



# Teacher Recruitment, Job Attachment and Career Intentions after the COVID-19 Pandemic

A report for the Gatsby Foundation by Becky Allen, Iain Ford and Timo Hannay

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Teachertapp



## Executive summary

- The teacher labour market has finally recovered from the stasis caused by the COVID-19 pandemic. We are likely to see much higher levels of teacher job moves this September, particularly in secondary schools where job advertisements are up 47% on last year and 14% on 2019, the last pre-pandemic year.
- There are emerging signs of teacher shortages, with 11% and 15% of those who have advertised saying they had failed to fill a job advertisement with a suitably qualified teacher in the primary and secondary sectors, respectively. 44% of secondary school leaders say they are more worried than normal about failing to have a school of suitably qualified teachers.
- Secondary schools are experiencing severe difficulties in recruiting technicians to work in science, technology and other departments. Advertisement levels are now 64% above the pre-pandemic year of 2018/19, so we feel they are unlikely to be successfully recruited by September.
- On a more positive note, the pandemic does not seem to have affected longer-term career aspirations of existing teachers. However, there are signs that teachers may be affected by observing the rise of home-working and flexible hours elsewhere in the labour market. Greater flexible working requests will create a net reduction in available teacher hours and do present a challenge for managing teacher timetables.
- So far, despite suffering high levels of anxiety and burnout during the pandemic, headteacher turnover has not increased and intentions to remain in the profession have only marginally declined (65% said they intended to be teaching in three years' time in 2019 versus 63% today).
- Of greater concern is the working intentions of those who are currently Assistant and Deputy Heads. The proportion who intend to remain in the profession in three years' time has fallen from 81% pre-pandemic to 75% today. Moreover, the share who say they want to become a head one day has fallen from 56% to 48%.
- Assuming recruitment remains more difficult in future years, improving the desirability of the job for existing teachers remains a priority. Our analysis of the attachment of teachers to the profession overall shows it is weakest in schools judged by Ofsted to be Requires Improvement or Inadequate. It is also weak amongst those teachers who are asked to teach out-of-subject and who express a desire to reduce the number of subjects they are asked to teach.
- It is noteworthy that for inexperienced secondary school teachers, student behaviour rather than subject knowledge is at the root of the problem in their least enjoyable classes, with over 80% naming it as an issue. It may be the reason why Year 9 is a particularly unpopular year group to teach.

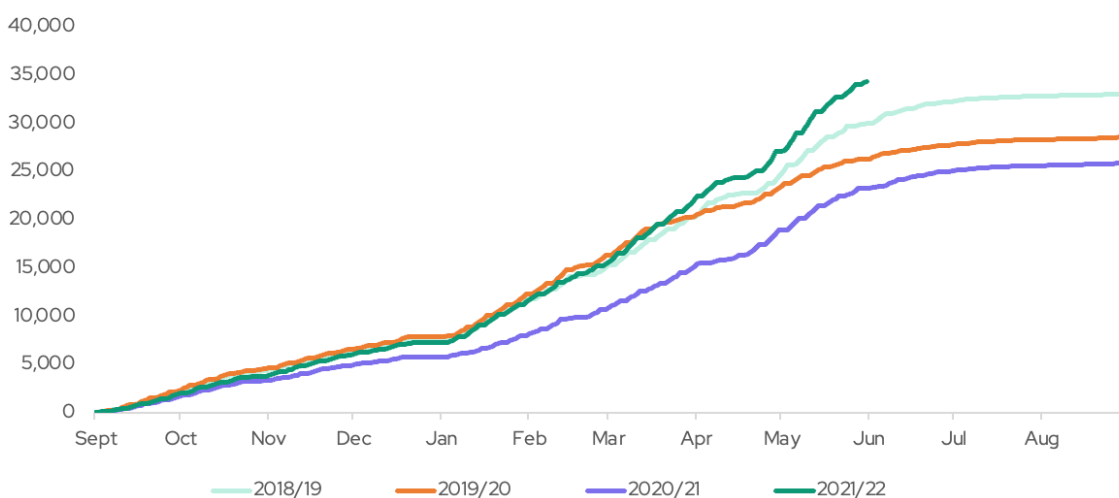
## Teacher recruitment in 2022

### More schools advertising for roles than in 2019

Teacher recruitment is highly seasonal, peaking in March-May because teachers must usually give notice by 31st May in order to start a new role in September. For this reason, the COVID-19 pandemic severely affected recruitment in both the 2019/20 and 2020/21 academic years. SchoolDash monitors adverts placed by secondary schools and the figure below shows that adverts placed during these pandemic years were 13% and 22% lower than in 2018/19, for 2019/20 and 2020/21, respectively.

