work flexibly would not affect their opportunities for career progression (19%, up from 18% in 2023, though the same proportion as in 2022), compared with just over three-fifths disagreeing (61%)
- around a fifth (21%) of those not currently working flexibly, or whose only flexible working arrangement is occasional days off or leaving early, would feel confident requesting either formal or ad-hoc flexible working arrangements. This is consistent with 2022 and 2023
- in comparison, 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 (54%) that would not feel confident. Again, this is consistent with 2022 and 2023

Figure 4.2 Teacher and leader views on flexible working, 2022-2024



Source: Working lives of teachers and leaders survey. K2_1-4. To what extent do you agree or disagree with the following statements? Single response. All currently teaching or leading in an English state school (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020). K2_3: All not working flexibly or whose only flexible working arrangement is ad hoc personal days off or ad hoc days to start and finish late at their managers discretion (wave 1, 2022, n=7,256) (wave 2, 2023, n=6,677) (wave 3, 2024, n=6,291). 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). *Indicates statistically significant difference compared to 2024 survey.

Variation in views of flexible working by school characteristics

On all four measures, there were differences in views on flexible working by setting. Teachers and leaders in secondary schools were more likely to think flexible working is compatible with a career in teaching (34% vs. 29% among those working in primary schools) and were more likely to be confident asking for any (23%) or more (37%) flexible working arrangements (compared with 18% and 33% respectively among primary teachers and leaders). On the other hand, those in primary were more likely than those working in secondary to think choosing to work flexibly would not affect their opportunities for career progression (21% vs. 18% respectively). This is likely to reflect the fact that flexible working is more prevalent in primary schools.

Differences between those working in academies and local authority-maintained schools were less marked. However, those in academies not currently working flexibly, or whose

only flexible working was occasional days off or leaving early, were more confident requesting either formal or ad-hoc flexible working arrangements (22%) than those in local authority-maintained schools (19%). Those working in local authority-maintained schools were, however, more likely to think choosing to work flexibly would not affect their opportunities for career progression (21%) than those working in academies (18%).

There were also differences by size of school, with those working in the largest schools (those in quintile 5 for size) more likely than average to feel confident requesting additional flexible working if they already had such arrangements in place (37%) or any such arrangements if none or minimal arrangements were in place (22%).⁹ Those working in the largest schools (quintile 5) were also more likely than all other teachers and leaders to feel flexible working is compatible with a career in teaching (34%), but less likely to think choosing to work flexibly would not affect their opportunities for career progression (18%). The pattern for the largest schools compared to all others reflects those for secondary schools compared with primaries.

Variation in views of flexible working by teacher and leader characteristics

Views about the compatibility of flexible working with teaching varied by job role, with teachers more likely to report that flexible working was compatible with a career in teaching (33%, up from 31% in 2023) than leaders (24%). The following groups were also more likely than average to believe flexible working was compatible with a career in teaching: those currently working part time (48% vs. 27% working full time) or working flexibly at all (37% vs. 27% without any flexible working arrangements), older teachers and leaders (35% of those aged 55 and over), those recently qualified (34% among those qualified in the last two years) and ethnic minority (excluding white minority) teachers and leaders (39%, especially black, black British, Caribbean or African teachers and leaders (46%)).

There was no difference between the proportion of teachers and leaders agreeing that choosing flexible working would not affect their opportunities for career progression, but the following groups were more likely (than the 19% overall) to think their career would not be affected:

- those who qualified within the last two years (24%)
- under 35s (22%)
- teachers and leaders from ethnic minority groups (excluding white minorities) (25%)

⁹ Minimal here refers to those whose only flexible working arrangement is ad hoc personal days off or ad hoc days to start and finish late at their managers discretion.

- those working part time (21%) and those with any flexible working arrangements in place (22%)

Confidence in requesting flexible working arrangements - both among those not currently working flexibly (or whose only flexible working was occasional days off or leaving early) and among those already working flexibly - was higher among the following groups. For simplicity we just present figures for the former group (i.e. those not currently working flexibly or doing so minimally) as this is the larger group:

- leaders (34% vs. 19% of teachers)
- those with 10 plus years' experience (25% vs. 16% among those qualified for a year or less)
- those aged 55 and over (28% vs. 15% among those aged under 35)
- males (26% vs. 19% among females)

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

Four-in-ten teachers and leaders (40%) agreed that their school's senior leadership team (SLT) was supportive of flexible working (consistent with results in 2023 (39%) and 2022 (41%)). Just over a third (35%) disagreed that the SLT supported flexible working, consistent with 2023 but higher than in 2022 (31%).

As found in previous years, leaders were far more likely to believe that their SLT were supportive of flexible working (65%, 59% of deputy and assistant heads, rising to 79% of headteachers) than teachers (35%).

Teachers and leaders working in primary schools were more likely to agree that SLTs supported flexible working than those in secondary schools (45% vs. 34%), as were those working in local authority-maintained schools compared with academies (43% vs. 37%). These findings were consistent with 2022 and 2023. Reflecting these differences by setting, those working in smaller schools (50% in quintile 1) were more likely to feel their SLT were supportive of flexible working than those in larger schools (43% in quintile 4 and 35% in quintile 5).

There were also differences by the proportion of pupils receiving FSM. Those working in schools with the lowest proportion of students receiving FSM were more likely to feel their SLT were supportive (44% in quintile 1 for FSM) than those with the highest proportion (35% in quintile 5 for FSM).

In terms of other characteristics, teachers and leaders were more likely to agree that their SLT supported flexible working if they were 35 or older (43% vs. 34% under 35), male (42% vs. 39% of females) or white (40% vs. 36% from ethnic minority groups (excluding

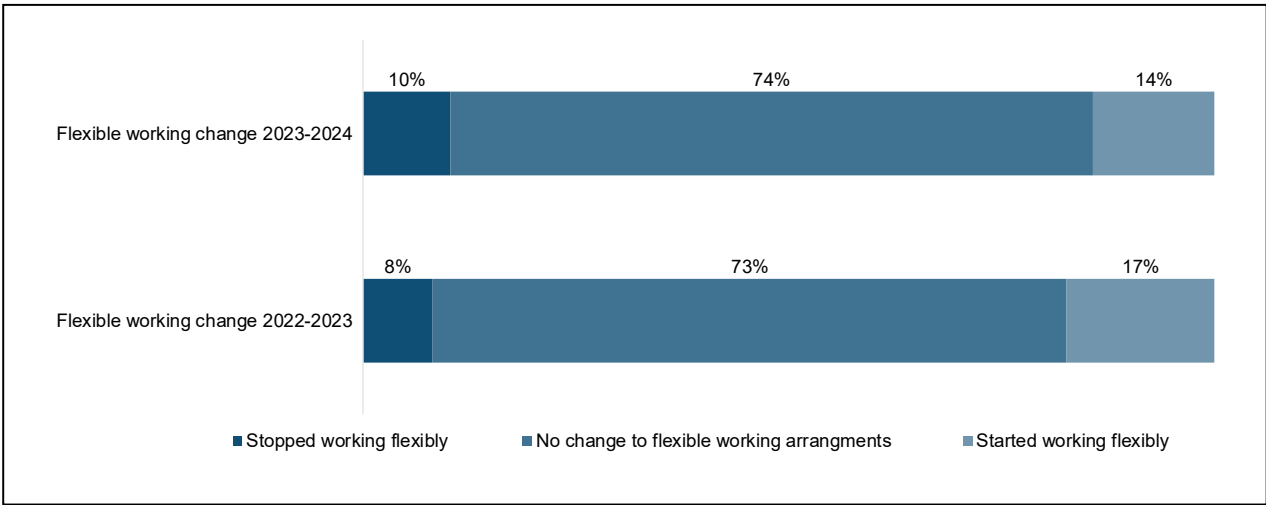
white minorities)). Again, these findings are consistent with 2023 (all results in 2023 were within one percentage point of those in 2024).

Perhaps unsurprisingly, teachers and leaders with a current flexible working arrangement were particularly likely to say their SLT supported flexible working (54% vs. 40% overall). This was particularly the case with those working part time (56%).

Changes in panellists' flexible working arrangements over time

In keeping with the fact that among all survey respondents the proportion with any flexible working arrangements in place was unchanged from 2023 to 2024 (46%), most panellists (74%) had not changed whether they worked flexibly or not during this time period. There was a relatively even balance between those that had not been working flexibly in 2023 that now were (14%) and those that had stopped working flexibly in this timeframe (10%) as shown in Figure 4.3.

Figure 4.3 Change in panellists flexible working arrangements between 2022-2023 and 2023-2024



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) and all wave 2 panellists returning for wave 3 (2023-2024, n=6,413).

Panellists more likely than average (14%) to report working flexibly in 2024 when they had not been doing so in 2023 included:

- those working in special schools, PRUs or other AP (21%)
- those working in local authority-maintained schools (15%)
- those aged 55 and over (16%)

- those that had worked at their school for 2-3 years (18%)

There was some fluctuation in panellists' perceptions around whether their school's SLT supported flexible working, with only just over half of panellists giving the same response in both 2023 and 2024 (54%). Among the remainder, panellists were reasonably evenly split between those whose views of their SLT's support had improved (17%) and those whose view had got worse (19%).

Amongst panellists who had taken part in the survey since 2022 (wave 1), seven-in-ten (70%) of those working part time in 2024 had also been working part time in 2022. The picture was somewhat different for those working full time in 2024, with only 4% moving from part time to full time between 2022 and 2024 and 96% full time in both years.

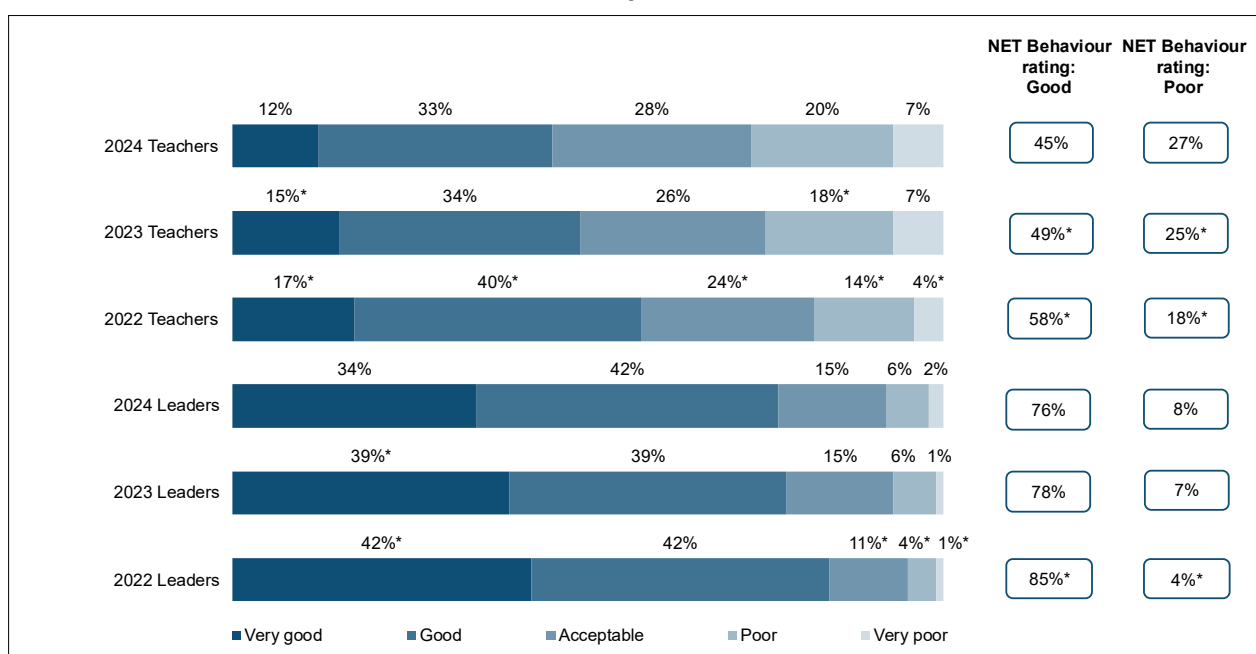
5. Pupil behaviour

Views on pupil behaviour

Half (50%) 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 (24%) rated it as poor or very poor.

Comparing teachers and leaders' views on pupil behaviour, as in previous years, leaders were more positive than teachers, with 76% describing it as good or very good compared with 45% of teachers. However, both groups saw a decline over time as seen in Figure 5.1.

Figure 5.1 Teachers and leaders' views on pupil behaviour at their school, 2022-2024



Source: Working Lives of Teachers and Leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response for each statement. "Good" is the sum of good and very good, "poor" is the sum of poor and very poor. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020). The proportion of those answering 'don't know' was 1% or less.

*Indicates significant difference compared to 2024 survey.

The proportion of teachers and leaders rating behaviour as good or very good rose with increasing length of tenure at the school, from 40% among those with up to 1 year tenure to 56% among those with more than ten years' tenure. Similarly, older teachers and leaders were more likely to regard pupil behaviour in their school as good or very good, increasing from 44% among those aged under 35, to 49% among those aged 35-44 and 55% among those aged 45-54, up to 57% among those aged 55 and over. These patterns are similar to those observed in 2022 and 2023.

There were also large differences in perceptions of pupil behaviour by type of school. Teachers and leaders in primary schools were more likely to rate pupil behaviour as good or very good than those in secondary schools (60% vs. 39%). This difference was also evident in 2023 and 2022. However, perceptions of those in primary schools continued to decline in 2024, (from 74% rating behaviour as good or very good in 2022 to 65% in 2023 and 60% in 2024). In contrast teachers and leaders in secondary schools were less likely to report good or very good behaviour in 2023 than 2022 but it remained stable in 2024 (49% in 2022, 40% in 2023 and 39% in 2024.)

Almost a third of teachers and leaders working in secondary schools rated pupil behaviour as poor or very poor (32%), higher than those working in primary schools (17%) or in special schools, PRUs or other AP (20%).

Within phase, perceptions of pupil behaviour also varied by key stages taught, with the pattern in 2024 similar to that of 2022 and 2023.¹⁰ Among those teaching in primary schools, the ratings for pupil behaviour decreased from 65% rating it as very good or good for those teaching reception, to 60% in key stage 1 and 56% in key stage 2. In secondary schools, ratings were slightly higher for those who spent time teaching pupils in key stage 5 (44%) than for those teaching either key stage 3 or 4 (38% and 39% respectively).

Those working in local authority-maintained schools were more likely to rate pupil behaviour as good or very good (56%) than those working in academies (46%). Although local authority-maintained schools are more likely than academies to be primary schools (where we have seen results are more positive), it was also the case that 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 (63% vs. 55% respectively). Among secondary school teachers and leaders there was no significant difference between those working in academies and local authority-maintained schools.

In terms of job role, ECTs were the least likely to rate behaviour at the school as good or very good (38% did so, compared with 45% of classroom teachers and 50% of all teachers and leaders). On the other hand, leaders were more likely than the overall average to rate behaviour as good or very good (76% vs. 50%). These patterns by job role are consistent with the 2022 and 2023 surveys.

As in 2022 and 2023, the proportion of teachers and leaders rating pupil behaviour as good or very good was highest among those working in schools with the lowest proportion of pupils receiving FSM. In these schools over two-thirds (69%) rated pupil

¹⁰ The key stage question used for this analysis (question C2) was a multiple-choice question so respondents could select >1 key stage.

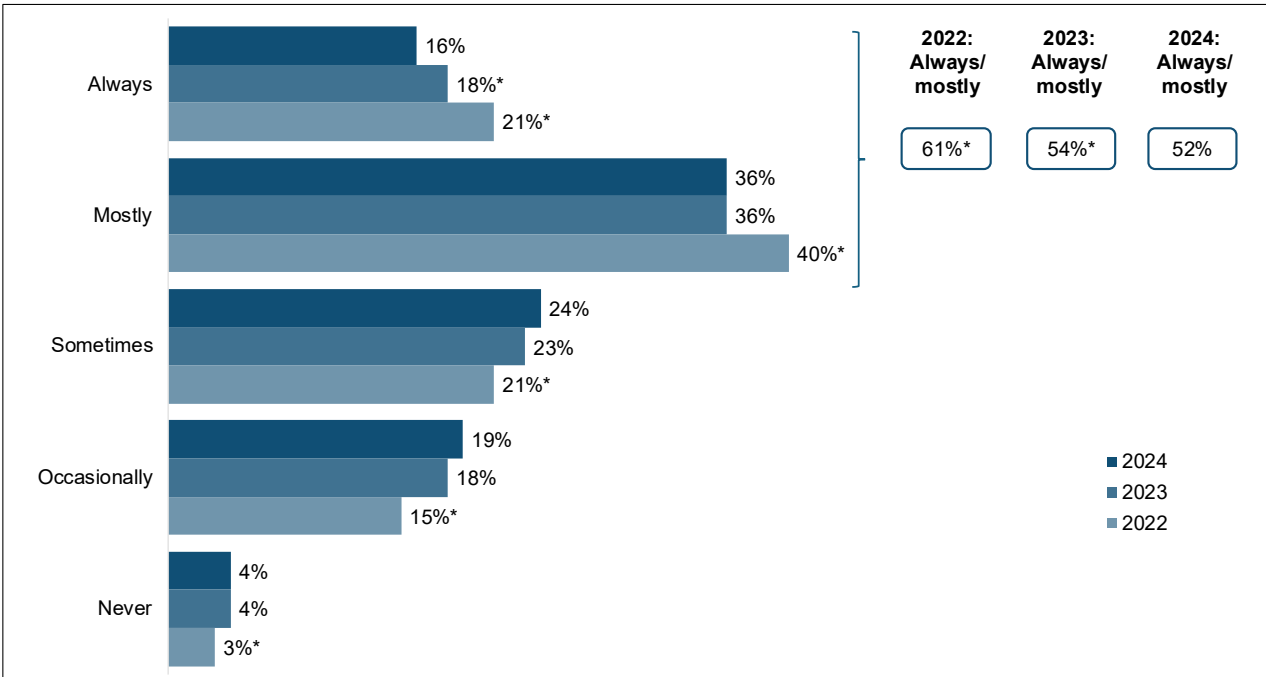
behaviour as good or very good, compared with 41% of those working in schools with the highest proportion of pupils receiving FSM.

Perceptions of behaviour also decreased as school size increased, ranging from 64% rating behaviour as good or very good among teachers and leaders working in the smallest schools (quintile 1), compared with 42% of those working in the largest schools (quintile 5).

Support from schools

Over half of teachers and leaders with teaching responsibilities (52%) felt always or mostly supported to deal with persistently disruptive behaviour from specific pupils or classes (Figure 5.2). Teacher and leader perceptions of being always or mostly supported to deal with persistently disruptive behaviour declined between 2022 and 2023, and declined again in 2024 (61% in 2022, 54% in 2023 and 52% in 2024).

Figure 5.2 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, 2022-2024



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). *Indicates significant difference compared to 2024 survey.

Leaders with teaching responsibilities were far more likely than teachers to feel always or mostly supported when dealing with persistently disruptive behaviour (79% vs. 49% respectively). A quarter of teachers felt never or occasionally supported compared with

8% of leaders. Early career teachers (ECTs) felt less supported than average, with less than half (48%) feeling always or mostly supported, compared with 52% overall. This pattern is consistent with the 2023 survey (48% for ECTs vs. 54% overall) but there was no difference between ECTs and the overall average in 2022 (59% vs. 61%).

Additionally, the following groups were less likely than average to feel always or mostly supported in dealing with persistently disruptive behaviour:

- those not identifying as heterosexual (46% vs. 53% of heterosexual teachers and leaders)
- those with a physical or mental health condition (47% vs. 54% of those without)
- younger teachers and leaders (49% among those aged under 35 vs. 54% of those aged 35 and over)
- those working part time (50% vs. those working full time, 53%)
- female teachers and leaders (51% vs. 56% of male teachers and leaders)

Teachers and leaders working within the following types of school were more likely to feel always or mostly supported when dealing with persistently disruptive behaviour:

- special schools, PRUs or other AP settings (60%) or primary schools (54%), compared with secondary schools (50%)
- those teaching primary in local authority-maintained schools compared with those teaching primary in academies (56% vs. 50% respectively)
- the smallest schools (63% within quintile 1 for size, vs. 50% among the largest (quintile 5) schools)
- those based in schools in areas with the lowest proportion of pupils in receipt of FSM (61%, vs. 49% and 50% of those in quintile 4 and 5)

These patterns were also found in 2023.

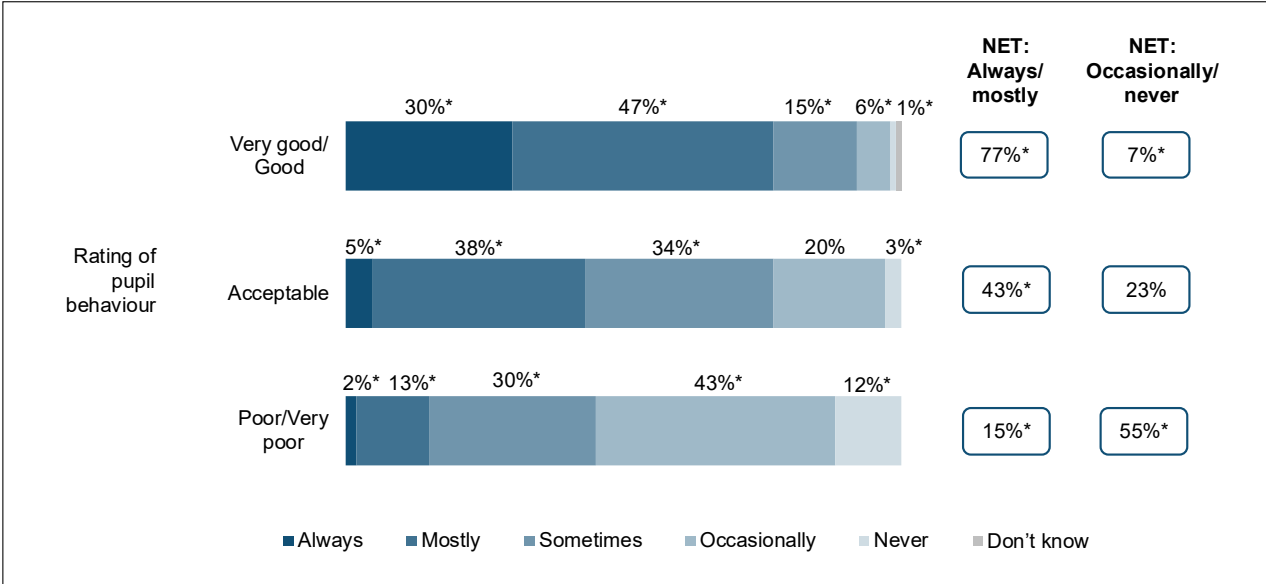
Interaction between ratings of pupil behaviour and perceptions of support

As in 2023, there was a strong positive correlation between ratings of pupil behaviour and the extent to which teachers and leaders felt supported to deal with persistently disruptive behaviour from specific pupils or classes effectively, as

Figure 5.3 demonstrates. A minority (15%) of those rating pupil behaviour as poor or very poor felt always or mostly supported when dealing with persistently disruptive behaviour. In contrast, over three-quarters (77%) of those who felt pupil behaviour was very good or

good at their school felt always or mostly supported to deal with persistently disruptive behaviour.

Figure 5.3 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, 2024

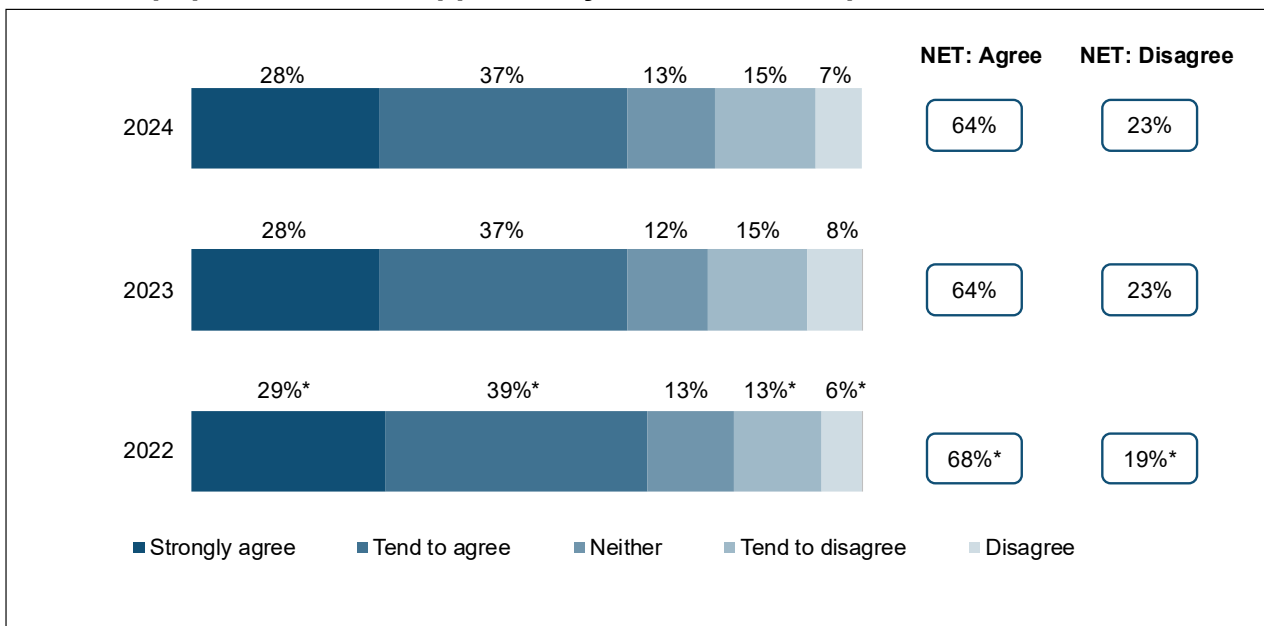


Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 3, 2024, n=9,118); Pupil behaviour is very good/good (wave 3, 2024, n=4,396); Pupil behaviour is acceptable (wave 3, 2024, n=2,422); Pupil behaviour is poor/very poor (wave 3, 2024, n=2,278). *Indicates significant difference compared to overall.

Standards set for pupil behaviour

As shown in Figure 5.4, just under two-thirds (64%) of teachers and leaders agreed that their school's leadership team sets high expectations for pupil behaviour, supported by clear rules and processes, while just under a quarter disagreed (23%). These results are unchanged from 2023, though less positive than in 2022 (when 68% agreed and 19% disagreed). Differences by school, and teacher and leader characteristics were similar to those found in 2022 and 2023.

Figure 5.4 Teachers and leaders' views on whether school sets high expectations for pupil behaviour supported by clear rules and processes, 2022-2024



Source: Working lives of teachers and leaders survey. E1_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020).
*Indicates significant difference compared to 2024 survey.

The clearest difference remained between teachers and leaders: just over nine-in-ten leaders agreed (91%) that the school's leadership team set high expectations for pupil behaviour supported by clear rules and processes compared with six-in-ten teachers (60%). Headteachers remained the most positive, with 99% agreeing.

By school type, teachers and leaders working in the following schools were particularly positive:

- primary schools (72%) and special schools, PRUs or other AP (67%), compared with secondary schools (57%)
- local authority-maintained schools (67% vs. 62% in academies)
- those with the lowest proportion of pupils in receipt of FSM (70% in quintile 1 vs. 65% in quintile 5)

As in 2022 and 2023, those working in the largest schools (quintile 5) were less positive than average, mirroring the pattern of those in secondary schools (often larger than schools in other phases) being less positive, as shown above. Just under six-in-ten (58%) agreed that their school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes, compared with the average (64%).

