

THE **BIG** QUESTION

SURVEY 2024

All Teachers Headlines

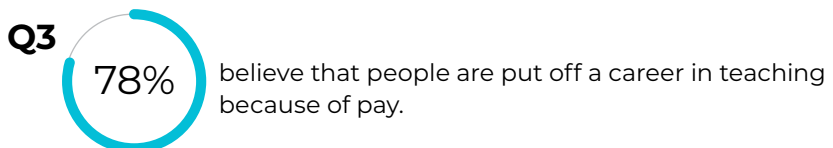
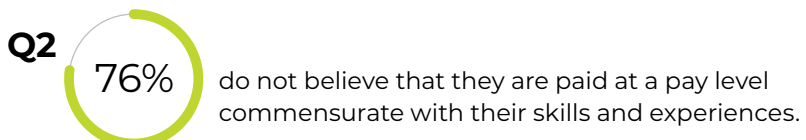
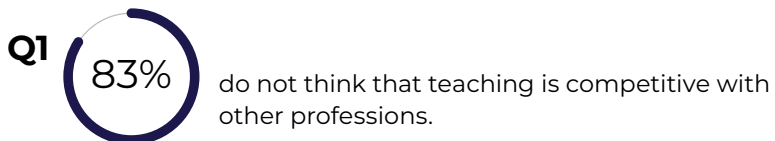
The survey was completed by 10,568 teachers from across England, Wales, Scotland, Northern Ireland and the Crown Dependencies.

SECTION 1: Pay/Pensions

Commentary:

In 2023, after NASUWT action that sent clear messages to all the UK governments and administrations that teachers had had enough of attacks on their pay and conditions, teachers did get pay increases in line with the review body recommendations or as a result of NASUWT negotiations. This may explain the small decline in the number of members who do not think teaching is competitive with other professions, compared to previous years, but teachers continue to be incredibly concerned about pay overall.

In a positive trend, the amount of teachers who tell us they are worried about their financial situation is down 7% whilst fewer teachers also say that they are cutting back on spending on essentials such as heating, food and clothing. However, in absolute numbers, it is clear that pay is still a concern with the teaching profession. Over eight in ten teachers are still worried about their financial situation, over half have had to cut spending on food in the last 12 months and over one in ten teachers still tell us that they have had to take a second job.

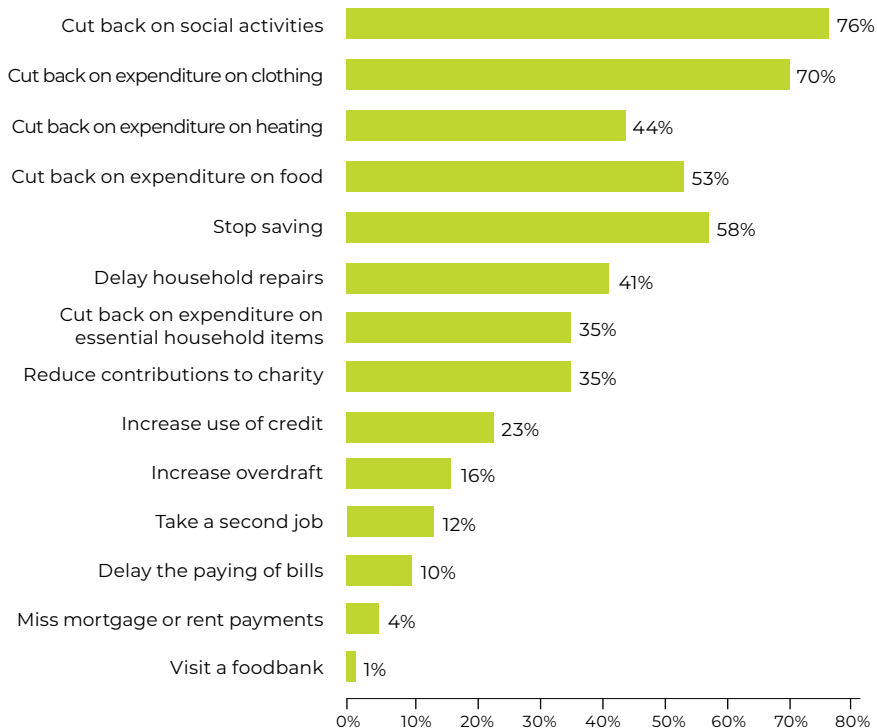


Q4 26% find their pension costs unaffordable.

Q5 82% are worried about their financial situation (somewhat/very worried).