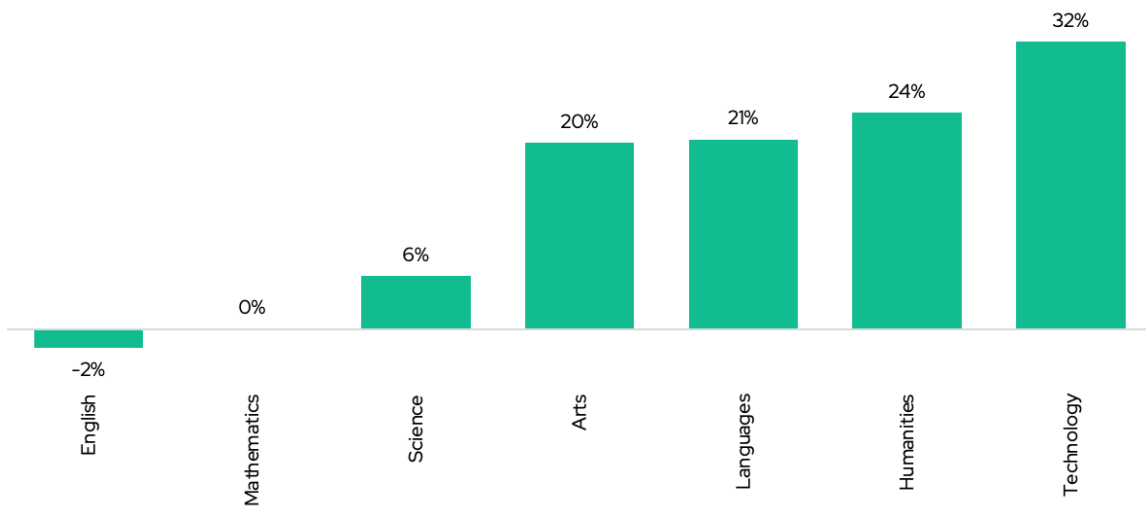
Recruitment activity amongst secondary schools is significantly higher in the current academic year. Not only is it 47% above levels of activity last year, it is also 14% higher than the last 'normal' academic year of 2018/19. The cause is likely to be greater numbers of teachers resigning from their existing positions now that the pandemic disruption has eased. But it is also worth noting that incoming Year 7 cohorts are nine percent larger than departing Years 11 and 13 cohorts, so the net number of secondary teachers needed will be increasing a little.

#### Secondary school teacher job adverts, cumulative over academic year



SchoolDash's advertisement information also logs the details of the subject advertised. It shows that advertising is up in all subjects, but is particularly buoyant in technology subjects (up 32% compared to a similar period in 2019) and in the humanities (up 24% compared to 2019).

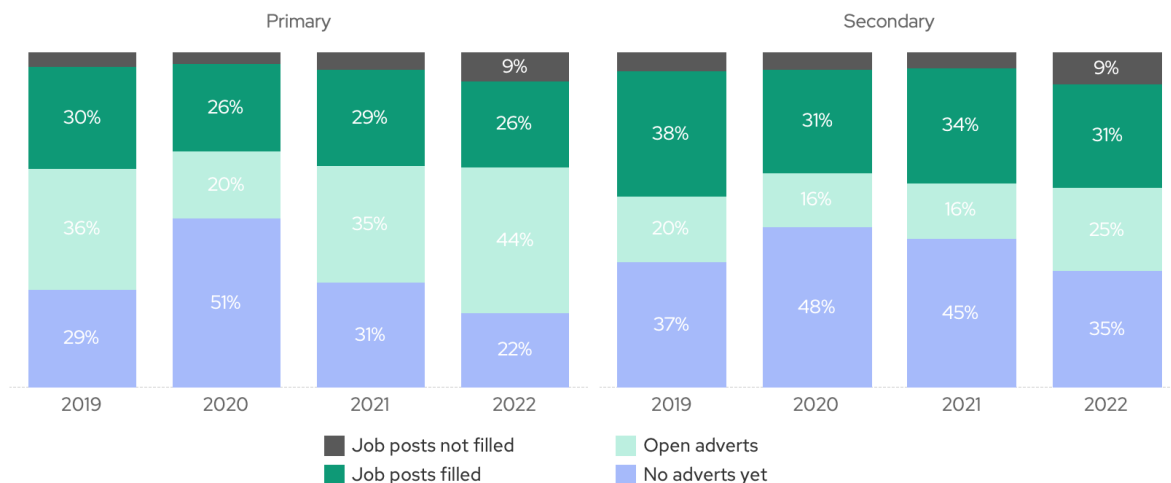
**Percentage increase in secondary school teaching adverts by subject, Sept 2021-June 2022 versus same period in 2018/19**



