



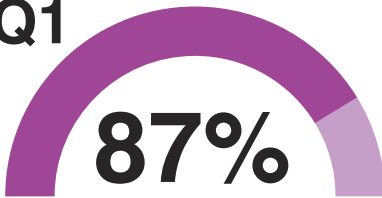
All Teachers' Headlines
THE BIG QUESTION
SURVEY 2023

You made your voice heard

SECTION 1: PAY/PENSIONS

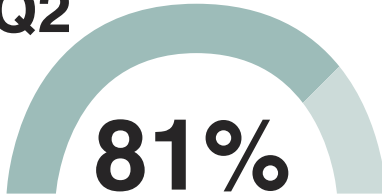
Pay remains an issue of absolute concern to teachers, with four in five teachers responding negatively to the questions we asked about teachers' pay. Eighty-nine per cent of teachers are worried about their financial situation in this year's survey, up 2% on 2022's response. Teachers continue to say they are cutting back on everyday expenditure and, significantly, 62% are cutting back on food spending, an increase of 10% on the previous year. For the first time this year, we asked teachers whether they had been forced to cut back on heating costs – with almost two thirds saying that was the case.

Q1



of respondents do not think teaching is competitive with other professions.

Q2



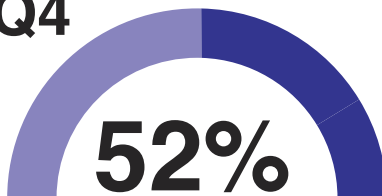
do not believe they are paid at a pay level commensurate with their skills and experiences.

Q3



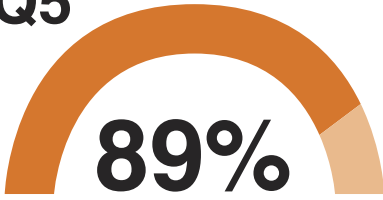
believe people are put off a career in teaching because of pay.

Q4



find their pension costs affordable.

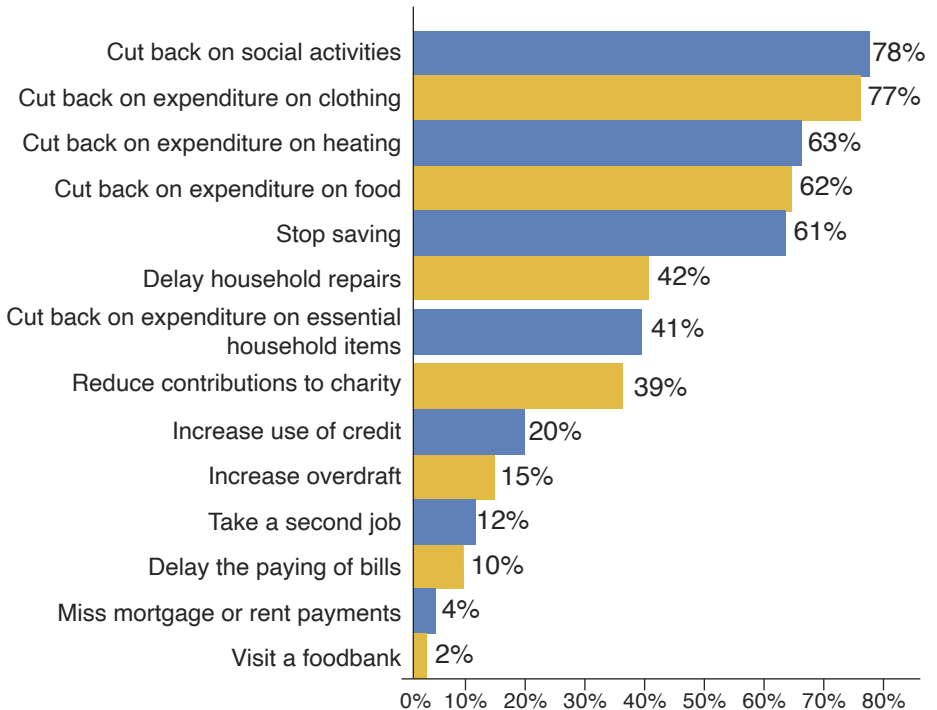
Q5



are worried about their financial situation (somewhat/very worried).

Q6

In the last 12 months, have you had to do any of the following:



SECTION 2: PUPIL HEALTH AND WELLBEING

Practically all teachers teach pupils with mental health challenges, and almost nine in ten teachers think these challenges have increased over the last 12 months. It is incredibly concerning, therefore, that almost 80% of teachers feel that appropriate support is not available to help them address pupils' mental health issues.

This year, we joined with the NSPCC to ask teachers questions on safeguarding issues. We found that 55% of teachers think that the number of safeguarding concerns in their school has increased in the last year, and 71% think they have increased since the pandemic. On a more positive note, over four in five teachers said they felt supported to make referrals related to safeguarding.

Q7



believe that the rates of adverse emotional, personal or social issues among pupils they teach have changed over the last 12 months.

Q8



say that pupils they teach have mental health challenges.

Q9



don't believe that appropriate support is available to help address pupils' mental health issues.

