

Working in Schools

Job quality of educational professionals before and after the pandemic

Alan FelsteadCardiff University

Francis Green
University College
London

Katy HuxleyCardiff University

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Contacts:

Alan Felstead

Cardiff University alanfelstead@cardiff.ac.uk

Francis Green

University College London francis.green@ucl.ac.uk

Katy Huxley

Cardiff University huxleykl@cardiff.ac.uk

Foreword

by Dr Mary Bousted

The quality of the education system cannot exceed the quality of its teachers. But this Government has made the profession less and less attractive to new graduates.

This important report exposes how hard teachers' working lives have become. It makes a clear, succinct and powerful case that the intensity of teachers' work is unsustainable. The Department for Education ignores how stressful teaching has become in favour of working time – but it is an intrinsic and essential issue when considering work quality and discretion – being treated professionally to do a professional job.

Many other professions have embraced hybrid working since the pandemic and have made those careers more attractive, but this is not possible in education. The disparity between teaching and other professions has caused the number of graduates training to become a teacher to collapse.

Unless teachers achieve more rewarding and less stressful working lives, then the exodus from the profession will continue and the dearth of new applicants will remain. The damage to children and young people's education will remain too.

Politicians and the media need to read and absorb the important messages in this report and act on them to give teachers back the professional respect they deserve.

Executive summary

This report shows:

Job quality is worse in schools where staff are expecting a school inspection, and in schools located in areas of high social deprivation.

The job quality of teaching professionals has barely changed since the pandemic and has, in some respects, worsened.

The job quality of comparable occupations has improved. Working conditions in schools have therefore worsened in relative terms.

Teaching is both a rewarding and demanding job, but the findings of this report suggest that it is becoming even more demanding. Without change, it will be difficult to tackle the acute recruitment and retention crisis facing the sector.

The report is based on:

Data from 6,841 teachers and teaching assistants who took part in an online job quality quiz (howgoodismyjob.com) carried out either side of the pandemic.

A specially commissioned survey of NEU members. This was carried out early in 2023 and comprised 15,584 responses.

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On this basis, these are our recommendations:

More attention is given to reducing the intensity of each working hour as well as the total amount of time spent working. To date, the focus has been on working hours and not on work intensity.

Labour shortages need to be addressed by improving the working conditions of those who work in schools. This includes, but goes beyond, pay. Features of work such as discretion, employee involvement, career development, promotion and flexible working should also be taken into account.

The school inspection regime needs to be reformed in order to reduce pressures and workload on teaching staff. Currently, the fear of school inspections appears to worsen many features of job quality as schools prepare for the arrival of the inspection team. This is associated with a deterioration in the wellbeing of school staff, sometimes with tragic consequences.

Introduction: Setting the scene

Like most parts of the economy, the lockdowns imposed as a result of the Covid-19 pandemic led to significant changes to working life. In education, this led to a sudden shift away from face-to-face teaching in classrooms to the delivery of online learning for most children. Those in education were not prepared for this sudden shift and had to rapidly adapt to this new world. While the pandemic has officially ended, many of its effects have ushered in dramatic changes to working lives in education and elsewhere which are likely to endure. The focus of this report is on the post-pandemic working conditions in schools. It focuses on what teachers' and teaching assistants' jobs are like, how they have changed since the pandemic began and what factors are most closely associated with poorer job quality.

The report has particular saliency given the crisis in teacher

recruitment. Last year, for example, there was a 20 per cent decline in the recruitment of new teacher trainees with the decline particularly pronounced at secondary level. Physics was the worst hit subject specialism. To make matters worse, there was an uptick in teachers quitting the profession. This follows a period leading up to and including the pandemic when the quit rate had been on the decline (McClean et al, 2023).

Possible factors for these trends include declining relative pay. Below-inflation pay awards throughout the 2010s and the 2021 pay freeze, meant that teachers' pay in 2021/22 was 12 per cent lower in real terms than ten years earlier. While real earnings of similar graduates also fell in real terms since 2010, teachers' real pay fell by more. In terms of relative pay, this has made the attraction of teaching less financially rewarding.

There are other factors too. High workload has for some years been identified by the Department for Education (DfE) as an important part of the problem contributing to high guit rates. For the most part, this has been interpreted as long working hours (DfE, 2019). However, recent research, comparing teachers' job quality with other professions along a broader range of dimensions, has found that the problem for teachers is not confined to working hours (Green, 2021). Rather, a high workload in a given amount of time also implies a high intensity of work. The research showed that the job quality of teachers in Britain had been declining in two key respects for a number of years. First, their work was becoming much more intensive, meaning that the rate of their physical or mental input was increasing, just in order to cover their required workloads. By 2017, nine out of ten teachers strongly agreed that their jobs required them to work very hard. This compared with only half of other professional workers. Second, they experienced reduced discretion about how they did their jobs and reduced control over their working time.

No single factor lies behind the intensification of work. In fact, investigation of workload dissatisfaction identified concerns, not just with teaching loads, but also with increasing levels of bureaucracy (CooperGibson Research, 2018; Perryman and Calvert, 2020). For example, two thirds of teachers and almost three out of four secondary school teachers reported spending over half their working hours on tasks other than teaching (Adams et al, 2023: 43-44). Most notably, there is growing concern about the role of inspection agencies and the pressures these place on teachers and on those who support them in the classroom (Bousted, 2022; Brady and Wilson, 2022).

Work intensification can also stem from dealing with the neediest pupils living in the most disadvantaged catchment areas. This is exacerbated when teachers quit, leaving the remaining teachers to provide cover, and thereby raising workloads (Dalton and Newson, 2003). These schools have the most difficulties recruiting new staff and so vacancies remain unfilled for lengthy periods, serving to put even more pressure on remaining staff.

With conditions harsh during the pandemic for everyone, it was nonetheless hoped that after the lockdowns jobs could be reset, especially with more people working at least partly at home (Felstead, 2022). As we show later in this report, the proportion of other professional workers - similar to teachers in terms of skill level. responsibility and qualifications who work at least one day a week at home has exploded since the pandemic. However, the option of hybrid working is rarely available for those working in schools. Other than having the additional burden of helping pupils to catch up for lost learning, the working lives of those in schools after the pandemic was therefore expected to return to 'normal'.

Measures, data sources and types of jobs

The aim of this research is to shine a light on the job quality of those working in schools and therefore delivering education to young people through all phases of non-university education. This includes those working in a range of educational settings such as schools controlled by local authorities, those set up as academies and those run as sixth form or further education colleges.

This section of the report has three parts. The first section outlines how the dimensions of job quality – the key focus of this report – are operationalised into a short series of questions. The second section examines how the data for the research was gathered, whether it is sufficiently representative and what post-collection actions were taken to address any biases identified. The third section specifies how key groups of workers – such as teachers and teaching assistants (TAs) – are defined in the report.

It also outlines how we are able to identify professions which have experienced the most rapid increases in the prevalence of hybrid working as a result of the pandemic.

1 Measures

It is commonly known and widely understood that some jobs are better than others. It is less clear in what ways they are better or worse than others and on what basis such ratings are made. We have followed three principles in carrying out the research for this report (Felstead et al, 2019). The first principle is that job quality is constituted by a set of work features which have the capability of enhancing or diminishing worker wellbeing. This approach has empirical support. Analyses of a range of data sources have validated the connection between various features of work and indicators of wellbeing (Eurofound, 2012; Eurofound, 2017).

The second principle is that job quality needs to focus on the attributes of the job occupied by the worker and not the workers' personal circumstances and/or background. The distinction here is between the subjective and objective dimension of job quality. The subjective approach is based on the idea that what is important is the 'utility' a worker derives from his or her job. This depends on two factors: the objective features of the job - such as level of discretion, the intensity of work and the ability to decide when to start and finish - but also on each worker's preferences. What one worker wants from a job may differ from the wants of another. Our approach avoids this uncertainty by collecting data in the main on the objective features of respondents' jobs and not on how jobs are evaluated.

The third principle is that there are a variety of features of the job which have the capability of enhancing or reducing worker wellbeing. We therefore adopt a dashboard approach to the measurement of job quality. This allows for job quality domains to vary and move in ways which do not always coincide. Indeed, several models which seek to explain the risks to worker wellbeing are based on the extent to which different job quality domains inter-relate. Demandcontrol theory, for example, is based on the relationship between work intensity and discretion, and its effect on worker wellbeing (Karasek, 1979). The job demands-resources model is based on similar principles, albeit with a broader conception of

what constitutes job demands and resources (Demerouti et al, 2001). Axiomatic to these theories is the proposition – well supported by evidence – that high job demands in a context of low resources leads to a deterioration in worker wellbeing (Theorell et al, 2015).

In this report, we present data on nine dimensions of non-pay job quality. These dimensions cover job demands such as job insecurity, the degree to which respondents are required to 'keep learning new things' and are expected to help colleagues to do likewise, and the frequency with which they are required to work at 'very high speed' and to 'tight deadlines'. Respondents are also asked about features of work (or job resources) which mitigate these pressures. These include: the degree of control they have over starting and finishing times; the ability they have to take time off at short notice to deal with personal matters; the level of social support given by line management; the discretion levels they are able to exercise over what tasks are to be done and how; the extent of influence they have over proposed changes to the way the job is done; and their promotion prospects. Respondents are typically asked to respond using a mixture of four-, five- or six-point response scales. So, to gather data on work intensity they are asked: "How often does your work involve working at very high speed?" For this question, they are presented with a six-point scale ranging from 'all the time' to 'never'. In this report we present the percentage of respondents who

reported that they worked at very high speed three-quarters or more of the time. In the accompanying tables we also present data using all of the responses given to each question. In this case, we summarise the results by awarding scores to each of the responses and then taking an average. In the very high speed example, the score ranges from 0 to 6; the higher the score the more intense the work (see Table A1 for details).