**Rise in unfilled job adverts, particularly in secondary schools**

We use Teacher Tapp’s representative survey of teachers to observe activity in the primary sector. Primary schools are small enough to reliably ask teachers about resignations and advertisements across their entire school. In primary schools, the proportion advertising a teaching role has surpassed the levels we saw in 2019. This year, almost 8-in-10 primary schools are advertising a teaching role, compared to 7-in-10 in 2019 and 2021.

**Has your school (primary) or department (secondary) already advertised for any jobs this season?**



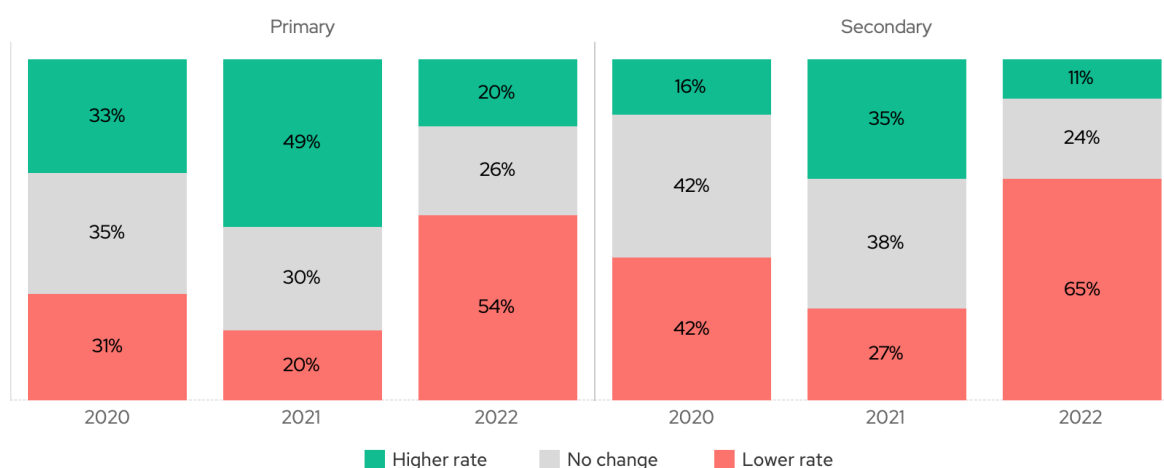
To understand the same picture in secondary schools, we cannot ask about resignations across the whole school due to the size of the school. Instead, we ask about the teacher’s own department or faculty. Overall, 65% of secondary teachers say their subject department has advertised a role during the recruitment season, mirroring the increased activity we saw in the advertisement records.

More importantly, there appears to be an increase in the percentage of teachers who say that their job posts have closed and not been filled. Among those primary schools that advertised this season, 11% of teachers said that not all of their job posts had been filled, up from 7% compared to last year. Similarly, 15% of secondary teachers said the same, up from 8% in 2021. While it is important to note that each of these questions was asked on either the 15th or 16th of May each year and so results may be slightly influenced by the proximity of the Summer Half Term to these dates, the change cannot be discounted altogether. It suggests that difficulties in recruitment may have some impact on the ability of schools to deliver their curriculum with suitably qualified teachers in September.

### Teachers are increasingly worried about vacant positions

In the middle of the recruitment season in May 2020, 2021 and 2022, we asked senior leaders about their feelings towards the response rate of their adverts. In 2020, it was clear the applicant rate was down, with many teachers choosing to stay put due to the uncertainty of the pandemic. In 2021, where far fewer jobs were being advertised at all, more leaders said there were higher than normal rates of applicants than lower than normal rates (49% higher vs 20% lower in the primary sector; 35% vs 27% in the secondary sector). However, in 2022 as the number of job advertisements has risen, leaders are reporting fewer applicants per post than normal across both phases. In the primary sector, just 20% say they have more applicants than normal with 54% saying they have less applicants than normal. In the secondary sector, recruitment appears to be even more difficult for leaders, with 65% saying they have fewer applicants than normal, compared to just 11% saying they have more than normal.