Q6

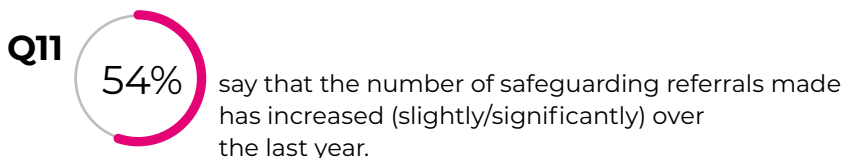
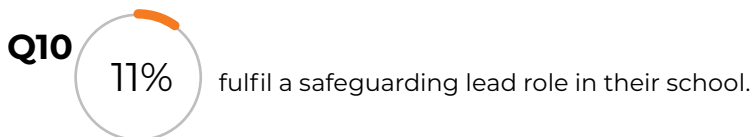
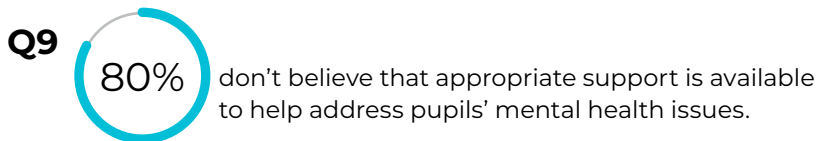
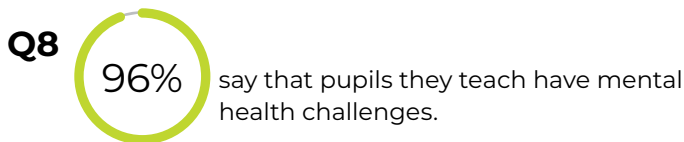
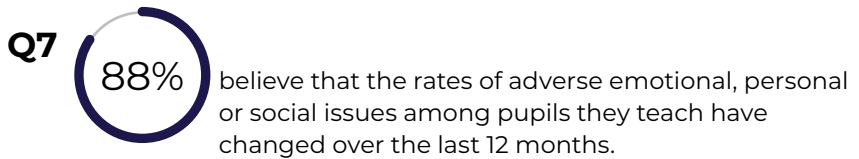
In the last 12 months, have you had to do any of the following:



Section 2: Pupil Health and Wellbeing

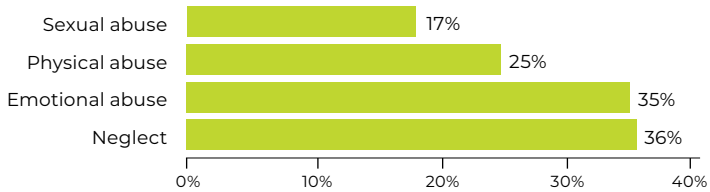
Commentary:

The responses to questions about pupils' health and wellbeing, as well as safeguarding, remain generally consistent with last year's survey. Almost all teachers tell us they teach pupils with mental health challenges and that the rates of adverse emotional, personal or social issues have increased over the past 12 months. Shockingly, as with last year's survey, eight in ten teachers feel that there is not appropriate support available to address pupils' mental health issues. In addition, over half of teachers say that safeguarding referrals have increased over the last year, and eight in ten teachers do feel supported to make safeguarding referrals within their school.

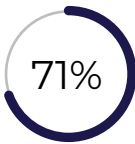


Q12

say that the number of safeguarding referrals made has increased (slightly/significantly) by type:

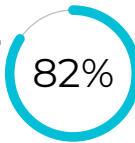


Q13



say that 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

Commentary:

Pupil behaviour continues to be an area of huge concern for teachers. In all categories of pupil behaviour problems except two, teachers reported an increase in concern. As in last year's survey, the problems which cause the most concern for teachers are chatter in class and the inability to follow rules, as well as irregular attendance. This year we introduced a new problem category of pupils bringing weapons into schools, and it is incredibly worrying that one in 20 teachers report that they are concerned with pupils bringing weapons into schools on a daily basis. A significant minority of teachers also report experiencing physical assault by a pupil and threatening behaviour on a daily basis, up 5% on 2022.

As with last year, our questions on remote learning found that the main reason schools are using online learning is for planned closure days. It is also being used for teaching pupils in isolation or with mental health needs, and as with last year we found that few teachers are given extra time to prepare for remote lessons.

This was the second year in which we asked members questions about the condition of school buildings. Worryingly, we saw an increase in the concern of every single category this year. One in three teachers rate the conditions of their buildings as very poor, and the top areas of concern remained the same: extreme temperatures, leaking rooms, lack of ventilation and lack of welfare facilities.