Q10



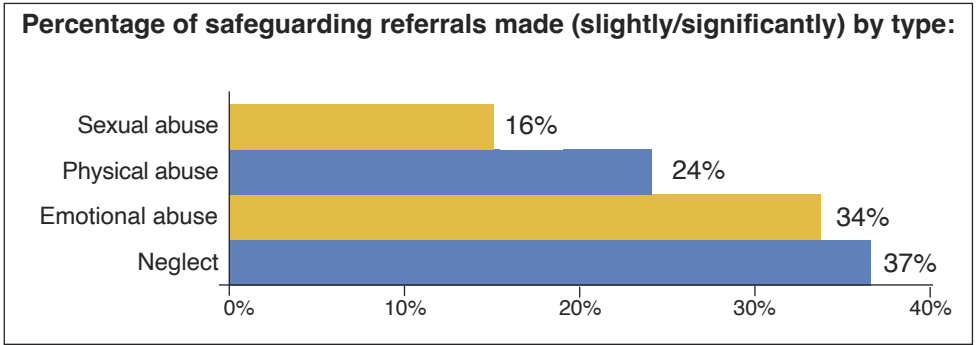
fulfil a safeguarding lead role in their school.

Q11



say the number of safeguarding referrals has increased (slightly/significantly) over the last year.

Q12

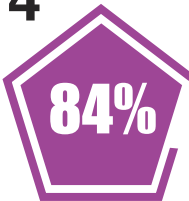


Q13



say the number of safeguarding referrals made has increased (slightly/significantly) since the pandemic.

Q14



say they feel supported (moderately/very) to make safeguarding referrals within their school.

SECTION 3: WORKING PRACTICE AND PUPIL BEHAVIOUR

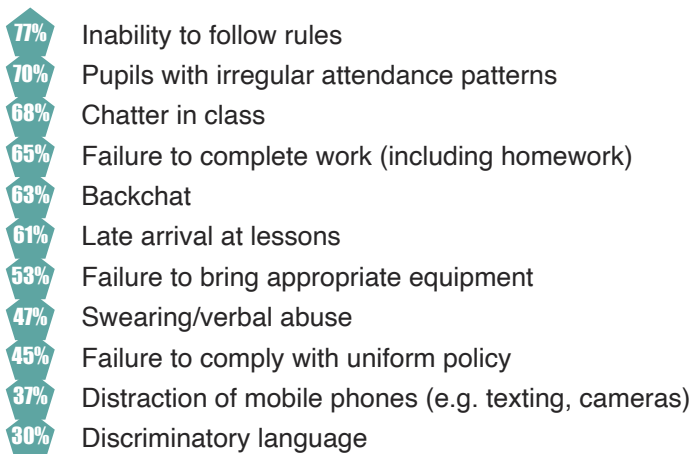
Pupil behaviour concerns have seen an across-the-board increase for teachers this year. In all categories, teachers are more likely to report that a behaviour problem is a concern than previously, with some categories (including swearing/abuse and failure to comply with uniform policy) seeing increases of 10% and above. The problems which cause teachers the most problems on a day-to-day basis continue to be low-level disruption such as backchat, chatter in class and inability to follow rules. However, disturbingly, violent behaviour categories have also seen marked increases. Most worryingly of all, there has been a 3% increase in teachers experiencing physical assault by a pupil and almost one in five teachers are having to deal with threatening behaviour on a daily basis, up 5% on 2022. As with last year, we find that almost one in three teachers feel that their school's behaviour policy is not fit for purpose.

The survey continued to ask a short question on remote learning, to understand how schools are continuing to use it post-pandemic. Teachers reported that the main reason online teaching is used is for unplanned closure days, but we also find a significant majority of teachers say their school is using it for teaching pupils in isolation or with mental health needs. Moreover, very few teachers are given extra time to prepare for these remote lessons.

A series of questions on the condition of school buildings was introduced this year. This found that whilst more teachers think that their school buildings are in good condition 30% think the buildings are in a poor or very poor condition. Two in three teachers say that they are having problems with extreme temperatures in their classroom, whilst issues with ventilation and lack of welfare facilities are a significant issue in many schools.

Q15

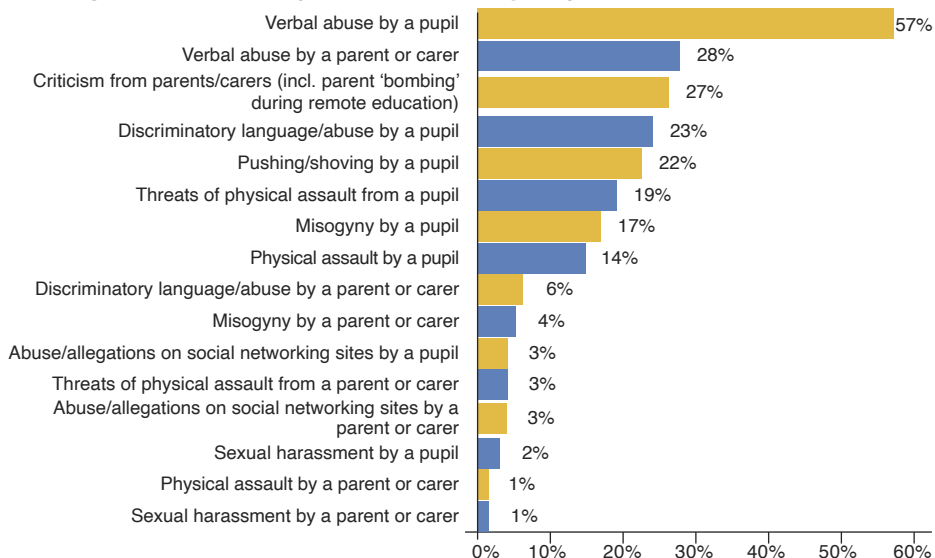
Pupil behaviour problems that cause the most concern on a day-to-day basis:



- 27% Violence between pupils
- 27% Bullying between pupils
- 21% Threatening behaviour
- 16% Physical assaults on teachers
- 9% Distraction of other portable electronic devices (e.g. iPad)
- 5% Not following Covid-specific hygiene and social-distancing measures

Q16

Percentage of teachers subject to over the past year:



Q17

41%

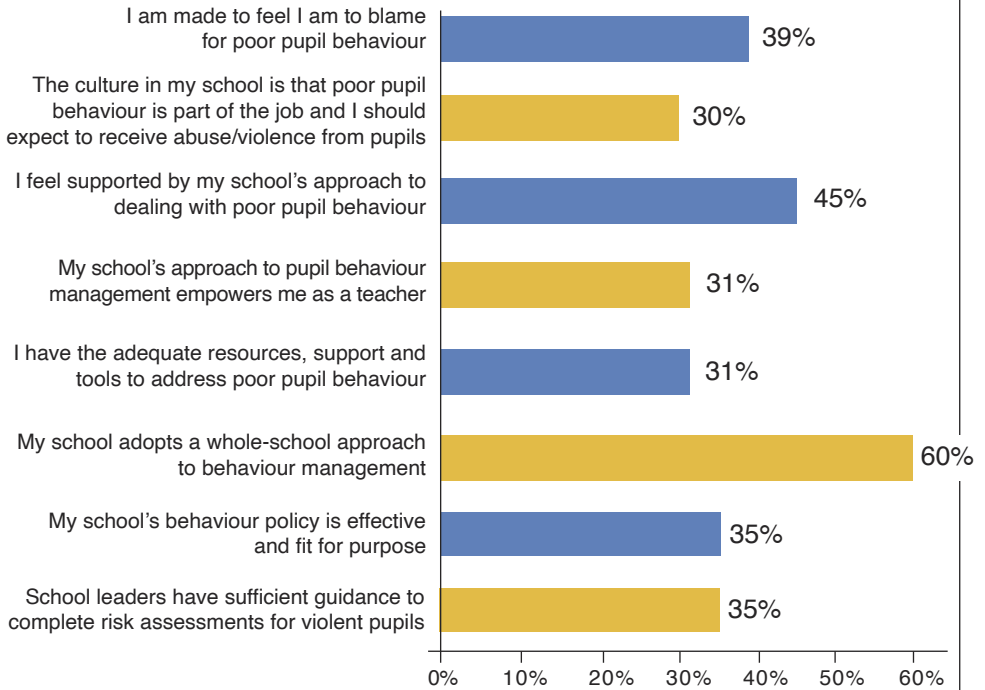
felt that their school had *not* dealt with abuse by a parent/ carer or pupil in a satisfactory manner.

Q18

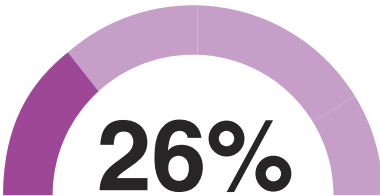
was an open-response question for teachers.

Q19

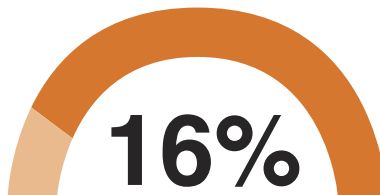
My experience in my current school (agree/strongly agree with statement):



Q20 Percentage of schools that complete risk assessments for violent/potentially violent pupils:



Yes – and shared with staff.



Yes – but not shared with staff.

Q21

Percentage of schools that continue to provide remote learning to some groups of pupils for:

- 59%** Unplanned school closure days
- 49%** Pupils who are in seclusion/isolation
- 45%** Pupils who have been suspended
- 43%** Parents' evenings
- 34%** Pupils with mental health needs (e.g. anxiety)
- 32%** Pupils with SEND/ASN/ALN who struggle with the social aspects of school
- 30%** Pupils who are school phobic
- 9%** Pupils in another school to access curriculum subjects not taught at their school
- 7%** Pupils in several groups to be taught at the same time

Q22

8%

have had tasks removed because they have been asked to teach remotely.

Q23

30%

rate the condition of their school building as poor/very poor.