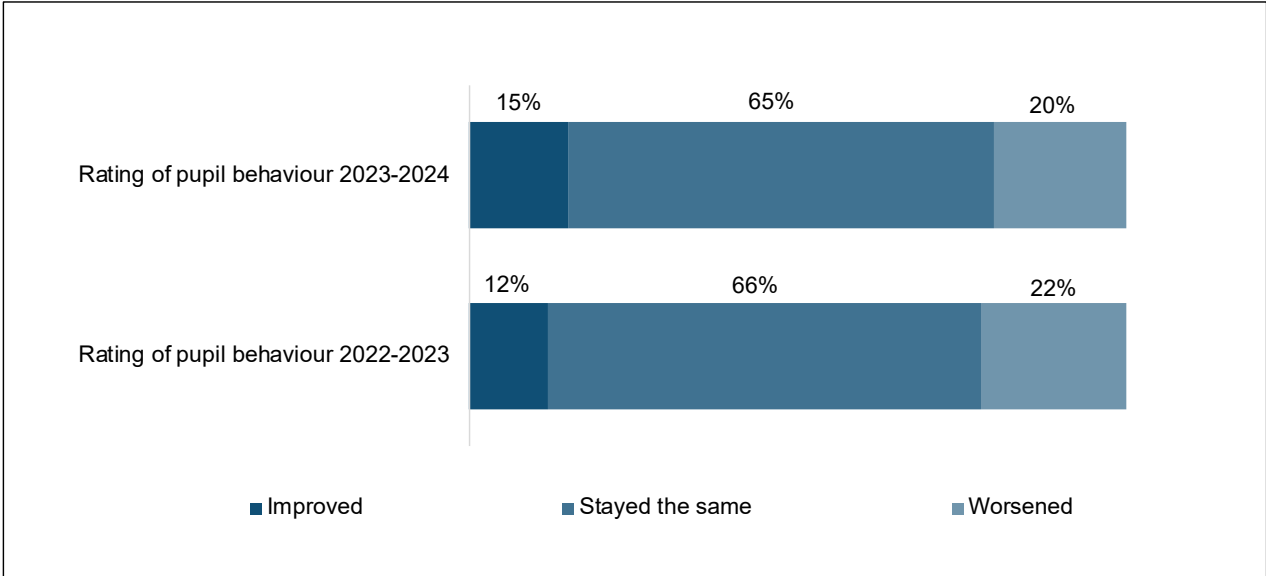
By teacher and leader characteristics, those aged 35 and over (66%) were more likely to agree that their school's leadership team sets high expectations for pupil behaviour,

compared with those aged under 35 (61%). While in 2023 those with longer tenures at the school (over 10 years) were more positive than those who had been at their school for 1-2 years, this was not the case in 2024. Similarly, in 2023, black, black British, Caribbean or African teachers and leaders were less likely than the average of all other ethnicities to feel that their school's leadership team sets high expectations for pupil behaviour, however, this was not the case in 2024. Although, in 2024, Asian or Asian British teachers and leaders (59%) were less likely to agree, compared with white teachers and leaders (65%).

Changes in panellists' views on pupil behaviour over time

Among teachers and leaders who had taken part in both the 2023 and 2024 surveys, views had most often remained unchanged on pupil behaviour (65%), though more felt behaviour had got worse (20%) than felt it had improved (15%). This pattern is similar to the differences seen between 2022 and 2023, as shown in Figure 5.5.

Figure 5.5 Change in how teachers and leaders rate pupil behaviour, 2022-2023 and 2023-2024



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) and all wave 2 panellists returning for wave 3 (2023-2024, n=6,413).

Reflecting on whether their SLT set high expectations for pupil behaviour, supported by clear rules and processes, in 2024, most panellists' views were unchanged from 2023 (68%), and where views had changed this was almost equally divided between those who felt it had improved (15%) and those who felt it had worsened (16%). This pattern is slightly different to the change seen between 2022 and 2023 where 13% felt it had improved and 18% that it has worsened.

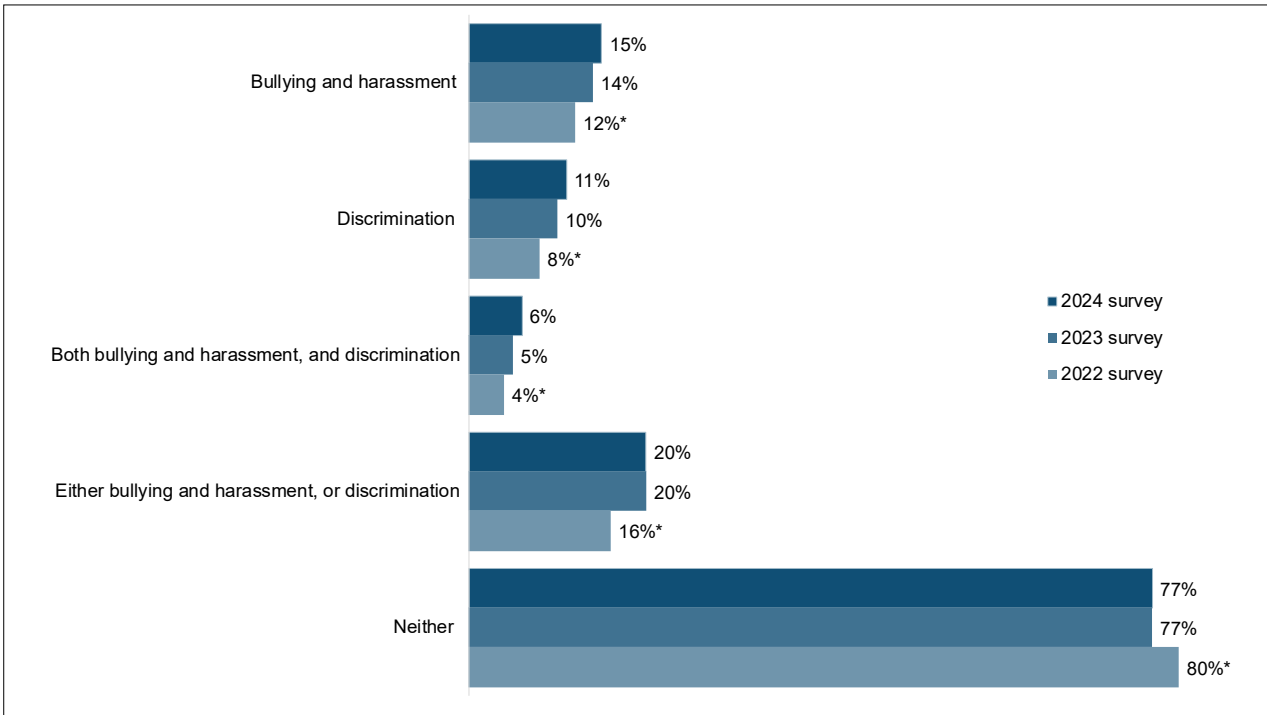
Again, panellists that had been working at their school for a year or less in 2024 were particularly likely to be more positive about their SLT setting high expectations for pupil behaviour than they had been in 2023 (33% reported a more positive view on this aspect in their new school vs. 16% who reported a more negative view). The reverse was found for those that had worked at their school for more than one year up to two years. This group were twice as likely to have reported a more negative view between 2023 and 2024 (23%) than a more positive view (12%).

6. Bullying and harassment, discrimination and staff inclusion

Staff experience of bullying and harassment, and discrimination

In 2024, 15% of teachers and leaders reported personally experiencing bullying and harassment in the past 12 months and 11% reported having experienced discrimination (Figure 6.1). One-in-five had experienced either bullying and harassment or discrimination in the last 12 months (20%). Results are consistent with 2023 (14%, 10% and 20% respectively), but the incidence of bullying and harassment, and discrimination remains higher than in 2022 (12% and 8% respectively, with 16% having experienced either in the last 12 months in 2022).

Figure 6.1 Teachers and leaders’ experiences of bullying and harassment, and discrimination, 2022-2024



Source: Working Lives of Teachers and Leaders survey. N3. As a teacher, in the last 12 months, have you experienced...? Bullying and harassment? Discrimination? Multiple response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020). Figures for don't know were 4% or less and have been excluded from the chart. *Indicates significant difference compared to 2024 survey.

As in previous years, teachers and leaders in secondary schools were more likely to report personally experiencing bullying and harassment or discrimination in the past 12 months (17% and 14% respectively, 24% had experienced either) than those working in primary schools (13%, 8% and 16% respectively). Reflecting this difference, experiencing

either bullying and harassment or discrimination in the last 12 months was more common among those working in the largest schools (quintile 5) (23% for those working in schools in quintile 5 for size) and among those working in academies (21% vs. 19% within local authority-maintained schools).

It also continued to be the case, as in 2023 (and to a lesser extent in 2022), that the incidence of bullying and harassment or discrimination in the last 12 months was higher among teachers and leaders working in schools with a higher proportion of pupils receiving free school meals (FSM). For example, those working in schools with the highest proportion of pupils on FSM (quintile 5) were more likely to have experienced either bullying and harassment or discrimination in the last 12 months (23%) than those in schools with the lowest proportion on FSM (17% among quintile 1).

Teachers were more likely to report experiencing discrimination than leaders (11% vs. 8% respectively, exactly the proportions found in 2023), while the proportion who reported bullying and harassment was consistent for teachers and leaders (both 15%). However, headteachers were particularly likely to report bullying and harassment (20%) and leading practitioners were particularly likely to report discrimination (21%).

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 2023 and 2022):

- those with a physical or mental health condition (21% reported bullying and harassment, 16% discrimination and 28% either bullying and harassment or discrimination, vs. 13%, 9% and 17% respectively among those without a reported physical or mental health condition)
- those not identifying as heterosexual were more likely to report experiencing discrimination in the last 12 months (18% vs. 10% of heterosexual teachers and leaders). Unlike in 2023 there were no differences in the likelihood of having experienced bullying and harassment
- ethnic minority groups (excluding white minorities): 23% reported experiencing discrimination in the last 12 months, 19% bullying and harassment and 31% either (compared with 9%, 14% and 19% respectively among white teachers and leaders)
- those of Hindi, Jewish or Muslim faiths were more likely to report discrimination (25%, 25% and 21% respectively vs. 11% among those identifying as Christian and 9% among those of no religion), and Buddhists for bullying and harassment (33%)
- those 55 and over were more likely to report bullying and harassment (19% compared with 13% among under 35s, and 14% of those 35-44)

Most (70%) teachers and leaders reported that their school values an equal, diverse and inclusive workforce, while around one-in-ten (9%) disagreed. These findings were consistent with both 2022 and 2023.

Leaders were much more likely than teachers to report that their school values an equal, diverse and inclusive workforce (90% vs. 66% respectively and 98% among headteachers). On the other hand, those working in academies and secondary schools were less likely than average to report that their school values an equal, diverse and inclusive workforce (68% and 67% respectively vs. the 70% average).

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

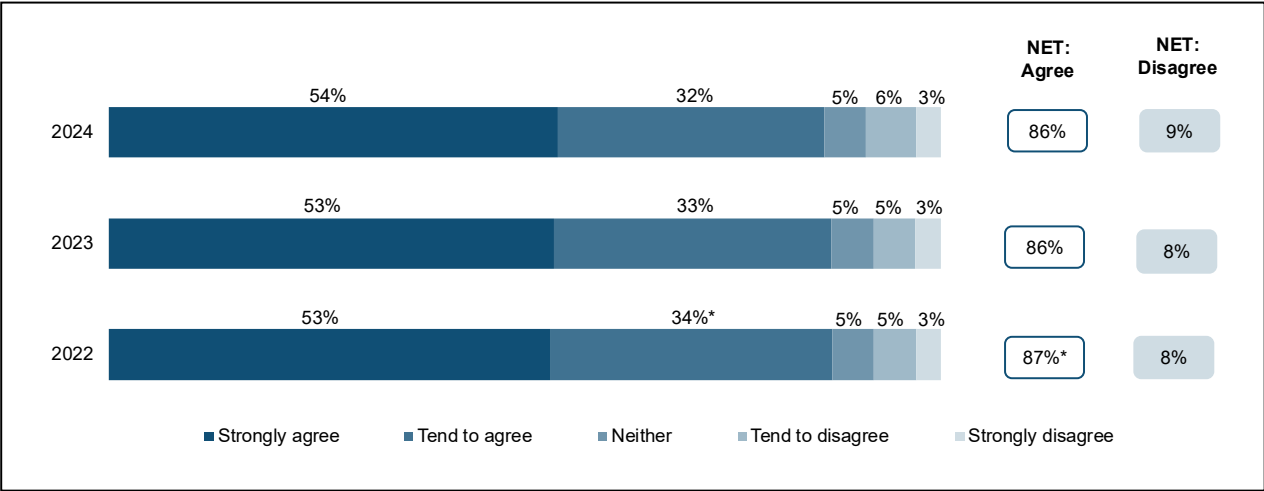
- Muslim teachers and leaders (25%)
- those that had experienced bullying and harassment or discrimination in the last 12 months (22%)
- ethnic minority (excluding white minority) teachers and leaders (16%)
- teachers and leaders not identifying as heterosexual (16%)
- those that had worked at their school for more than 3 up to 5 years (16%)
- those 55 and over (15%)
- those with a physical or mental health condition (14%)
- teachers (11%)

Teacher agency

The vast majority of teachers and leaders agreed that their manager trusted them to work independently (86%), with only a small proportion disagreeing (9%). As shown in Figure 6.2, findings have remained relatively stable across the three survey years, although teachers and leaders were slightly more likely to agree in 2022 (87% vs. 86%).

Generally, the pattern of those more likely to feel that their manager trusted them to work independently closely matched patterns found in 2023 and 2022. In 2024 agreement with this was higher among leaders (94% vs. 85% among teachers), those working in secondary schools (87% vs. 85% in primary), and those with no physical or mental health condition (87% vs. 82% among those with a condition). However, there were no significant differences between white and ethnic minority (excluding white minority) respondents as there had been in 2023. Another difference to 2023 was that in 2024 teachers and leaders working in local authority-maintained schools were more likely than those in academies to feel that their manager trusted them to work independently (87% vs. 85% respectively, in 2023 there was no significant difference between the two).

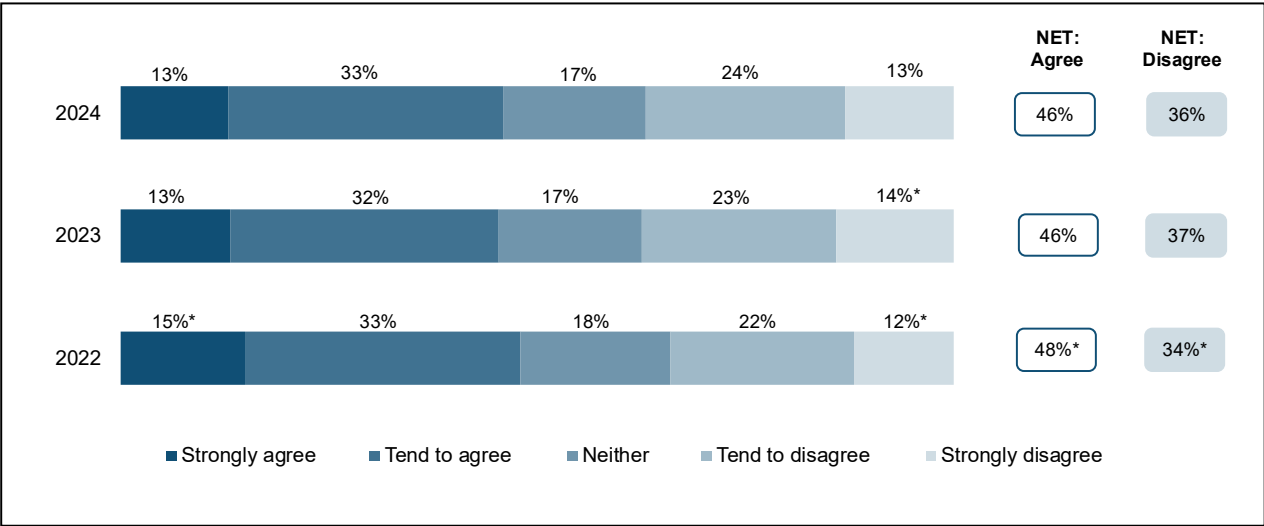
Figure 6.2 Whether teachers and leaders agreed their manager trusted them to work independently, 2022-2024



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). The proportion of those answering, ‘don’t know’ across 2022, 2023 and 2024 was less than 1%. *Indicates significant difference compared to 2024 survey.

Just under half of teachers and leaders (46%) agreed that their school provided staff with opportunities to actively participate in whole school decisions while over a third (36%) disagreed that this was the case (Figure 6.3). This is consistent with 2023 (when 46% agreed and 37% disagreed), though the proportion disagreeing that these opportunities exist was higher in both 2024 and 2023 than in 2022 (34%).

Figure 6.3 Whether teachers and leaders agreed that their school provided staff with opportunities to participate in whole school decisions, 2022-2024



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). The proportion of

those answering, 'don't know' across 2022, 2023 and 2024 was less than 1%. *Indicates significant difference compared to 2024 survey.

Leaders were far more likely than teachers to report that their school provided staff with opportunities to actively participate in whole school decisions (82%, rising to 93% of headteachers vs. 40% of teachers). Indeed, among teachers, opinion was almost equally divided between those that agreed opportunities to participate in whole school decisions existed at their school (40%) and those that disagreed (41%).

As was the case in previous years, those working in the following types of school were more likely than average to say their school provided staff with opportunities to actively participate in whole school decisions:

- primary schools (54% vs. 38% in secondaries)
- local authority-maintained schools (51% vs. 42% among those working in academies)
- those in smaller schools (60% in schools in quintile 1 for size and 59% in quintile 2 vs. 39% in quintile 5 schools)

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 (46%):

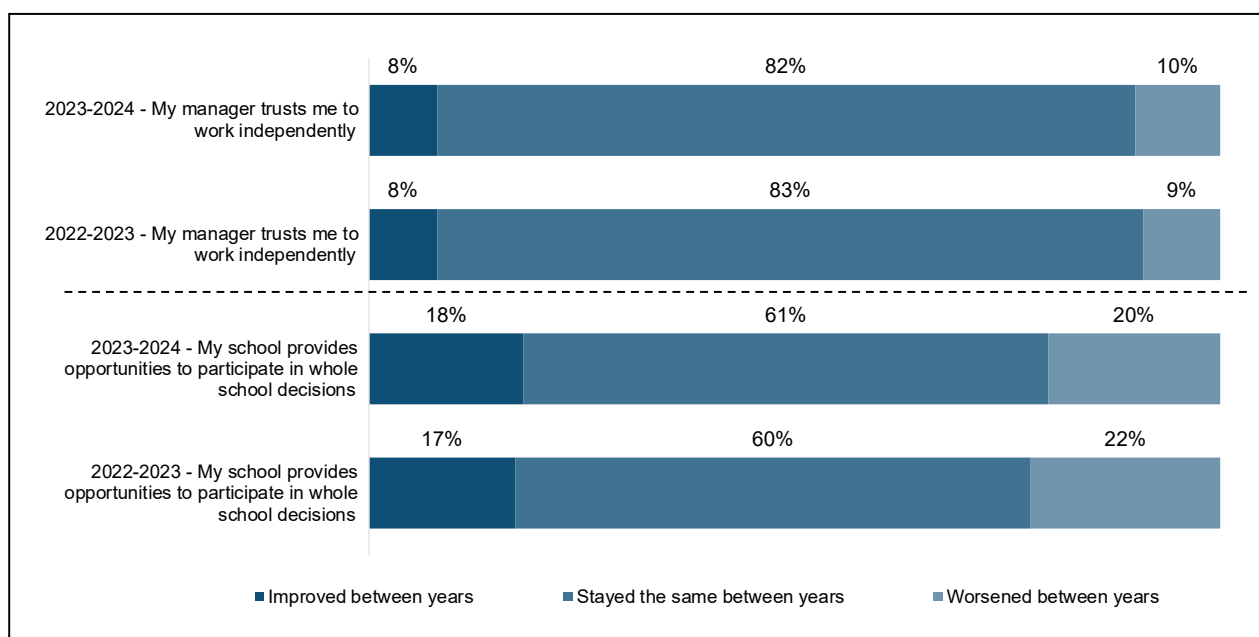
- those aged under 35 (41%)
- those working part time (42%)
- those with a physical or mental health condition (40%)
- those not identifying as heterosexual (35%)
- those of Muslim faith (38%) and those of no religion (44%). This compares with 49% among those of Christian faith

Changes in panellists' views on teacher agency over time

For teachers and leaders who took part in both 2023 and 2024, views on feeling trusted to work independently were relatively consistent, with only a minority reporting a more positive (8%) or negative (10%) view between years. There was similar consistency for views on whether their school provided opportunities for staff to participate in whole school decisions, with 18% reporting an improvement, and 20% reporting that this had worsened.

As shown in Figure 6.4, the pattern between 2023 and 2024 was very similar to that seen between 2022 and 2023 for both measures.

Figure 6.4 Changes over time – views on teacher agency, 2022-2024



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) and all wave 2 panellists returning for wave 3 (2023-2024, n=6,413).

Perhaps not surprisingly, on both measures, those who had only recently started working at their current school were more likely to have changed their view compared with 2023. On both measures the balance of opinion for those who had worked at their school for a year or less was more likely to be favourable:

- 17% gave a more positive rating in 2024 than 2023 for feeling trusted by their manager to work independently, compared with 10% rating this worse
- 36% gave a more positive rating in 2024 than 2023 for providing opportunities for staff to participate in whole school decisions, while 15% rated it worse

It is interesting that among panellists that had worked at their school for slightly longer (more than one year up to two years), the balance of opinion was towards these factors being rated worse in 2024 than in 2023. For example, when asked about their school providing opportunities for staff to participate in whole school decisions, among panellists that had worked at the school for more than one up to two years, almost twice as many gave a lower rating in 2024 vs. 2023 than gave a higher rating (27% vs. 14%).

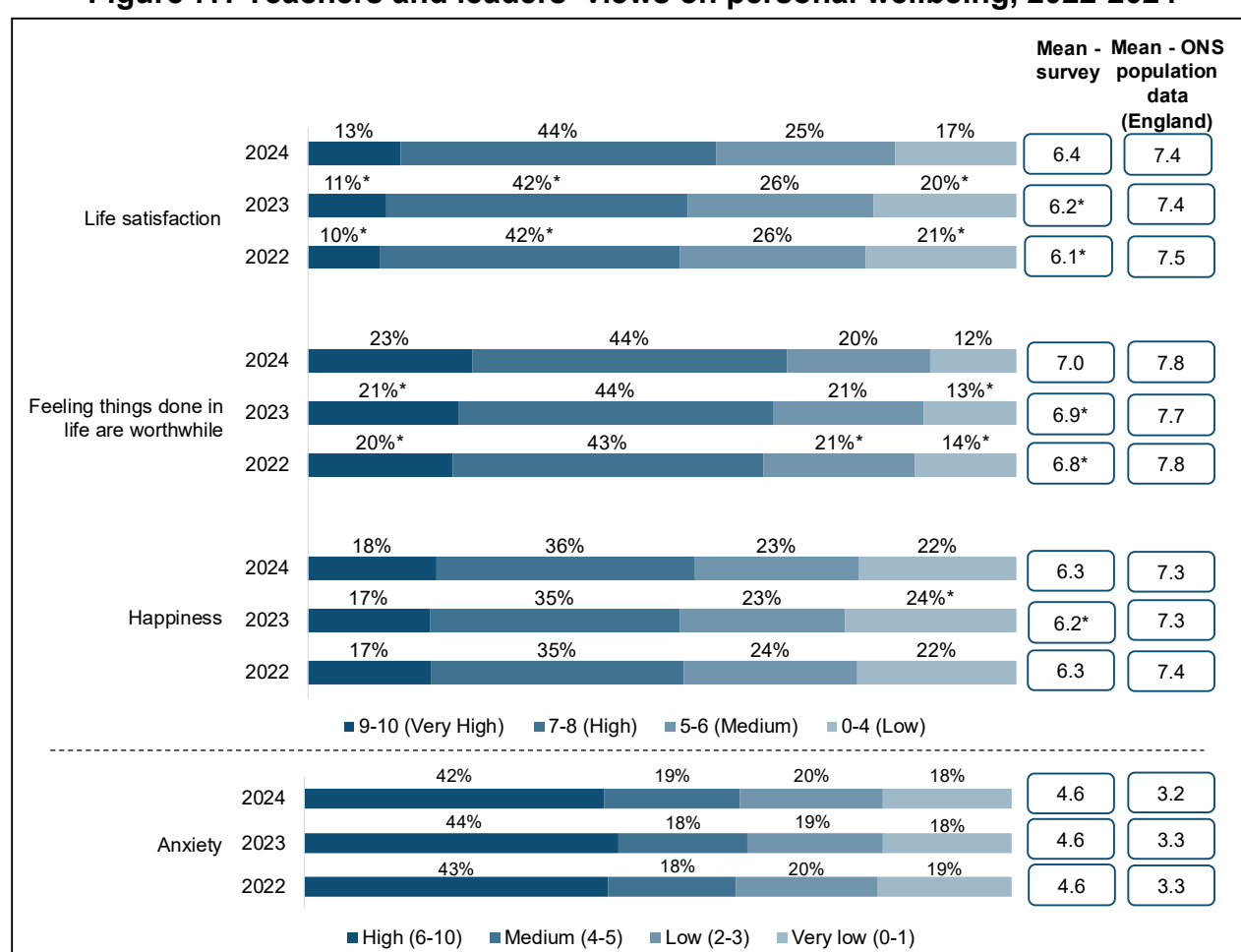
7. Teacher and leader wellbeing

Overall measures of wellbeing

The survey covers four measures of wellbeing, regularly covered in ONS studies, 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.

As shown in Figure 7.1, the average life satisfaction score for teachers and leaders rose since 2023, as did the average score they gave to feeling things done in life were worthwhile, and in both cases, this followed increases between 2022 and 2023.

Figure 7.1 Teachers and leaders' views on personal wellbeing, 2022-2024



Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is "not at all" and 10 is "completely". N1_1. Overall, how satisfied do you feel with your life nowadays? N1_2. Overall, to what extent do you feel that the things you do in your life are worthwhile? N1_3. Overall, how happy did you feel yesterday? N2. On a scale where 0 is "not at all anxious" and 10 is "completely anxious", overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020). *Indicates significant difference compared to 2024 survey.