We added a handful of questions to one of the data sources, namely the National Education Union (NEU) survey (see below). One of these asked respondents: "To what extent do you agree with the statement: 'My job requires that I work very hard'?" with a four-point response scale. We also asked them: "How often do you come home from work exhausted?" with a response scale of always. often, sometimes, hardly ever or never. This requires respondents to give a subjective evaluation of their state of mind after work; it can also be considered as an outcome of job quality. All but one of the survey items are closed questions. However, towards the end of the survey, respondents were asked an open-ended question: "How good or bad are your working conditions and why?" More than 70 per cent of respondents provided textual - sometimes very lengthy and detailed - responses. In addition, we asked about a number of issues that are specific to the educational profession, such as the likelihood of a school inspection (either by Ofsted in England or Estyn in Wales) along with factual questions about

the respondent's length of service, role, full-time/part-time status and whether they worked in a fee-paying or non-fee-paying school.

2 Data sources

The report draws on two data sources:

- information collected from an online job quality quiz (howgoodismyjob.com)
- a specially conducted survey of NEU members.

These are referred to as the guiz and survey respectively. Both sources collected similar data, sometimes using exactly the same question wording (as outlined above and shown in full in Table A1). The survey data also included data held by the NEU on individual members (eg any additional roles held) and the characteristics of respondents' schools (eg the percentage of pupils eligible for free school meals (FSM), the size of the school and its most recent rating by Ofsted). The NEU administered the survey by emailing members with a request to take part and a link to an online survey platform. The authors of this report only had access to the anonymised dataset.

On the other hand the quiz was not specifically focused on teachers or those in the education profession. It was open to anyone who wanted to compare characteristics of their jobs with those in similar occupations as well as with anyone working in the UK (see Davies and Felstead, 2023). Participation was voluntary and prompted, in the main, by a series

of paid-for social media advertising campaigns. The resulting dataset consists of around 100,000 quiz completions: around half (49,560) taken in the period July 2018 to January 2020 and half (50,838) in May to August 2022. For brevity, we refer to these two data points as pre- and post-pandemic. In line with the target audience for the quiz, we focus on those aged 20 to 64 and living in the UK; hence the quiz dataset comprises around 48,000 pre-pandemic and 48,000 post-pandemic respondents.

Participation in the quiz relied on self-selection. Those who took part possessed particular observable characteristics, which differ from what one might expect if participants were to take part randomly. For example, women, those working in the public sector and those in professional occupations were disproportionately more likely to take the quiz (Felstead, 2021). To some extent, we can correct for these non-response biases by creating a weight for the two sample points and applying these weights throughout the analysis. For each of the observable groups, we calculate a weight which is inversely proportional to the relevant Labour Force Survey (LFS) estimate for each of the groups. We then multiply each of these weights together to produce two quiz weights. When applied, the national profile of the guiz moves closer to that of the LFS.

We apply these national weights in the analysis presented in this report. No specific weights were devised for this report since one of our aims is to compare teachers with other professionals, and teaching assistants with other caring occupations. Nevertheless, the profiles of the samples become more representative when these national weights are applied. The representation gap for men closes and becomes broadly comparable and the age profile of quiz takers narrows (see Table A2).

While the quiz can provide insights into how the job quality of particular occupations has changed either side of the pandemic, the number of quiz takers per occupation is inevitably smaller than a survey focused on groups working in a sector such as education. Nevertheless, we have a unique set of data collected before the pandemic from around 2,400 teachers and 940 teaching assistants, and from almost 3,000 teachers and 550 teaching assistants who completed the quiz after the pandemic. In total, around 6.800 individuals who work in the non-university educational sector completed the quiz.

The NEU survey was much larger; it collected job quality data from two-and-a-half times as many respondents. The survey was open for a two-week period during January and February 2023. A total of 15,584 individuals took part; 13,350 were teachers, 12,542 of whom were 'classroom teachers' and 808 were senior managers such as head teachers based in England and Wales. The sampling frame used for the survey was provided by the NEU. It was therefore a survey of

NEU members and not of all those working in education. To examine biases within the NEU sample, we compared the profile of survey respondents - by sex, age, working time, region and phase of education - against national evidence taken from school censuses. This exercise was undertaken for teachers and teaching assistants in the state and independent sectors. Where there were profile differences, weights were derived to give underrepresented groups a higher weight in the analysis and vice versa. The same principles used to weight the quiz were followed. For each of the observable characteristics, a weight inversely proportional to the national estimate for that characteristic was derived. These weights were then multiplied to produce a survey weight which, when applied, moves the survey profile closer to the national profile as reported in school censuses. Differences still remain (see Table A3) although they tend to be narrower than for the quiz, making it more representative of those working as educational professionals.

3 Types of jobs

The focus of this report is on those working in the non-university educational system. It therefore collects data from individuals with a range of job titles. In the quiz, we identify those for whom teaching in schools is a key part of their

role (see Table A2 for details). To make comparisons with the trends in job quality among comparator groups, we examine the fortunes of occupational groups which require similar levels of qualifications, skills and responsibility. We refer to this comparator group as 'other professionals'. For teaching assistants, we focus on those classified as teaching assistants. This includes such job titles as classroom assistant, school assistant and teaching assistant. Again, we compare the job quality fortunes of these workers with others who are also classified as carrying out 'caring, leisure and other service' work. We refer to these comparator jobs as 'other care' occupations.

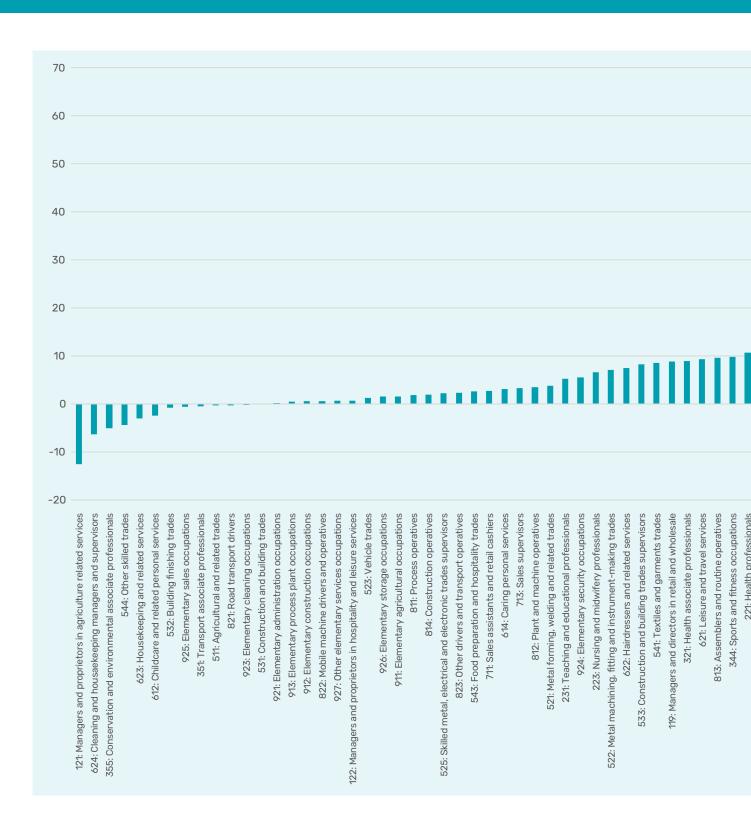
Finally, one of the most dramatic and lasting effects of the Covid-19 pandemic has been the upsurge in working outside of the traditional office. Most notably, the prevalence of working at home exploded during the pandemic due to travel restrictions. Subsequently, working at home one or two days a week has become part of the new 'normal' (Felstead, 2022). For many occupational groups, the shift towards hybrid working has been dramatic. By examining comparable LFS data either side of the pandemic, we can plot the extent of change in hybrid working by occupational group.1 Before the pandemic around ten per cent of

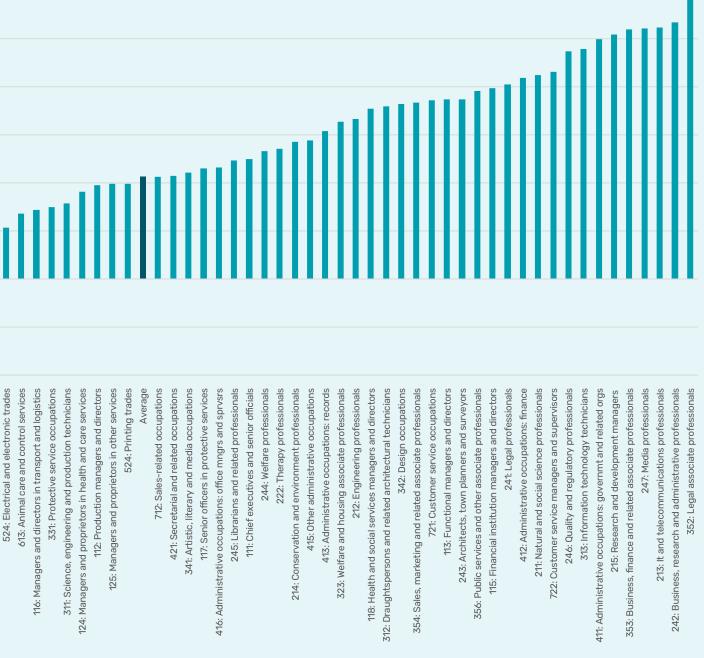
The question on where respondents worked at least one day a week was removed in from the LFS in 2015. Hence, our pre-pandemic data is taken from the 2014 second quarter data. However, the question was reinstated in 2020. We use the 2022 second quarter data as the post-pandemic data point.

workers reported working at home at least one day week; after the pandemic that figure had risen to 31 per cent. Figure 1 presents the percentage point change by occupational group. Notably, three out of the top five groups are professional occupations which have seen a 50 percentage point increase in the prevalence of hybrid working since the pandemic (see Figure 1 and Table A4). These occupational groups are referred to as the 'most hybridised' professional jobs. The aim of identifying them is to examine whether their job quality fortunes have differed significantly from teachers who have limited opportunities to work at home. Despite the dramatic rise in hybrid working, there has only been a five percentage point increase in the prevalence of hybrid working among teachers (defined here as those in minor occupational group 'teaching and educational professionals', see Figure 1).