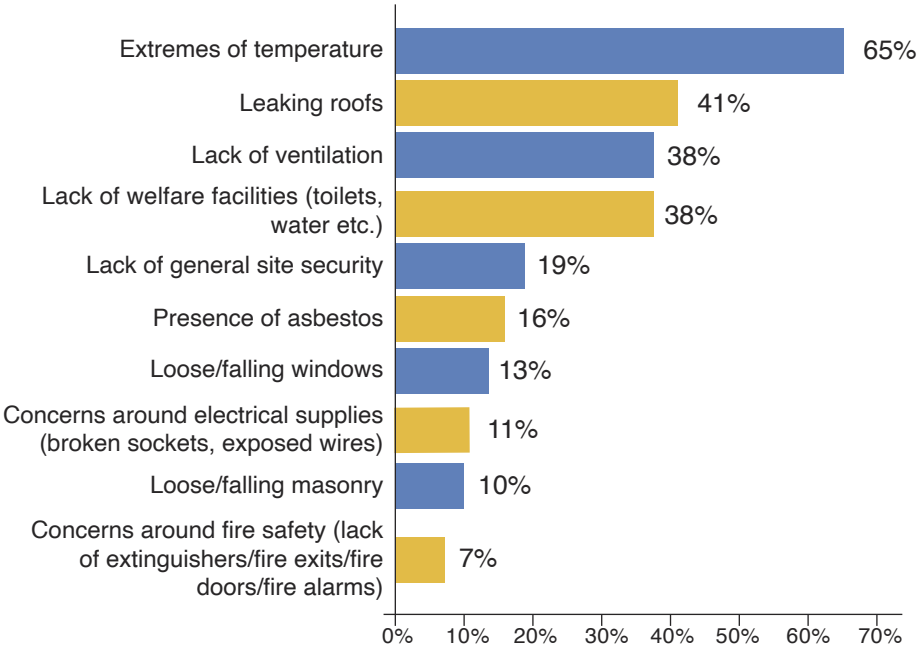
Q24

39%

say the condition of their school building has deteriorated/greatly deteriorated over the past three years.

Q25

Concerns about conditions with school buildings:



SECTION 4: BUREAUCRACY AND WORKLOAD

Fifty-two per cent of the teachers surveyed said that their workload had increased significantly over the last year. Shockingly, teachers also reported working 52 hours in a typical work week, six hours more than they reported on average in 2022. As in last year's survey, admin and clerical tasks and pastoral care were given as the biggest drivers. More teachers continue to feel disempowered and the main reason given for this was constant change in the profession, which was also the top reason in the 2022 survey. Teachers also report that they are spending more time dealing with parents than in previous years and that they are being deployed to teach subjects/groups for which they have had no training. Finally, similarly to other parts of this survey, there has been an increase in the reporting of offensive behaviour towards teachers in the last 12 months, which is adding to teachers' feelings of disempowerment.

Q26

say workload has increased significantly.

52%

Q27

52
hours

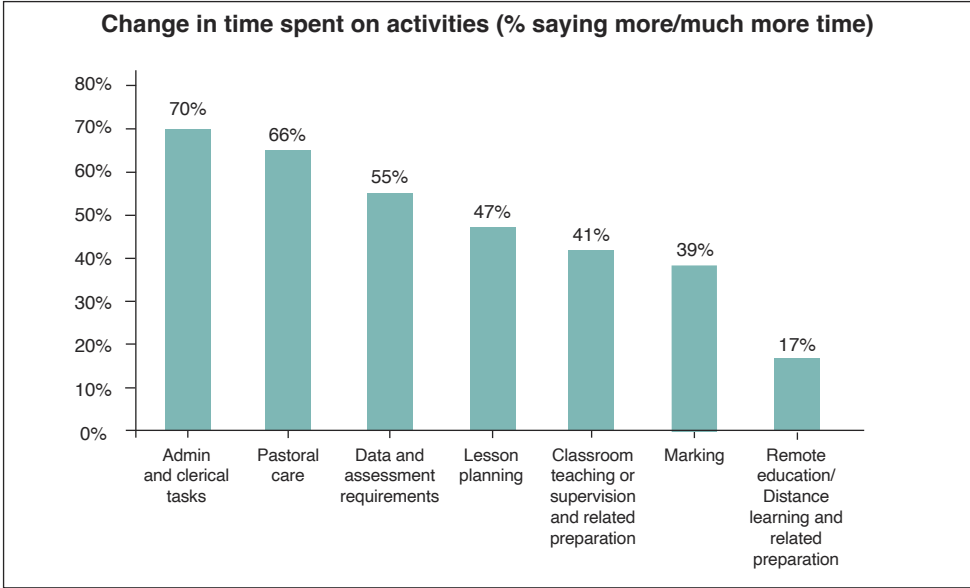
worked in a typical mid-term week.

Q28

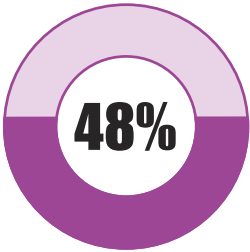
worked in a typical mid-term week
outside of school day.