The teacher and leader mean happiness score also rose between 2023 and 2024, returning to the same level as in 2022, whilst there was no change in reported anxiety. It remains the case that these wellbeing measures are less positive than for the wider population in England, with:¹¹

- 6.4 mean score reported for life satisfaction, vs. 7.4 in the population
- 7.0 mean score reported for feeling the things they do in their life are worthwhile, vs. 7.8 in the population
- 6.3 mean score reported for happiness on the day before being surveyed, vs. 7.3 in the population
- 4.6 mean score reported for anxiety on the day before being surveyed, vs. 3.2 in the population (a higher score indicates greater anxiety)

Variation in teacher and leader wellbeing by subgroups

Differences were evident across a range of school-based factors and teacher and leader characteristics. Matching patterns seen in 2022 and 2023, the following groups were all more likely to report lower life satisfaction, worthwhileness and happiness, and higher anxiety:

- teachers compared with leaders
- under 55s compared to older teachers and leaders. Anxiety was particularly high among those aged under 35, with 49% reporting a high level of anxiety the day before completing the survey, compared with 32% of those aged 55 and over
- full time staff compared with those working part time
- 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

White teachers and leaders reported higher life satisfaction, worthwhileness and happiness than those from ethnic minority groups (excluding white minorities), although there was no difference in anxiety levels. When looking at results by gender they were similar for life satisfaction, worthwhileness and happiness, however, female teachers and leaders recorded higher anxiety levels than male teachers and leaders.

¹¹ [UK Measures of National Well-being Dashboard - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/national-wellbeing/dashboards)

ONS data for each year is taken from Quarter 1; 2024 data from January-March 2024, 2023 data from January-March 23, 2022 data from January-March 2022.

As in previous years, there was a correlation between anxiety levels and perceived pupil behaviour in their school in 2024. Among those rating behaviour as poor or very poor, just over half reported high levels of anxiety (52%). This fell to 44% where behaviour was rated as acceptable and to 36% where it was rated as good or very good.

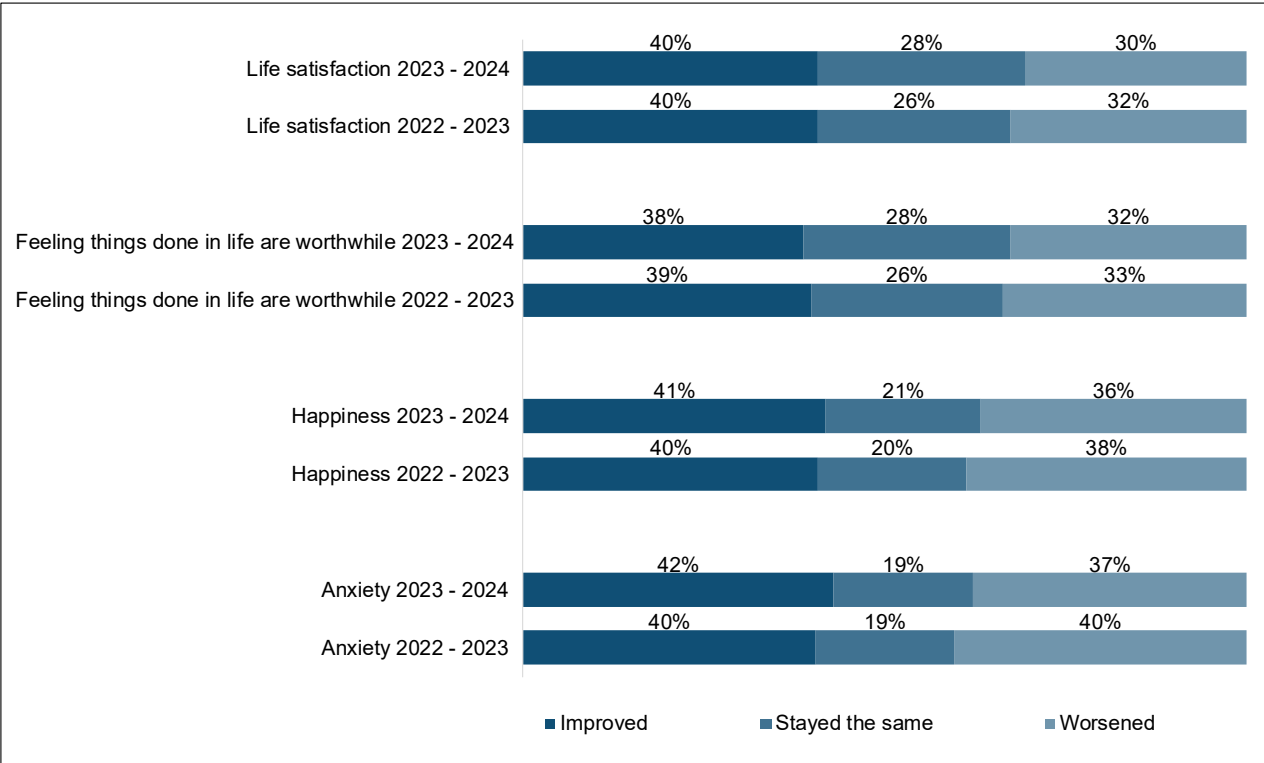
Similarly, anxiety levels were higher among those who did not feel they had an acceptable workload (49% reporting high anxiety), compared with those who felt their workload was acceptable (24% reporting high anxiety).

Changes in panellists' views on wellbeing over time

Consistent with overall findings showing more positive ratings of life satisfaction, worthwhileness and happiness in 2024 than 2023, among panellists who were teaching and leading in an English state school in both 2023 and 2024, a higher proportion reported improvements in wellbeing measures than a worsening (Figure 7.2).¹² This was particularly evident for life satisfaction, where 40% reported this had improved compared with 30% who reported this had worsened. These results are similar to those found among panellists between 2022 and 2023, apart from feelings of anxiety, where the proportion stating this had improved and had worsened was the same (both 40%).

¹² An 'improvement' to a wellbeing score between 2023 and 2024 is defined by the respondent giving a higher rating on a scale of 0-10 in 2024 than 2023 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 2024 than in 2023. A 'worsening' between 2023 and 2024 is the opposite of this.

Figure 7.2 Change in panellists’ wellbeing measures, 2022-2024 and 2023-2024

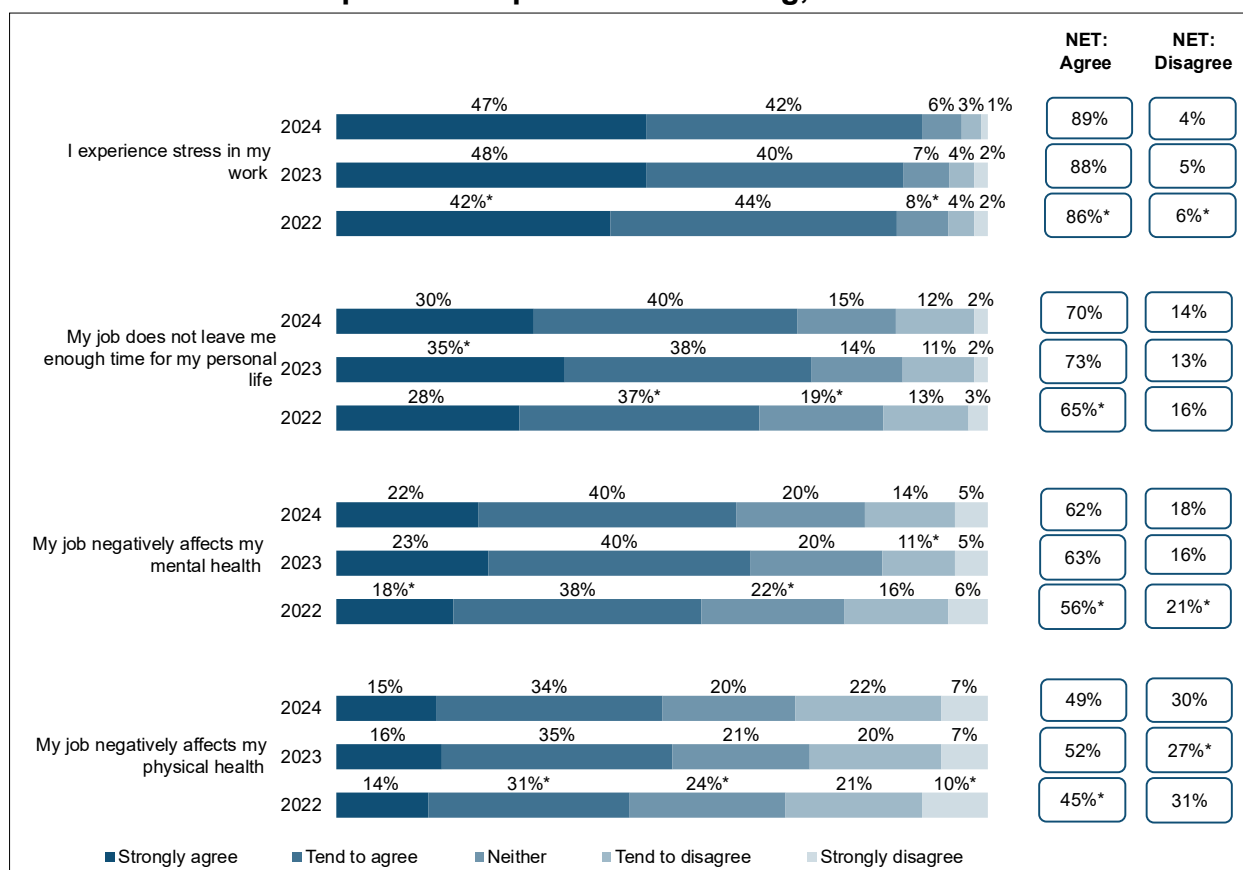


Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is ‘not at all’ and 10 is ‘completely’ N1_1. Overall, how satisfied do you feel with your life nowadays? N1_2. Overall, to what extent do you feel that the 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) and all wave 2 panellists returning for wave 3 (2023-2024, n=6,413).

Impact of work life on wellbeing

Teachers and leaders were asked about the extent to which their work life impacted their wellbeing in terms of the stress they experience at work, having enough time for their personal life and their mental and physical health. On all four aspects, agreement was consistent with 2023, but was higher compared with 2022 (Figure 7.3).

Figure 7.3 Teachers and leaders' level of agreement that their job negatively impacts their personal wellbeing, 2022-2024



Source: Working Lives of Teachers and Leaders survey. P3. Agreement that: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; 'my job negatively affects my physical health'. Single response for each statement. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461) (wave 3, 2024, n=2,364). The proportion of those answering, 'don't know' for all statements across 2022, 2023 and 2024 was less than 2%. *Indicates significant difference compared to 2024 survey.

In 2024 teachers were more likely than leaders to feel that their work negatively affected their mental health (63% vs. 55%), whereas leaders were more likely to say their work affected their physical health (57% vs. 48% among teachers). These differences were not observed in 2022 or 2023.

Across each of the four aspects, the following were more likely to agree with all of the following statements (unless stated as an exception in the below bullets) - 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:

- those aged under 35 compared with those aged 55 and over. For example, 93% of teachers and leaders aged under 35 said they experience stress in their job compared with 82% of those aged 55 and over. While this difference was not observed for impact on physical health, those aged 45-54 were more likely than

average to agree their job had an impact on their physical health (55% vs. 49% on average)

- white teachers and leaders, compared with ethnic minority groups (excluding white minorities). For example, 63% of white teachers and leaders felt their job negatively affected their mental health compared with 49% among ethnic minority groups. This difference was not observed for impact on physical health
- those with a physical or mental health condition. For example, 73% of these teachers and leaders felt their job negatively affected their mental health compared with 57% of those without a physical or mental health condition
- returners in regard to experiencing stress in their work and their job negatively affecting their mental health (96% and 73% respectively). This difference was not observed for their job leaving them enough time for their personal life nor their job having an impact on their physical health

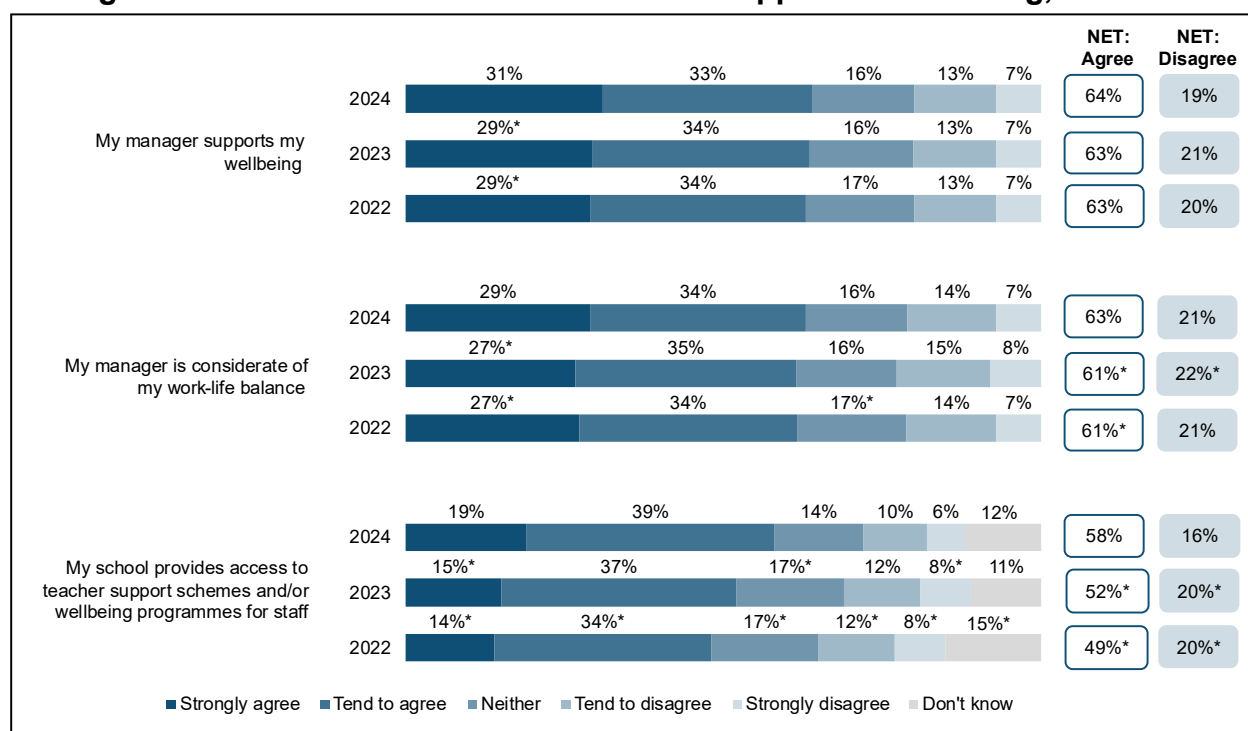
In addition, teachers and leaders working full time were far more likely than those working part time to feel that their job did not allow them enough time to enjoy their personal life (74% vs. 58%).

There were relatively few variations by school-based characteristics. Nevertheless, teachers and leaders in primary schools were more likely to say that their job negatively affected their mental health than those in secondary schools (64% vs. 59%; this difference was not found in 2022 or 2023). Also, those teaching primary in academies were more likely than those teaching primary in local authority-maintained schools to report their job negatively affecting their mental health (67% vs. 61%) and their job not leaving them enough time for their personal life (74% vs. 68%).

Support for staff wellbeing

Teachers and leaders were asked the extent to which they agreed with statements about the support they had received from their managers and their school more generally. As shown in Figure 7.4, agreement that their manager supported their wellbeing (64%) has remained consistent with previous years (63% in 2022 and 2023). A similar proportion (63%) agreed that their manager was considerate of their work-life balance, an increase from 2022 and 2023 (both 61%). Likewise, almost six-in-ten (58%) agreed their school provided access to teacher support schemes and/or wellbeing programmes for staff. This again was an increase compared with 2023 (52%) and 2022 (49%).

Figure 7.4 Teachers and leaders' views on support for wellbeing, 2022-2024



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). P3_5. Agreement that: 'My school provides access to teacher support schemes and/or wellbeing programmes for staff'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461) (wave 3, 2024, n=2,364). *Indicates significant difference compared to 2024 survey.

Leaders were far more likely than teachers to agree with each of the three statements: that their manager supports their wellbeing (78% vs. 62%), is considerate of their work-life balance (74% vs. 61%), and that their school provides access to teacher support schemes or wellbeing programmes (79% vs. 54%). Teachers were more likely than leaders to say they did not know if their school provides access to teacher support schemes or wellbeing programmes (14%, compared with 3% of leaders). Around one-in-six (17%) teachers did not feel their school provided this type of support.

Teachers and leaders working in secondary schools were more likely than those in primary schools to agree that their manager supports their wellbeing (67% vs. 62% of those working in primary schools) and is considerate of their work-life balance (65% vs. 61% of those working in primary schools).

Primary leaders were more positive about the support from their managers than secondary leaders, however, secondary teachers were more positive than primary teachers. For example, 77% of primary leaders agreed that their manager was considerate of their work-life balance compared with 69% of secondary leaders, whereas

secondary teachers (65%) were more likely to agree with this statement than primary teachers (57%).

Male teachers and leaders were more positive than female teachers and leaders about their manager supporting their wellbeing (68% vs. 63%) or being considerate of their work-life balance (67% vs. 62%). Those working part time were more likely to rate their manager as considerate of their work-life balance than those working full time (67% vs. 62% respectively).

Those aged under 35 (50% vs. 62% of those aged 35 and over), qualified for a year or less (44% vs. 63% of those who have been qualified for more than 10 years), and those who had worked at the school for two years or less (48% vs. 64% of those who have been at their school for more than 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

Of the teachers and leaders who took part in both wave 2 and wave 3, a majority (64%) felt the support they received for their wellbeing was the same across the two waves, with almost identical proportions reporting it had improved (18%) or worsened (17%).

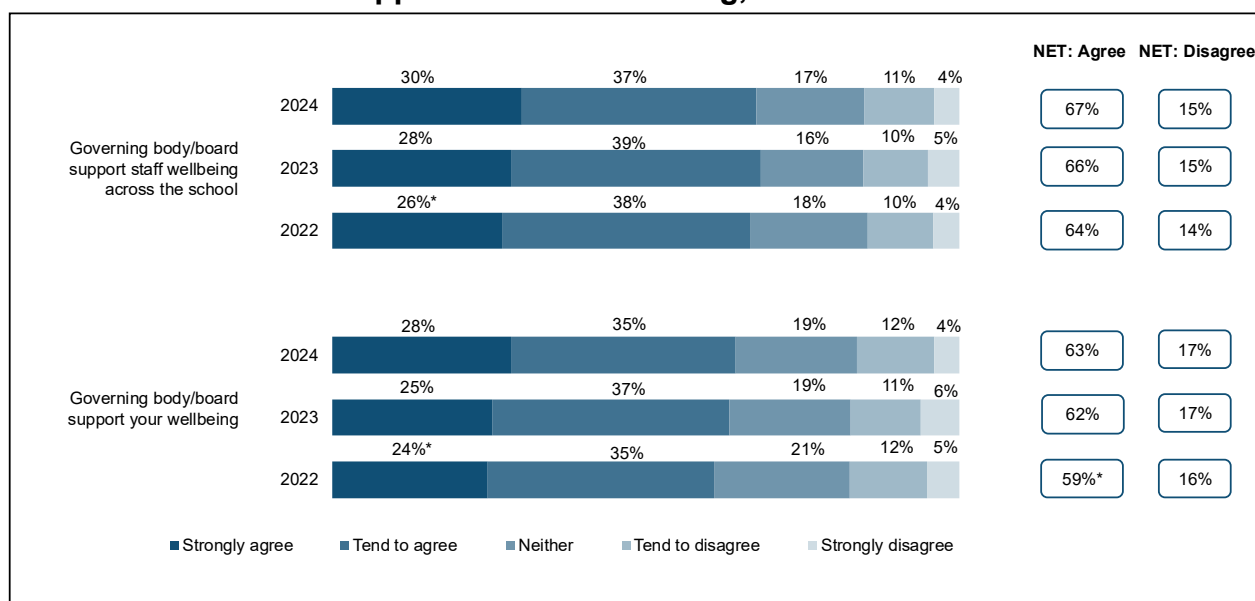
Results for were similar for views on whether these panellists felt their manager was considerate of their work-life balance, with 63% reporting no change between years and equal proportions reporting it had improved or worsened (both 18%).

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

Two-thirds of headteachers and leading practitioners (67%) thought their governing body or board was supportive of staff wellbeing across the school and slightly fewer (63%) considered them supportive of their own wellbeing (Figure 7.5).

Results are very consistent with 2023, though the proportion agreeing that their governing body or board were supportive of their wellbeing was higher in 2024 (63%) than in 2022 (59%).

Figure 7.5 Headteacher and leading practitioner views on governing body/board support for staff wellbeing, 2022-2024



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). The proportion of those answering, 'don't know' for all statements across 2022, 2023 and 2024 was less than 3% and is not included in the figure. *Indicates significant difference compared to 2022 survey.

Agreement with statements about their governing body/board being supportive of their wellbeing, and wellbeing across the school, was higher among the following groups (matching the patterns in 2022 and 2023):

- headteachers compared with other senior and middle leaders
- those working in primary schools compared with secondary schools
- those working in local authority-maintained schools compared with those working in academies

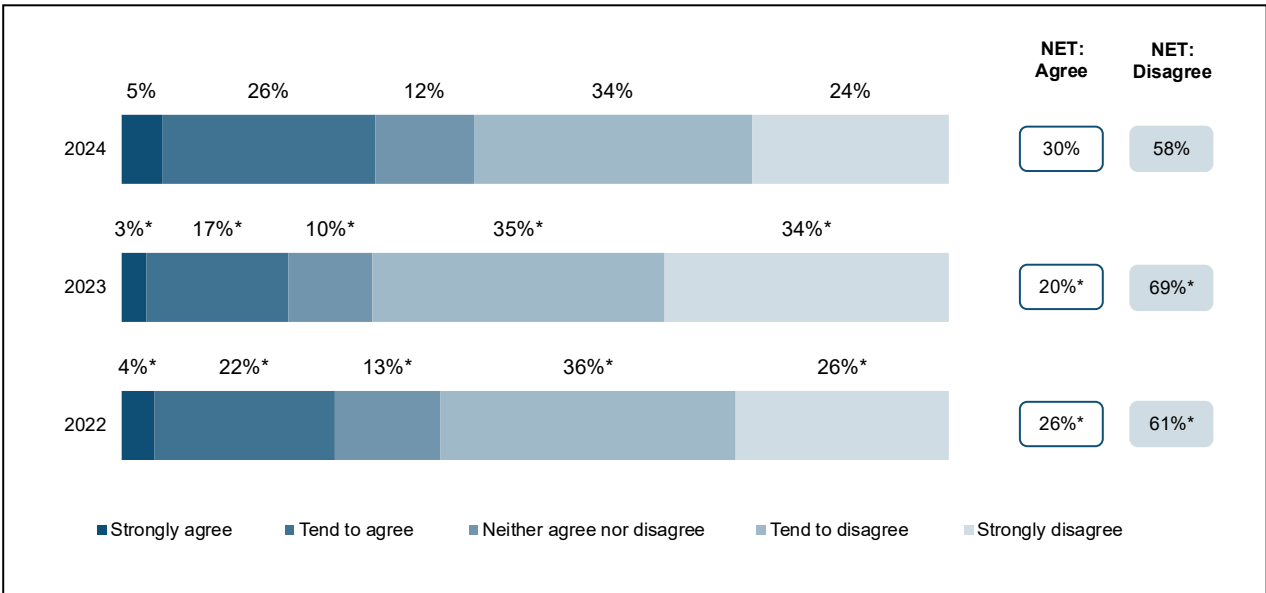
8. Teacher and leader pay¹³

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

As in previous years, the majority of teachers and leaders (58%) disagreed that they were satisfied with the salary they received for the work that they did (Figure 8.1). However, this was lower than in previous waves (69% in 2023 and 61% in 2022), and in 2024 a higher proportion agreed that they were satisfied with their pay (30%) than in 2023 (20%) or 2022 (26%).

Figure 8.1 Teachers and leaders' levels of agreement that they were satisfied with their salary, 2022-2024



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.

¹³ Within the pay section of the wave 3 WLTL survey participants were asked a range of questions about their pay, satisfaction with their pay and views on how their school manages pay. In analysing questions about mandated pay changes some issues with data quality were identified, likely as a result of questionnaire design. In the Wave 2 WLTL survey an issue was identified with part of the series of questions teachers and leaders were asked on pay, where teachers and leaders were asked whether they received a pay rise in the previous year. Teachers may be awarded pay rises as a result of promotion, movement through existing pay bands for their role, or the annual pay award (or a combination of these things). Comparison to administrative data from the Teacher Pension Scheme indicates that the question J2 may have been interpreted by many respondents as excluding the pay award and relating only to rises via pay progression or promotion. Before Wave 3 fieldwork, different iterations of J2 wording were tested to achieve consistent interpretation of the question amongst respondents, and a new wording was used in the survey. Despite this, early analysis showed the data continued to be inconsistent so J2, and questions routed from J2 are not reported here and have been removed from the questionnaire for future waves.

Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020). *Indicates significant difference compared to 2024 survey.

Variation in overall views on salary by school type

There were few differences in the extent to which teachers and leaders agreed that they were satisfaction with salary by school type. However:

- teachers and leaders in special schools, PRUs or other AP settings were more satisfied (40% vs. 30% overall). This pattern was also observed in 2022 and 2023
- those working in schools with the lowest proportion of students receiving free school meals (FSM) were less satisfied than the average of all teachers and leaders (27% vs. 30% overall)

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

As in 2023 and 2022, leaders were more than twice as likely to be satisfied with their salary than teachers (55% vs. 26%), with the figure particularly high among headteachers (60%) and deputy and assistant headteachers (53%). Leaders in special schools, PRUs or other AP settings were particularly likely to be satisfied (64%).

Younger and more recently qualified teachers and leaders were less satisfied than average (30%), with satisfaction lower among those aged under 35 (27%), those qualified for up to one year (25%) or more than one year up to five years (23%), and early career teachers (ECTs) (25%, particularly those in Year 2 (22%)).

Satisfaction with salary was also lower among the following groups than average (30%)

- those working part time (26%)
- ethnic minority groups (excluding white minorities) (22%, particularly Asian or Asian British teachers and leaders (20%))
- returners (22%)

There was no difference by gender in 2024 – this had also been the case in 2022, though in 2023 female teachers and leaders had reported being more satisfied than their male counterparts (21% vs. 18%).

Detailed views on salary

Similar to results on satisfaction with the salary they received, most teachers and leaders disagreed that they were satisfied with national-level changes to teachers' pay in the last

year (62%). However, dissatisfaction with national-level changes to teachers' pay in 2024 was far lower than in 2022 (76%) and 2023 (85%).¹⁴

Overall, a quarter (25%) of teachers and leaders were satisfied with national-level changes to teachers' pay in the last year before fieldwork, with this higher among leaders (36%) and particularly headteachers (42%) than among teachers (23%).

Dissatisfaction with national-level changes to teachers' pay was higher among the following groups:

- those working in secondary schools (64% vs. 60% among those working in primary schools), as in 2023 but not 2022
- males (66% vs. 60% of females), consistent with 2023 and 2022
- those working part time (64% vs. 61% among those working full time), but this was not the case in either previous wave
- returners (70% vs. 61% for non-returners), but not for returners in 2023
- ethnic minority (excluding white minority) teachers and leaders (68% vs. 61% among white respondents)
- those with more than 5 up to 10 years' experience (66%), as in 2023 but not 2022

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,
- I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave
- 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.

Patterns in these results all closely mirror those on views on national-level changes to teachers' pay. For each, far more disagreed than agreed (ranging from 55% to 67% disagreeing and from 20% to 28% agreeing), but a far higher proportion agreed in 2024 than in 2023 (by 6 to 9 percentage points).

¹⁴ '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

Compared with 2023, there was a fall in the proportion of leaders (excluding headteachers) (from 63% to 58% in 2024) and teachers (from 44% to 42%) agreeing that their school followed its own pay policy in making decisions about their pay. One-in-five teachers did not know if the school followed its own policies or not (20%).