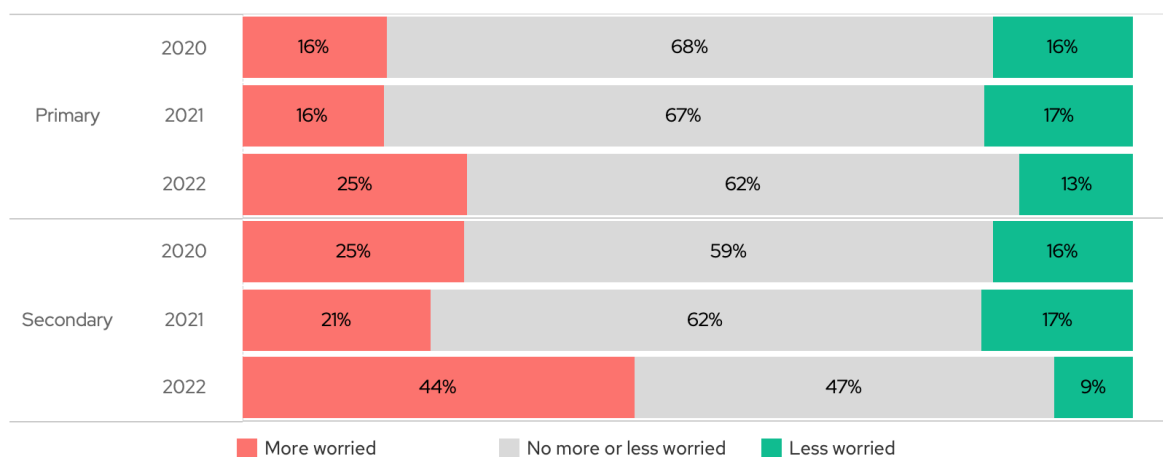
**If your school has placed job advertisements recently, do you feel the response is higher or lower than normal?**



These lower rates of applications are likely the partial cause of the increase in unfilled job posts as seen in earlier results. They also explain why leaders are more likely to feel worried

that they won't have a school of suitability qualified teachers in September. Once again, these worries are particularly pronounced in the secondary sector where 44% of leaders say they are more worried than in a normal year.

**Compared to last year, how worried are you that you won't have a school of suitably qualified teachers in September?**

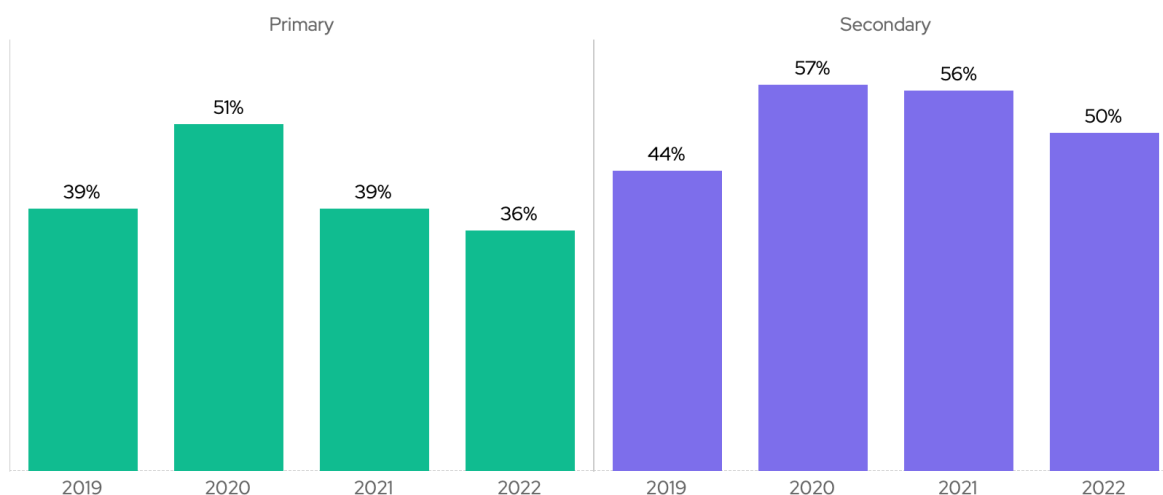


### Levels of turnover have continued to increase

With increasingly more roles advertised, it is natural to assume that this has led to an increase in turnover within schools. While most teachers remain in post from one year to the next, will this period of stability lead to a period of instability with higher staff turnover?