Figure 1

Percentage point change in the prevalence of hybrid working, 2004-2012 by occupational group





Findings from the quiz

Trends in pay have attracted a lot of attention since the pandemic ended. The failure of pay rises to keep pace with inflation has triggered a national debate about the costof-living crisis and has prompted the Government to take action in response, for example, by lessening household energy bills (Francis-Devine et al. 2022). The scale of the crisis has sparked strikes across the economy and especially in the public sector where budgets have been squeezed by a Government intent on limiting public expenditure. This has included teachers who have taken strike action after being offered pay rises which do not keep pace with the cost of living.

These disputes have highlighted pay as an important feature of work that allows workers to feed, clothe and shelter themselves and others. Those working in education and represented by the NEU are facing the worst cost-of-living

crisis in a generation. However, there are a variety of other job attributes which also determine the quality of jobs, and the health and wellbeing of those involved. How have these aspects of work changed for teachers and teaching assistants working in schools? How does their experience compare with those working in similar jobs outside of education? This section of the report addresses these questions by drawing on the results of the national quiz.

The section is divided in two. First, we start by examining how the nine dimensions of non-pay job quality changed either side of the pandemic for those working in education. In what respects did jobs in education improve, deteriorate or stay the same? In the second part of the section, we put these changes into context by comparing the fortunes of teachers and teaching assistants with similar occupations as well as

those who have seen the most rapid increase in hybrid working. The aim is to identify any gaps in the job quality of these groups and assess whether these gaps are widening or narrowing.

1 Trends in job quality in education

At the onset, it is worth pointing out how the jobs of those working in education differ in terms of the nine dimensions of job quality. Not surprisingly, the demands placed on teachers in terms of work intensity, the requirement to learn new things and the need to help colleagues learn are higher than they are for teaching assistants. The differences are stark and statistically significant. For example, in excess of 70 per cent of teachers reported working to tight deadlines three-quarters or more of the time compared to over a half of teaching assistants. There is a similar percentage point gap in terms of the requirement placed upon teachers and teaching assistants to help colleagues to learn. Teachers' jobs are better quality than teaching assistants in many other respects - levels of autonomy, involvement in decisionmaking, flexible start and finish times, ability to take time off if needed, promotion prospects and job security (see Table 1).

Looking across all occupations, analysis of the quiz data suggests that job quality has got better since the pandemic (Davies and Felstead, 2023). It shows that workers have: more ability to decide when to start and stop work; greater scope

to take time off; more supportive managers; less work pressure; more say in job-related decisions; better promotion prospects; and increased job security. These improvements have not benefitted everyone and, of course, wages have failed to keep up with the cost of living. The results in this report suggest that teachers are one of the groups which have not benefitted from these improvements. Across many of our measures, the quality of teachers' jobs has barely changed. The proportion working frequently at very high speed or to very tight deadlines, for example, has not significantly changed since the pandemic. For some indicators job quality has, if anything, nudged downwards a little. Taking time off if needed has become a little more difficult, control over start and finishing times has been reduced. and influence over what tasks are to be done and the requirement to learn new things has fallen (if only weakly significant, see Table 1). On the other hand, the chance of job loss has fallen significantly for teachers, but this is in line with many other occupational groups (see Figure 2).

While the picture for teaching assistants is also mixed – some gains, some losses and some indicators which have barely changed – there have been some large movements (see Figure 3). For example, there has been a fall of six percentage points in the proportion of teaching assistants reporting that they work at very high speed three-quarters or more of the time, and an eight point fall in the proportion

Table 1Trends in job quality, pre- and post-pandemic - quiz data

| | Teachers | | Teaching assistants | |
|---|------------------|-------------------|---------------------|-------------------|
| Job quality domain | Pre- pandemic | Post- pandemic | Pre- pandemic | Post- pandemic |
| Work intensity | | | | |
| Working at very high speed three-quarters or more of the time | 63% | 63% | 55% | 49%* |
| Working to tight deadline three-quarters or more of the time | 72% | 71% | 54% | 53% |
| Intensity score | 5.12 | 5.08 | 4.65 | 4.49* |
| Task discretion | | | | |
| A great deal of influence over what tasks are to be done | 32% | 29%* | 14% | 12% |
| A great deal of influence over how to do the tasks | 49% | 47% | 26% | 23% |
| Discretion score | 2.20 | 2.16* | 1.72 | 1.66 |
| Worker voice | | | | |
| A great deal of say or quite a lot of say over decisions to change the way the job is done | 29% | 31% | 11% | 10% |
| Voice score | 1.15 | 1.17 | 0.67 | 0.63 |
| Working time autonomy | | | | |
| Strongly agree or agree that 'I can decide the time I start and finish work' | 29% | 26%* | 6% | 7% |
| Working time autonomy score | 1.99 | 1.92** | 1.40 | 1.36 |

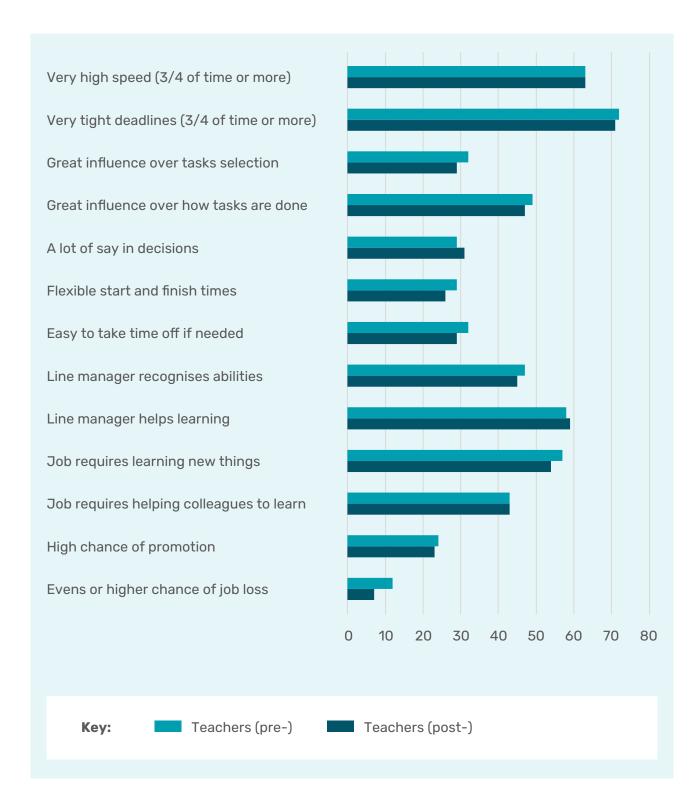
Note:

***, ** and * indicate statistical significance at the 1%, 5% and 10% level respectively between the preand post-pandemic period.

| Work/life balance | | | | |
|--|------|---------|------|---------|
| Not difficult at all or not too difficult to take time off to take care of personal or family matters | 32% | 29%** | 32% | 31% |
| Work/life balance score | 1.04 | 0.97* | 1.08 | 1.05 |
| Managerial support | | | | |
| Line manager is a great deal/ quite a lot of help in recognising the extent of abilities | 47% | 45% | 45% | 33%*** |
| Line manager is a great deal/ quite a lot of help in enabling learning | 58% | 59% | 50% | 42%*** |
| Managerial support score | 2.25 | 2.30 | 2.16 | 1.93*** |
| Required learning | | | | |
| Strongly agree that job requires to keep learning new things | 57% | 54%* | 44% | 40% |
| Strongly agree that job requires helping colleagues to learn new things | 43% | 43% | 24% | 21% |
| Required learning score | 3.39 | 3.37 | 3.14 | 3.02*** |
| Promotion prospects | | | | |
| Definite or high chance of being promoted | 24% | 23% | 11% | 9% |
| Promotion prospects score | 3.41 | 3.40 | 3.99 | 4.09 |
| Job security | | | | |
| Evens or higher chance of losing job in next 12 months | 12% | 7%*** | 20% | 12%*** |
| Job insecurity score | 0.52 | 0.32*** | 0.80 | 0.45*** |

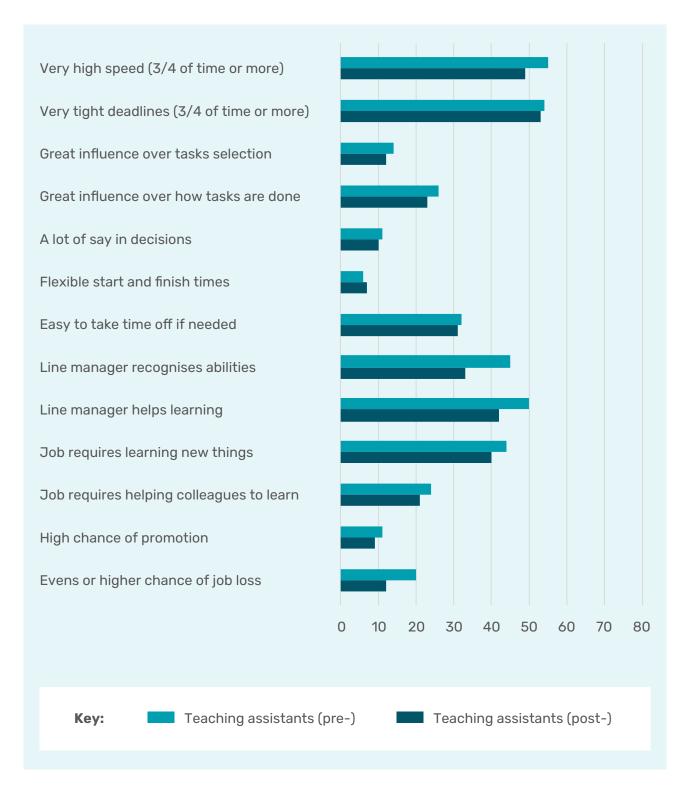
Figure 2

Job quality trends for teachers, pre- and post-pandemic



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Figure 3Job quality trends for teaching assistants, pre- and post-pandemic



reporting an evens or higher chance of job loss. These are substantial and statistically significant changes. However, the level of managerial support given to teaching assistants has moved sharply and significantly downwards with a fall of 12 percentage points in the proportion strongly agreeing that their line manager is good at recognising their abilities. Overall, work intensity has seen a slight reduction, but task discretion, managerial support and promotion prospects have all diminished.