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

The majority of teachers and leaders, excluding headteachers, were satisfied with how decisions on pay had been communicated to them and felt that their school's decisions had been fair. The trend of increased satisfaction from 2022 to 2023 continued in 2024.

Results in 2024 show:

- 65% agreed that the decisions their school took about their pay were fair (vs. 8% disagreeing), with the proportion agreeing up from 51% in 2022 and 57% in 2023
- 63% were satisfied with how their school's decisions about pay were communicated (vs. 16% disagreeing), with agreement levels increasing from 53% in 2022 and 58% in 2023

The following groups were all more likely to disagree than average (8%) that decisions their school took were fair (though the actual differences were relatively slight in percentage point terms):

- those working in a primary setting (9% vs. 7% in secondaries)
- those working in the smallest schools (11% among schools in the first quintile for size)
- those aged 35 and over (9%)
- ethnic minority (excluding white minority) respondents (11%)
- returners (13%)

The proportion dissatisfied about how the school had communicated with them about their pay was higher among the following:

- teachers (17% vs. 10% of leaders)
- those that had worked at their school for more than one and up to two years (20%) or who had been qualified as a teacher for more than one and up to two years (19% vs. 14% qualified for more than 10 years)

- those working in small schools (20% among those in the smallest quintile (1) for size) and in schools with the highest proportion of pupils in receipt of FSM (19% for those in the highest quintile for FSM)
- older teachers and leaders (19% among those aged 55 and over)

Satisfaction with decisions about pay among headteachers

Around three-in-four headteachers were satisfied that decisions on their pay had been fair (77%, consistent with previous years) and on how these pay decisions had been communicated to them (81%). Around one-in-ten were dissatisfied with the fairness and communication of pay decisions (11% and 9% respectively). The views of headteachers on decisions around pay being fair are less positive than those of assistant and deputy heads (82%). Views on how pay decisions were communicated were consistent with assistant and deputy heads (80%). Views amongst headteachers on the two measures were much more positive than those of teachers (63% and 62% agreeing respectively).

Headteachers in primary schools were less satisfied about the communication of their pay than average (79%); otherwise, there were few notable sub-group differences.

The following headteachers were all particularly positive about pay decisions being fair: those in secondary schools (83% vs. 75% among primary headteachers), male headteachers (83% vs. 73% among females) and those under 55 (79% vs. 69% among headteachers aged 55 and older). This pattern of more positive views among secondary, male and younger headteachers regarding the perceived fairness of pay decisions was also found in 2023 and 2022.

Allowance payments

Approximately four-in-ten (39%) teachers were receiving an additional allowance payment as part of their current salary (either for a current role or safeguarded from a previous role), consistent with the 38% in 2023. This was most commonly a teaching and learning responsibility payment (TLR), which just over a quarter were receiving (29%), the same proportion as in 2023. A little under half (45%) did not receive a TLR and reported there was no reason they should (again the same proportion as in 2023).

TLR payments for current roles were more common for teachers in secondary schools (34%) than in primary schools (20%) or those in special schools, PRUs or other AP (21%). In 2023, TLR payments for current roles for teachers were also more common in secondary schools (34%) than primary schools (20%), but not PRUs or other AP (21%). Given that the majority of those working in secondary schools work in academies whereas a minority of primary teachers and leaders do so, it is therefore to be expected

that TLR payments for a current role were also more common among those working in academies (29%) than in local authority-maintained schools (24%). TLR payments were also more common among males (32% vs. 25% of females), those working full time (29% vs. 18% of those working part time) those aged 35-44 (35%), and those working in the largest schools (34% among those working in schools in the largest quintile for size).

Overall, 17% did not receive any additional allowance payment as part of their current salary but thought they should. This view was more common among:

- those working in primary schools (26% vs. 7% in secondaries) and in local authority-maintained schools (20% vs. 14% in academies)
- those that had been qualified for more than one but up to two years (25%) or been at their school for more than two up to three years (26%)

Changes in receipt of TLR and SEN payments over time amongst panellists (wave 1 to wave 3)

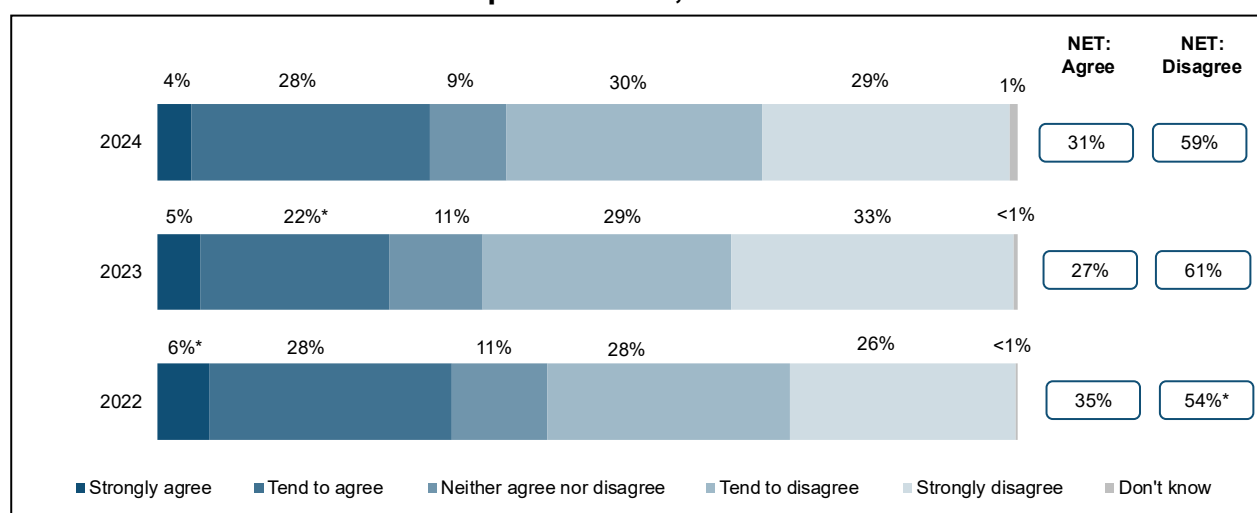
The majority (85%) of teachers had not experienced a change in their TLR or SEN payments between 2022 and 2024. This includes around half (51%) of teachers who did not receive an allowance payment in either year, and 34% received it across both years. Just under one-in-ten (9%) teachers had begun to receive an allowance payment between 2022 and 2024, and 6% had stopped receiving it in this time period.

Those currently working as leaders were particularly likely to have stopped receiving TLR or SEN payments (13%), with the figure particularly high among deputy and assistant headteachers (18%). Middle leaders and Heads of Year / Phase were particularly likely to have been receiving TLR or SEN payments in 2024 when they had not in 2022 (16% and 17%).

Whether allowance payments were regarded as fair compensation

Just under a third (31%) of teachers and leaders in receipt of an additional allowance payment felt that it fairly compensated them for the additional responsibilities that come with their role (Figure 8.2). This is consistent with 2022 and 2023. Overall, 59% disagreed that their additional allowance payment fairly compensated them for the additional responsibilities, higher than 2022 (54%) but consistent with 2023 (61%).

Figure 8.2 Views on whether allowance fairly compensates for additional responsibilities, 2022-2024



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 receiving allowance in module 3. (wave 1, 2022, n=1,226) (wave 2, 2023, n=707) (wave 3, 2024, n=759). *Indicates a significant difference compared to 2024 survey.

Those with specific responsibilities within the school but who did not receive a TLR or SEN allowance were asked if they understood why this was. Results varied by the type of responsibility: it was more commonly understood for Head of Year / Phase (52%) than Head of Subject or Faculty roles (45%). Those that did not understand why they had not received additional allowances had generally not asked for an explanation. For example, among Heads of Year/Phase not receiving additional allowances, 35% did not understand why and had not asked for an explanation compared with 6% who did not understand why but had asked.

Use of pay flexibilities to support recruitment and retention¹⁵

Overall, 55% of headteachers were using flexibilities in the pay system to support recruitment and retention, consistent with the proportion in 2023 (59%) and 2022 (55%).¹⁶

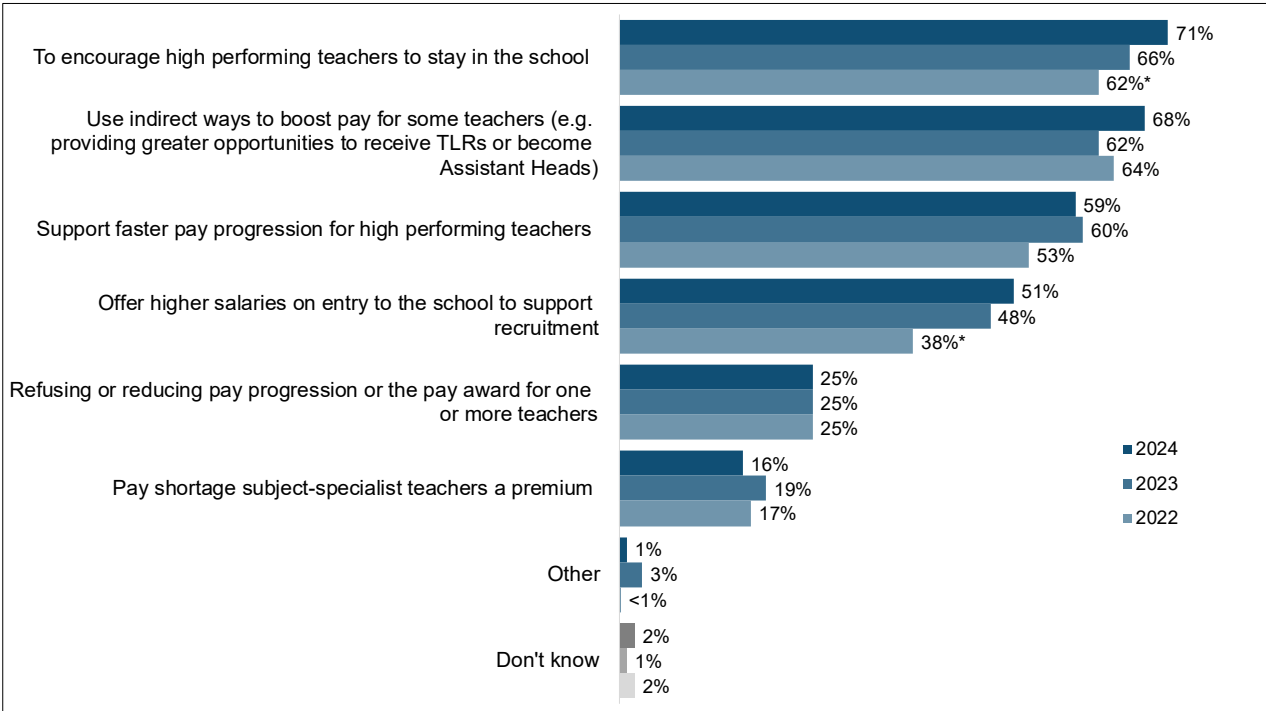
As in previous years it was far more likely to be used by secondary headteachers (71% vs. 52% among primary headteachers) (Figure 8.3). It was also far more common in the

¹⁵ References to headteachers in this section includes executive headteachers.

¹⁶ Within the national pay framework, schools have some flexibility to adjust the pay of teachers and leaders. Examples of flexibility include freedom to choose a system of pay scales within the statutory pay ranges (e.g. either a three point or a six-point scale) and offering Teaching and Learning Responsibility Payments (TLRs). Department for Education, 'Implementing Your School's Approach to Pay', September 2018, p. 17. Source: [Implementing your school's approach to pay \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748888/implementing-your-schools-approach-to-pay.pdf).

largest schools (67% of those in quintile 5 for size, compared with 39% among those in the quintile 1).

Figure 8.3 How flexibilities in the pay system are used to support recruitment and retention, 2022-2024



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). *Indicates a significant difference compared to 2024 survey.

Headteachers using these flexibilities generally did so to encourage high performing teachers to stay in the school (71%) or as an indirect way to boost the pay of some teachers (68%). These were also the main two uses in 2023, though the proportion mentioning each in 2024 was 5 – 6 percentage points higher). Around three-fifths of those using these flexibilities had done so to increase or to support faster pay progression for high performing teachers (59%). Half had offered higher salaries on entry to the school to support recruitment (51%).

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

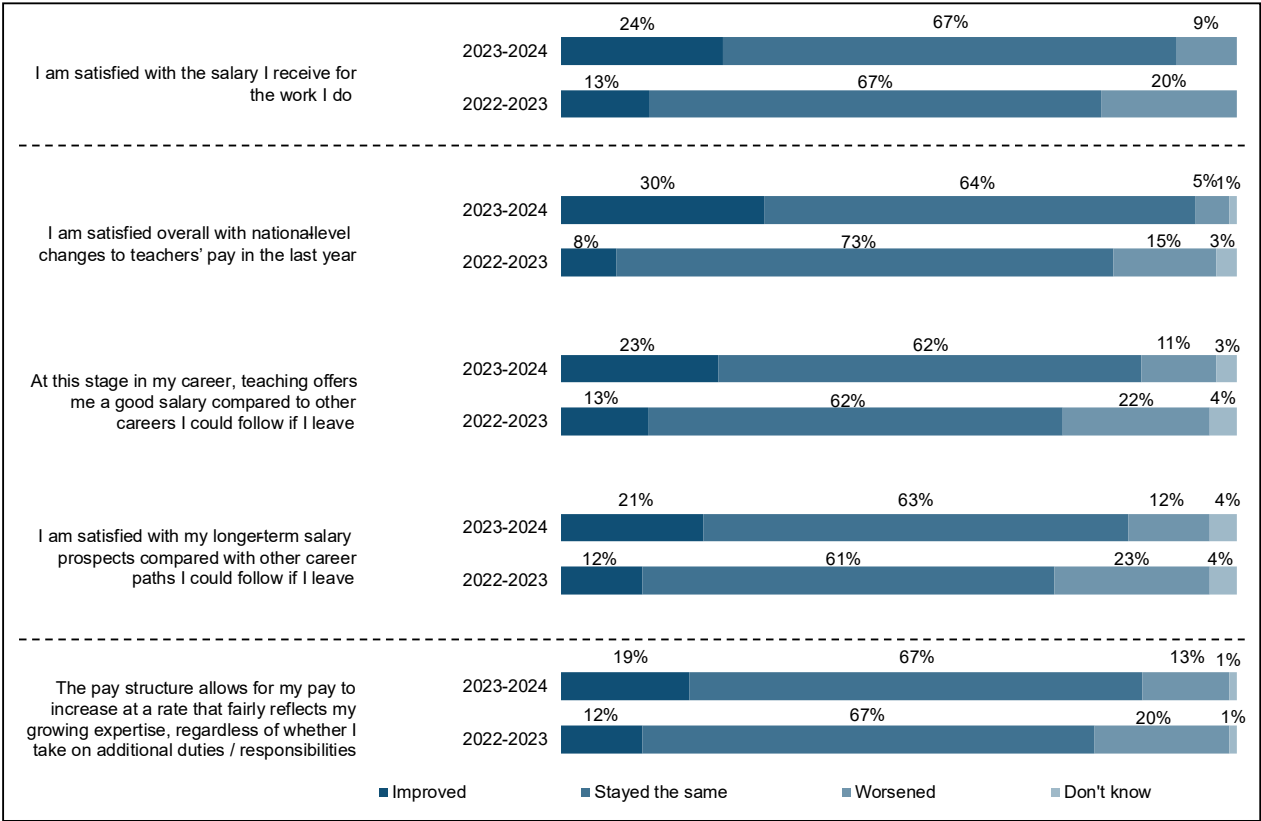
The most common reason why headteachers did not use any flexibilities or were restricted from using them more was a belief that there was insufficient funding to allow for effective differentiation. Just over a half gave this response (54%, the same as in 2023 and 2022). Just under a quarter (24%) said the reason for not currently using any flexibilities or not using them more was because it can be seen as divisive or bad for staff morale (the same as in 2023).

Results are consistent with 2023 and only differ from 2022 in terms of a fall in the proportion mentioning feeling it was unnecessary as recruitment and retention issues were manageable without further differentiation (15%, down from 25% in 2022) and in the proportion mentioning it being too difficult administratively to ensure decisions cannot be challenged (11%, down from 18% in 2022).

Changes over time among panellists

As some of the teachers and leaders responding to the 2024 survey also took part in 2023, it is possible to look at how individuals' views on pay have changed over time. In this section, changes for panellists are explored in regard to five statements on salary. These are presented in Figure 8.4, which shows the proportion of panellists whose views around pay changed between the 2023 and 2024 surveys.¹⁷

Figure 8.4 Whether specific views around pay have improved, stayed the same or worsened between survey years, 2022-2024



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) and all wave 2 panellists returning for wave 3 (2023-2024, n=6,413).

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 2023 and 2024 surveys.

For all five statements, the views of around two-thirds of panellists (from 62% to 67%) had not changed between 2023 and 2024. Where there had been a change, the balance was for views to have become more positive. Across four of the statements 19% - 24% of panellists gave higher satisfaction ratings in 2024 than in 2023, with this as high as 30% regarding national-level changes to teachers' pay in the last year, compared with 5% - 13% being less satisfied in 2024.

This is a marked change from results for panellists from 2022 to 2023, when although for most their views had not changed (across the five statements for 61% to 73% their satisfaction had not changed), where there had been a change the balance was for satisfaction to have fallen (from 15% to 23% across the five statements) rather than improved (from 8% to 13%).

9. Career reflections

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.¹⁸ Seven-in-ten (70%) reported that they were confident across their subjects while just over a quarter (27%) reported they were not confident in all of their subjects. These results match those of 2022, after a dip in 2023 (when 66% were confident in all of their subjects and 32% were not confident in some).

As found in 2023, confidence in teaching all of the subjects they taught was lower among ECTs (60%, though it did not differ between first and second year ECTs), those qualified as teachers for 3 years or less (61%; this compares with 75% among those qualified for more than 10 years), those that had taught at their current school for 3 years or less (64%) and those aged under 35 (64%). As in 2022 and 2023, those from ethnic minority groups (excluding white minorities) were more confident in teaching all of the subjects they taught than their white counterparts (75% vs. 69%).

Confidence in main subject taught¹⁹

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

Those teaching chemistry as a main subject were the most likely to report feeling confident doing so, with 99% confident compared with 95% across all subjects.²⁰ Teachers and leaders who had the following main subjects were less confident, compared with the average of all subjects (95%):

- computer science / computing (87% confident)
- personal, social, health and economic (PSHE) education (including sex and relationship education) (88%)
- design and technology (including electronics) (91%)
- sciences (combined) (93%)

¹⁸ 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.

¹⁹ Due to changes in the way subjects were grouped in the 2024 questionnaire, individual subject knowledge confidence comparisons with data from 2023 and 2022 have been excluded from this report.

²⁰ Despite chemistry and business studies both being reported at 99%, due to base sizes, only chemistry was significantly higher, compared to overall.

Predictably, confidence with the main subject taught was lower among more recently qualified teachers (91% among those qualified for a year or less), ECTs (91%) and those that had taught at the school for two years or less (92%). It was also lower among returners (91%).

Confidence with subject knowledge - primary teachers

Those with teaching responsibilities in primary schools were most confident in their subject knowledge of maths (90%) and English (88%). These were consistent with 2022 and 2023 for maths (90% in 2022 and 89% in 2023) but for English while consistent with 2023 (89%) were lower than in 2022 (90%). As in previous years, confidence in teaching science, the third core primary subject, was lower (76%). This is consistent with 2023 (74%) and 2022 (76%).

In four subject areas a minority were confident in their subject knowledge: languages (24%), music (33%), computing (39%) and design and technology (48%). Results for these subjects are also similar to 2022 and 2023.

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

- citizenship/PSHE (77% confident 2024 vs. 75% in 2023)
- geography (71% confident 2024 vs. 69% 2023)
- religious education (62% confident 2024 vs. 59% 2023)

As in 2023, primary leaders with teaching responsibilities were more confident than primary teachers across all subjects. 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, teachers and leaders under the age of 35 were less confident than those aged 35 and over. The two exceptions were teaching physical education and computing where there were no differences across the different age bands (under 35s, 35-44, 45-54 or 55 plus) in terms of feeling confident, although under 35s were more likely to report not feeling confident teaching physical education (19% vs 17% overall).

In a number of subject areas there were differences by gender. Female teachers and leaders with teaching responsibilities were more confident than their male counterparts teaching the following subjects: art and design (57% vs. 42%), citizenship/PSHE (79% vs. 67%), religious education (63% vs. 56%), music (34% vs. 27%) and English (89% vs. 84%). Male teachers and leaders with teaching responsibilities, on the other hand, were

more confident than their female counterparts teaching physical education (72% vs. 51%), computing (55% vs. 36%), geography (77% vs. 70%) and history (82% vs. 76%).

Confidence with different aspects of teaching

Subject knowledge aside, confidence with other elements of teaching was relatively high and remained largely consistent with 2023 and 2022. 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 2023 and 93% in 2022)
- assess pupils' progress by checking their knowledge and understanding (93%, consistent with 92% in both 2023 and 2022)
- apply rules on behaviour appropriately and fairly to all pupils (89%, higher than the 87% in 2022)²¹
- adapt 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) (71%, lower than the 73% in 2022)

On all four aspects listed above, leaders with teaching responsibilities were more confident than teachers:

- 98% 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)
- 98% 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. 70% among teachers)

Overall ECTs and those aged under 35 were less confident on all four aspects.

On all four aspects of teaching, females were more confident than males. For three aspects the difference was two percentage points, though for adapting teaching to the needs of all pupils, including those with diverse needs, SEND, or for whom English is an

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.

additional language, the difference was much larger (74% of females reported feeling confident compared with 62% of males).

Results differed by phase and setting as follows:

- those teaching in secondary schools were less confident than others about applying rules on behaviour appropriately and fairly to all pupils (86% vs. 89% overall) and in being able to adapt teaching to the needs of all pupils (66%, lower than among those teaching in primary schools (73%) but particularly those teaching in special schools, PRUs or other AP (94%) and 71% overall)
- those teaching in special schools, PRUs or other AP were less confident about providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject (89%) than those in primary and secondary schools (both 92%). They were also less confident in being able to assess pupils' progress by checking their knowledge and understanding (89%) than those teaching in secondary schools (93%)
- those teaching in local authority-maintained schools were more confident (in each case by 4 percentage points) than those teaching in academies about applying rules on behaviour appropriately and fairly to all pupils (91% vs. 87%) and adapting teaching to the needs of all pupils (73% vs. 69%)

Change in teaching confidence amongst wave 1 early career teachers (ECTs) over time

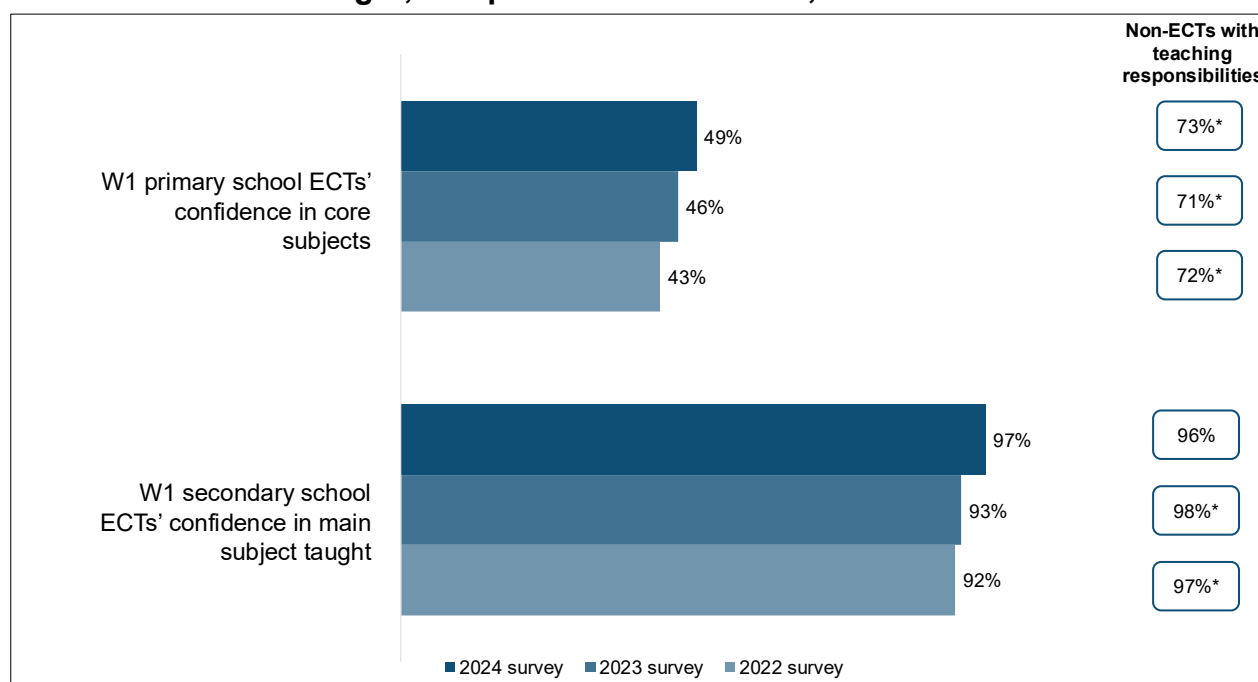
Tracking the cohort of panellists who were secondary ECTs in 2022 through to 2024 shows that their confidence in teaching their main secondary subject increased over time, amongst those working in secondary schools (from 92% in 2022 to 97% in 2024).

In 2022, the secondary ECTs reported feeling less confident teaching their main subject than all other non-ECTs with teaching responsibilities²² (92% reported feeling confident vs. 97% of the non-ECTs). However, tracking these cohorts of teachers and leaders over time sees the gap narrow: in 2024, there was no difference between the confidence of the non-ECTs (96%), and those who were ECTs in 2022 (97%).

For primary wave 1 ECTs there was also an increase in terms of confidence teaching the core subjects of maths, science and English between wave 1 and wave 3 (from 43% confident to 49% confident). As also shown in Figure 9.1, the 2022 ECT cohort who taught in primary schools were less likely to feel confident teaching all three core subjects compared with the non-ECT cohort in all three waves of the survey.

²²The group non-ECTs with teaching responsibilities includes any teacher or leader who has completed the survey at all 3 waves who was not an ECT when they completed wave 1 of the survey

Figure 9.1 Wave 1 (2022) ECTs reported confidence in their main/core subjects taught, compared with non-ECTs, 2022-2024



Source: Working Lives of Teachers and Leaders survey. Secondary teachers and leaders' confidence with main subject taught. All wave 1 secondary ECT teachers who have taken part in waves 1, 2 and 3 and answered the survey question about secondary teaching confidence in each wave (n=201). All non-ECT secondary teachers and leaders with teaching responsibilities who have taken part in waves 1, 2 and 3 and answered the survey question about secondary teaching confidence in each wave (n=1,438). Primary teachers and leaders' confidence teaching core subjects. All wave 1 primary ECT teachers who have taken part in waves 1, 2 and 3 and answered the survey question about primary teaching confidence in each wave (n=210). All non-ECT primary teachers and leaders with teaching responsibilities who have taken part in waves 1, 2 and 3 and answered the survey question about primary teaching confidence in each wave (n=1,701). *On percentages in boxes on right side of chart indicates significant difference compared to all non-ECT respondents with teaching responsibilities in each wave.