13
hours

Q29



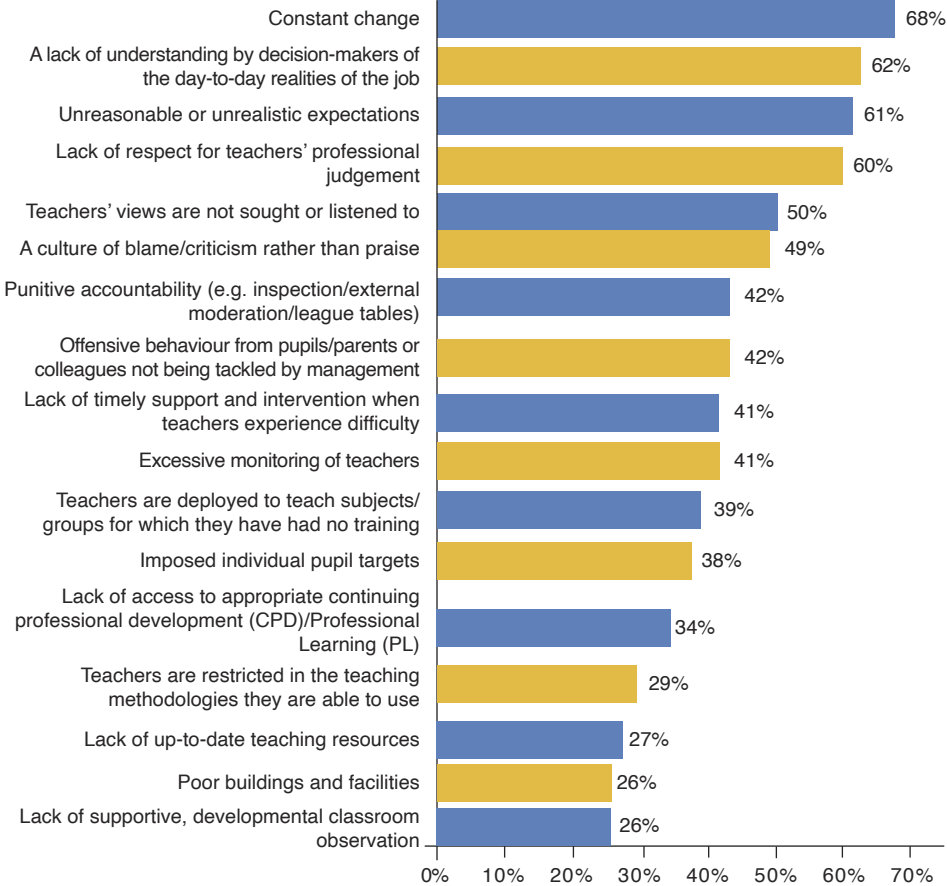
Q30



do *not* feel managed in a way that empowers them.

Q31

Factors that professionally disempower (% agreeing):



SECTION 5: TEACHING QUALITY

Teachers are clear in their support for Qualified Teacher Status (QTS) (in England) and a contractual entitlement to CPD. However, teachers are still giving up considerable amounts of their own time to access CPD, with teachers spending almost as many hours of their own time as they do in contracted time. It is worrying that 17% of teachers have had their requests for CPD refused in the last 12 months, a slight increase on 2022.

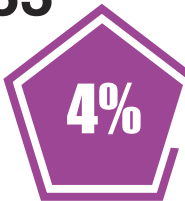
The downward trend for teachers to be threatened with capability procedures continues, with a further decrease of 1% from last year, making this a cumulative decrease of 5% from 2019. The number actually subject to capability procedures remains the same at 4%.

Q32



have been threatened with capability procedures in the last 12 months.

Q33



have been subject to capability procedures in the last 12 months.

Q34



have been offered or put on a support programme in the last 12 months.

Q35



think that the professional judgement of teachers on the needs of their pupils is not respected in their school.

Q36



think QTS is important (England/Wales only).

Q37

CPD accessed over the last year in contracted time (hours).



Q38



CPD accessed over the last year in own time (hours).

Q39



have had CPD requests refused in the past 12 months.

Q40



have had to fund/part-fund their CPD.

Q41

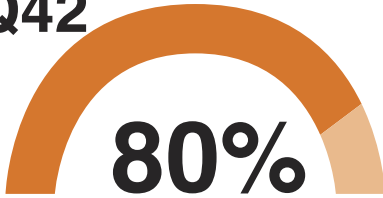


believe that teachers should have a contractual entitlement to CPD in working time.

SECTION 6: YOUR HEALTH AND WELLBEING

The general deterioration in teachers' health and wellbeing since the pandemic struck has continued. Four in five teachers say that they experience more workplace stress and that their job is adversely affecting their mental health. The biggest drive for this is increased workload – followed by poor pupil behaviour. Over 60% of teachers report that teaching is affecting their physical health, and over half say that they are experiencing headaches or back pain as a result of work.