2 Putting trends in context

This section of the report puts these changes into context to address the question of whether the fortunes of those working in the educational sector are any worse, better or about the same as comparator groups.

Figure 4 shows that teachers are more likely than other professional workers to be working at high speed and to tight deadlines. Similarly, teachers have less flexible working hours than other professional workers, both before and after the pandemic. They also find it more difficult to take time off for emergencies. In contrast, other professional workers have experienced increases in their job quality: both a significant reduction in their work intensity and a significant increase in the flexibility of their working hours both valued job quality features. Part of that increase is likely due to the availability of hybrid working for many professional workers. To illustrate, Figure 4 also shows the

trends in job quality for the 'most hybridised professions'. As can be seen, job quality measured in these ways increased notably for these occupational groups, thereby widening the gap between teachers and their comparators (for more detail, see Tables A4 and A5).

A similar trend is not evident for teaching assistants. Nevertheless, they continue to be in relatively poor quality jobs compared to other occupations of similar skill, experience and qualification level. They have less task discretion, say in decision-making, control over their working time and ability to take time off if needed. In addition, teaching assistants report a higher chance of job loss and poorer promotion prospects (see Table 2).

Figure 4

Job quality trends for teachers, other professions and the most hybridised professions

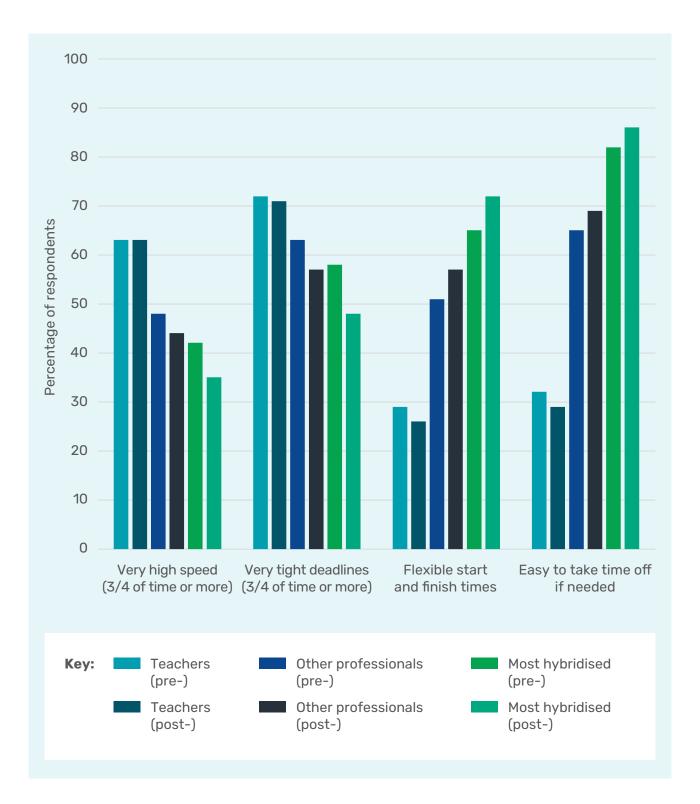


Table 2

Trends in job quality, pre- and post-pandemic, teaching assistants and other care occupations – quiz data

| | Teaching assistants | | Other care | |
|--|---------------------|-------------------|------------------|-------------------|
| Job quality domain | Pre- pandemic | Post- pandemic | Pre- pandemic | Post- pandemic |
| Work intensity | | | | |
| Working at very high speed three-quarters or more of the time | 55% | 49% | 48% | 43% |
| Working to tight deadline three-quarters or more of the time | 54% | 53% | 56% | 47% |
| Intensity score | 4.65 | 4.49 | 4.54 | 4.26 |
| Task discretion | | | | |
| A great deal of influence over what tasks are to be done | 14% | 12% | 28% | 26% |
| A great deal of influence over how to do the tasks | 26% | 23% | 39% | 39% |
| Discretion score | 1.72 | 1.66 | 1.93 | 1.90 |
| Worker voice | | | | |
| A great deal of say or quite a lot of say over decisions to change the way the job is done | 11% | 10% | 23% | 25% |
| Voice score | 0.67 | 0.63 | 0.97 | 0.99 |
| Working time autonomy | | | | |
| Strongly agree or agree that 'I can decide the time I start and finish work' | 6% | 7% | 18% | 19% |
| Working time autonomy score | 1.40 | 1.36 | 1.69 | 1.71 |

| Work/life balance | | | | |
|--|------|------|------|------|
| Not difficult at all or not too difficult to take time off to take care of personal or family matters | 32% | 31% | 38% | 40% |
| Work/life balance score | 1.08 | 1.05 | 1.22 | 1.25 |
| Managerial support | | | | |
| Line manager is a great deal/ quite a lot of help in recognising the extent of abilities | 45% | 33% | 51% | 48% |
| Line manager is a great deal/ quite a lot of help in enabling learning | 50% | 42% | 53% | 56% |
| Managerial support score | 2.16 | 1.93 | 2.22 | 2.20 |
| Required learning | | | | |
| Strongly agree that job requires to keep learning new things | 44% | 40% | 42% | 38% |
| Strongly agree that job requires helping colleagues to learn new things | 24% | 21% | 30% | 29% |
| Required learning score | 3.14 | 3.02 | 3.13 | 3.06 |
| Promotion prospects | | | | |
| Definite or high chance of being promoted | 11% | 9% | 22% | 19% |
| Promotion prospects score | 3.99 | 4.09 | 3.57 | 3.64 |
| Job security | | | | |
| Evens or higher chance of losing job in next 12 months | 20% | 12% | 16% | 14% |
| Job insecurity score | 0.80 | 0.45 | 0.65 | 0.56 |

Findings from the survey

While the quiz results provide insights into how the job quality of those working in schools has changed either side of the pandemic, it has a number of limits. Firstly, the guiz provides limited control over who saw the guiz and then decided to take part. These biases can be seen in the type of individuals who completed the quiz. Participants tended to be women, those working in the public sector and those categorised in higher occupational groups. Even after weighing, some of these observable biases remain (see Table A2). Secondly, there may be unobservable biases in the data - for example, only the most optimistic evaluators may have chosen to take part (as highlighted by the URL howgoodismyjob.com). The third drawback is that we have data on around 6,800 individuals working in education spread across a four-year period with peaks in submissions coinciding with advertising

campaigns (see Davies and Felstead, 2023 for more detail). Before the pandemic, there were several peaks which stretched over 18 months. However, the advertising campaign for the quiz after the pandemic was concentrated into a four-month period in 2022.

The survey of NEU members was designed to address some of these drawbacks. It was focused on those working in the sector and members of the union, with retired members excluded from the sample. We therefore had more control over who took part. The survey was also only open for a two-week period early in 2023 with around 15,500 respondents taking part. While recruitment to the quiz and survey differed, both were asked an identical set of job quality questions. A few additional questions were added to the survey such as those relating to the likelihood of inspection, the type of school and

feelings of exhaustion at the end of the working day. In addition, supplementary data on individual members (eg any additional roles held) and the characteristics of respondents' schools (eg the percentage of pupils eligible for free school meals, the size of the school and its most recent rating by Ofsted) was added – by the NEU – to the survey data.

This section of the report considers variation in job quality by personal and school-based characteristics. The section is therefore divided accordingly. First, it outlines how the nine dimensions of non-pay job quality vary by sex, working time, experience and role. Second, it examines how these dimensions vary by the characteristics of the school. These include reported likelihood of the school being inspected in the next 12 months, the level of free school meal eligibility, the phase of education and whether the school is fee-paying or not. This section is divided accordingly.

1 Job quality in education by individual characteristics

The survey underscores the fact that working in schools is demanding, especially for teachers. Nine out of ten teachers, for example, report having to work at high speed and to tight deadlines three-quarters or more of the time compared to seven out of ten teaching assistants. This gap is large and statistically significant. Nevertheless, teachers have relatively more control over the tasks they do and how they do

them. Their promotion prospects and job security are also higher. There are other variations by individual characteristics, but these can largely be explained by the composition of the educational workforce. Teaching assistants, for example, are predominately female. Part-time working, too, is more prevalent among those who assist rather than teach (see Table A6).

Even so, approaching a half of all those working in schools reported always feeling exhausted at the end of the working day. This compares to around half that proportion of workers in general (Green et al, 2018). Moreover, reported exhaustion was significantly higher for women, those working full-time, those new to the sector, and teachers (see Figure 5).