Change in views on aspects of job for wave 1 ECTs vs. wave 1 non-ECTs between 2022 and 2024

It is also possible to further compare the experiences of wave 1 ECTs who have responded in wave 2 and 3 to those who were non-ECTs at wave 1 and have responded in wave 2 and wave 3. This analysis looks at how their views changed over this time from 2022 to 2024, Table 9.1 shows findings for questions where the pattern of change in views of these two groups differ notably; where the change in findings between 2022 and 2024 has followed a similar pattern for both of these groups, findings are not shown.

- **views on the school providing staff with opportunities to actively participate in whole school decisions** - wave 1 ECTs have grown more negative between 2022 and 2024, with agreement falling from 45% to 35%; while wave 1 non-ECTs' views remained consistent between waves (48% in 2022 and 47% in 2024)

- **confidence in teaching** - wave 1 ECTs reported an increase in confidence in various aspects of teaching between 2022 and 2024. In 2022 they were, by some distance, less confident than non-ECTs, but the gap was narrower by 2024. For example, for wave 1 ECTs confidence in adapting teaching to the needs of all pupils has risen by 14pp between 2022 and 2024 (from 52% to 66%) while for wave 1 non-ECTs it has fallen by 1pp (from 75% to 74%)
- **views on schools following their own pay policy** – views on this have become much closer between wave 1 ECTs and wave 1 non-ECTs from 2022 to 2024. Wave 1 ECTs' agreement that the school followed its own pay policy in making decisions about pay has risen by 13pp (from 35% to 48%) between 2022 and 2024, while for those who were not ECTs in wave 1 it has risen by 2pp (from 45% to 47%)
- **views on decisions taken around pay being fair** – while views on this measure have improved considerably for both groups between 2022 and 2024, they have increased more for wave 1 ECTs (from 50% agreeing to 72% agreeing, +22pp) compared with wave 1 non-ECTs (53% agreeing to 69% agreeing, +16pp)
- **views on satisfaction with current job** – have grown more negative for wave 1 ECTs between 2022 and 2024 than during the same period for wave 1 non-ECTs. The proportion of wave 1 ECTs reporting that they were satisfied with their jobs all or most of the time has fallen by 16pp between 2022 and 2024 (from 62% to 46%) while for wave 1 non-ECTs it has fallen by 10pp (from 60% to 50%).

Table 9.1 Views of wave 1 ECTs and non-ECTs 2022-2024

Question	W1 ECT (2022)	W1 non- ECT (2022)	W1 ECT (2024)	W1 non- ECT (2024)	W1 ECT (pp difference 2022- 2024)	W1 non- ECT (pp difference 2022- 2024)
My school provides staff with opportunities to actively participate in whole school decisions (% agreeing)	45%	48%	35%	47%	-10pp	-1pp
Providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject (% agreeing)	78%	95%	90%	95%	+12pp	0pp
Assessing pupils' progress by checking their knowledge and understanding (% agreeing)	77%	94%	88%	95%	+11pp	+1pp
Applying rules on behaviour appropriately and fairly to all pupils (% confident)	74%	88%	85%	92%	+11pp	+4pp
Adapting teaching to the needs of all pupils (% confident)	52%	75%	66%	74%	+14pp	-1pp
Secondary teachers' confidence with subject knowledge confidence across all subjects taught (% confident)	51%	72%	66%	73%	+15pp	+1pp
My school followed its own pay policy in making decisions about my pay (% agreeing)	35%	45%	48%	47%	+13pp	+2pp
The decisions my school took about my pay were fair (% agreeing)	50%	53%	72%	69%	+22pp	+16pp
Satisfied with current job (all or most of the time)	62%	60%	46%	50%	-16pp	-10pp

Source: Working lives of teachers and leaders survey. Wave 1 ECTs (2022 and 2024, n=454), wave 1 non-ECTs (2022 and 2024, n=3,943).

10. Teacher training and CPD

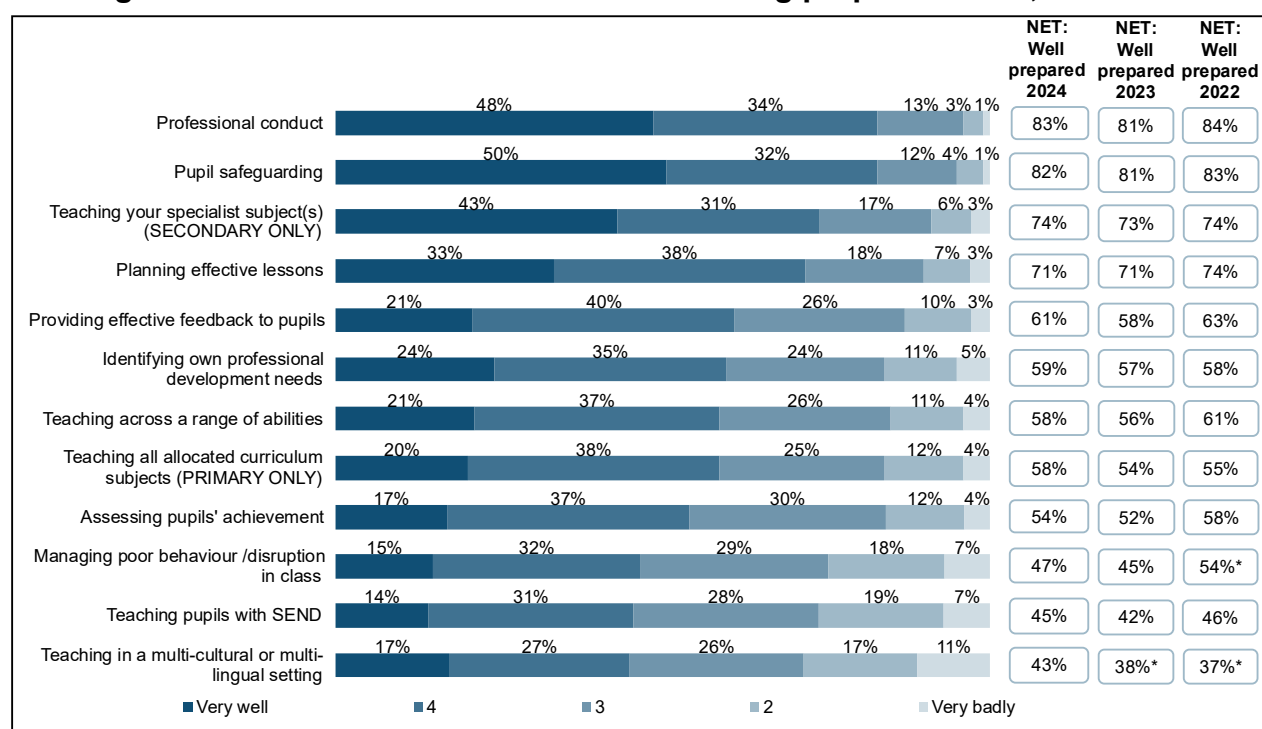
Satisfaction with initial teacher training

Over three-quarters of ECTs (78%) were satisfied with their initial teacher training (ITT) while 12% were dissatisfied. This was consistent with 2023 and 2022 (when in both years 77% were satisfied and 13% and 12% were dissatisfied respectively).²³

Preparedness following ITT

Figure 10.1 shows perceptions of how well ECTs believed their ITT prepared them for twelve different elements of their role. As shown, over four-fifths believed it prepared them well for professional conduct (83%) and for pupil safeguarding (82%). Less than half felt it prepared them well for managing poor behaviour and disruption in class (47%), teaching pupils with SEND (45%) and teaching in a multi-cultural or multi-lingual setting (43%). On these three latter measures, around a quarter thought their ITT had trained them badly (24%, 26% and 28% respectively).

Figure 10.1 Views on how well teacher training prepared ECTs, 2022-2024



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)

²³ At wave 1, both qualified and unqualified teachers were routed to this question, at wave 2 and 3 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 and 3, we have included the comparison to wave 1.

(wave 3, 2024, n=1,683). As described, at wave 1, respondents who were both qualified and not qualified were asked this question, however, given the small number of those who were not qualified at wave 2 and 3, we have included the comparison to wave 1. The proportion of those answering, 'not applicable' and 'don't know' was 2% or less. *Indicates significant difference compared to 2024 survey.

There is a fairly consistent pattern of results compared with 2023, although the proportion thinking their ITT had prepared them badly for teaching in a multi-cultural or multi-lingual setting fell from 31% in 2023 to 28% in 2024. Therefore, while ITT preparing them well for teaching in a multi-cultural or multi-lingual setting was the area least likely to be rated positively, it is the area that has seen the largest improvements since 2023. On the other hand, the proportion reporting that they had been well prepared to manage poor behaviour / disruption in class fell from 54% in 2022 to 47% in 2024.

Continuing professional development

Almost all teachers and leaders (99%) reported having taken part in some form of formal continuing professional development (CPD) in the 12 months prior to taking part in the survey (or, if an ECT, since the start of their teaching career if they completed their initial teacher training within this period).^{24,25}

The number of different formal CPD activities undertaken was higher than the overall average (6.12) for the following groups:

- leaders (6.9 vs. 6.0 among teachers)
- ECTs (7.4 vs. 5.8 among other non-early career (ECT) classroom teachers)
- those teaching in primary schools (6.4 vs. 5.9 in secondary school and 6.0 in special schools, PRUs or other AP)
- those working full time (6.3 vs. 5.4 among those working part time)
- those aged under 35 (6.4 vs. 6.0 among those aged 35 and over, and lowest specifically among those aged 55 and over (5.4))
- those working in schools with the highest proportion of pupils in receipt of free school meals (6.4 for quintile 5 vs. 5.9-6.2 for quintiles 1-4)

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 Due to changes in question wording between 2023 and 2024, comparison with previous years is not made in this section.

- those working in small and medium-sized schools (6.2-6.4 for quintiles 1-4 vs. 5.9 in quintile 5 schools)

Different types of formal CPD undertaken in the last 12 months²⁶

Table 10.1 shows the types of formal CPD that teachers and leaders had undertaken in the previous 12 months (13 types were covered in the survey). As shown, the most common forms of CPD were: training designed and delivered by staff in your own school / MAT / LA (87%), had others observe and feedback on your lesson(s) (82%) and having undertaken any professional reading (70%).

²⁶ Between wave 2 and wave 3 H2 was changed to collect additional detail on historic CPD activities undertaken by participants. Through analysis we believe that respondents may have interpreted the question differently as a result of the change and therefore findings for H2 are presented in this section without making direct comparisons to previous waves.

Table 10.1 The type of formal CPD activities undertaken by all teachers and leaders in the 12 months prior to interview, 2024

Self-directed learning	2024
Undertaken any professional reading	70%
Participated in a network of teachers formed specifically for professional development	53%
Attended education conferences where teachers and/or researchers present their research or discuss educational issues	29%
Off-the-job training	2024
Training designed and delivered by staff in your own school / MAT / LA excluding NPQs and ECF	87%
Training designed and delivered by external providers excluding NPQs and ECF	68%
Training designed externally but delivered by staff in your own school/MAT, excluding NPQs and ECF	56%
Training designed and delivered by a Teaching School Hub, including at your own school, but excluding NPQs and ECF	35%
Coaching or mentoring (excluding NPQs and ECF)	29%
Coaching	2024
Had others observe and feedback on your lesson(s)	82%
Observed other teachers' lessons for your own development	47%
Early career framework-based training and formal qualifications	2024
Early Career Framework ²⁷	23%
A National Professional Qualification (NPQ)	20%
Other formal qualification (e.g. a Master's degree)	6%

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 3, 2024, n=10,020).

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. There was no significant difference between teachers and leaders on observing other teachers' lessons for their own development, Early Career

²⁷ This refers to the training respondents reported participating in based on the Early Career Framework

Framework-based training or to have attended training designed and delivered by a Teaching School Hub.

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

- training designed and delivered by external providers (75% vs. 60%), designed externally but delivered internally (63% vs. 47%) or training designed and delivered by a Teaching School Hub (39% vs. 32%)
- participation in a network of teachers formed specifically for the professional development of teachers (62% vs. 44%)
- attendance at education conferences (33% vs. 25%)

In addition, those working in primary schools were more likely than those in secondary schools to have undertaken professional reading in the last 12 months (71% vs. 68%).

Two types of CPD remained more common in 2024 among teachers and leaders in secondary schools than those in primary schools, namely observing other teachers' lessons for their own development (50% vs. 44%) or having their own lesson observed with feedback (86% vs. 78%).

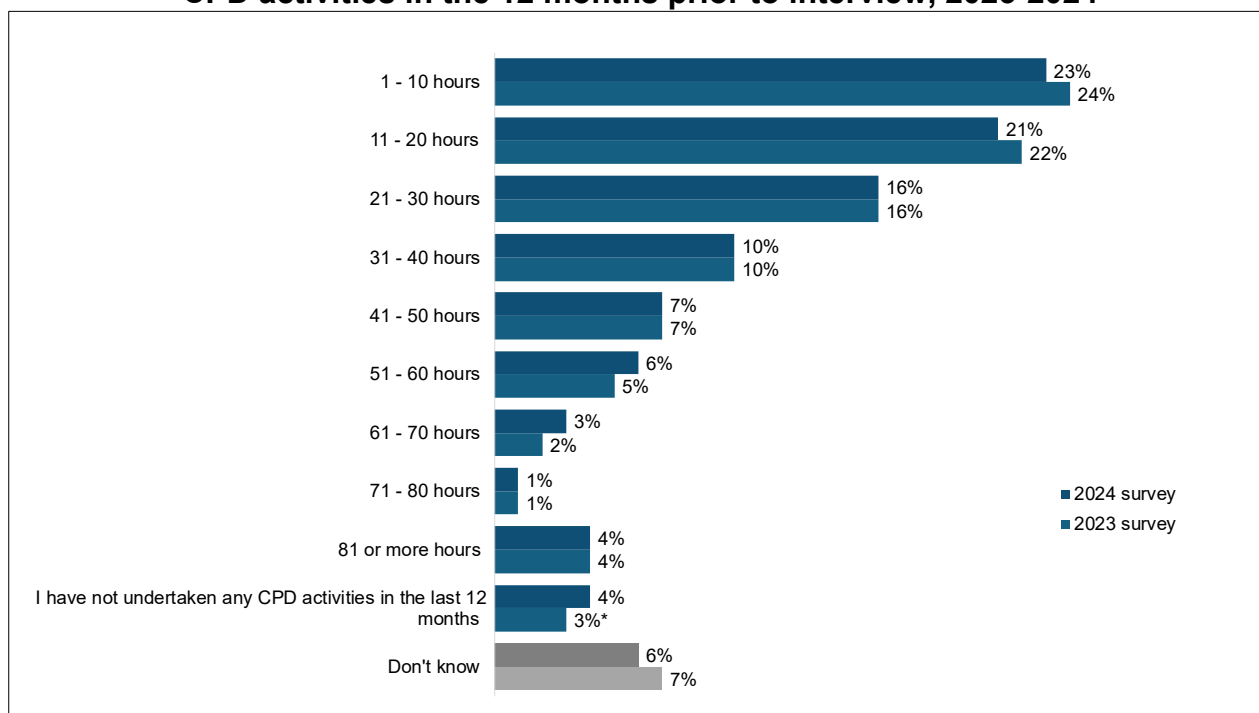
Those working in special schools, PRUs or other AP settings were more likely than other teachers and leaders to have undertaken a National Professional Qualification (NPQ) (24% vs. 20% overall) or another formal qualification (10% vs. 6% overall).

There was also often a different pattern of CPD among those working in the very largest schools (quintile 5). Among these schools, training seemed relatively more internally focussed, with fewer respondents in those schools reporting having undertaken training delivered or designed externally or by a teaching School Hub, education conferences or teacher networks and more use of lesson observations and feedback.

Time spent on formal CPD in the previous 12 months

In 2024, teachers and leaders were most likely to be spending between 1 and 10 hours (23%) or 11 and 20 hours (21%) in total on CPD (Figure 10.2). These proportions are consistent with findings in 2023, where 24% spent between 1 and 10 hours on CPD, and 22% spent between 11 and 20 hours. Overall, 14% of teachers and leaders had undertaken 51 or more hours of CPD in the last 12 months, consistent with 2023 (13%). In 2024, teachers and leaders were more likely to say they had not undertaken any CPD in the last 12 months than in 2023 (4% vs. 3%).

Figure 10.2 The number of hours teachers and leaders spent undertaking formal CPD activities in the 12 months prior to interview, 2023-2024



Source: Working Lives of Teachers and Leaders survey. Q2. Approximately how much time (in hours) have you spent on formal Continuing Professional Development (CPD) activities in the last 12 months? Single response. All module 2: CPD (wave 3, 2024, n=2,359), (wave 2, 2023, n= 2,462). *Indicates a significant difference compared to 2024 survey.

Results in 2024 showed:

- leaders had participated in more CPD in the last 12 months than teachers (51 hours or more for 24% of leaders compared with 12% of teachers). These findings are consistent with 2023 (26% of leaders vs. 11% of teachers)
- those working in secondary schools had undertaken less CPD than other teachers and leaders (1-20 hours of CPD for 49% of those working in secondary schools compared to 40% of those working in primary schools and 34% in special schools, PRUs or other AP settings). These findings are consistent with 2023 (49% of those working in secondary schools vs. 44% in primary and 33% in special schools, PRUs or other AP settings)

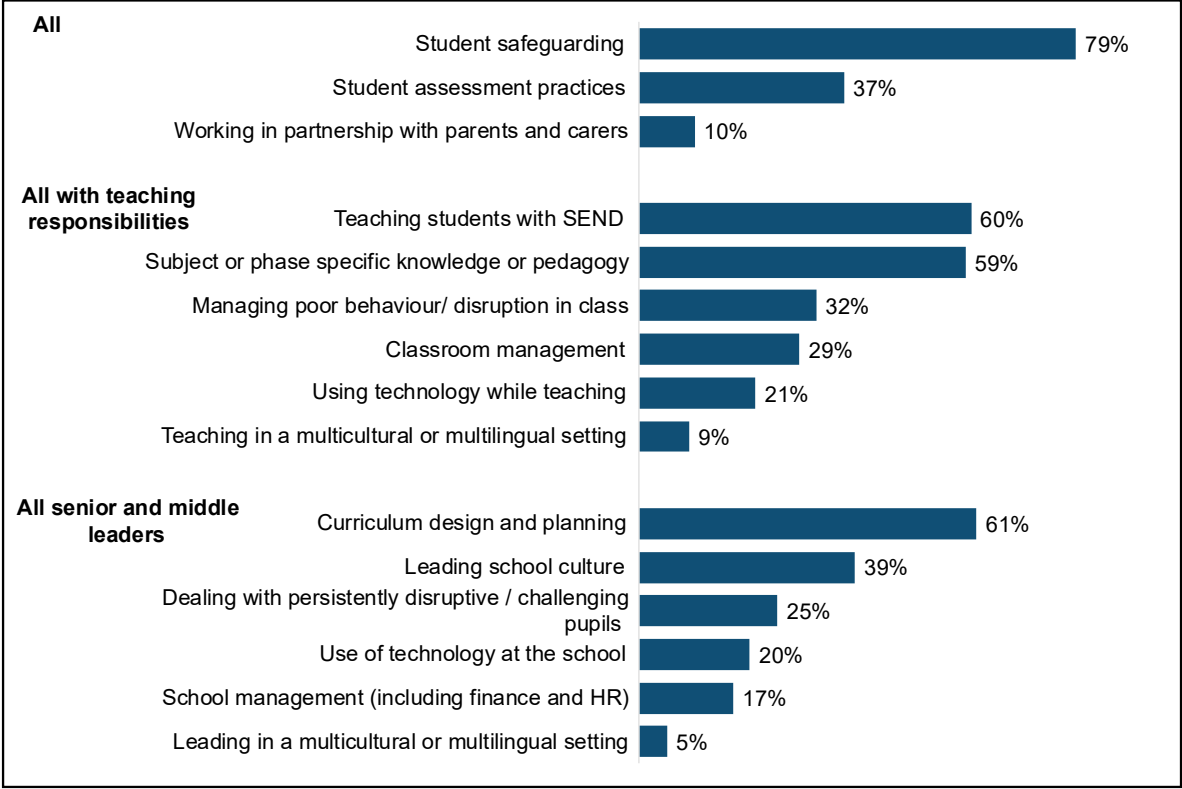
The content of formal CPD

It was most common for all teachers and leaders to have undertaken formal CPD on student safeguarding in the previous 12 months (79%) (Figure 10.3).

For formal CPD topics asked only of those with teaching responsibilities, these teachers and leaders had most commonly undertaken formal CPD relating to teaching students

with SEND (60%) and subject or phase specific knowledge or pedagogy (59%). For topics asked only of senior and middle leaders, it was most common to have undertaken curriculum design and planning (61%).

Figure 10.3 Topics included in formal CPD activities in previous 12 months, 2024²⁸



Source: Working lives of teachers and leaders survey. Q4. Which of the following topics were included in your CPD activities during the last 12 months? Multiple response. All module 2 who had received formal CPD in previous 12 months (wave 3, 2024, n= 2,340), all module 2 with teaching responsibilities who had received formal CPD in previous 12 months (wave 3, 2024, n= 2,184), all module 2 senior and middle leaders who had received formal CPD in previous 12 months (wave 3, 2024, n=867).

Further areas of interest for CPD

For all teachers and leaders, the most commonly mentioned areas they would like further development or training in over the next 12 months was working in partnership with parents and carers (19%), consistent with 2023 (18%). This was followed by student assessment practices (16%), a decrease since 2023 (18%).

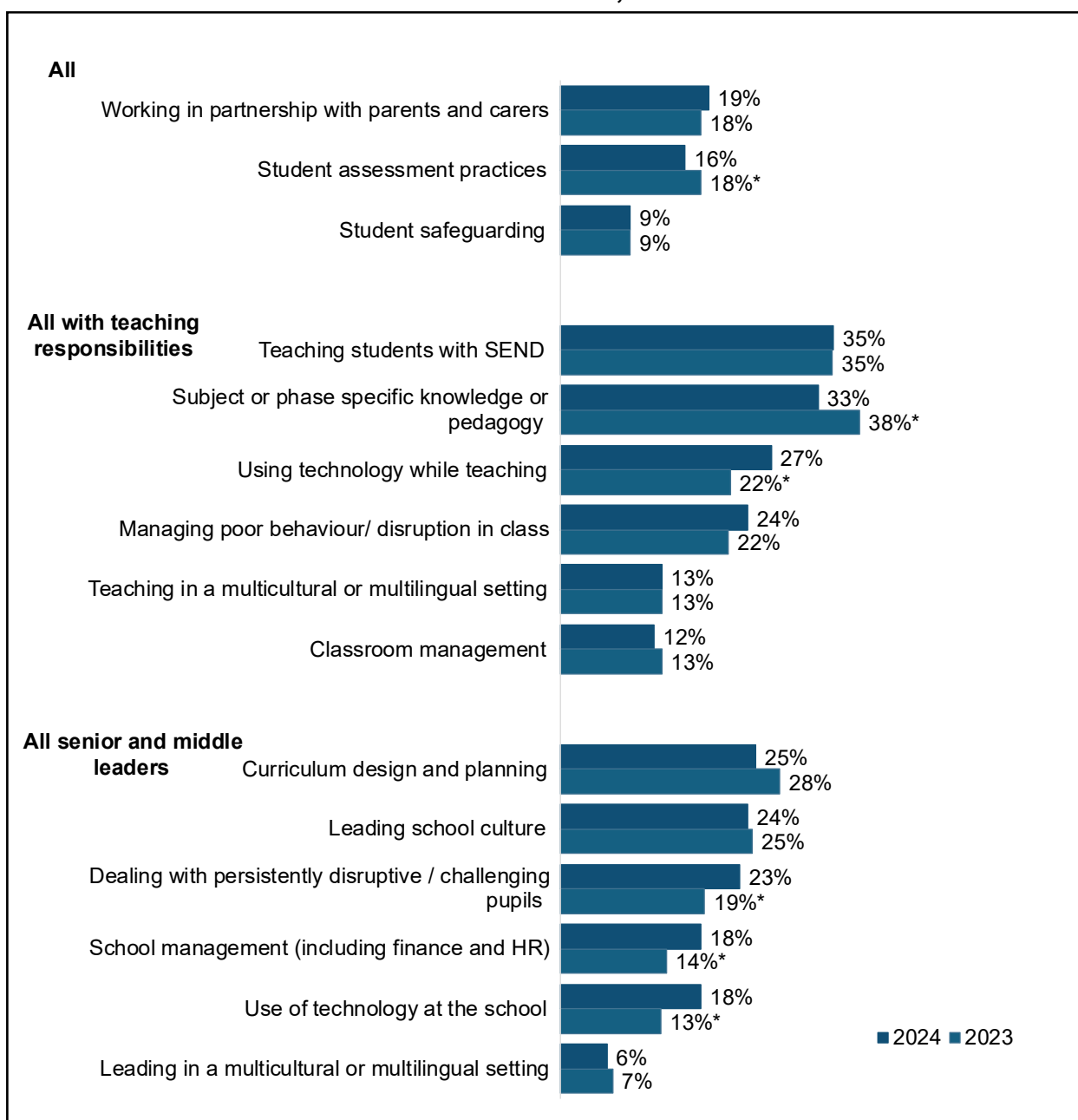
For those with teaching responsibilities, teaching students with Special Educational Needs and Disability (SEND) was the most commonly mentioned area for more training

²⁸ Certain topics/areas at these questions were asked only of certain groups. For example, ‘classroom management’ was only asked of those with teaching responsibilities, while ‘curriculum design and planning’ was asked only of leaders.

or development in (35%), consistent with 2023 (35%). There has been a decrease in interest for subject or phase specific knowledge or pedagogy, with 33% reporting interest in this in 2024, compared with 38% in 2023.

For senior and middle leaders, the most commonly mentioned topic was curriculum design and planning, reported by 25%. This was also the most commonly mentioned area for further training among senior and middle leaders in 2023 (28%).