Q42



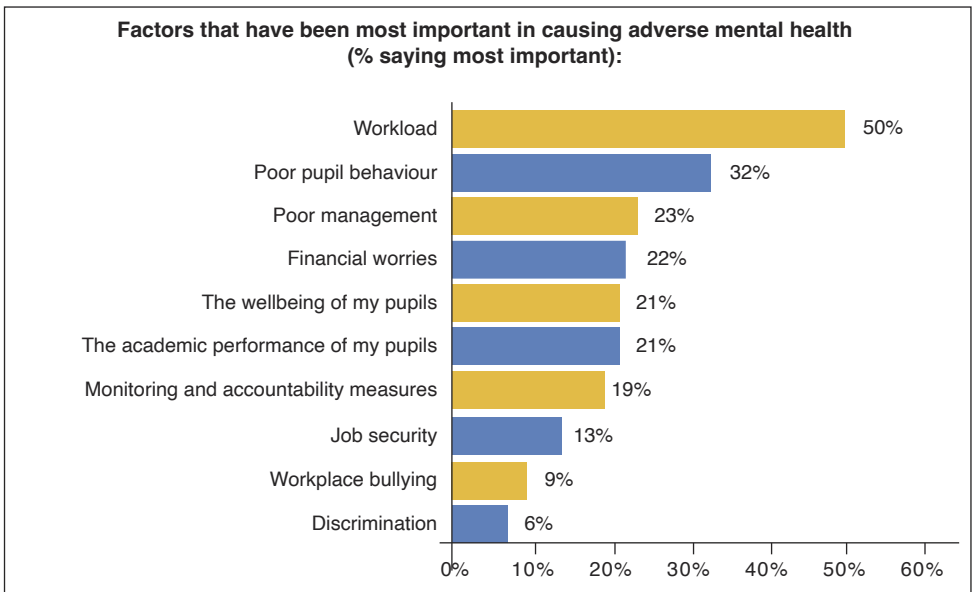
80% have experienced more workplace stress in the last 12 months.

Q43

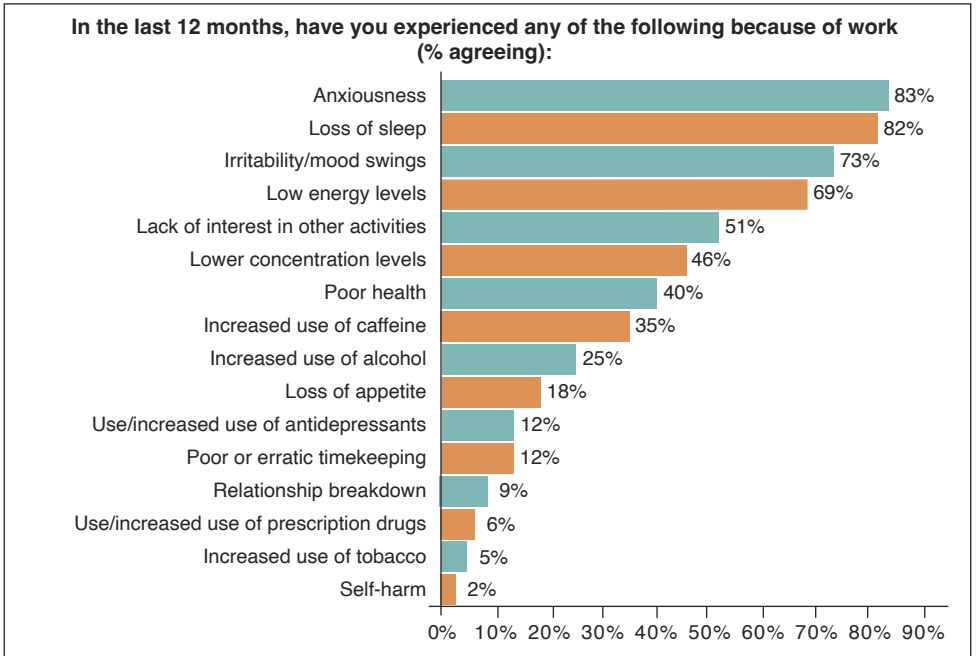


82% believe that the job has adversely affected their mental health in the last 12 months.

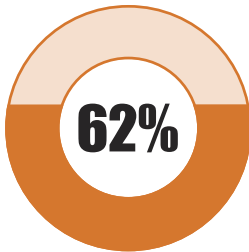
Q44



Q45



Q46



believe that the job has adversely affected their physical health in the last 12 months.

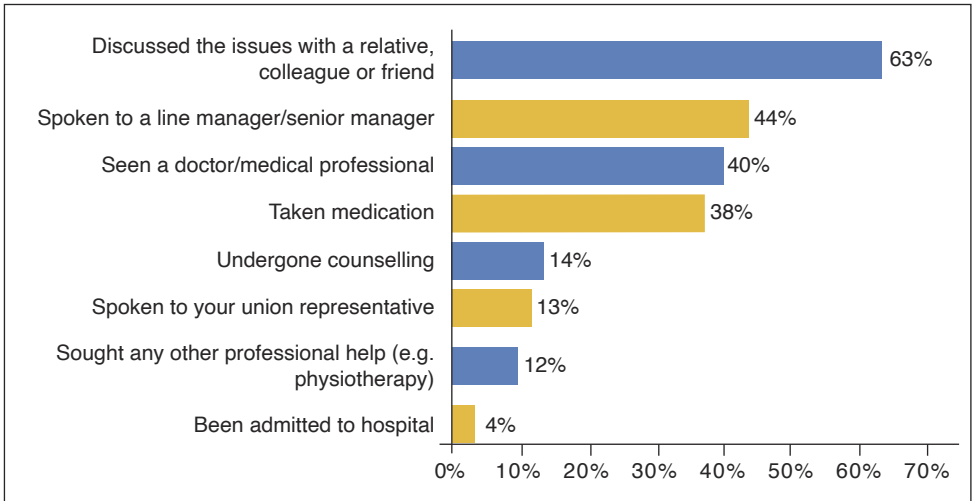
Q47

In the last 12 months, have you experienced any of the following because of work?