Q15

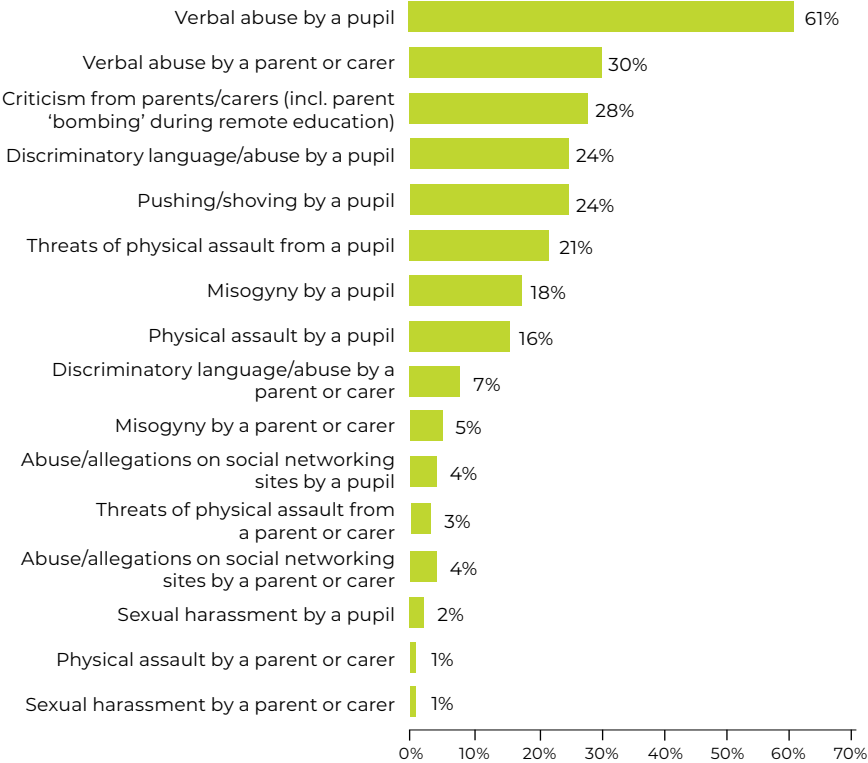
Pupil behaviour problems that cause the most concern on a day-to-day basis:

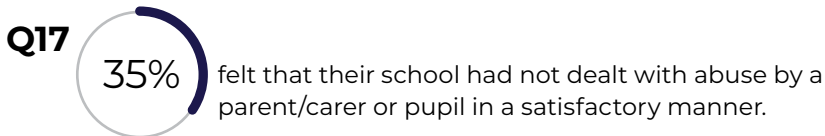
- 80%** Inability to follow rules.
- 69%** Pupils with irregular attendance patterns.
- 71%** Chatter in class.
- 65%** Failure to complete work (including homework).
- 66%** Backchat.
- 64%** Late arrival at lessons.
- 56%** Failure to bring appropriate equipment.
- 50%** Swearing/verbal abuse.

- 48%** Failure to comply with uniform policy.
- 37%** Distraction of mobile phones (e.g. texting, cameras).
- 31%** Discriminatory language.
- 30%** Violence between pupils.
- 28%** Bullying between pupils.
- 23%** Threatening behaviour.
- 18%** Physical assaults on teachers.
- 11%** Distraction of other portable electronic devices (e.g. iPad).
- 5%** Pupils bringing weapons into school.

Q16

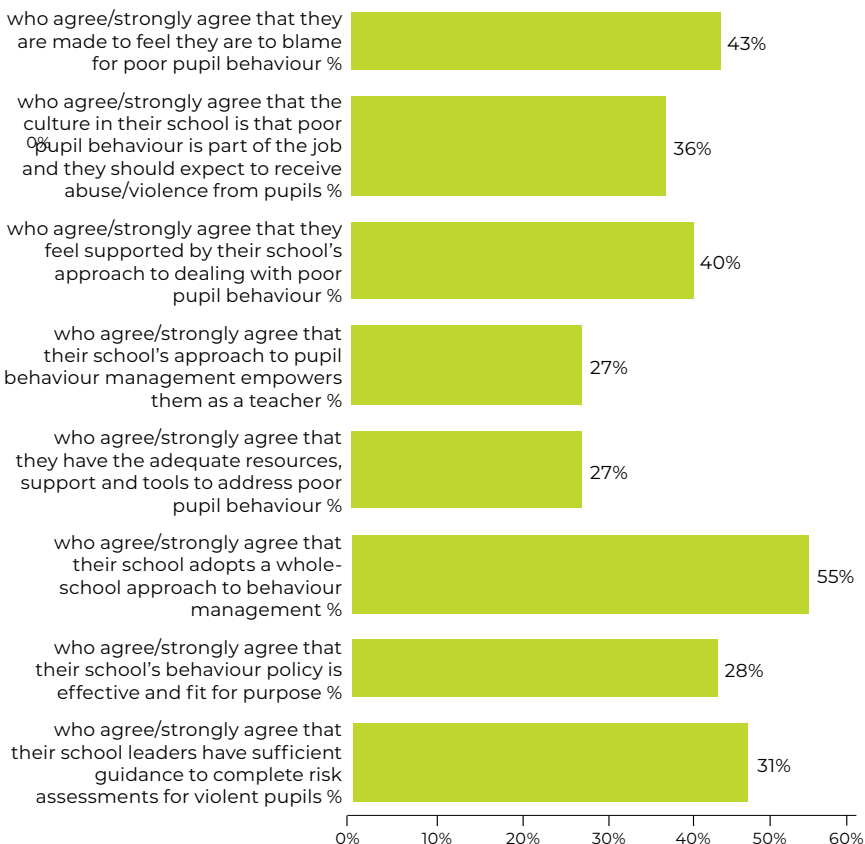
Teachers in the last 12 months say they have been subject to:





Q18

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



Q19

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



Yes – and shared with staff.