Figure 10.4 Topics teachers and leaders would like training or development in, over the next 12 months, 2023-2024²⁹



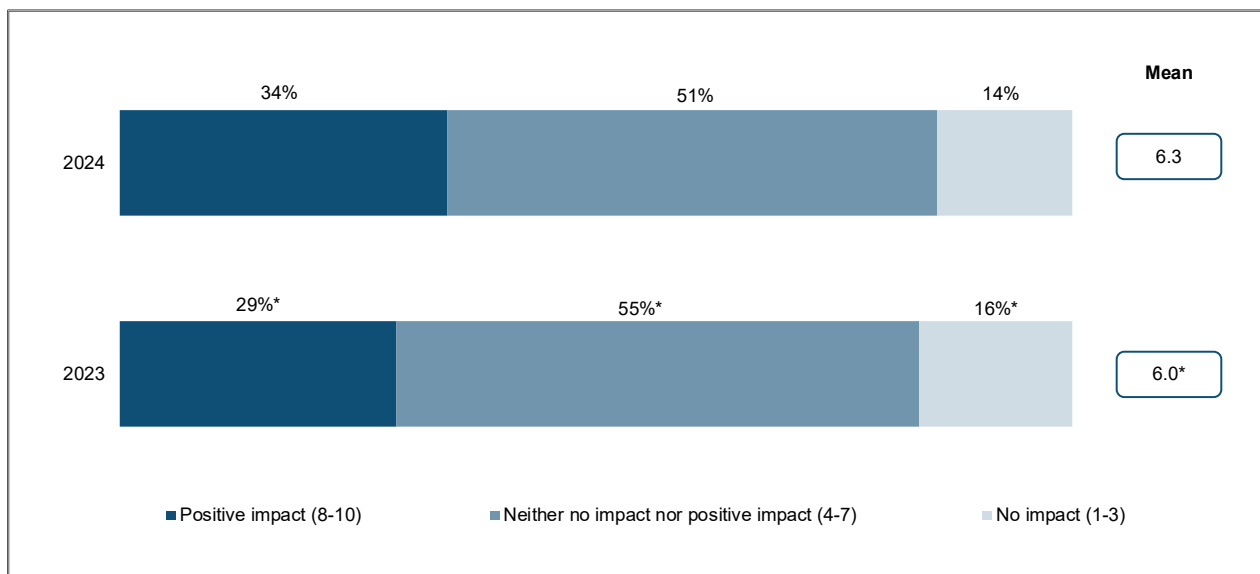
Source: Working lives of teachers and leaders survey. Q6. Which of the following topics/areas would you like further development or training in over the next 12 months? Multiple response. Q7. And which would be the top three areas that you need training in? Multiple response up to 3 answers. All module 2: CPD (wave 3, 2024, n=2,359) (wave 2, 2023, n= 2,462), all module 2 with teaching responsibilities (wave 3, 2024, n=2,202), (wave 2, 2023, n= 2,340), all module 2 senior and middle leaders (wave 3, 2024, n= 874), (wave 2, 2023, n= 910). *Indicates significant difference compared to 2024 survey.

²⁹ Certain topics or areas at these questions were asked only of certain groups. For example, 'classroom management' was only asked of those with teaching responsibilities, while 'curriculum design and planning' was asked only of leaders.

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. A third (34%) felt it had had a high impact (a score of 8-10 on the 1-10 scale), an increase since 2023 (29%). The proportion who thought it had made little or no impact (a score of 1-3) (Figure 10.5) decreased from 16% in 2023 to 14% in 2024.

Figure 10.5 The impact of CPD on teachers and leaders' ability to perform their role, 2023-2024



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 3, 2024, n=9,935), (wave 2, 2023, n= 10,267). The proportion of those answering 'don't know' was 1% or less. *Indicates significant difference compared to 2024 survey.

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 were:

- leaders (57%) compared with teachers (30%)
- ECTs (39%) and those qualified for up to a year (39%)
- those working in primary schools (42%) vs. secondary schools (25%)
- those working full time (35%) compared with those working part time (29%)
- those working in local authority-maintained schools (39%) rather than academies (31%)
- those working in schools with the highest proportion of pupils in receipt of FSM (39% in quintile 5)

Those working in the largest schools (quintile 5) were less likely to give high impact ratings for their recent CPD (27%) than smaller schools (41% - 44% in quintiles 1-4).

These sub-group differences are consistent with those found in 2023.

Because most teachers and leaders had undertaken a variety of different CPD activities (averaging 6.1 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 **Error! Reference source not found.** shows the proportion giving a high rating for CPD impact by type of CPD, bearing in mind they may also have undertaken other types of CPD too.

As shown, the highest overall impact scores were given by those who had attended education conferences, undertaken an NPQ, other formal qualifications, or had coaching or mentoring (given positive ratings by 46% - 51%). This was also evident in 2023 (positive ratings by 44% - 50%). The lowest overall impact scores were from those who had undertaken more informal activities, such as training designed and delivered in-house (36%) or observation by others of their lessons (34%). This was also the case in 2023 (30% and 29% 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), 2023-2024



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 3, 2024, n=9,935) (wave 2, 2023, n= 10,267).

Teachers and leaders who were asked module 2 of the survey (the CPD module) were asked about the amount of time that they spent on CPD over the previous year. It is possible to examine how views on the impact of CPD varied, by the number of hours of CPD undertaken. Results show a relationship between higher hours of CPD, and a higher impact rating on their ability to perform their role. For example, of those that undertook:

- 51 or more hours of CPD in the last 12 months, 56% rated it as having had a high impact vs. 9% rating it as low impact

- 21-50 hours of CPD, 39% rated it as having had a high impact vs. 9% rating it as low impact
- 1-20 hours of CPD, 23% rated it as having had a high impact vs. 21% rating it as low impact

School support for CPD

Teachers and leaders were asked the extent to which their school and managers supported participation in CPD. Four statements were covered (listed below). Views were mixed:

- my manager is actively engaged in my professional development: 47% agreed vs. 29% who disagreed, consistent with 2023 (45% agreed and 30% disagreed)
- my manager gives me sufficient, clear and actionable feedback: 52% agreed vs. 25% who disagreed, consistent with 2023 (52% agreed and 25% disagreed)
- my school prioritises the training and development of all staff: 57% agreed vs. 21% who disagreed, consistent with 2023 (54% agreed and 22% disagreed)
- good quality CPD and qualifications are available to help me progress my career or development: 57% agreed, an increase since 2023 (54%), and 22% disagreed, a decrease since 2023 (25%)

Barriers to accessing CPD

The majority of teachers and leaders had experienced at least one barrier to accessing CPD in the 12 months prior to being surveyed (84% had experienced at least one barrier, 12% had not experienced any). This was consistent with 2023 (84% and 12% respectively).

The most commonly cited barriers were a lack of time due to high workloads or competing priorities (66%), lack of availability of cover (46%), funding or the cost of CPD (45%) and the cost of cover (40%). This was consistent with 2023 (68%, 46%, 46% and 38% respectively). Just over a quarter (27%) said that lack of appropriate opportunities was a barrier to accessing CPD, again consistent with 2023 (28%). Most (57%) had faced 1-3 barriers over the last 12 months, consistent with 2023 (56%).

There were some differences faced by phase and role:

- teachers were more likely to mention lack of cover (48%, vs. 34% of leaders) and a lack of support from senior colleagues or governors (15% vs. 5% of leaders).

- those in primary schools were more likely than those in secondary schools to mention funding or cost of CPD (51% vs. 41%), lack of cover (50% vs. 41%) and cost of cover (44% vs. 36%, it was also particularly low among special schools, PRUs and other AP (24%)).
- conversely, those in secondary schools were more likely to cite lack of time (70%, compared with 64% in primary schools and 52% in special schools, PRUs and other AP).

These findings are consistent with those seen in 2023, excluding secondary schools being more likely to cite the lack of time as a barrier compared to primary schools and special schools, PRUs and other AP.

Those teachers and leaders working in schools with the highest proportion of pupils in receipt of FSM (quintile 5) were less likely to experience a number of barriers, namely time pressures, cost of cover, and funding (61%, 31% and 39% respectively vs. 66%, 40% and 45% among all teachers and leaders). In 2023, these differences were not present.

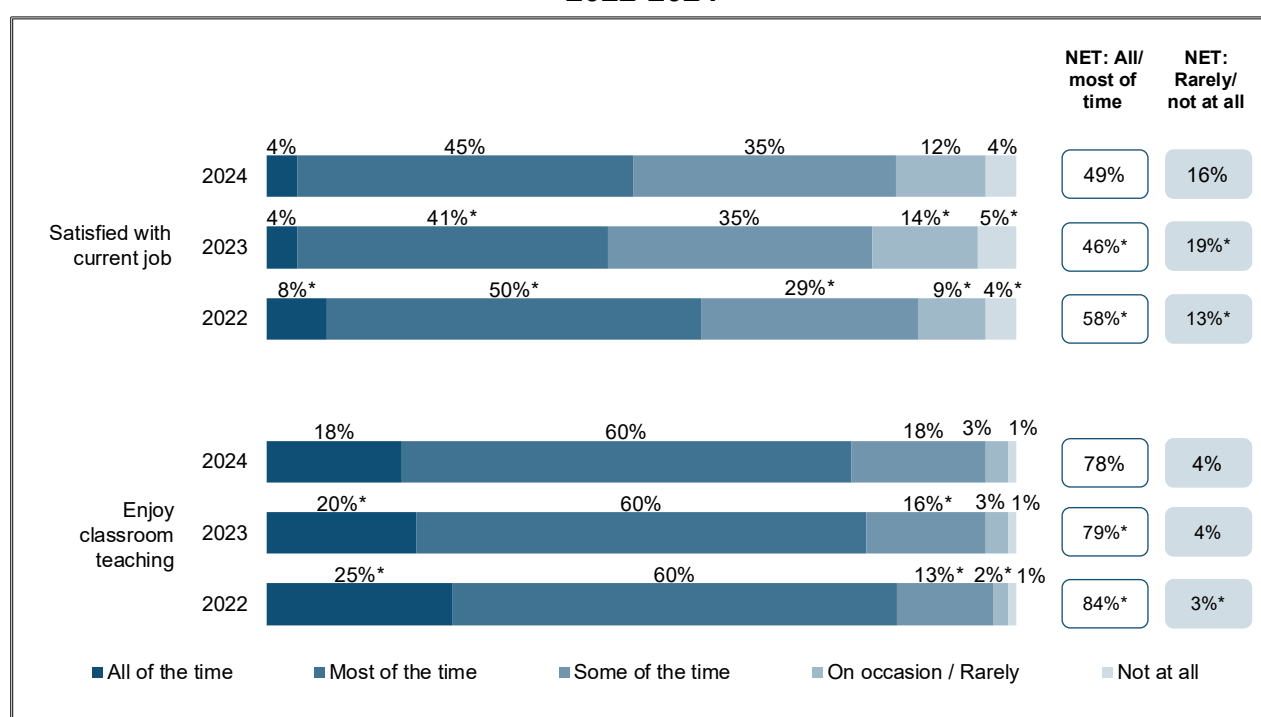
11. Job and career satisfaction

Satisfaction with current job and enjoyment of classroom teaching

Almost half of all teachers and leaders (49%) reported that they were satisfied with their job either most or all of the time (Figure 11.1). This is an increase from 46% in 2023 but remains lower than the 58% seen in 2022. One-in-six (16%) said they were rarely or not at all satisfied with their current job, lower than in 2023 (19%) but higher than 2022 (13%).

Just over three-quarters (78%) of teachers and leaders with teaching responsibilities enjoyed classroom teaching most or all of the time. This is a decrease from 2023 (79%) and 2022 (84%).

Figure 11.1 Satisfaction with current job and enjoyment of classroom teaching, 2022-2024



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, 10,020). 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, 9,118). The proportion of those answering 'don't know' was less than 1%.

*Indicates significant difference compared to 2024 survey.

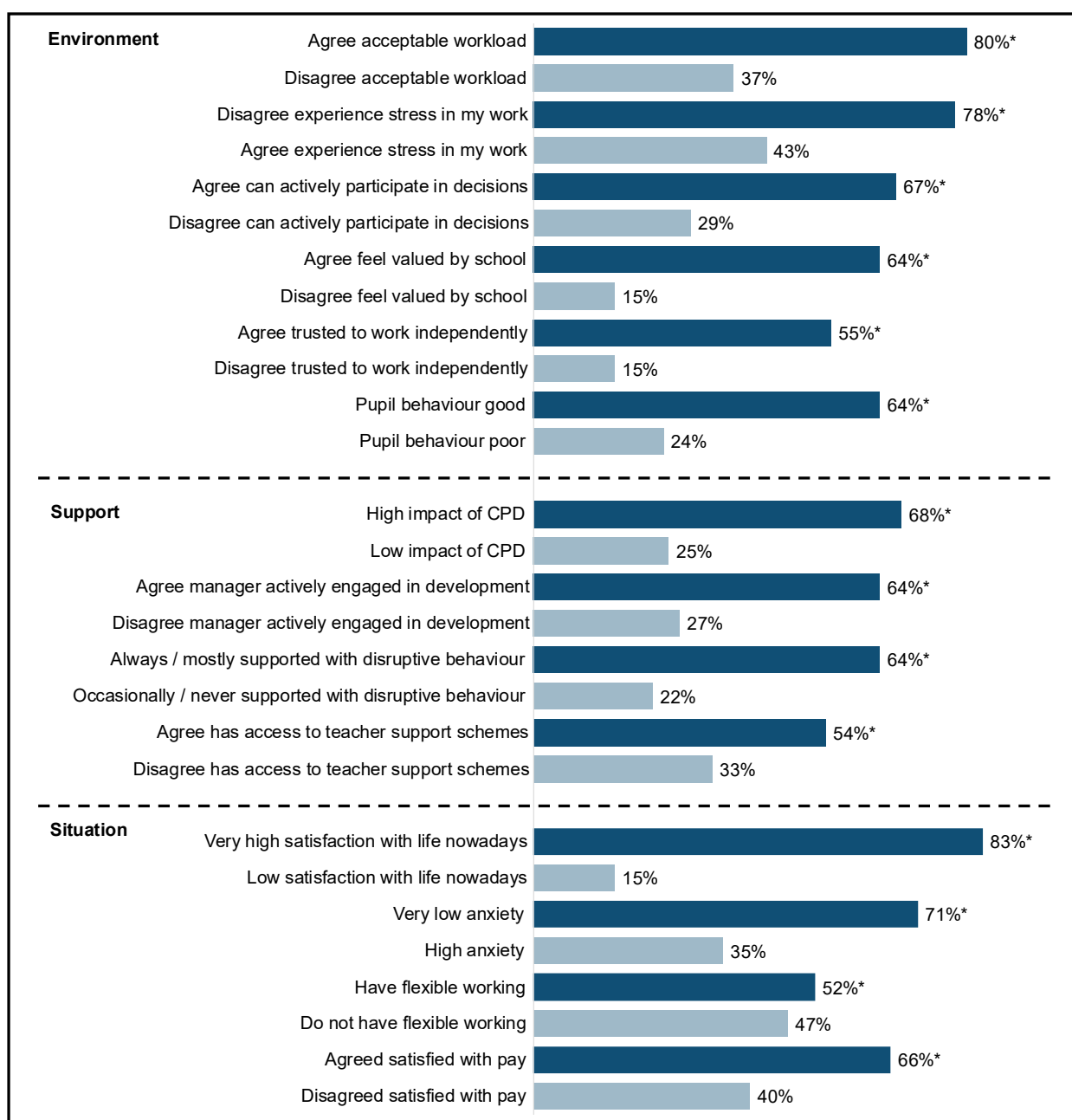
Variation by environmental, support and situational factors

As in previous years, in 2024 those who felt valued by their school, had an acceptable workload, rated the behaviour at their school (and support to deal with that behaviour) as good and life satisfaction higher, also rated their job satisfaction higher. This indicates a strong inter-relationship between these factors.

- feeling valued by their school: 64% of those that felt valued were satisfied in their job all or most of the time, compared with 15% among those not feeling valued by their school
- having an acceptable workload: 80% of those who felt they had an acceptable workload were satisfied with their job all or most of the time compared with 37% who felt they had an unacceptable workload
- good pupil behaviour at the school, and good support to deal with disruptive behaviour: 64% of those reporting good pupil behaviour were satisfied in their job all or most of the time, compared with 44% where pupil behaviour was described as acceptable, and 24% where it was considered poor
- job satisfaction was also higher if teachers and leaders felt the school always or mostly supported them in dealing with disruptive behaviour (64% vs. 38% where this support was available sometimes, and 22% where it was never or only occasionally provided)

A similar pattern of results exists across a large number of variables, as shown in Figure 11.2.

Figure 11.2 Proportion satisfied with current job all or most of the time by environmental, support and situational factors, 2024



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 3, 2024, n=10,020).

*Indicates significant difference compared with opposite statement.

Similar, though less pronounced, trends can be seen when looking at enjoyment of classroom teaching across all teachers and leaders with teaching responsibilities. For example:

- the proportion who enjoyed classroom teaching all or most of the time ranged from 89% where pupil behaviour was rated as good, down to 59% where pupil behaviour was rated as poor

- those enjoying classroom teaching all or most of the time ranged from 88% among those who felt their workload was acceptable, to 73% among those who thought their workload was unacceptable

Views on school and teachers' views being valued

Two-thirds (66%) of teachers and leaders felt valued by their school, an increase from 65% in 2023 (but consistent with the 65% in 2022).³⁰ However, as shown in Table 11.1, views on other statements about school accountability and inspection were less positive in 2024 than in earlier years, particularly 2022. For example, in 2024 72% disagreed that the school inspection regime provides a fair assessment of school performance, up from 63% in 2022. Views on whether teachers and leaders felt the teaching profession is valued by society remained low, as in 2023, with only 12% agreeing with this sentiment, a decrease since 2022 (17%).

³⁰ The reason the difference is significantly different compared with 2023 but not 2022 is because the unrounded 2023 figure (65.0) is lower than the 2022 figure (65.4) and thus has a larger pp difference compared with 2023.

Table 11.1 Teachers and leaders' views on school accountability, inspection regimes and whether views are valued, 2022-2024

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

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). 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 teachers and leaders (module 2) (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462) (wave 3, 2024, n=2,359). 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). *Indicates significant difference compared to 2024 survey.

Variation by school characteristics

On a number of measures, there was quite wide variation 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 (both 71%, compared with 61% among those working in secondary schools.) Related to this the proportion of those feeling valued by their schools was lowest in the largest schools - 62% in quintile 5, compared with 71-75% in quintiles 1-4
- those working in local authority-maintained schools (70%) compared with those working in academies (63%)
- schools with the lowest proportion of pupils in receipt of FSM (71% in quintile 1, compared with 65-66% in other quintiles)

The pattern was very similar (other than there being no particular difference by FSM eligibility) for the other measure assessing the relationship between the school and the leader / teacher, i.e. my school recognises and rewards high performance from the teaching / leadership staff.

Views on whether the school inspection regime provides a fair assessment of school performance were higher among those working in special schools, PRUs or other AP (20%) compared with those working in primary or secondary schools (both 14%).

The view that school accountability measures provide important information about school performance was more widely held among those working in secondary schools (32%) compared with those in primary or special schools, PRUs or other AP (24% and 18% respectively).

Variation by teacher and leader characteristics

As in 2023, leaders were more likely than teachers to feel:

- valued by their school (87% vs. 63%)
- that their school recognises and rewards high performance (64% vs. 30%)
- that school accountability measures provide important information about performance (33% vs. 27%)
- that the school inspection regime provides a fair assessment of school performance (18% vs. 14%)

On a number of measures, there were differences by gender. Male teachers and leaders were more positive than their female counterparts about feeling:

- that their school recognises and rewards high performance (40% vs. 33%)
- that the teaching profession is valued by society (18% vs. 10%)

Those working full time also tended to be more positive than part-time staff. This applied to:

- feeling valued by their school (67% vs. 64%)
- believing that school accountability measures provide important information about performance (29% vs. 23%)
- that the school inspection regime provides a fair assessment of school performance (15% vs. 10%)
- feeling that teachers' views are valued by policymakers (5% vs. 4%)

There were also quite often marked differences between white teachers and leaders, and teachers and leaders in ethnic minority groups (excluding white minorities). The former were more likely to feel valued by their school (67% vs. 60%) but were less likely to agree that school accountability measures provide important information about performance (26% vs. 43%), that the school inspection regime provides a fair assessment of school performance (12% vs. 29%) or to feel that teachers' views are valued by policymakers (4% vs. 11%). This pattern was also found in 2023.

There were differences by how long teachers or leaders had been qualified, across the measures. For example:

- feeling valued by their school was at 64% for those qualified for up to two years. This decreased to 60% for those qualified for more than two up to five years, and was highest for those qualified for more than ten years (69%)
- the most newly qualified (up to one year) were more likely to think teaching is valued by society (20% compared with 12% among all teachers and leaders), or that teachers' views are valued by policymakers (9% vs. 5% overall)
- those qualified for up to two years were particularly likely to believe that school accountability measures provide important information about performance (33% vs. 28% overall and 25% among those qualified for more than ten years) and that the school inspection regime provides a fair assessment of school performance (19% vs. 14% overall and 12% among those qualified for more than ten years)

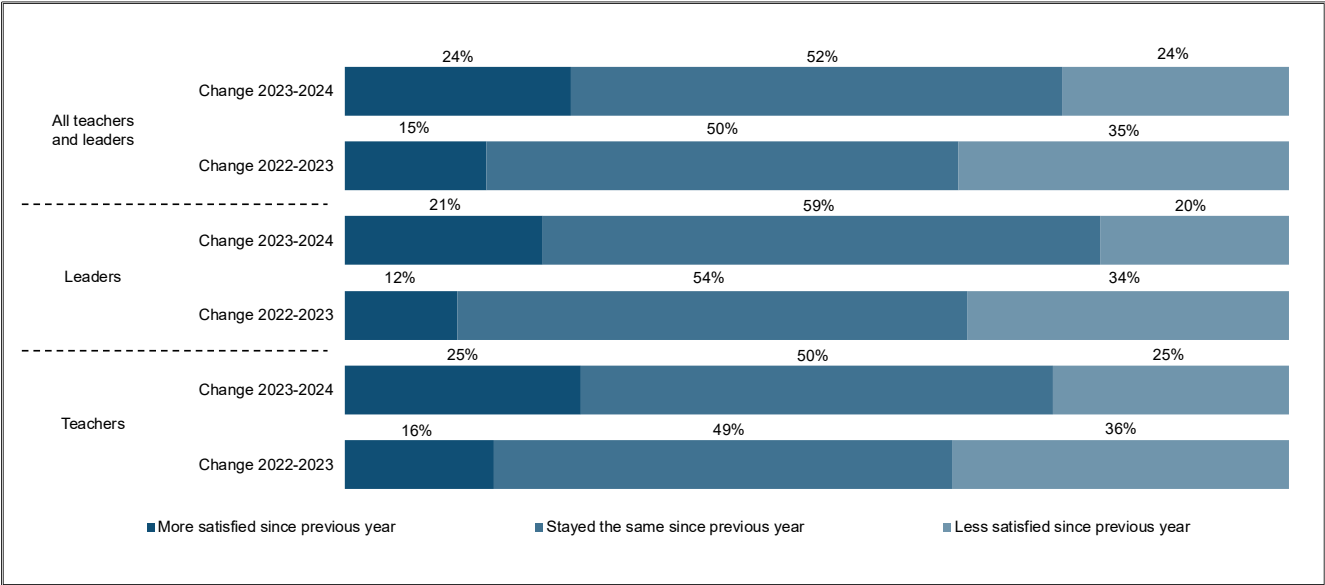
Changes in panellists' views on satisfaction over time

Although overall there was an increase in job satisfaction from 2023 to 2024, among panellists (i.e. those answering the survey in both years) there was an equal split between those less satisfied with their job in 2024 compared with 2023 and those more

satisfied (each 24%; for just over half (52%) their satisfaction level had not changed) (Figure 11.3).

This pattern is very different from 2023, when the balance was towards panellists being less satisfied in 2023 than in 2022 (35%) than more satisfied (15%).

Figure 11.3 Panellists’ change in job satisfaction, by condensed job role, 2022-2023 and 2023-2024³¹



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 2 and wave 3 (wave 3, 2024, n=6,413); leaders (wave 3, 2024, n=1,109); teachers (wave 3, 2024, n=5,195). *Indicates significant difference from overall result.

Amongst most groups of panellists, there was a roughly equal split between those more satisfied with their job in 2024 and those less satisfied. However, those that had only worked at their school for up to a year (i.e. who had moved since last interviewed in the 2023 survey) were far more positive than average: 49% reported improved job satisfaction compared with 19% reporting lower job satisfaction. The reverse was true for ECTs and those that had qualified recently (up to two years). Among those currently working as ECTs 20% were more satisfied than in 2023 while 31% were less satisfied.

Findings were slightly different regarding views on enjoyment of classroom teaching amongst panellists with teaching responsibilities, where it was more common for these teachers and leaders to report this had worsened (23%) than improved (17%) between 2023 and 2024. Those working in primary schools were more likely than the average to

³¹ This shows the proportion of panellists whose views around career satisfaction changed from positive (satisfied all or most of the time) to neutral (satisfied some of the time) or negative (satisfied on occasion/rarely or not at all) ('less satisfied'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('more satisfied'), between the 2023 and 2024 surveys.

report a negative change (25% vs. 23%). Views remained consistent for six-in-ten (60%) panellists with teaching responsibilities.

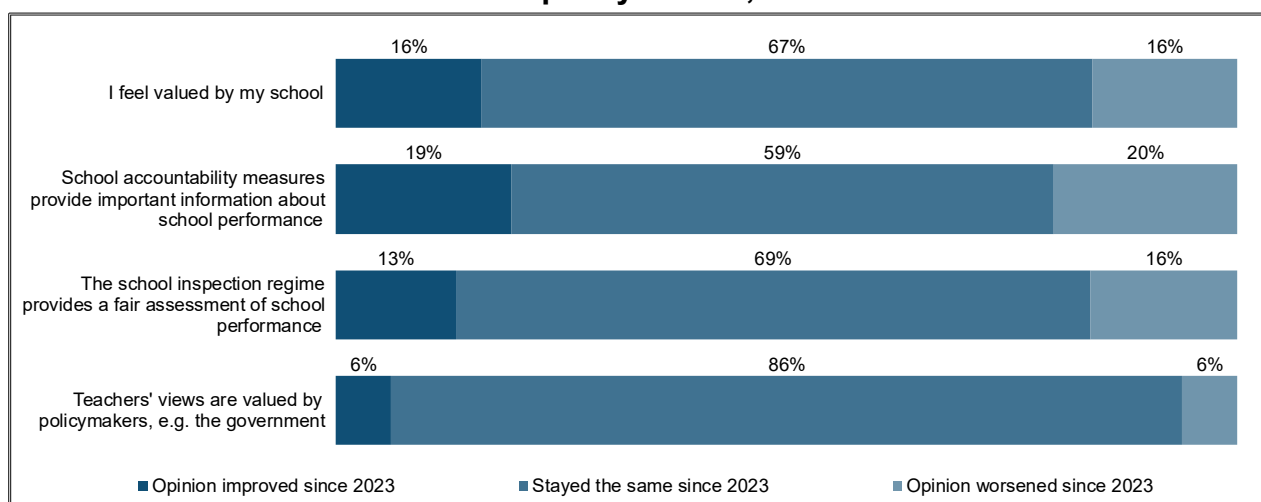
On feeling valued by their school, results in 2024 matched 2023, with two-thirds (67%) not changing their view year on year, and with the remainder equally split between those feeling more valued by their school (16%) and those feeling less valued (16%) (Figure 11.4). Those that had only worked at their school for up to a year (i.e. who had moved since interviewed in the 2023 survey) were again far more positive than average, with almost half more positive (47%) compared with 10% feeling less valued. For those that had worked at the school for more than one year and up to five the reverse was true with the balance towards feeling less valued than in 2023 (20% felt less valued and 13% more valued).

In terms of whether the school inspection regime provides a fair assessment of school performance, the balance of opinion was to a more positive view in 2024. Around one-in-six (16%) panellists' views had worsened, compared with 13% that were more positive in 2024. Among leaders there was an equal divide between those more and less positive in 2024 than in 2023 (each 14%).

Results were similar in 2024 for whether school accountability measures provided important information about performance; 20% of panellists were more negative on this in 2024 than they had been in 2023 and 19% were more positive. Leaders though were on balance marginally more positive (19% more positive against 17% more negative in 2024 compared with 12 months earlier).