- 72%** Headaches
- 51%** Back pain
- 41%** Neck pain
- 21%** High blood pressure
- 18%** Other
- 13%** Frequent nausea
- 10%** Other Musculoskeletal (MSK) disorders
- 7%** Carpal tunnel syndrome

Q48

If your job has negatively affected your mental/physical health in the last 12 months, have you done any of the following:



Q49

32%

say that their school/college takes issues of women's health and wellbeing seriously.

Q50

Percentage who say that their school/college has the following policies to support women's health, safety and wellbeing:



SECTION 7: JOB SATISFACTION

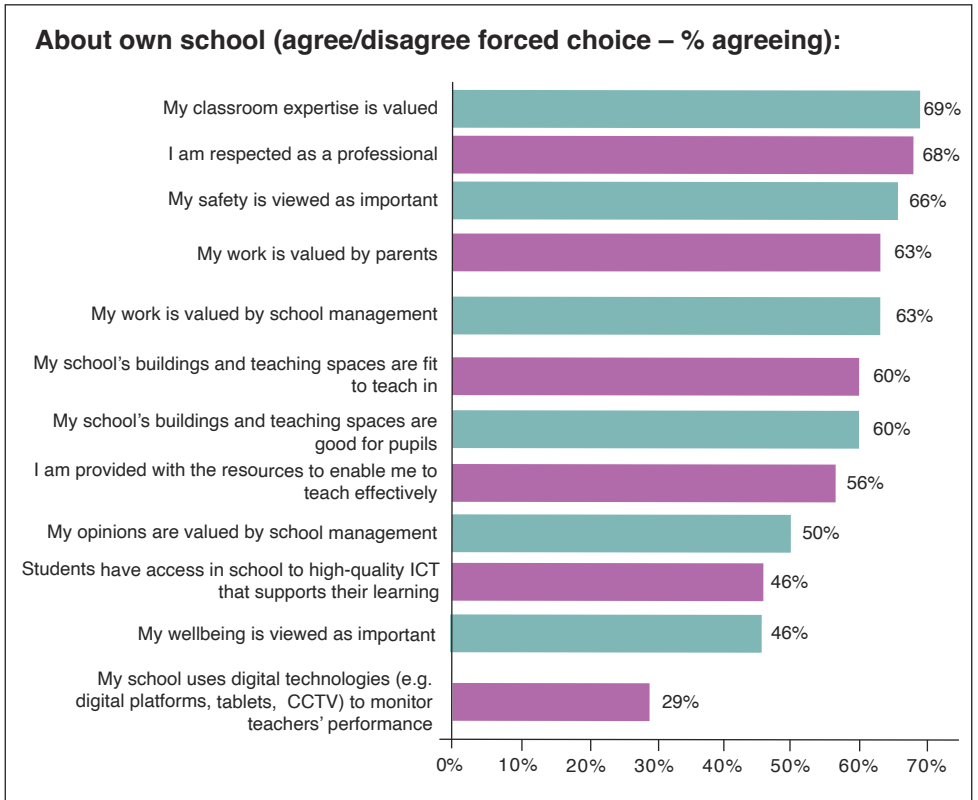
The effect of the extra strain and workload is having an effect on teachers' daily morale. Not only do most teachers report that they are often too worn down to give their job their best effort, but this also has an impact on their home and family life. More than three quarters of teachers surveyed say they have been unable to separate their work and home life since the start of the pandemic. Most teachers are not satisfied with their job, and 69% of teachers are considering leaving the profession entirely. Teachers' top concern remains workload. However, this year, pupil behaviour and indiscipline has overtaken pay as the second concern of key importance to teachers.

Q51



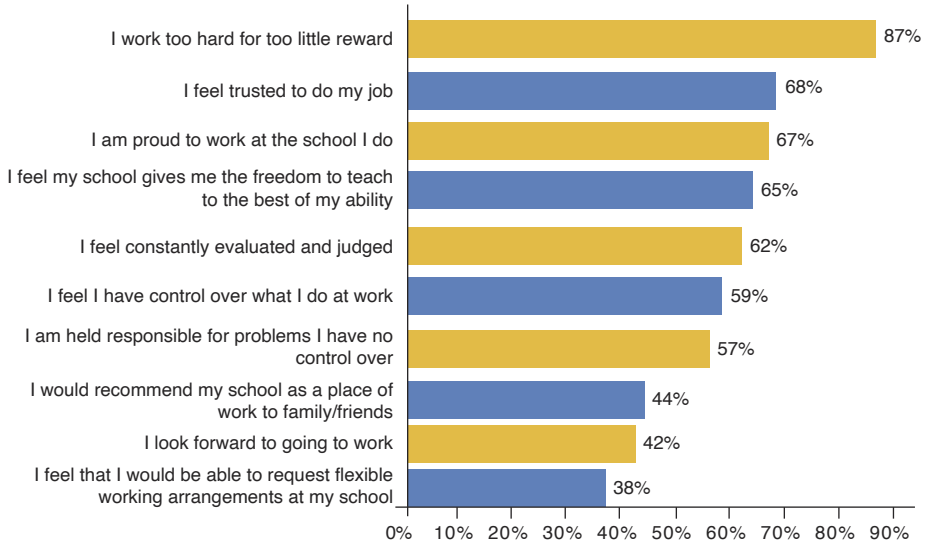
would recommend teaching as a career.