Yes – but not shared with staff.

Q20

Schools that continue to provide remote learning to pupils:

50% Unplanned school closure days.

46% Pupils who are in seclusion/isolation.

44% Pupils who have been suspended.

35% Parents' evenings.

31% Pupils with mental health needs (e.g. anxiety).

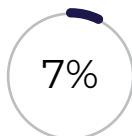
30% Pupils with SEND/ASN/ALN who struggle with the social aspects of school.

28% Pupils who are school phobic.

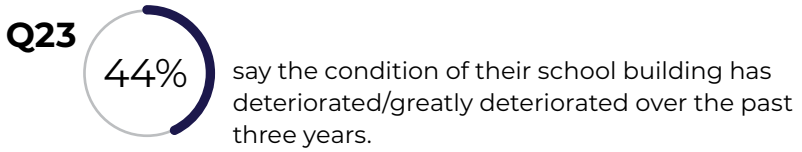
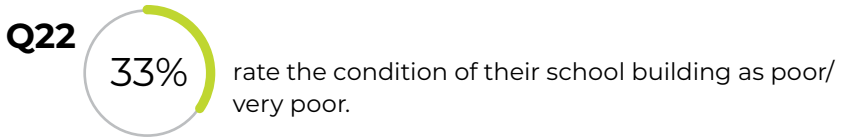
9% Pupils in another school to access curriculum subjects not taught at their school.

7% Pupils in several groups to be taught at the same time.

Q21

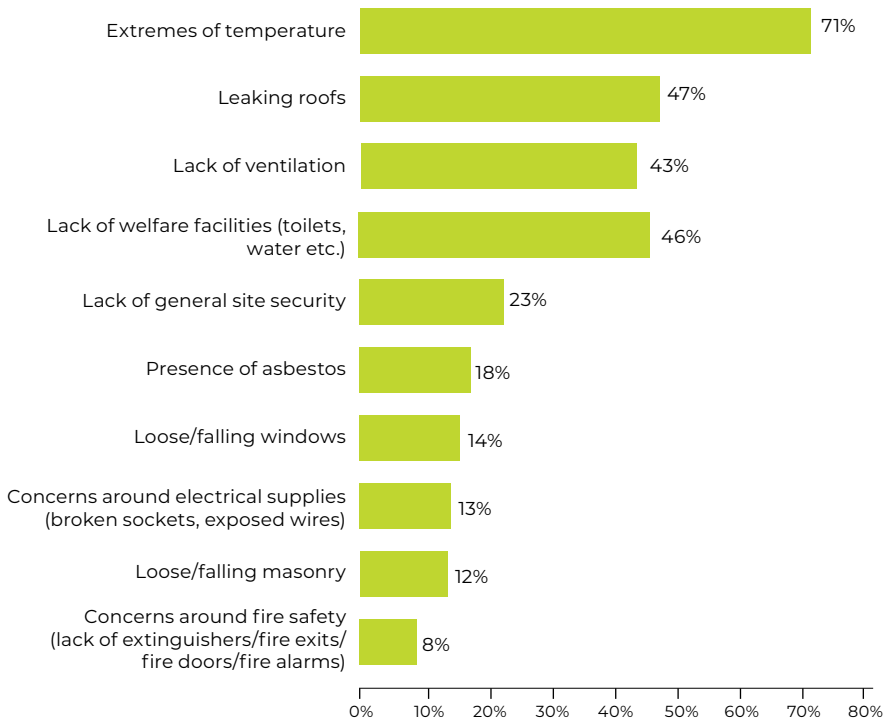


have had tasks removed because they have been asked to teach remotely.