The vast majority of panellists had not changed their opinion on teachers' views being valued by policymakers (86%). Those that had were equally likely to be more positive than more negative (each 6%). While this equal balance held for most groups those working in special schools, PRUs and other AP had become more favourable (14% more positive in 2024 compared with 6% more negative).

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



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 2 and wave 3 (wave 3, 2024, n=6,413).

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 2 and wave 3 (wave 3, 2024, n=6,413).

12. Future plans, including intentions to leave

Consideration of leaving the English state school sector

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

Other reported career considerations were more consistent with 2023. Compared with the 2022 survey though, teachers and leaders were:

- more likely to be considering moving to another English state school on promotion (24% vs. 22% in 2022)
- more likely to be considering moving to a job at another school at the same level (25% in 2024 vs. 22% in 2022)
- less likely to be considering applying for a promotion in their current school in the next 12 months (26% vs. 28% in 2022)

Teachers were more likely than leaders to indicate that they were considering leaving the English state school sector in the next 12 months for reasons other than retirement (35% vs. 30%). By school phase, teachers and leaders in secondary schools were more likely to be considering leaving than those in other phases (37% vs. 32% among those working in primary schools and 29% among those in special schools, PRUs or other AP).

Reasons for considering leaving the English state school sector

Teachers and leaders considering leaving the state sector were asked why this was the case. As shown in Figure 12.1, high workloads and stress and/or poor wellbeing were the two most commonly cited reasons (both reported by 90%). This is a decrease in those citing high workload (from 94% in 2023 and 92% in 2022), but an increase in those citing stress and/or poor wellbeing (84% in 2023).

A full breakdown of the reasons listed is outlined in Figure 12.1 below, with year-on-year comparisons where available.³² As shown, a number of the other reasons had become less likely to be given over time:

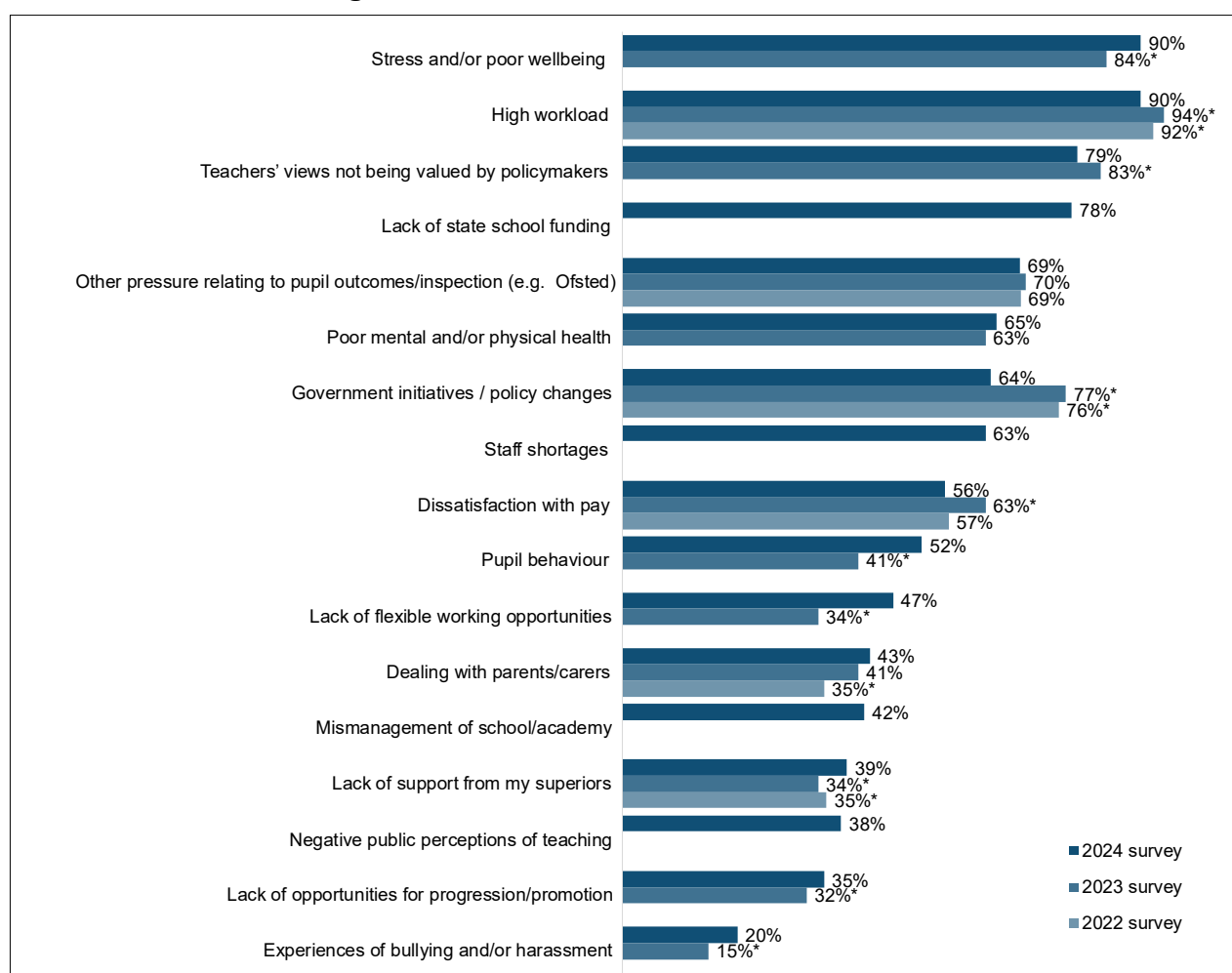
- teachers' views not being valued by policy makers (79% in 2024 vs. 83% in 2023)
- government initiatives / policy changes (64% in 2024 vs. 77% in 2023, 76% in 2022)
- dissatisfaction with pay (56% in 2024 vs. 63% in 2023)

However, the following reasons had become more common over time:

- pupil behaviour (52% in 2024 vs. 41% in 2023)
- lack of flexible working opportunities (47% in 2024 vs. 34% in 2023)
- dealing with parents/carers (43% in 2024 vs. 35% in 2022)
- lack of support from superiors (39% vs. 34% in 2023 and 35% in 2022)
- lack of opportunities for progression (35% in 2024 vs. 32% in 2023)
- experiences of bullying and/or harassment (20% in 2024 vs. 15% in 2023)

³² 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.

Figure 12.1 Teachers and school leaders' reasons for considering leaving the English state education sector, 2022-2024



Source: Working Lives of Teachers and Leaders surveyM5. 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). *Indicates significant difference compared to 2024 survey.

There were some key differences between teachers and leaders' reasons for considering leaving the English state education sector. In particular, leaders were more likely to cite dealing with parents/carers (51% vs. 42% of teachers) while teachers were more likely to cite a wide range of reasons, including dissatisfaction with pay, a lack of support from superiors and a lack of opportunities for progression/promotion to pupil behaviour and a lack of flexible working opportunities. The associated figures are outlined in Table 12.1 below.

Table 12.1 Teachers' and school leaders' reasons for considering leaving the English state education sector, by teacher and leader status, 2024, and 2022-2023 (total only)

	Total (2022)	Total (2023)	Total (2024)	Teachers (2024)	Leaders (2024)
Dealing with parents/carers	35%*	41%	43%	42%	51%**
Dissatisfaction with pay	57%	63%*	56%	59%**	40%
Lack of support from my superiors	35%*	34%*	39%	42%**	23%
Lack of opportunities for progression/promotion [^]	-	32%*	35%	37%**	22%
Pupil behaviour [^]	-	41%*	52%	55%**	38%
Lack of flexible working opportunities [^]	-	34%*	47%	48%**	37%
Poor mental and/or physical health	-	63%	65%	66%**	55%
Experiences of bullying and/or harassment	-	15%*	20%	21%**	15%
Negative public perceptions of teaching ^{^^}	-	-	38%	37%	44%**
Lack of state school funding ^{^^}	-	-	78%	77%	85%**
Mismanagement of school/academy ^{^^}	-	-	42%	44%**	24%

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 whereby there were significant differences between the responses given by teachers vs. leaders. 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). *Indicates significant difference compared to 2024. **Indicates figure is significantly higher when comparing teachers vs. leaders. [^]Indicates a new response added in 2023 and ^{^^}indicates a new response added in 2024.

Reasons also varied depending on school phase. Teachers and leaders in secondary schools were most likely to cite pupil behaviour, for example (59% vs. 47% in primary schools and 36% in special schools, PRUs and other AP), whereas teachers and leaders in primary schools were more likely to cite pressure relating to pupil outcomes or inspection (e.g., from Ofsted) (78% vs. 60% in secondary schools and 68% in special schools, PRUs and other AP). By contrast, those in special schools, PRUs and other AP appeared more concerned by school-level support and working arrangements: 54% cited lack of support from their superiors vs. 39% overall, 44% cited lack of opportunities for progression/promotion vs. 35% overall, and 59% cited a lack of flexible working opportunities vs. 47% overall. The full breakdown is provided in Table 12.2.

Table 12.2 Teachers and school leaders' reasons for considering leaving the English state education sector, by school phase, 2024

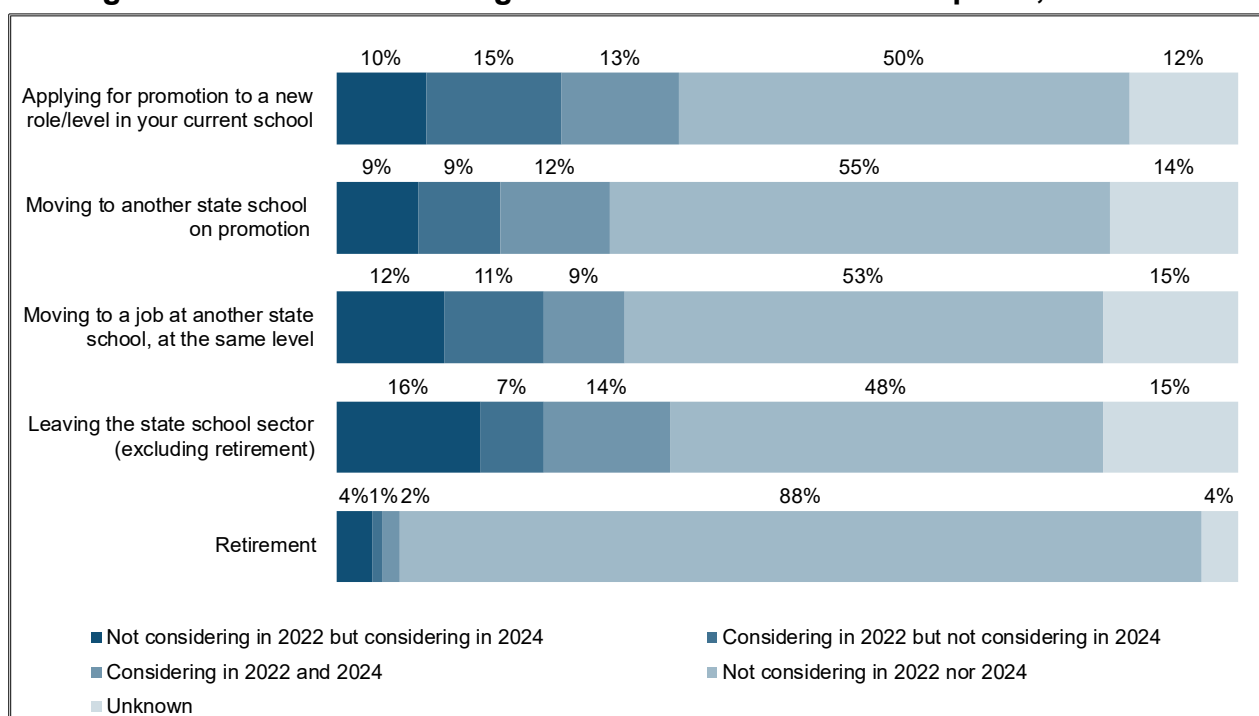
	Total	Pri- mary	Sec- ondary	Special / PRU / AP
High Workload	90%	*92%	*88%	85%
Government initiatives / policy changes	64%	*67%	63%	*54%
Dealing with parents/carers	43%	*46%	42%	*27%
Other pressure relating to pupil outcomes or inspection (e.g. from Ofsted)	69%	*78%	*60%	68%
Lack of support from my superiors	39%	38%	40%	*54%
Lack of opportunities for progression/promotion	35%	35%	34%	*44%
Pupil behaviour	52%	*47%	*59%	*36%
Lack of flexible working opportunities	47%	46%	46%	*59%
Stress and/or poor wellbeing including having a poor work life balance	90%	*92%	*89%	86%

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. All teachers and leaders considering leaving the state education sector (wave 3, 2024, n=3,316). *Indicates significant difference compared to overall.

Changes in panellists' considerations of future plans over time

As shown in Figure 12.2, a majority of those who had taken part in the 2022 and 2024 (wave 1 and wave 3) surveys did not change their opinions on what they would be doing in the next 12 months between the two surveys, particularly not considering retiring in either year (88%). That said, a sizeable proportion had changed their views for most measures (all except retirement). Most notably, 16% had not been considering leaving the English state school sector in 2022 but were in 2024, and 15% had been considering applying for a promotion in 2022 but were not in 2024.

Figure 12.2 Panellists' change in considerations of future plans, 2022-2024



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 3 (wave 2, 2023, n=4,397).

13. Leaving the English state school sector

Intentions to leave in 2023 compared to actions taken by 2024

Among teachers and leaders who responded to both the 2023 and 2024 surveys, 8% had left English state school teaching or leadership by 2024. This is higher than the 6% who had left between the 2022 and 2023 surveys.³³

Among those in the 2023 survey that were considering leaving, 15% had done so by 2024. This compares with 12% who were considering leaving in 2022 and had left by 2023. Among those that had not been considering leaving or who were not sure in 2023, 4% and 3% respectively had left by 2024 (compared with 4% and 5% between 2022 and 2023).

Reasons for remaining in the English state school sector

The vast majority of respondents who were considering leaving the English state school sector in 2023 had not gone on to do so by wave 3 of the study in 2024 (85%). When asked why they remained in the sector, the three most common reasons, as in 2023, were wanting/needing the stability of the role (57%), because they enjoy teaching or working with children (54%) or not having yet decided what they want to do next (44%).

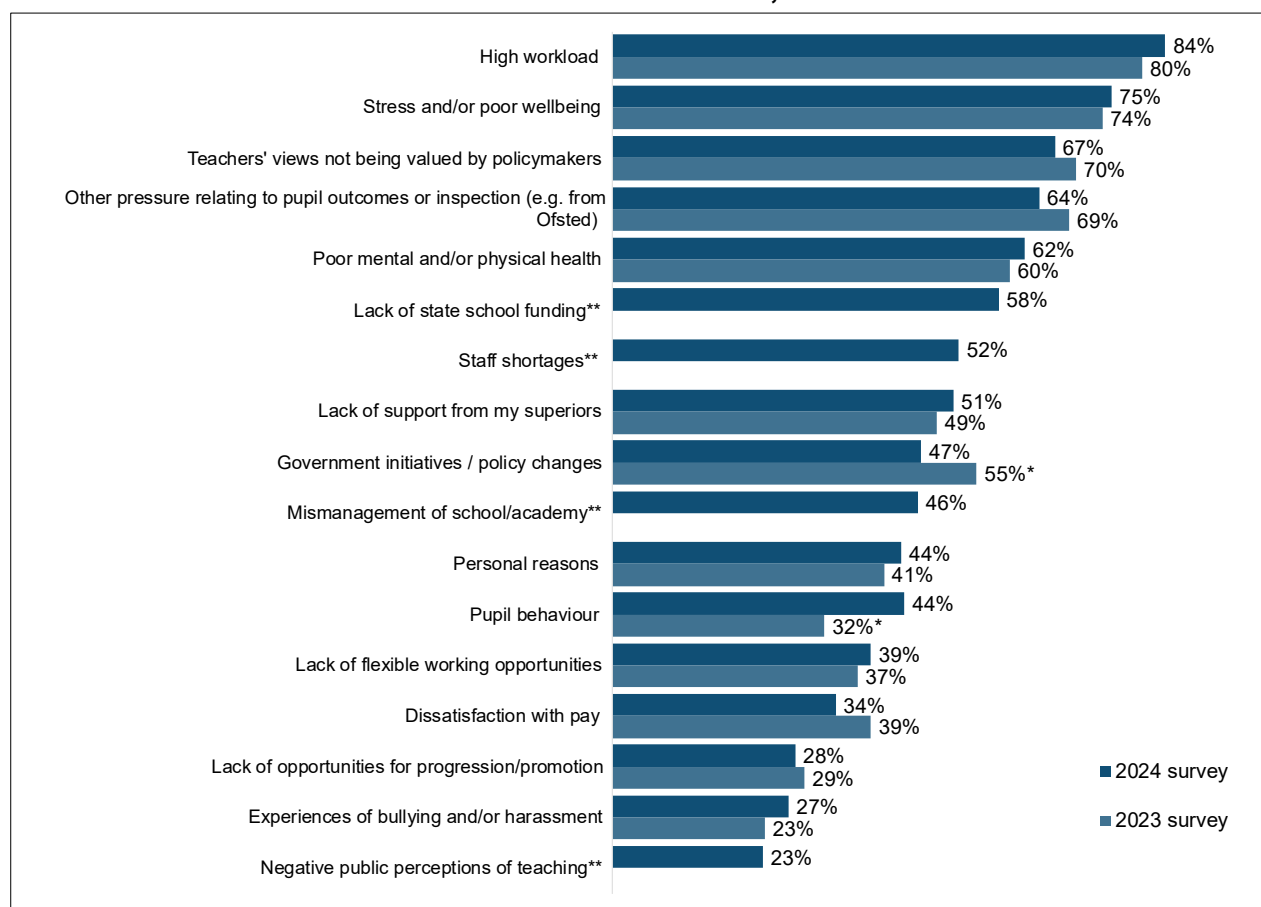
Reasons for leaving the English state school sector

The most common reasons given for having left the English state school sector in 2024 were high workload (84%), stress and/or poor wellbeing (75%) and teachers' views not being valued by policy makers (67%). These were also the three most common reasons cited by those leaving between 2022 and 2023 (when they were cited by 80%, 74% and 70% respectively) (Figure 13.1).

The only changes observed between the two cohorts of leavers were that those who left between 2023 and 2024 were more likely than those who had left the year before to cite pupil behaviour as an important factor in their decision (44% vs. 32%) and were less likely to cite government initiatives and policy changes (47% vs. 55%).

³³ This may be an underestimate of the true leaver rate for the sample as it is derived from responses to the 2024 survey, and it is possible that those who had left teaching were less likely to respond (although all were encouraged to do so). For example, the leaver rate was 6% in the 2023 survey but 9.7% between the 2021 and 2022 SWC data collections and 8% in 2024 but 9.6% between the 2022 and 2023 SWC data collections.

Figure 13.1 Proportion of leavers citing different reasons for leaving the English state school education sector, 2023-2024³⁴



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). *Indicates significant difference compared to 2024 survey. **Indicates new response option for 2024 survey not included in earlier waves of the survey.

There were a number of differences in how likely teachers and leaders were to cite different factors for leaving, by school and teacher characteristics, with the most notable being:

- **stress and / or poor wellbeing**, cited as important by 75% overall, was more often cited by those who had been working in primary schools (80%), females (78%) and those aged under 55 (79%). It was also more of a factor for those who had been working as a Head of Subject or Faculty (81%)
- **pressures relating to pupil outcomes or inspection (such as Ofsted)** was an important factor for 64%, but was more likely to be mentioned by those who had previously been working as a Head of Subject or Faculty (75%, indeed 54% said

³⁴ Some of the listed reasons were new to either the 2023 or the 2024 survey, or both. For example, "staff shortages" was not presented as an option in 2023, hence there is no corresponding data available for 2022 at this measure.

this had been a very important reason for leaving), or who had been working in a primary school (72%)

- **pupil behaviour**, an important factor in leaving for 44%, was more likely to have been important for those who had been working in secondary schools (56%), those who had been working in academies (51%) and those that had been first year early career teachers (ECTs) in 2023 (65%). Pupil behaviour was also more likely to have been an important factor for those working in the largest (quintile 5) schools (56%)
- **pay**, an important factor in leaving for 34%, was more likely to be important for ex-English state school teachers (37%) than ex-English state school leaders (14%). It was far less of an issue for those aged 55 and over (22%) and those with 10 plus years teaching experience (23%)
- **lack of opportunity for progression**, an important factor for 28% of leavers, was more of an issue for ex-English state school teachers (31%), those that had been at their school for 3 - 5 years before leaving (40%) and those who had been in academy schools (34%)

Most leavers did not think it likely they would return to the English state school sector within the next five years (68%, consistent with the 67% in the previous wave). Overall, 18% thought it likely they would return, with this higher among those aged under 35 (24%). These leavers were most likely to report they were intending to return if they were currently not working (22%) or working in the education sector (17%) compared with working in the private sector (8%).

Among those who felt it likely they would return; they reported a wide range of factors that would help lead them to return to a career in teaching / school leadership in the state sector. Each of the following were mentioned by between 20% and 30% of these respondents: improved pay (29%), better working conditions (26%), reduced workload (25%), a more supportive environment (22%), more flexible working opportunities (21%), better opportunities for progression (21%), and improved funding for schools (20%).

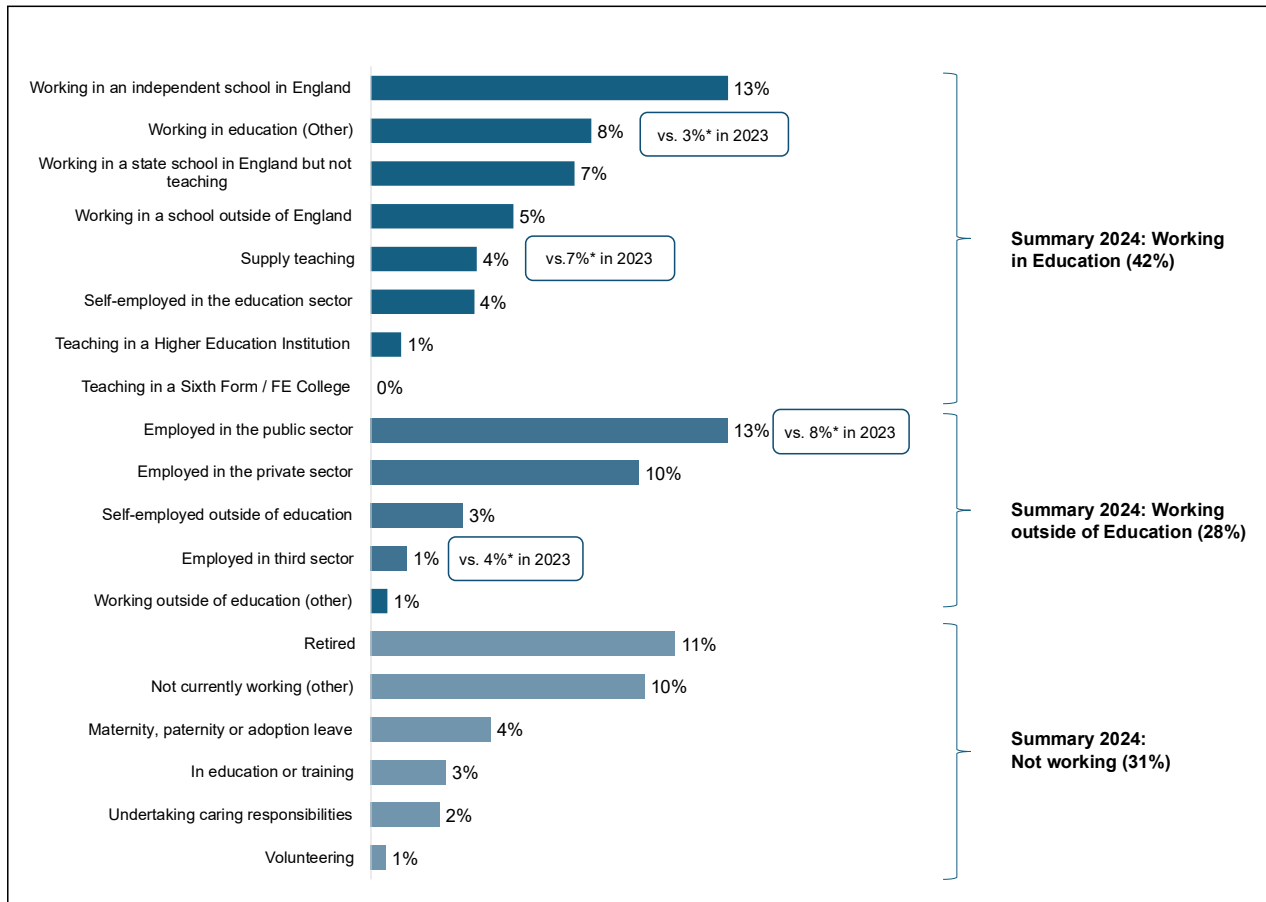
Current working arrangements of leavers

When asked what they were doing at the time of the survey, 42% of leavers were still working in education, 31% were not currently working at all (including 11% who had retired) and 28% who were working outside of education (Figure 13.2). These results are consistent (each within 2 percentage points) with those in 2023.

Those still working in education were most often working in an independent school (13% of leavers) or working in a state school in England but not in a teaching role (7%). Overall, 4% were working as supply teachers. Those working outside of education were

fairly evenly divided between those working in the public sector (13%) and the private sector (10%).

Figure 13.2 Leavers' employment activities, 2024



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). The proportion of those answering 'don't know' was less than 1%. *Indicates significant difference compared to 2024 survey.

Not surprisingly, the employment activities of leavers varied by age, and those aged 55 and over were particularly likely not to be working (66%), with retirement the most common current activity (55%). In comparison, among those aged 35-44 and 45-54 less than a fifth were not working (12% and 19% respectively) and around half were still working in education (53% and 50% respectively). Leavers that had been leaders in 2023 were more likely than average to not be working in 2024 (46% vs. 31% overall, 24% retired vs. 11% overall).

While overall 13% of leavers were working in independent schools, this was more common among those aged 35-44 (24%), males (23% vs. 10% of females) and those leaving secondary schools (21% vs. 6% of primary school leavers).