Q52



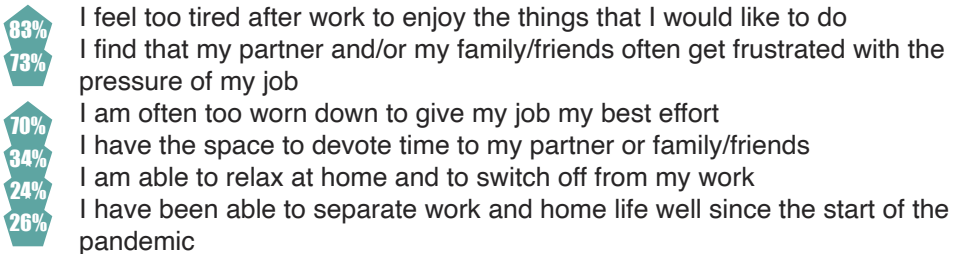
Q53

Views on own job (agree/disagree with statements – % agreeing/strongly agreeing):

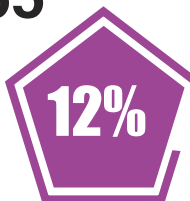


Q54

Work/life balance statements (agree/disagree forced choice – % agreeing):



Q55



experienced discrimination at work in the last 12 months.

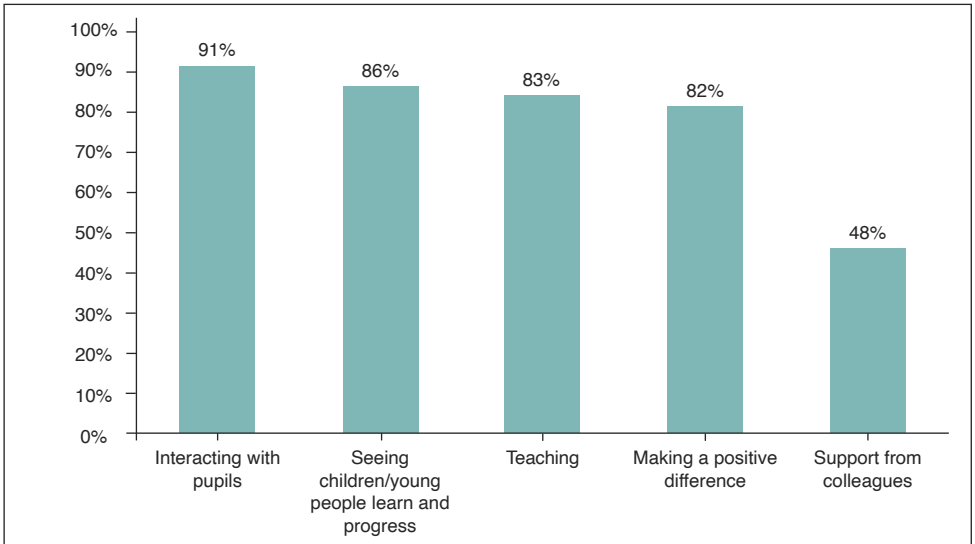
Q56



experienced harassment from a colleague or manager at work in the last 12 months.

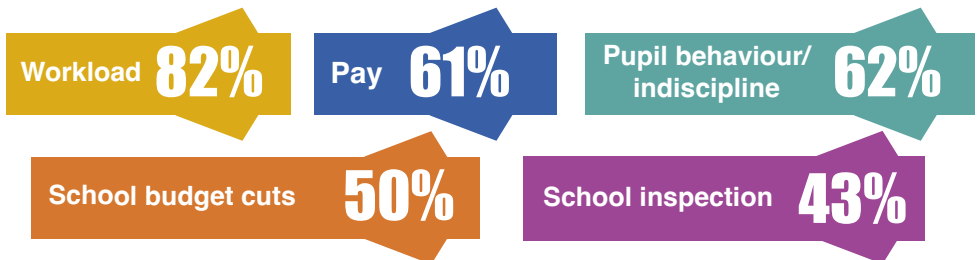
Q57

Top five things that teachers like most about their job:



Q58

Top five concerns:



Q59



are not satisfied/very dissatisfied with their job.

Q60



say that their job satisfaction has declined in the last 12 months.

Q61



have seriously considered leaving their current job.

Q60



have considered leaving the teaching profession.

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