Q24

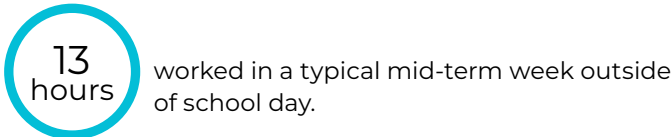
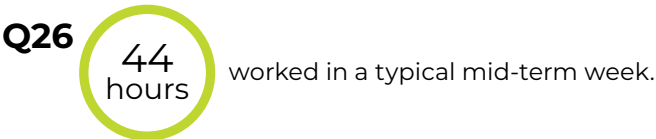
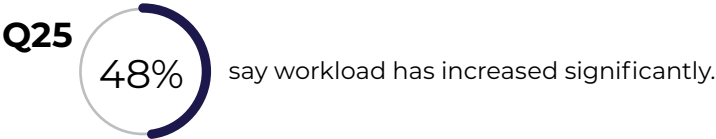
Concerns about conditions of school buildings:



Section 4: Bureaucracy and Workload

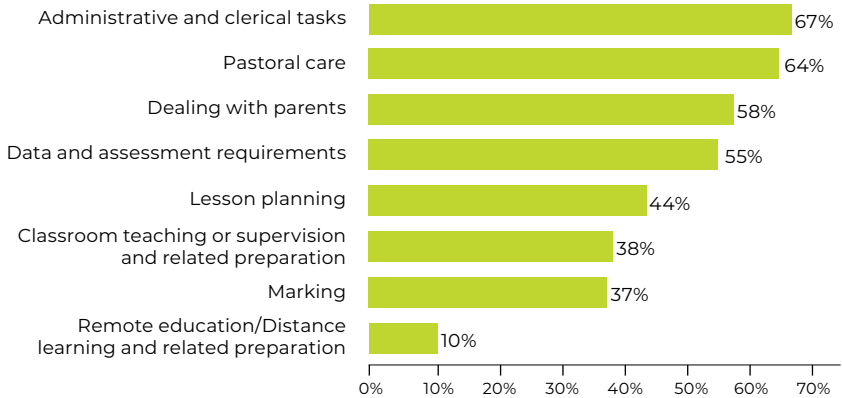
Commentary:

We saw a fall in the number of teachers who said that their workload had increased significantly over the last year, with just under half reporting this. The hours worked in a typical mid-term week outside of the school day remains unchanged. The main drivers of workload remain admin and clerical tasks as well as pastoral care. Interestingly, the only area where teachers reported spending more time on activities was on dealing with parents. More than half of teachers now say they feel disempowered, and once again we found that this is because of constant change in the profession. It is also concerning that there seems to be a general feeling of alienation, with an increasing number of teachers also reporting that they feel disempowered because of a lack of understanding from decision makers of the day-to-day realities of teaching, a lack of respect for teachers' professional judgement and also teachers' views not being listened to.



Q27

Change in time spent on activities (% saying more/much more time):



Q28

52%

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

Q29

Factors that professionally disempower (% agreeing):

65% Constant change.

64% A lack of understanding by decision makers of the day-to-day realities of the job.

62% Lack of respect for teachers' professional judgement.

57% Unreasonable or unrealistic expectations.

54% Teachers' views are not sought or listened to.

51% A culture of blame/criticism rather than praise.

46% Offensive behaviour from pupils/parents, or colleagues not being tackled by management.

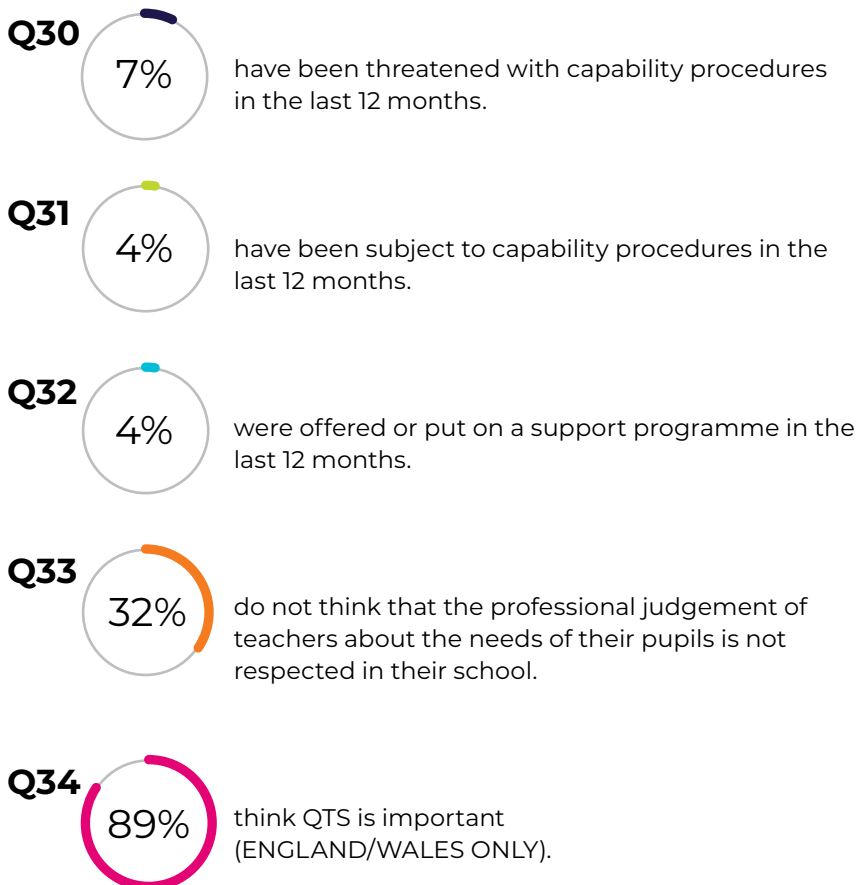
43% Lack of timely support and intervention when teachers experience difficulty.