Change in pay and salary satisfaction

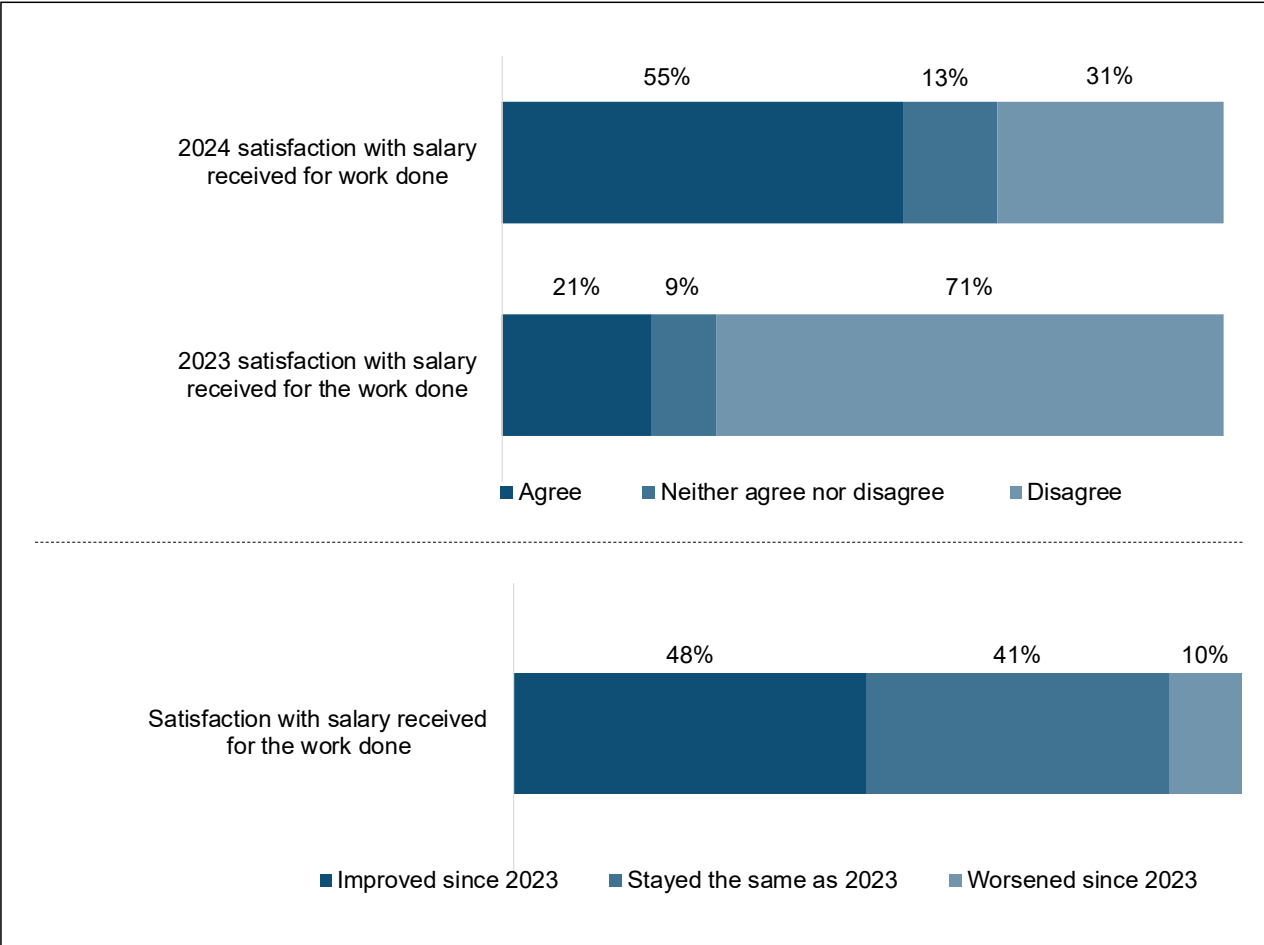
Figure 13.1 (above) shows that dissatisfaction with pay was relatively low down the list of factors considered important by those leaving the English state school system in 2024 (34% cited it as an important).³⁵

Among leavers around half reported earning less in their new role than in the role they left in the English state sector (48%, with 26% saying their current pay was substantially lower). This compares with around a quarter (24%) earning more now and a little over a quarter saying their pay was similar (27%). Those in work in 2024 who had left the English state sector 1-2 years after qualifying were more likely to have moved into a higher paid role since leaving (48%), as were leavers who previously worked as a secondary school teacher (31% vs. 18% who had worked as a primary school teacher).

Although for a majority, pay did not increase in their new role, satisfaction with salary did, with over half of those who left (55%) reporting they were satisfied with their salary in their new role (2024) compared with around one-in-five (21%) when they worked in an English state school in 2023 (Figure 13.3).

³⁵ Those who had left the English state school sector between 2023 and 2024 surveys.

Figure 13.3 Leavers’ satisfaction with the salary they receive for the work they do, 2023-2024, and change in view over time³⁶



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 3, 2024, n=377). *Indicates significant difference compared to 2024 survey.

Working hours and views on workload

Among leavers currently in work, average working hours in their last full week were 37.4, lower than the average of those still teaching and leading in an English state school (49.3). Overall, 14% worked 50 hours or more in their last full working week (vs. 56% of those still teaching and leading in 2024).

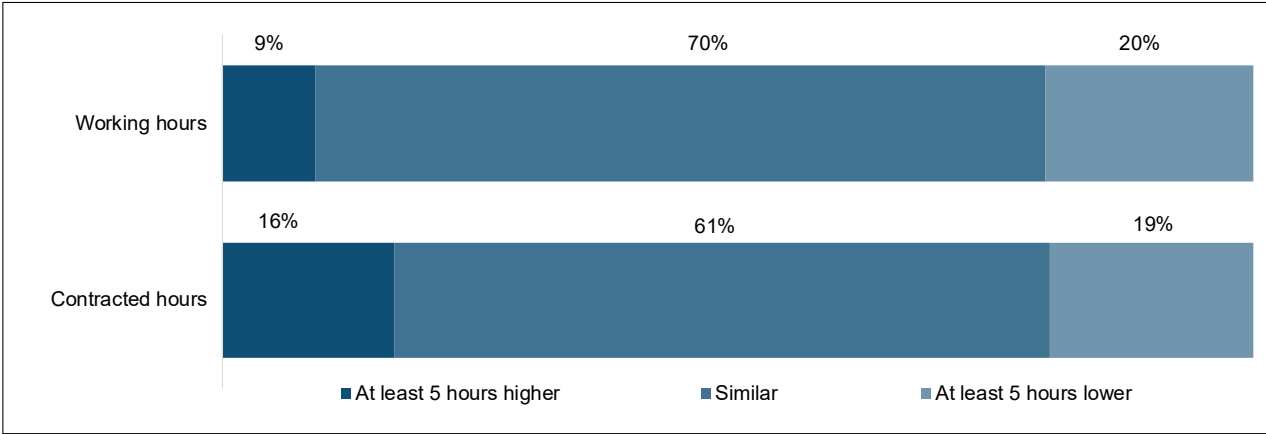
Leavers in work who were contracted to full-time hours in both 2023 and 2024 were most likely to be contracted to similar hours as they were when working in the English state school sector in 2023 (61%). Where leavers’ contracted hours had changed, they were

³⁶ 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.

slightly more likely to be contracted to work fewer hours a week than they were in 2023 (Figure 13.4): 19% said their contracted hours were at least 5 hours a week less, compared with 16% contracted to work at least 5 hours more a week than previously.

The majority (70%) of leavers in work reported working similar actual working hours per week in their new role compared to when working in English state school teaching or leadership in 2023. However, it was more common for these leavers to report working less hours (20%) than more hours (9%).

Figure 13.4 Comparison of working and contracted hours between survey years among leavers working full time in both surveys, 2023-2024



Source: Working lives of teachers and leaders survey. D1/L13. In your most recent full working week, approximately how many hours did you work? By 'full working week' we mean your last working week covering Monday to Sunday that was not shortened by illness, religious breaks, public holidays, or other exceptional circumstances. L12. How do your current contracted working hours compare to your previous role in state school teaching / leadership? All leavers in work working full time in wave 2 and wave 3 (wave 3, 2024, n=213).

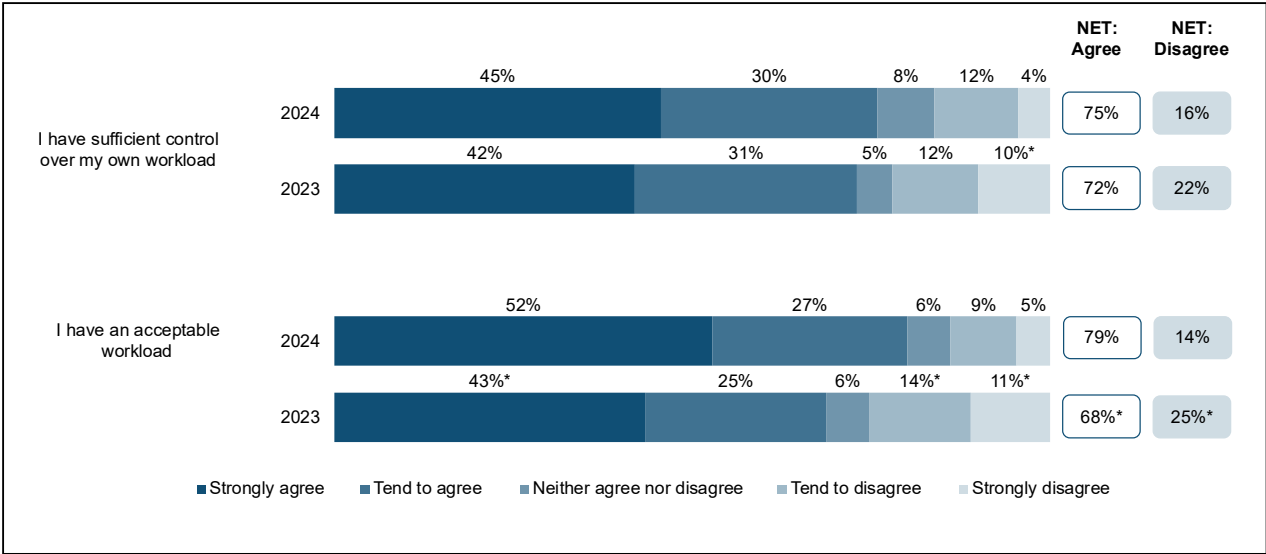
As well as having fewer contracted hours than in their previous job in the English state school sector, leavers in work were more likely to have flexible working arrangements in place. Around one-in-four leavers in work (26%) had a flexible working arrangement in place in their new role when they did not in the previous role in an English state school, while a minority (14%) no longer had one in place when they previously did. Over one-in-three (36%) had a flexible working arrangement in both their old role and current role and one-in-five (20%) did not work flexibly in either role.

Overall, just over three-in-five leavers in work (62%) had a flexible working arrangement in their current role. This compares with 46% among those still teaching or leading in English state schools in 2024. However, compared with 2023, fewer leavers were working flexibly (70% in 2023). Of the 62% of leavers in work with a flexible working arrangement in 2024, 42% did not have a flexible working arrangement when teaching or leading in an English state school in 2023 (58% did have one).

The most common flexible working arrangement for leavers currently working was home or remote working (33% vs. 4% of teachers and leaders). Around a quarter worked part time (26% vs. 21% of teachers and leader), could start late or finish early at their manager's discretion (26% vs. 13%), or worked flexitime (26%).³⁷ Those leavers in work that had been working flexibly in 2023 in their English state school roles were particularly likely to have flexible working arrangements in their current job (71%, compared with 55% of those who were not working flexibly in 2023).

As with the previous wave, leavers in work in 2024 had a much more positive view on the control they had over their workload and the acceptability of their workload compared with those still teaching or leading (Figure 13.5). Three-quarters (75%) of leavers currently working agreed they had sufficient control over their own workload, compared with only 34% of those still teaching or leading. Similarly, 79% of leavers agreed that their workload was acceptable, compared with 22% of those still teaching or leading. The proportion of leavers in 2024 saying their current workload was acceptable was much higher than found in 2023 (79% in 2024, vs. 68% in 2023).

Figure 13.5 Views on control over workload and acceptability of workload, 2023-2024



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). The proportion of those answering 'don't know' was less than 1%. *Indicates significant difference compared to 2024 survey.

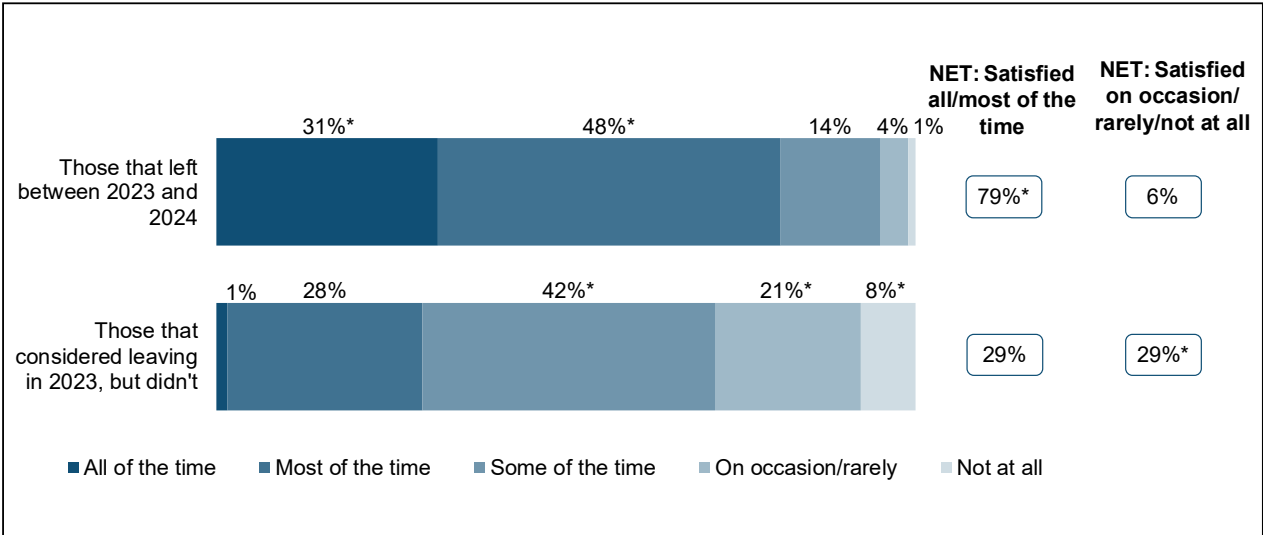
Job satisfaction

Almost four-fifths (79%) of leavers in work reported they were satisfied with their new job all or most of the time in 2024 (Figure 13.6). This is an increase from the 74% among the

³⁷ Teachers and leaders were not asked about working flexitime so there is no comparable figure here.

same group's satisfaction with their role when they were teaching or leading in the English state school sector in 2023. By comparison, among those that were considering leaving in 2023, but stayed in the sector, only 29% reported they were satisfied with their job all or most of the time.

Figure 13.6 Job satisfaction in 2024 among those that were considering leaving in 2023, but didn't, and those that left and were employed in a new sector in 2024



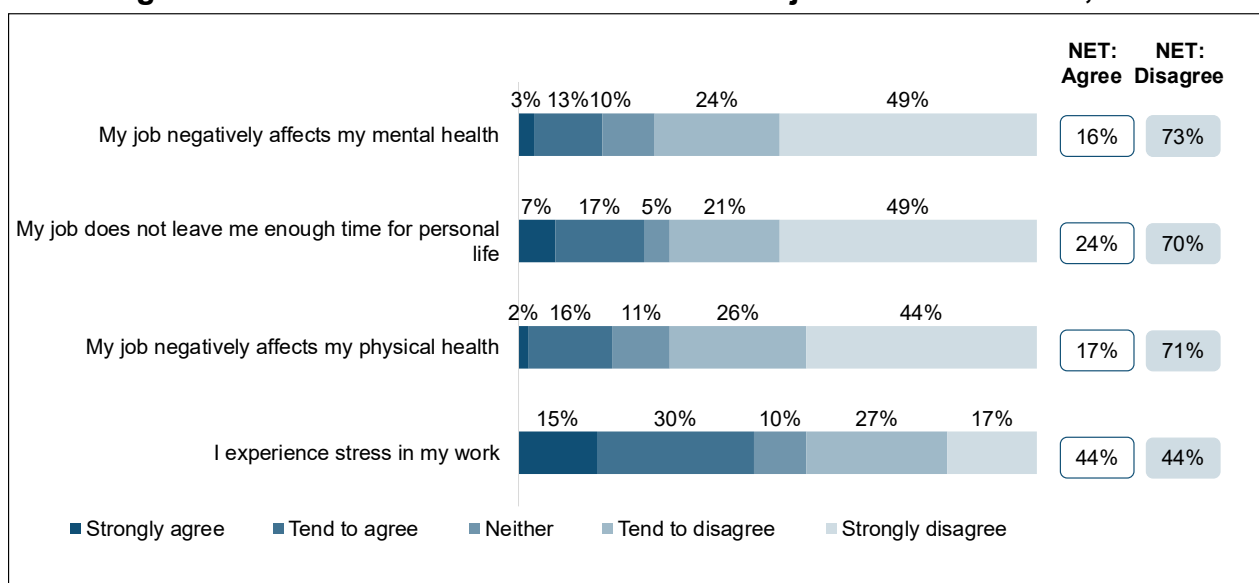
Source: Working lives of teachers and leaders survey. M1_1/L15. To what extent would you say that you are satisfied with your current job? Single response. M1_1. Those that considered leaving but stayed in 2023 (wave 3, 2024, n=2,092). L15: Those who had left the English state school sector between surveys and were still employed (wave 3, 2023, n=377). Satisfaction for leavers is shown within their new role (2024). *Indicates significant difference between those that left between 2023 and 2024, and those that considered leaving in 2023, but didn't.

The following groups of leavers were all more likely than average to report being satisfied in their current job all or most of the time:

- those that had been working in primary schools in 2023 (86%), particularly those that had been teaching key stage 1 (92%) or key stage 2 (87%) compared with the average of all leavers in work (79%)
- those that had been working part time in their state school in 2023 (90%)

Over two-fifths (44%) of leavers experienced stress in their new job, though a quarter or less reported that their job does not leave them enough time for their personal life (24%), negatively affects their physical health (17%), or negatively affects their mental health (16%) (Figure 13.7). These figures were consistent with those observed for leavers in the 2023 survey.

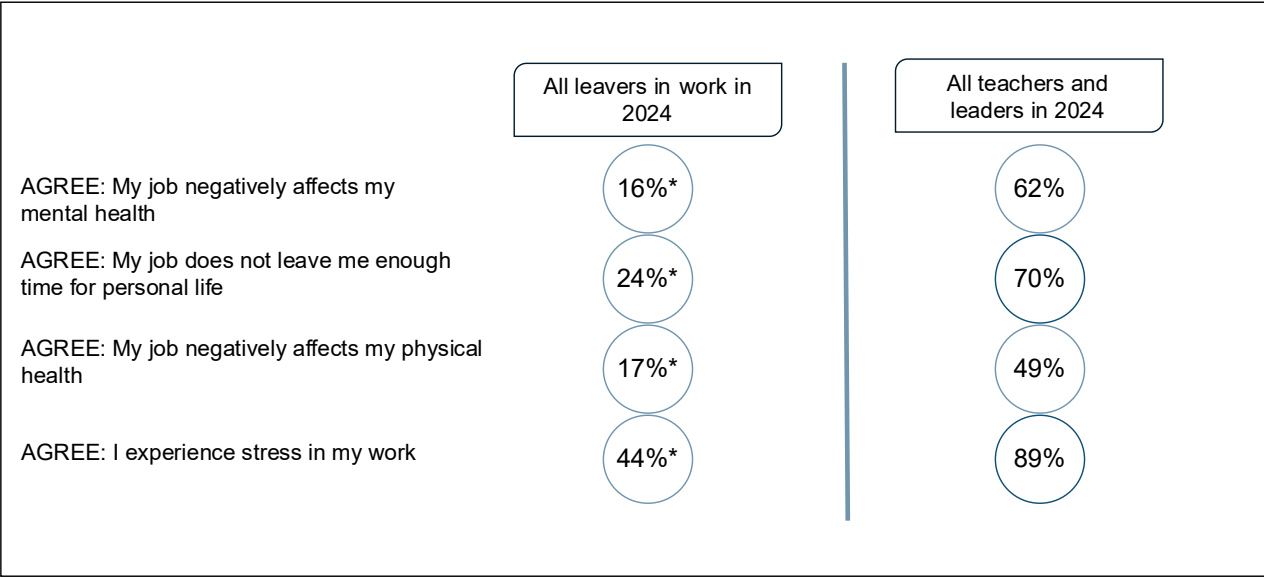
Figure 13.7 Leavers' views on how their new job affects their life, 2024



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 3, 2024, n=377).

Leavers who were in employment outside of English state school teaching and leadership in 2024 were more positive about how their new job affected their life than those still working in the sector (Figure 13.8). This was particularly the case for experiencing stress at work (experienced by 89% of those still working in the sector compared with 44% of leavers in work), their job not leaving enough time for their personal life (experienced by 70% of those still working in the sector but just 24% of leavers in work) and their job having a negative impact on their mental health (experienced by 62% of those still working in the sector but just 16% of leavers in work).

Figure 13.8 Leavers’ views on how their new job affects their life vs. teachers and leaders in 2024



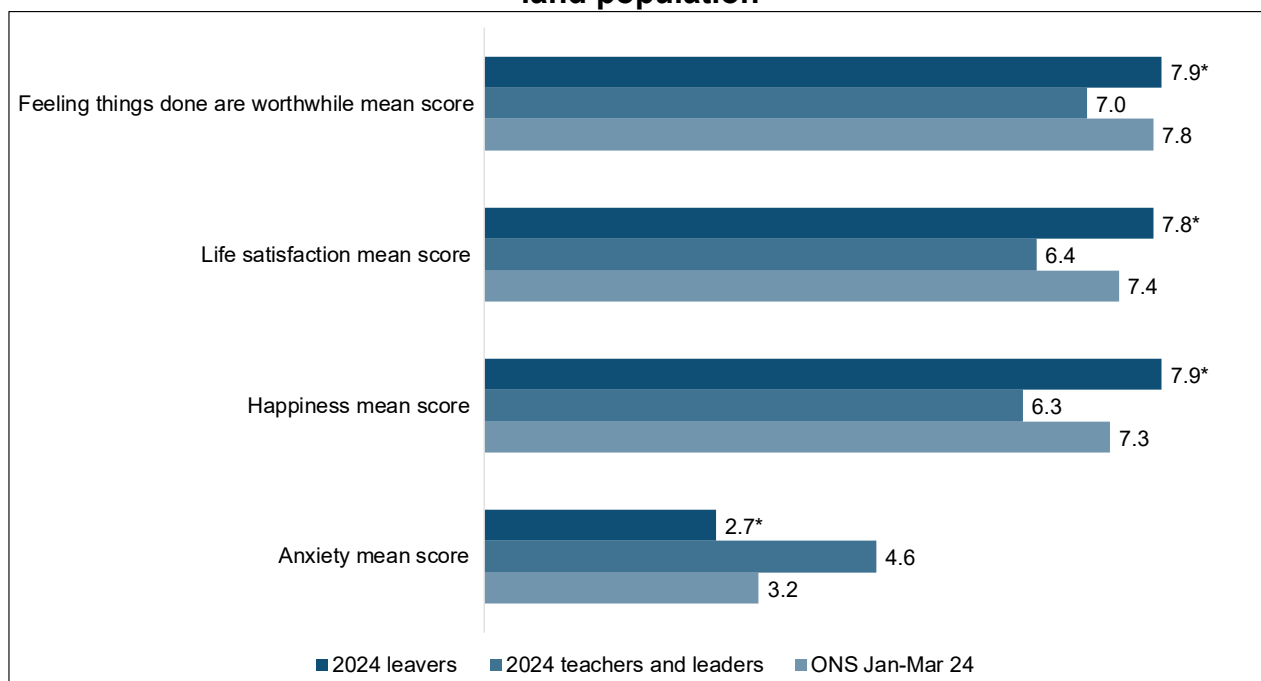
Source: Working lives of teachers and leaders survey. L16/P3. To what extent do you agree or disagree with the following statements? Single response. L16: Those who had left the English state school sector between surveys and were still employed (wave 3, 2024, n=377), P3: module 1 teachers and leaders (n=2,364). *Indicates significant difference between 2024 leavers in work and those still teaching or leading in an English state school.

Wellbeing

As already described in the teacher and leader wellbeing chapter, this survey included a series of 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. 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.

Across all four wellbeing measures, those who had left the English state school sector were more positive (reporting higher life satisfaction, happiness, and feeling that things they do in their life are worthwhile, and lower anxiety) than those still teaching or leading in an English state school in 2024 (Figure 13.9). Results are similar to 2023 with the exception of lower anxiety scores for leavers in 2024 (2.7) vs. 2023 leavers (3.7).

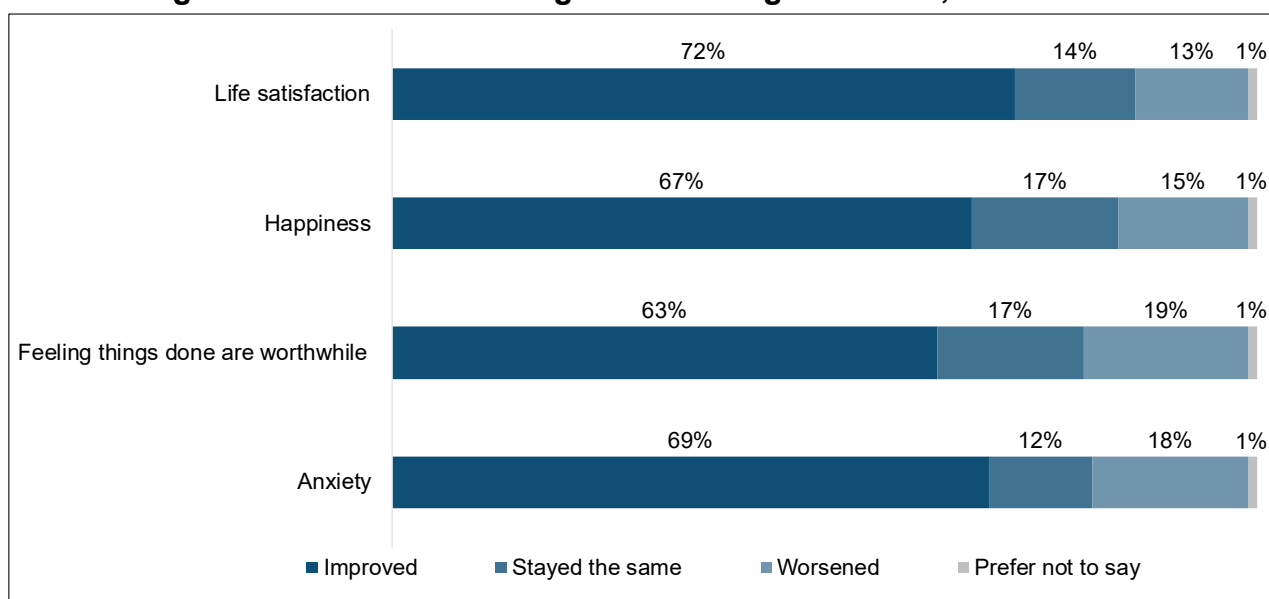
Figure 13.9 Leavers' wellbeing against 2024 teachers and leaders, and ONS England population



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 3, 2024, n=10,020); All leavers (wave 2, 2023, n=520). *Indicates significant difference between 2024 leavers and those still teaching or leading in an English state school.

As well as leavers reporting more positive wellbeing than those currently still working in the English state school sector, there was a marked improvement across all wellbeing measures among leavers compared with the levels these respondents reported when they were working in the sector in 2023 (Figure 13.10). Overall, 72% reported higher life satisfaction, 67% higher happiness, 63% higher feelings of things done in their life being worthwhile, and 69% reported lower anxiety. Over four-in-ten (42%) of leavers reported an improvement across all four measures (compared with 39% among 2023 leavers).

Figure 13.10 Leavers' change in wellbeing measures, 2023-2024³⁸



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 3, 2024, n=520).

³⁸ An 'improvement' to a wellbeing score between 2023 and 2024 is defined by the respondent giving a higher rating on a scale of 0-10 in 2024 than 2023 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 2024 than in 2023. A 'worsening' between 2023 and 2024 is the opposite of this.



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Reference: RR1524

ISBN: 978-1-83870-661-6

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