Last year, we noted that while primary turnover had reverted to 2019 levels, secondary turnover had not. This trend has persisted into 2022, with turnover of primary teachers continuing to increase, just 36% of primary teachers said nobody has yet resigned in their school this year. There are beginning to be signs of greater movement again in secondary schools too, but it has not yet recovered to pre-pandemic levels.

**Proportion reporting that no teacher has resigned in their school (primary) or department (secondary)**



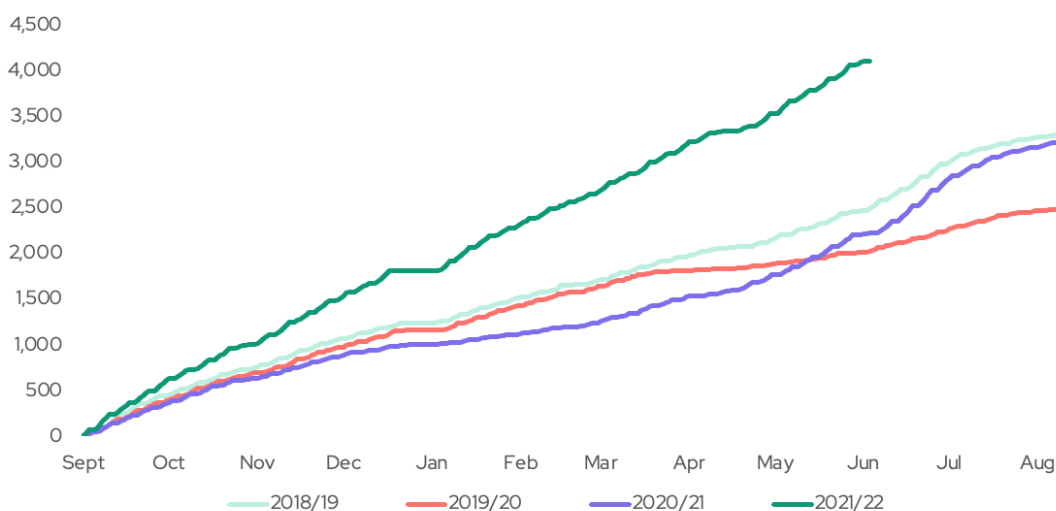
These results are broadly mirrored by the percentage of teachers who say that they are staying with their current school for another year.

## Severe difficulties in recruiting technicians for secondary schools

Employment of technicians in secondary schools has been very severely affected by the pandemic and subsequent labour market conditions. SchoolDash has collected information about the number of adverts for art, science, technology and other technicians posted by secondary schools. The pandemic caused a sharp fall in the number of advertisements. We do not know whether this was due to fewer technicians leaving their jobs or whether schools were making less use of technicians during the period where students were discouraged from sharing equipment in labs.

Since September 2021, this position has reversed and there has been a stark rise in advertisements, which are running 64% higher than in 2018/19. We suspect that this is, in part, because schools are trying to reverse the decline in technician employment rates during the pandemic. Demand for technicians in Computing and Design and Technology are particularly high, mirroring demand for workers that we see in other parts of the economy. It seems very likely that schools are competing for these types of workers with other non-educational sectors where wages are rising, therefore we predict there will be a shortage of technicians in secondary schools next year.

### Secondary school technician adverts, cumulative over school year



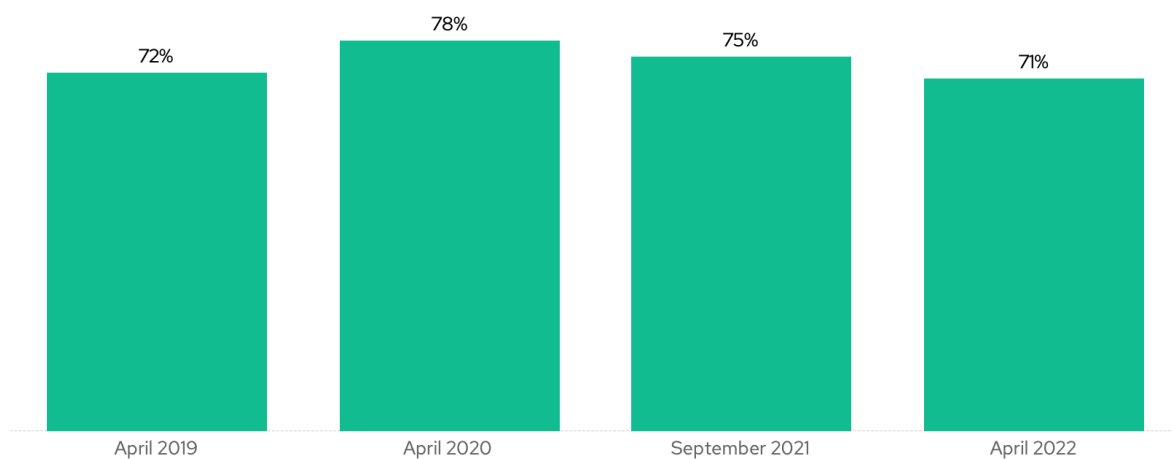
## Teacher job attachment returns to pre-pandemic levels