- 38%** Punitive accountability (e.g. inspection/external moderation/ league tables).
- 38%** Teachers are deployed to teach subjects/groups for which they have had no training.
- 37%** Excessive monitoring of teachers.
- 36%** Lack of access to appropriate continuing professional development (CPD)/Professional Learning (PL).
- 33%** Imposed individual pupil targets.
- 29%** Teachers are restricted in the teaching methodologies they are able to use.
- 29%** Poor buildings and facilities.
- 29%** Lack of up-to-date teaching resources.
- 27%** Lack of supportive, developmental classroom observation.


Section 5: Teaching Quality

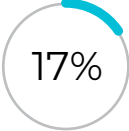
Commentary:


Teachers are clear in their support for Qualified Teacher Status (QTS) (in England) and a contractual entitlement to CPD, with nine in ten teachers agreeing with these propositions. However, teachers are still reporting that they are accessing almost as much CPD in their own time as they do in their contracted time. Similar to last year, we found that 17% of teachers have had their requests for CPD refused in the last 12 months, which is a worrying reflection on the lack of access for CPD in the teaching profession. We also found that 4% of teachers report being subject to capability procedures this year, which is the same as in the 2022 and 2023 surveys.




Q35  22 hours CPD accessed over the last year in contracted time.

 19 hours CPD accessed over the last year in own time.

Q36  17% have had CPD requests refused in the past 12 months.

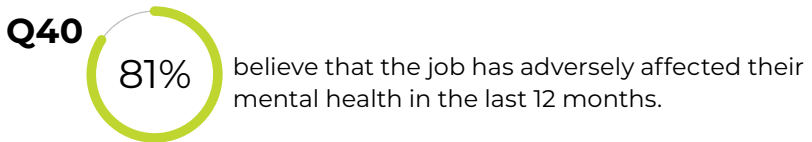
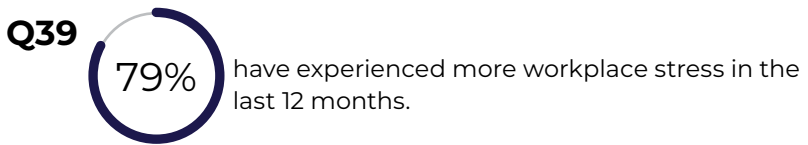
Q37  9% have had to fund/part-fund their CPD.

Q38  91% believe that teachers should have a contractual entitlement to CPD in working time.

Section 6: Your Health and Wellbeing

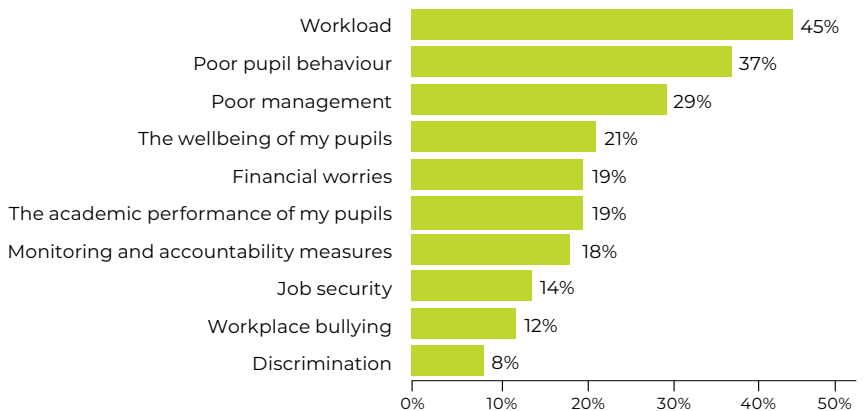
Commentary:

Three in five teachers continue to tell us that teaching affects their physical health, whilst four in five tell us that their job has adversely affected their mental health in the last year. The main driver of adverse mental health remains workload, though it is concerning that we see a significant increase in the number of teachers also reporting poor pupil behaviour and poor management. Over half of teachers also report experiencing headaches and back pain in the last 12 months.