2 Job quality in education by school characteristics

Job quality also varied according to the characteristics of the school. In terms of exhaustion levels, 60 per cent of those working in secondary schools reported that they always come home exhausted compared to 56 per cent of those working in primary schools. Exhaustion is a crude and subjective measure of the outcomes of job quality. Furthermore, it is not a clear picture that job quality is better in primary schools than secondary schools. In some respects, it is better line managers in primary schools are more supportive, promotion prospects are better and primary schools offer workers greater job security. That said, secondary

Figure 5

Exhaustion levels in education by sex, working time, experience and role

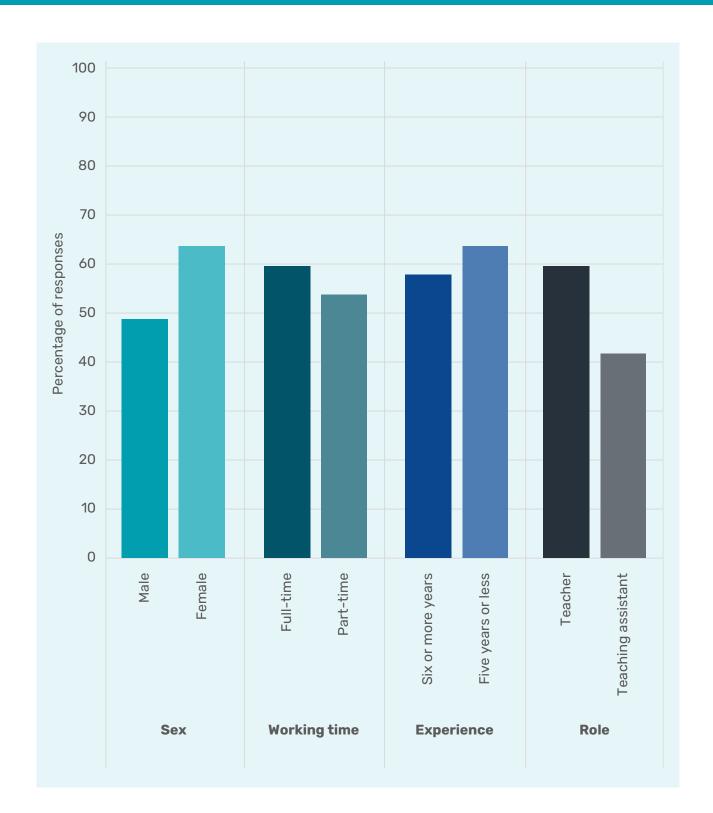
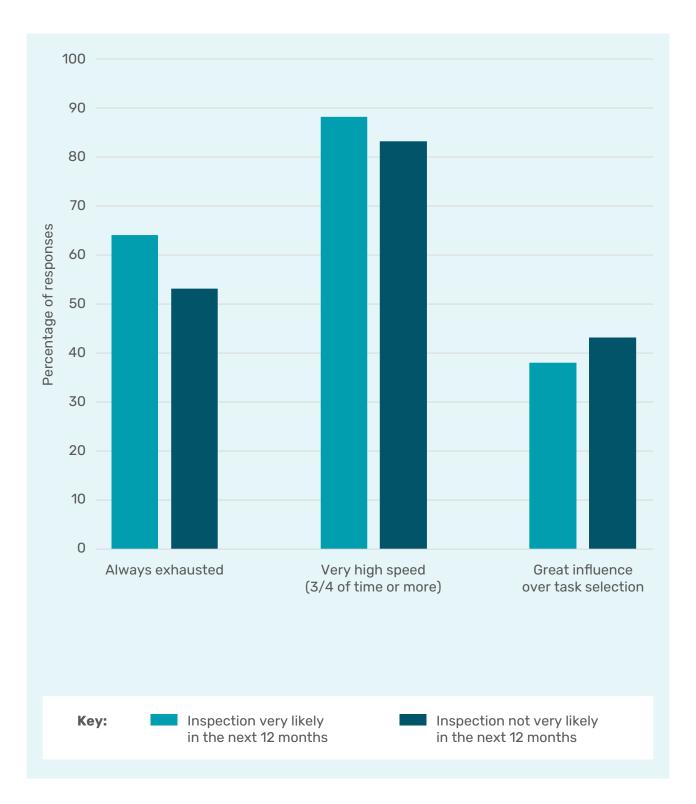


Figure 6Inspection likelihood and the job quality of educational professionals



schools are better in many other respects – work is not as intense, workers have more say and the learning environment is stronger.

There are similar contrasts between fee-paying and non-fee-paying schools, which proxy for the state versus private sector distinction. Exhaustion levels vary significantly with a 13 percentage point gap between those working in state schools compared to private schools who report that they always feel exhausted at the end of the day. Job quality in the private sector is better in some respects. For example, 48 per cent and 72 per cent of those working in private schools report having a great deal of influence in selecting what tasks to do and how to do them compared to 39 per cent and 60 per cent in the state sector. However, in some respects between the sectors and, in a few, those working in the state school sector do better (see Table A7).

There is more unanimity for the role of school inspection on job quality. For many years, there has been a campaign to reform the school inspection regime (Bousted, 2022). This has been backed up by mounting research evidence which suggests that those working in schools live in fear of inspection. We therefore asked survey respondents whether they anticipated a school inspection in the coming 12 months. The results show that work intensity is higher when an inspection is thought to be very likely. Discretion levels, too, are lower in these circumstances. The combination of working harder and

with less control is known to be a potential source of job strain: 64 per cent of respondents under a high risk of inspection reported always coming home from work exhausted compared with 53 per cent of those who thought that a visit from Ofsted (or Estyn in Wales) was less likely. The inspection regime is also associated with a lowering of job quality in other respects. Involvement in decision-making is lower, control over working time weaker, the ability to take time off if needed is more difficult and line management support is poorer (see Table A7).

The open-ended question "How good or bad are your working conditions and why?" elicited a barrage of often detailed accounts of how the inspection regime had a detrimental impact on the working lives of respondents with reportedly little beneficial impact on the delivery of teaching in the classroom. In Box 1, we present just a few of the comments received.

Next, we classify the NEU survey respondents according to whether or not their school has a socially deprived intake. We measure this by the proportion of pupils who are eligible to take up free school meals. We take the top 20 per cent of schools in this ranked list as the most socially deprived. This is a conventional, if simple, indicator of social deprivation of the school's catchment area. Figure 7 shows that work intensity is higher, and task discretion lower, in schools where the proportion of pupils eligible for free school meals is relatively high.

A significantly greater proportion of teachers working in these schools reported coming home from work exhausted: 66 per cent of those in schools with high social deprivation as compared with 61 per cent for other teachers (see also Table A7).

Responses to the open-ended question asked of survey respondents provide further evidence of the connection between social deprivation and the job quality of those who work in schools delivering education to our children. Some of these responses are listed in Box 2.

Box 1

Pressure of inspections

Workload from outside influences such as Ofsted are what drives the constant observations and judgements, affecting my mental and physical health... Ofsted inspections are not always accurate, are not beneficial to the children and are not necessary. They are in fact the drive behind many good teachers leaving the profession and leaving children who need them desperately.

Part-time classroom teacher, 9 years' experience

I work crazy hours and spend many hours preparing for Ofsted inspections.

None of this extra work benefits the children in any way.

Part-time classroom teacher, 9 years' experience

Exhausting. The curriculum is ever changing with more and more work added to our already overstretched weeks. There is little to no time in the day to use to catch up or even draw breath. It is 100 mile an hour from the minute I get into work to going home... Ofsted inspection is always on my mind.

Full-time classroom teacher, 14 years' experience

There are too many 'mandatory' elements that schools require of teachers in order to produce evidence for inspection. They very often have little impact on the outcomes for students which produces stress for staff.

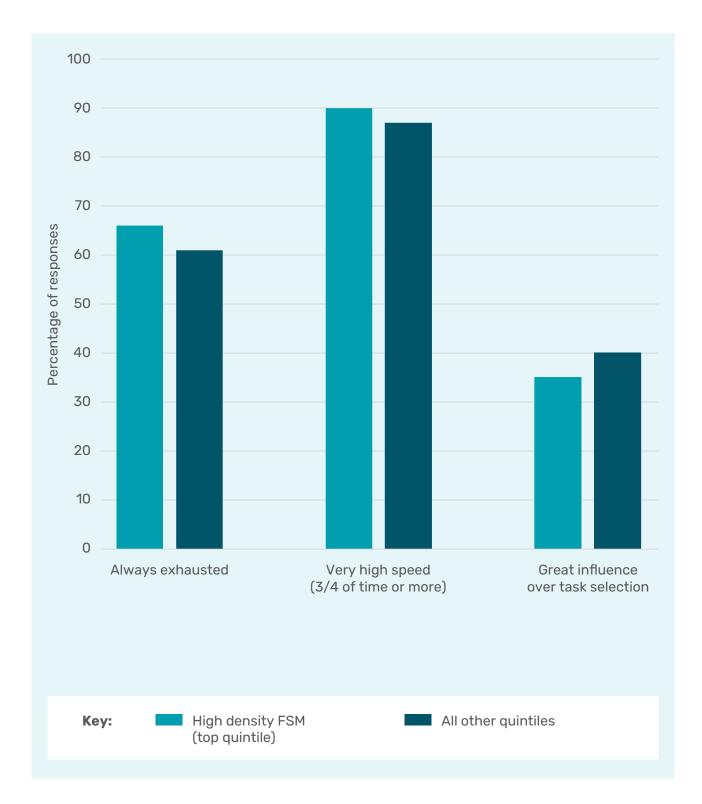
Full-time classroom teacher, 21 years' experience

Ofsted put an enormous amount of pressure on schools with varying requirements based on the inspector's mood and personal judgement, which is passed down the ladder to teachers, with yet more hoops to jump through.

Full-time senior leader, 6 years' experience

Working in Schools

Figure 7 Social deprivation and the job quality of educational professionals



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Box 2

Challenging circumstances

Working with ever reducing resources and with pupils who have an increasing level of need and from higher levels of deprivation. High levels of stress are commonplace as is the requirement to deal with pupils who are bereaved, suicidal, who have complex needs and there is zero support for teacher mental health.

Full-time classroom teacher, 20 years' experience

High levels of SEND [special educational needs and disabilities], high levels of deprivation and child protection are exhausting.

Part-time classroom teacher, 9 years' experience

Teachers are required to prepare, teach and mark too many lessons per week. It is exhausting and unsustainable. On top of that, all of the children with special needs and not enough support is exhausting. It causes mental illness, stress, sleep deprivation and more. I would never recommend this job to anyone.

Full-time classroom teacher, 12 years' experience

Higher levels of SEMH [special educational and mental health] issues – which we're just meant to deal with – higher levels of poverty impacting the classroom – which we're just meant to deal with – staff shortages so SEN lack support – which we're just meant to deal with.

Full-time classroom teacher, 10 years' experience

I can completely see why teaching staff are leaving the profession, especially in inner city schools which are inundated with children with severe additional needs and huge amounts of poverty.

Full-time classroom teacher, 4 years' experience

Summary and recommendations

While working in schools is a rewarding career, there is an ongoing problem in recruiting and retaining those who teach. Recruitment issues have heightened since the pandemic, making the retention of teachers even more pressing. While we cannot be certain, it seems likely that the job quality problem which underlies the difficulties with recruitment and retention of teachers is not confined to pay alone. This report has used general indicators of job quality in order to examine teachers' and teaching assistants' changing working conditions and put them into a comparative context.