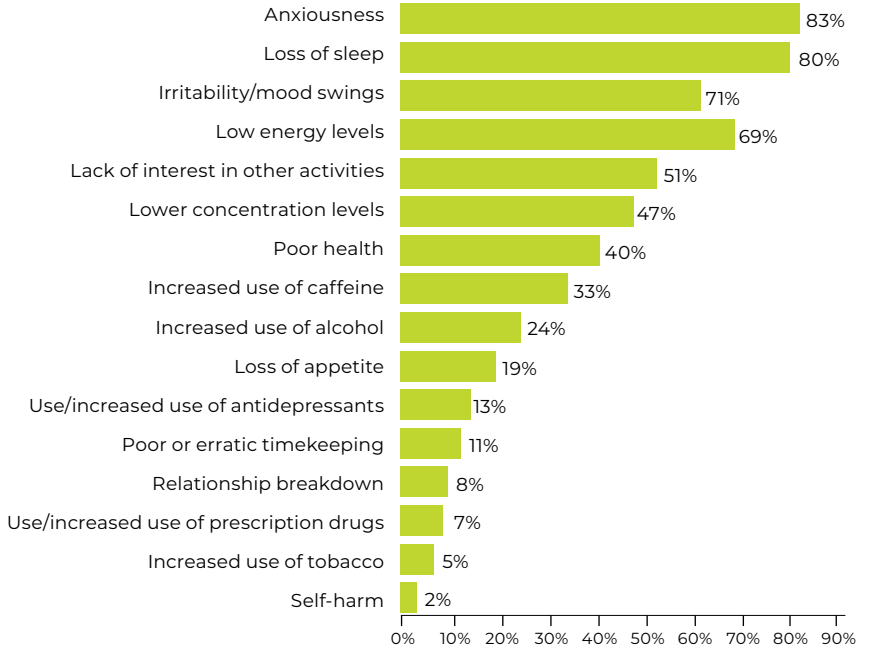
Q41

Factors that have been most important in causing adverse mental health (% saying most important):



Q42

In the last 12 months, have you experienced any of the following because of work (% agreeing):



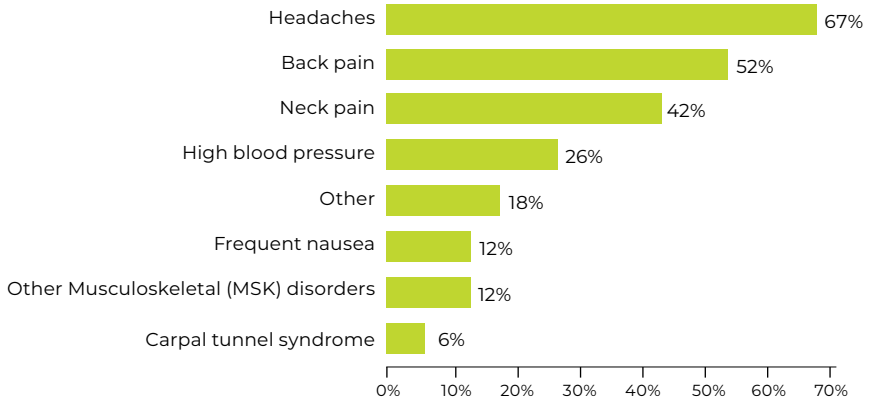
Q43

63%

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

Q44

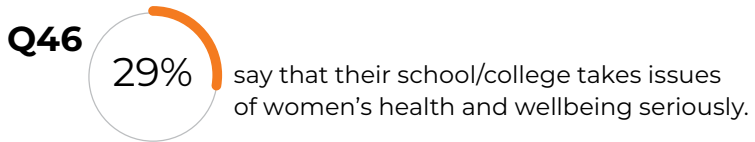
In the last 12 months, have you experienced any of the following because of work:



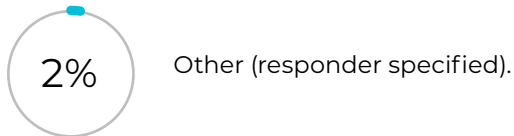
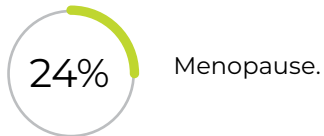
Q45

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





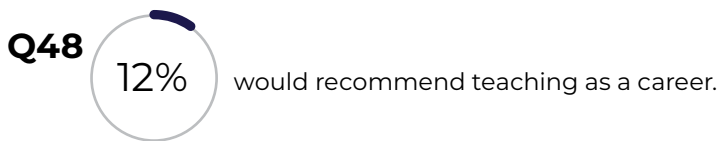
Q47
say their school/college has the following policies to support women's health, safety and wellbeing:



Section 7: Job Satisfaction

Commentary:

Most teachers still agree that their classroom expertise is valued and that their school's teaching spaces are fit to teach in, but it is concerning that there has been a ten point drop in the number of teachers who say that their school's buildings and teaching spaces are good for pupils. The main concerns of teachers remain workload and pupil behaviour, as well as pay continuing to fall. It is concerning that three in four teachers are considering leaving their current job and seven in ten are thinking about leaving the entire profession.