This report confirms that work intensity and corresponding levels of exhaustion remain high when compared with other comparable occupations. Looking at the change between before and after the pandemic, teachers' jobs have not improved as they have for others.

If anything, they have deteriorated in quality. Many workers in other professional occupations have been able to switch to hybrid working patterns, which in turn has afforded certain benefits: the avoidance of commuting every day and an improved ability to have more control over working hours and tasks. These are aspects of working life which research tells us are highly valued, are associated with enhanced wellbeing and lessen work stress. Teachers and others who work in schools for the most part do not have that option. Thus, the gap between teachers' job quality and that of similar professions - which was already problematic before the pandemic - has widened. In consequence, the comparative attractions of alternative careers are becoming that much greater, thereby worsening the recruitment and retention difficulties of the sector.

In addition, the report reveals that job quality is significantly poorer for those working in socially deprived areas and are also lower for those who have been led to expect, rightly or wrongly, that their school will be inspected in the coming year. Teachers in deprived areas and in schools expecting a visit from inspectors are more likely to report coming home from work exhausted. Teaching assistants, too, are feeling similar pressures.

To address the problem of declining teacher recruitment and retention, we recommend the following:

- More attention is given to reducing the intensity of each working hour as well as the total amount of time spent working. To date, the focus has been on working hours and not on work intensity.
- Labour shortages need to be addressed by improving the working conditions of those who work in schools. This includes, but goes beyond, pay. Features of work such as discretion, employee involvement, career development, promotion and flexible working should also be taken into account.
- The school inspection regime needs to be reformed in order to reduce pressures and workload on teaching staff. Currently, the fear of school inspections appears to worsen many features of job quality as schools prepare for the arrival of the inspection team. This is associated with a deterioration in the wellbeing

of school staff, sometimes with tragic consequences.

Table A1

Job quality domains: questions, response scales and summaries

| Job domain | Scale | Summary |
|--|---|--|
| Work intensity | | |
| How often does your work involve working at very high speed? How often does your work involve working to tight deadlines? | 6 Never 5 Almost never 4 Around a quarter of the time 3 Around half the time 2 Around three-quarters of the time 1 Almost all the time 0 All the time | Three-quarters or more of the time Index score: Average of two 0-6 scores |
| Task discretion | | |
| How much influence do you personally have on deciding what tasks you are to do? | 3 None2 Not much1 A fair amount0 A great deal | A great deal Index score: Average of two 0-6 scores |
| Worker voice | | |
| Suppose there was going to be some decision made at your place of work that changed the way you do your job. Do you think that you personally would have any say in the decision about the change or not? [If yes] How much say or chance to influence the decision do you think that you personally would have? | 3 A great deal to second follow-on question 2 Quite a lot to second follow-on question 1 Just a little to second follow-on question 1 It depends to first question 0 No to the first question | A great deal or quite a lot Index score: Average 0-3 |

| Wor | kina | time au | tonomv |
|-----|------|---------|--------|
| | | | |

How much do you agree or disagree with the statement 'I can decide the time I start and finish work'?

- 3 Strongly agree
- 2 Agree
- 1 Disagree
- O Strongly disagree

Strongly agree or agree

Index score: Average 0-3

Work/life balance

Would you say that for you arranging to take an hour or two off during working hours to take care of personal or family matters is...?

- 3 Not at all difficult
- 2 Not too difficult
- 1 Somewhat difficult
- Very difficult

Not at all or not too difficult

Index score:

0-3

Managerial support

How helpful is your supervisor or manager in recognising the extent of your abilities?

- 4 A great deal of help
- **3** Quite a lot of help
- 2 Of some help
- 1 A little help
- Of no help at all

A great deal or quite a lot of help

Index score:

An average of two 0-4 scores

Required learning

How much do you agree or disagree that my job requires that I learn new things?

How much do you agree or disagree that my job requires that I help my colleagues learn new things?

- 3 Strongly agree
- 2 Agree
- 1 Disagree
- O Strongly disagree

Strongly agree

Index score:

Average 0-3

Promotion prospects

Assuming that you wanted promotion, how high do you think your chances are of being given a significant promotion with your present organisation in the next five years?

- 4 A 100%/definite
- 3 75%/high chance
- 2 50%/fifty-fifty
- 1 25%/low chance
- O No chance at all

Definite or high chance of promotion

Index score:

Average 0-4

Job security

Do you think there is any chance at all of you losing your job and becoming unemployed in the next 12 months?

[If yes] How would you rate the likelihood of this happening?

- 5 If no to first question
- 4 Very unlikely to second follow-on question
- **3** Quite unlikely to second follow-on question
- 2 Evens to second follow-on question
- 1 Quite likely to immediate second follow-on question
- Very likely to second follow-on question

Evens or great chance of job loss

Index score: Average 0-5

Note:

The survey has additional questions on hard work and self-assessed levels of exhaustion (see text).

Table A2

Profile of quiz takers, pre- and post-pandemic

| Teacl | | Oth profess | | Teac assist | | Otł cari | | A (num | |
|-------|-------|----------------|-------|----------------|-------|-------------|-------|-----------|-------|
| Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- |

A. UnWeighted quiz data

| Sex | | | | | | | | | | | |
|--------------|-------|-------|--------|--------|-----|-----|-------|-------|--------|--------|--|
| Male | 16% | 25% | 33% | 42% | 5% | 9% | 17% | 26% | 16,068 | 21,517 | |
| Female | 84% | 75% | 67% | 58% | 95% | 91% | 83% | 74% | 31,962 | 26,138 | |
| Age | Age | | | | | | | | | | |
| 20-29 | 26% | 8% | 30% | 14% | 17% | 8% | 29% | 14% | 13,793 | 6,526 | |
| 30-39 | 26% | 24% | 30% | 31% | 19% | 16% | 20% | 22% | 12,243 | 12,955 | |
| 40-49 | 24% | 34% | 21% | 29% | 29% | 30% | 21% | 22% | 10,484 | 13,263 | |
| 50-59 | 20% | 29% | 15% | 22% | 31% | 39% | 25% | 32% | 9,732 | 12,578 | |
| 60-64 | 4% | 4% | 3% | 5% | 4% | 8% | 6% | 11% | 2,047 | 2,912 | |
| Observations | | | | | | | | | | | |
| Number | 2,380 | 2,937 | 14,853 | 19,162 | 936 | 547 | 3,445 | 1,954 | 48,299 | 48,234 | |

| Teac | | Oth profess | | Teac assist | | Oti car | | A (num | |
|------|-------|----------------|-------|----------------|-------|------------|-------|-----------|-------|
| Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- |

B. Weighted quiz data⁵

| Sex | | | | | | | | | | |
|--------------|-------|-------|--------|--------|-----|-----|-------|-------|--------|--------|
| Male | 29% | 30% | 44% | 44% | 10% | 15% | 30% | 32% | 28,353 | 28,389 |
| Female | 71% | 70% | 56% | 56% | 90% | 86% | 70% | 68% | 19,819 | 19,124 |
| Age | | | | | | | | | | |
| 20-29 | 20% | 13% | 26% | 24% | 14% | 15% | 24% | 22% | 11,339 | 10698 |
| 30-39 | 27% | 25% | 31% | 29% | 20% | 15% | 20% | 21% | 12,098 | 11495 |
| 40-49 | 24% | 30% | 22% | 22% | 29% | 26% | 21% | 19% | 10,767 | 10475 |
| 50-59 | 24% | 27% | 17% | 18% | 32% | 36% | 29% | 27% | 11,709 | 11873 |
| 60-64 | 6% | 5% | 4% | 6% | 5% | 8% | 7% | 11% | 2,527 | 3551 |
| Observations | | | | | | | | | | |
| Number | 2,353 | 2,881 | 13,955 | 18,199 | 771 | 712 | 2,600 | 2,799 | 48,441 | 48,092 |

Notes:

- Teachers are defined by Standard Occupational Classification (SOC) codes: 2314 (secondary education teaching professionals), 2315 (primary and nursery education teaching professionals), 2316 (special educational needs teaching professionals), 2317 (senior professionals of educational establishments), 2318 (education advisers and school inspectors) and 2319 (teaching and other educational professionals).
- 2. Other professionals include all other SOC2 codes covering professional occupations but it excludes teachers as defined above.
- 3. Teaching assistants are defined by the SOC code: 6125 (teaching assistants).
- 4. Other caring occupations include all other SOC6 caring, leisure and other service occupations, but it excludes teaching assistants as defined above.
- 5. Cell-based weights are created using the relevant quarterly Labour Force Surveys. Categories under-represented are given a higher weight and vice versa. The LFS proportions are divided by the survey proportions to derive these weights (see Felstead, 2021; Davies and Felstead, 2023).

Table A3Representativeness of the NEU survey

| Teachers ¹ | Unweighted | National | Weighted |
|--------------------------|------------|----------------------|---------------------|
| A. State sector | survey | profile ² | survey ³ |
| Sex | | | |
| Male | 23% | 29% | 27% |
| Female | 77% | 71% | 73% |
| Age | | | |
| Under 25 | 1% | 5% | 1% |
| 25-29 | 11% | 16% | 16% |
| 30-39 | 34% | 33% | 34% |
| 40-49 | 28% | 27% | 27% |
| 50-59 | 22% | 16% | 18% |
| 60 and over | 4% | 2% | 3% |
| Working time | | | |
| Full-time | 75% | 83% | 76% |
| Part-time | 25% | 17% | 24% |
| Region | | | |
| North East | 5% | 4% | 5% |
| North West | 16% | 13% | 14 |
| Yorkshire and the Humber | 8% | 9% | 9% |
| East Midlands | 7% | 8% | 8% |
| West Midlands | 8% | 11% | 10% |
| East of England | 12% | 11% | 11% |
| London | 20% | 16% | 17% |
| South East | 15% | 15% | 15% |
| South West | 9% | 9% | 9% |
| Wales | 1% | 3% | 3% |

| Phase | | | |
|---|-----|-----|-----|
| Nursery and primary | 52% | 46% | 55% |
| Secondary | 42% | 46% | 39% |
| Special or PRU (pupil referral unit) | 6% | 5% | 6% |

B. Independent sector

| Sex | | | |
|--------------|-----|-----|-----|
| Male | 28% | 35% | 34% |
| Female | 72% | 65% | 66% |
| Working time | | | |
| Full-time | 76% | 77% | 74% |
| Part-time | 23% | 26% | 26% |

| Teaching assistants⁴ A. State sector | Unweighted survey | National profile | Weighted survey | |
|---|----------------------|---------------------|--------------------|--|
| A. State Sector | | | | |
| Sex | | | | |
| Male | 86% | 89% | 89% | |
| Female | 14% | 11% | 11% | |
| Age | | | | |
| Under 25 | 1% | 5% | 1% | |
| 25-29 | 4% | 6% | 3% | |
| 30-39 | 15% | 18% | 14% | |
| 40-49 | 27% | 27% | 25% | |
| 50-59 | 40% | 32% | 42% | |
| 60 and over | 14% | 12% | 15% | |
| Working time | | | | |
| Full-time | 61% | 20% | 66% | |
| Part-time | 39% | 80% | 34% | |
| Region | | | | |
| North East | 7% | 5% | 5% | |
| North West | 18% | 13% | 17% | |
| Yorkshire and the Humber | 7% | 10% | 88% | |
| East Midlands | 6% | 9% | 7% | |
| West Midlands | 10% | 11% | 10% | |
| East of England | 12% | 12% | 10% | |
| London | 17% | 13% | 16% | |
| South East | 12% | 15% | 15% | |
| South West | 9% | 10% | 11% | |
| Wales | 1% | 3% | 2% | |

| Phase | | | |
|--------------------------------------|-----|-----|-----|
| Nursery and primary | 50% | 66% | 48% |
| Secondary | 38% | 24% | 32% |
| Special or PRU (pupil referral unit) | 12% | 10% | 20% |

B. Independent sector

| Sex | | | |
|--------------|-----|-----|-----|
| Female | 83% | 90% | 88% |
| Male | 17% | 10% | 12% |
| Working time | | | |
| Full-time | 75% | 57% | 69% |
| Part-time | 25% | 44% | 31% |

Notes:

- 1. Teachers in the survey are defined as those recorded as teachers or members of the senior management team.
- 2. The national profiles presented in this table are taken from NEU data on the composition of the educational professionals it seeks to represent. This data is taken from the latest school annual censuses carried out in England and Wales.
- 3. Cell-based weights are created for each variable in the table. Categories under-represented are given a higher weight and vice versa. The national profile proportions are divided by the survey proportions to derive these weights. These are then multiplied to produce an overall weight for each of the categories listed in this table (eg teachers in state schools and teaching assistants in independent schools). The final weight uses the appropriate category weight.
- 4. Teaching assistants in the survey are defined as those recorded as teaching assistants or support.

Table A4

Trends in job quality, pre- and post-pandemic, teachers and comparator groups - quiz data

| | Teac | hers | Oth profess | | Mo hybrid | _ |
|--|------|-------|----------------|-------|--------------|-------|
| Job quality domain | Pre- | Post- | Pre- | Post- | Pre- | Post- |
| Work intensity | | | | | | |
| Working at very high speed three-quarters or more of the time | 63% | 63% | 48% | 44% | 42% | 35% |
| Working to tight deadline three-quarters or more of the time | 72% | 71% | 63% | 57% | 58% | 48% |
| Intensity score | 5.12 | 5.08 | 4.73 | 4.55 | 4.56 | 4.26 |
| Task discretion | | | | | | |
| A great deal of influence over what tasks are to be done | 32% | 29% | 33% | 32% | 35% | 35% |
| A great deal of influence over how to do the tasks | 49% | 47% | 53% | 54% | 58% | 61% |
| Discretion score | 2.20 | 2.16 | 2.22 | 2.22 | 2.29 | 2.32 |
| Worker voice | | | | | | |
| A great deal of say or quite a lot of say over decisions to change the way the job is done | 29% | 31% | 32% | 33% | 37% | 39% |
| Voice score | 1.15 | 1.17 | 1.18 | 1.23 | 1.29 | 1.37 |
| Working time autonomy | | | | | | |
| Strongly agree or agree that 'I can decide the time I start and finish work' | 29% | 26% | 51% | 57% | 65% | 72% |
| Working time autonomy score | 1.99 | 1.92 | 2.48 | 2.63 | 2.81 | 3.00 |

Note:

The most hybridised professional occupations are: business research and administrative professionals (242); information technology and telecommunications professionals (213); and media professionals (244).

| Work/life balance | | | | | | |
|--|------|------|------|------|------|------|
| Not difficult at all or not too difficult to take time off to take care of personal or family matters | 32% | 29% | 65% | 69% | 82% | 86% |
| Work/life balance score | 1.04 | 0.97 | 1.81 | 1.92 | 2.22 | 2.36 |
| Managerial support | | | | | | |
| Line manager is a great deal/ quite a lot of help in recognising the extent of abilities | 47% | 45% | 49% | 50% | 48% | 53% |
| Line manager is a great deal/ quite a lot of help in enabling learning | 58% | 59% | 60% | 62% | 62% | 66% |
| Managerial support score | 2.25 | 2.30 | 2.31 | 2.40 | 2.33 | 2.51 |
| Required learning | | | | | | |
| Strongly agree that job requires to keep learning new things | 57% | 54% | 54% | 54% | 42% | 45% |
| Strongly agree that job requires helping colleagues to learn new things | 43% | 43% | 40% | 42% | 35% | 39% |
| Required learning score | 3.39 | 3.37 | 3.36 | 3.36 | 3.23 | 3.28 |
| Promotion prospects | | | | | | |
| Definite or high chance of being promoted | 24% | 23% | 36% | 38% | 38% | 44% |
| Promotion prospects score | 3.41 | 3.40 | 3.06 | 2.99 | 3.01 | 2.83 |
| Job security | | | | | | |
| Evens or higher chance of losing job in next 12 months | 12% | 7% | 13% | 9% | 17% | 11% |
| Job insecurity score | 0.52 | 0.32 | 0.62 | 0.48 | 0.80 | 0.61 |

Table A5

Changes in job quality, pre- and post-pandemic - quiz data

| Job quality domain | Teachers | Other professionals | Teaching assistants | Other caring | All (number) |
|---|----------|------------------------|----------------------------|-----------------|-----------------|
| Work intensity | | | | | |
| Working at very high speed three-quarters or more of the time | %0 | -4%* | ***%L- | -5% | ~2 ~ |
| Working to tight deadline three- quarters or more of the time | -1% | **%9- | -10%*** | -2% | **%8- |
| Intensity score | -0.04 | -0.18** | -0.30*** | -0.17 | -0.28 |
| Task discretion | | | | | |
| A great deal of influence over what tasks are to be done | -3% | -1% | %0 | -2% | -2% |
| A great deal of influence over how to do the tasks | -2% | 1%* | **%2 | -3% | %0 |
| Discretion score | -0.04 | *00.0 | 0.03*** | -0.06 | -0.03 |
| Worker voice | | | | | |
| A great deal of say or quite a lot of say over decisions to change the way the job is done | 2% | 2% | 2% | -1% | 2% |
| Discretion score | 0.02 | 0.05 | 0.07 | -0.04 | 0.02 |
| | | | | | |

| Working time autonomy | λι | | | | |
|---|-------|----------------|---------|-------|---------|
| Strongly agree or agree that 'I can decide the time I start and finish work' | -3% | ** ** ** | 7%** | 1% | 1% |
| Working time autonomy score | -0.07 | 0.15** | 0.19*** | -0.04 | 0.02 |
| Work/life balance | | | | | |
| Not difficult at all or not too difficult to take time off to take care of personal or family matters | -3% | 4%** | *** | -1% | 2% |
| Work/life balance score | -0.07 | 0.11*** | 0.14*** | -0.03 | 0.04 |
| Managerial support | | | | | |
| Line manager is a great deal/quite a lot of help in recognising the extent of abilities | -2% | *** | *** | -12% | ***%2- |
| Line manager is a great deal/quite a lot of help in enabling learning | % | 3% | 4% | %6- | 2%** |
| Managerial support score | 0.05 | 0.00 | 0.18*** | -0.23 | -0.08** |

| Required learning | | | | | |
|---|-------|--------|---------|-------------|----------|
| Strongly agree that job requires to keep learning new things | -3% | %0 | ***%2 | -4% | -4% |
| Strongly agree that job requires helping others to learn new things | %0 | 2% | *%% | -3% | -1% |
| Required learning score | -0.02 | 0.01 | 0.05** | -0.13 | -0.08 |
| Promotion prospects | | | | | |
| Definite or high chance of being promoted | -1% | *%2 | ***%9 | %2- | -2% |
| Promotion prospects score | 0.01 | 0.07 | 0.18*** | 0.10 | 0.07 |
| Job security | | | | | |
| Evens or higher chance of losing job in next 12 months | -5% | -4% | %9- | %8 - | -2%* |
| Job insecurity score | 0.19 | 0.14** | 0.19 | 0.35 | -0.09*** |

Notes:

teachers in column 1 and teaching assistants in column 4 and their respective comparators groups (other professionals ***, ** and * indicate statistical significance at the 1%, 5% and 10% level respectively in the change experienced by and the most hybridised professionals for teachers, and other care occupations for teaching assistants).

The differences in all tables are rounded to whole numbers; hence the differences reported here may differ from those between the relevant columns in Tables 2 and A4.