Q49

About own school.

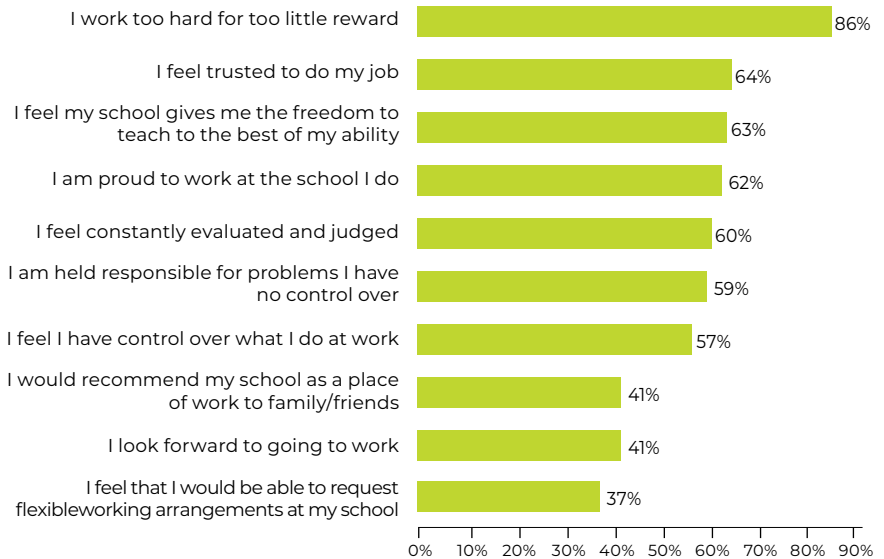
- 63%** My classroom expertise is valued.
- 65%** My school's buildings and teaching spaces are fit to teach in.
- 62%** I am respected as a professional.
- 62%** My work is valued by parents.
- 60%** My safety is viewed as important.
- 57%** My school's buildings and teaching spaces are good for pupils.
- 55%** My work is valued by school management.
- 53%** I am provided with the resources to enable me to teach effectively.
- 43%** My opinions are valued by school management
- 44%** Students have access in school to high-quality ICT that supports their learning.

42% My wellbeing is viewed as important.

28% My school uses digital technologies (e.g. digital platforms, tablets, CCTV) to monitor teachers' performance.

Q50

Views on own job:



Q51

Work/life balance statements:

82% I feel too tired after work to enjoy the things that I would like to do.

72% I find that my partner and/or my family/friends often get frustrated with the pressure of my job.

68% I am often too worn down to give my job my best effort.

36% I have the space to devote time to my partner or family/friends.

30% I have been able to separate work and home life well since the start of the pandemic.

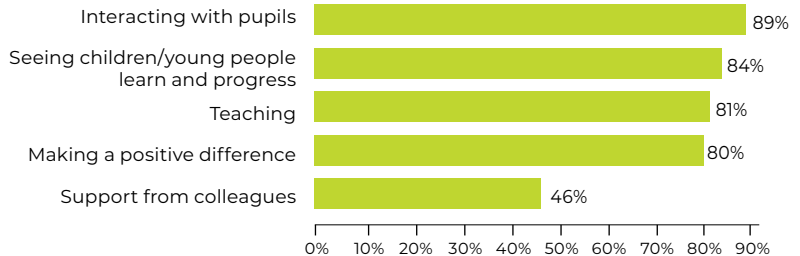
28% I am able to relax at home and to switch off from my work.

Q52 15% experienced discrimination at work in the last 12 months.

Q53 16% experienced harassment from a colleague or manager at work in the last 12 months.

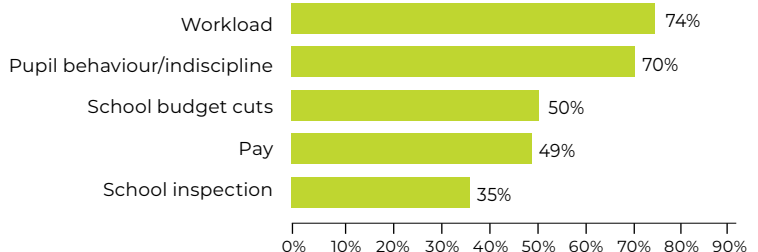
Q54

Top five things that teachers like most about their job:

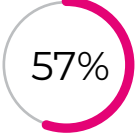



Q55

Top five concerns:



Q56  41% are not satisfied/very dissatisfied with their job.

Q57  57% say that their job satisfaction has declined in the last 12 months.

Q58  75% have seriously considered leaving their current job.

Q59  70% have considered leaving the teaching profession.

NASUWT
The Teachers' Union

nasuwt.org.uk