Table A6

Job quality by individual characteristics – survey data

| | Cov | <u> </u> | Working | king | | | 000 | |
|--|-----------------|----------|---------------|---------------|-------------------------|--------------------------|---------|------------------------------|
| | , in the second | <u> </u> | time | ne | | | | <u>D</u> |
| Job quality domain | Male | Female | Full- time | Part- time | Six or more years | Five years or less | Teacher | Teach- ing as- sistant |
| Work intensity | | | | | | | | |
| Working at very high speed three-quarters or more of the time | 85% | 87%*** | 87% | 81%** | 85% | **%/8 | 87% | 71%*** |
| Working to tight dead- line three-quarters or more of the time | %68 | %68 | %06 | 84%*** | 888% | *%68 | %06 | 72%*** |
| Intensity score | 4.86 | 4.92*** | 4.94 | 4.69*** | 4.85 | 4.94*** | 4.92 | 4.27*** |
| Hard work | | | | | | | | |
| My job requires that I work very hard | 83% | **%28 | 87% | 82%*** | 85% | 87% | 87% | ****99 |
| Hard work score | 3.82 | 3.87*** | 3.87 | 3.81*** | 3.84 | 3.87*** | 3.87 | 3.62*** |
| Task discretion | | | | | | | | |
| A great deal of influence over what tasks are to be done | 42% | ***%62 | 41% | 38%*** | 41% | 27%*** | 40% | 43%** |
| A great deal of influence over how to do the tasks | 64% | **** | 61% | 61% | 61% | 61% | %09 | ***%99 |
| Discretion score | 1.58 | 1.52*** | 1.54 | 1.53 | 1.55 | 1.51*** | 1.53 | 1.63*** |

| Workervoice | | | | | | | | |
|---|------|---------|------|--------------|------|--------------|------|---------|
| A great deal of say or quite a lot of say over decisions to change the way the job is done | 53% | 51% | 52% | 49%*** | 52% | 46%*** | 52% | 47%*** |
| Voice score | 0.64 | 09.0 | 0.62 | 0.62 0.58*** | 0.62 | 0.62 0.52*** | 0.61 | 0.57*** |
| Working time autonomy | my | | | | | | | |
| Strongly agree or agree that 'I can decide the time I start and finish work' | 21% | 22% | 23% | 19%*** | 22% | 26%*** | 23% | 12%** |
| Working time autonomy score | 1.79 | 1.84*** | 1.86 | 1.78*** | 1.82 | 1.93*** | 1.86 | 1.58*** |
| Work/life balance | | | | | | | | |
| Not difficult at all or not too difficult to take time off to take care of personal or family matters | 15% | *** | 12% | 14%** | 13% | 11%*** | 12% | 27%*** |
| Work/life balance score | 1.66 | 1.52** | 1.56 | 1.60*** | 1.58 | 1.52*** | 1.53 | 1.96*** |

| Managerial support | | | | | | | | |
|--|------|---------|------|---------|------|---------|------|---------|
| Line manager is a great deal/quite a lot of help in recognising the extent of abilities | 43% | ***%82 | 40% | **82 | 39% | 42%*** | 39% | 42%* |
| Line manager is a great deal/quite a lot of help in enabling learning | 32% | 29%** | 31% | 26%*** | 29% | 37%*** | 30% | 30% |
| Managerial support score | 2.93 | 2.84*** | 2.89 | 2.81*** | 2.84 | 3.01*** | 2.86 | 2.91 |
| Required learning | | | | | | | | |
| Strongly agree that job requires to keep learning new things | %26 | ***%26 | %96 | **%56 | %96 | ***%26 | %96 | 85%*** |
| Strongly agree that job requires helping others to learn new things | 88% | %68 | 91% | 83%** | 88% | 87% | %68 | ***%/ |
| Required learning score | 3.38 | 3,45*** | 3.46 | 3.33*** | 3.42 | 3.42 | 3.44 | 3.16*** |
| Promotion prospects | (0 | | | | | | | |
| Definite or high chance of being promoted | 14% | *** | 13% | *** | 10% | 18%** | 12% | *** |
| Promotion prospects score | 2.03 | 1.87*** | 2.00 | 1.67*** | 1.84 | 2.29*** | 1.95 | 1.42*** |

| Job security | | | | | | | | |
|--|------|--------------|------|--------------|------|--------------|------|--------------|
| Evens or higher chance of losing job in next 12 months | 61% | 61% 74%*** | %89 | ****89 | 71% | %89 | 70% | ***%82 %02 |
| Job insecurity score | 2.82 | 2.82 3.07*** | 2.96 | 2.96 3.07*** | 3.01 | 2.98 | 2.98 | 2.98 3.11*** |
| Job quality outcome | | | | | | | | |
| Always exhausted after work | 49% | 49% 64%*** | %09 | 60% 54%*** | 28% | 58% 64%*** | %09 | 60% 42%*** |
| Exhaustion score | 4.38 | 4.38 4.58*** | 4.54 | 4.54 4.44*** | 4.50 | 4.50 4.59*** | 4.54 | 4.54 4.22*** |

Notes:

***, ** and * indicate statistical significance at the 1%, 5% and 10% level respectively between men and women, full-time and part-time, experienced (six years or more) and less experienced (five years or less), and teachers and teaching assistants.

Table A7

Job quality by school characteristics – survey data

| | Inspection likelihood | ction | Free s meals | Free school meals (FSM) | Sch | School phase | Typ | Type of school |
|--|---------------------------------------|-----------------------------------|---------------------|----------------------------|--------------|-----------------|------------------------|-------------------|
| Job quality domain | Inspec- tion not very likely | Inspec- tion very likely | Highest quintile | All other quintiles | Prim- ary | Second- ary | Non- fee- paying | Fee- paying |
| Work intensity | | | | | | | | |
| Working at very high speed three-quarters or more of the time | 83% | **** | %06 | ***%28 | 87% | 85%** | %98 | ***%08 |
| Working to tight deadline three- quarters or more of the time | %98 | **** | 91% | *%68 | 91% | 87%*** | %68 | *** |
| Intensity score | 4.75 | 4.98*** | 5.03 | 4.92*** | 4.96 | 4.83*** | 4.89 | 4.67*** |
| Hard work | | | | | | | | |
| My job requires that I work very hard | 83% | ***%88 | 86% | 87% | 85% | 85% | 86% | %6L |
| Hard work score | 4.44 | 4.61*** | 4.65 | 4.57*** | 4.59 | 4.50 | 4.55 | 4.37*** |
| Task discretion | | | | | | | | |
| A great deal of influence over what tasks are to be done | 43% | *** | 35% | 40%*** | 37% | 41%*** | 36% | 48%** |
| A great deal of influence over how to do the tasks | 64% | *** | 23% | *** | 61% | %19 | %09 | 72%** |
| Discretion score | 1.60 | 1.49*** | 1.45 | 1.54*** | 1.52 | 1.55*** | 1.53 | 1.70*** |

| | 6 51% | 0.61 | | 45%*** | 5 1.68*** | | 18%** |
|-------------|--|-------------|-----------------------|---|--------------------------------|-------------------|---|
| | 51% | 09.0 | | 23% | 1.85 | | 12% |
| | 53%** | 0.64*** | | 24%*** | 1.89*** | | 14%** |
| | 46% | 0.53 | | 17% | 1.74 | | 11% |
| | 53%*** | 0.63*** | | 23% | 1.85 | | 11% |
| | 48% | 0.56 | | 22% | 1.83 | | 12% |
| | *** | 0.57*** | | 21%*** | 1.81** | | 11%** |
| | 54% | 0.64 | my | 24% | 1.88 | | 15% |
| Workervoice | A great deal of say or quite a lot of say over decisions to change the way the job is done | Voice score | Working time autonomy | Strongly agree or agree that 'I can decide the time I start and finish work' | Working time autonomy score | Work/life balance | Not difficult at all or not too difficult to take time off to take care of personal or family matters |

| Work/life balance score | 1.62 | 1.52*** | 1.53 | 1.54 | 1.52 | 1.59*** | 1.55 | 1.71*** |
|---|------|---------|------|--------|------|---------|------|---------|
| Managerial support | | | | | | | | |
| Line manager is a great deal/quite a lot of help in recognising the extent of abilities | 41% | 38%*** | 38% | **40% | 43% | *** | 39% | 41% |
| Line manager is a great deal/quite a lot of help in enabling learning | 31% | 29%*** | 30% | 31% | 32% | 29%*** | 30% | 27%** |
| Managerial support score | 2.91 | 2.83*** | 2.86 | 2.89 | 2.92 | 2.84*** | 2.87 | 2.80* |
| Required learning | | | | | | | | |
| Strongly agree that job requires to keep learning new things | %36 | ***%26 | %26 | %96 | %26 | ***%96 | %96 | 94%*** |
| Strongly agree that job requires helping others to learn new things | 888% | ***%68 | %06 | ****06 | %98 | ****%68 | %68 | ***%28 |
| Required learning score | 3.39 | 3.45*** | 3.48 | 3.44 | 3.36 | 3.44*** | 3.43 | 3.33** |
| Promotion prospects | | | | | | | | |
| Definite or high chance of being promoted | 12% | 11% | 13% | 12% | 14% | 11%** | 12% | 12% |

| Promotion prospects score | 1.93 | 1.89** | 1.99 | 1.92** | 2.06 | 2.06 1.85*** | 1.91 | 1.90 |
|--|------|--------------|------|--------------|------|--------------|------|--------------|
| Job security | | | | | | | | |
| Evens or higher chance of losing job in next 12 months | 71% | %02 | %89 | %69 | 64% | 73%*** | 71% | %89 |
| Job insecurity score | 3.00 | 3.00 | 2.96 | 2.96 | 2.91 | 2.91 3.04*** | 3.01 | 2.90* |
| Job quality outcome | | | | | | | | |
| Always exhausted after work | 53% | 64%*** | %99 | £1%*** | 26% | ****09 | %09 | 47%*** |
| Exhaustion score | 4.43 | 4.43 4.59*** | 4.62 | 4.62 4.55*** | 4.49 | 4.49 4.52*** | 4.53 | 4.53 4.36*** |

Notes:

***, ** and * indicate statistical significance at the 1%, 5% and 10% level respectively between very high and all other inspection expectations, schools in highest FSM quintile and those in lower quintiles, primary and secondary school phase, and non-fee-paying and fee-paying schools.

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