The previous section showed some emerging signs of difficulties in filling secondary teacher posts for the 2022/23 academic year. We use the Teacher Tapp panel to observe whether there appear to be signs of longer term changes in intention to remain within teaching. The

panel is regularly asked whether they expect to be a teacher in three years' time. Before the pandemic, typically around 7-in-10 teachers would say that they do expect to be teaching in three years. This figure actually rose during the pandemic, since teaching provided some employment security during a period of severe uncertainty. However, in 2022 this figure has reverted to 2019 levels. That said, it is no worse than pre-pandemic levels, suggesting no severe impact of the pandemic on teacher job attachment overall.

Of course, teacher responses to this question may reflect their hopes and aspirations rather than their realistic expectations of managing to find a job elsewhere. We know that it is teachers in the first five years of their career that are most likely to leave the profession altogether, not least because their teaching wages are still relatively low and they are able to match them in other professions. We note that the most inexperienced teachers in the panel are equally likely to say they plan to stay in teaching as they were in pre-pandemic years.

#### Do you expect to be a teacher in three years' time?

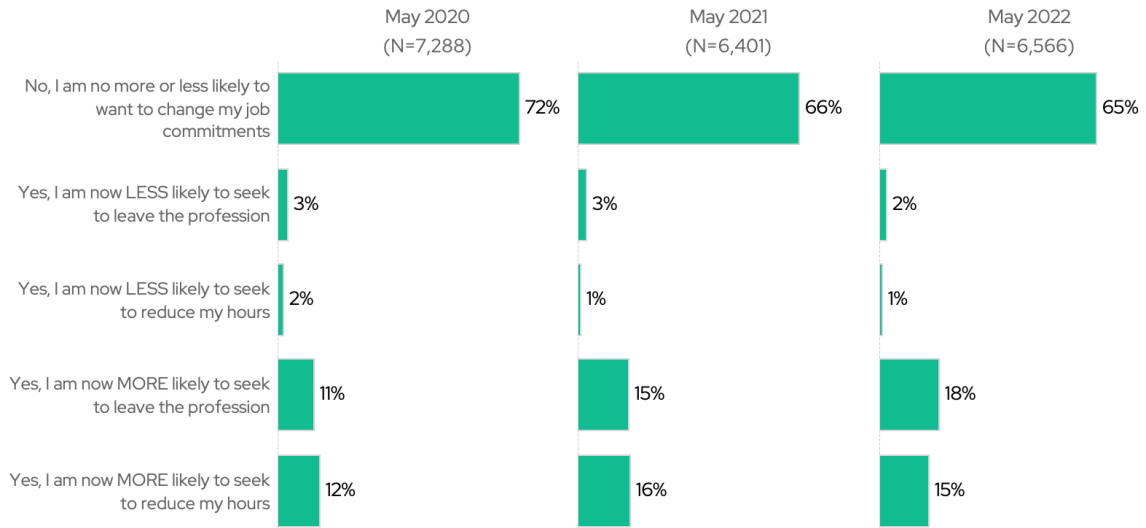


Whilst numbers wanting to leave the profession appear to have reverted back to pre-pandemic levels, experiences during the pandemic and their observations of outside labour market opportunities have inevitably affected some teachers. A third of teachers do feel that the pandemic has affected their view of the profession and most of them say it has increased the chances they will seek work elsewhere or reduce their hours. These trends are far from unique to teaching, with many other industries seeing increased turnover and demand for more flexible working arrangements.

The high numbers who now wish to reduce their working hours presents a particular problem if this translates into requests for flexible working, since this will contribute to a reduction in the size of the teaching population and will also need to be accommodated in the complexity of timetabling arrangements (discussed further in the final section of this report).



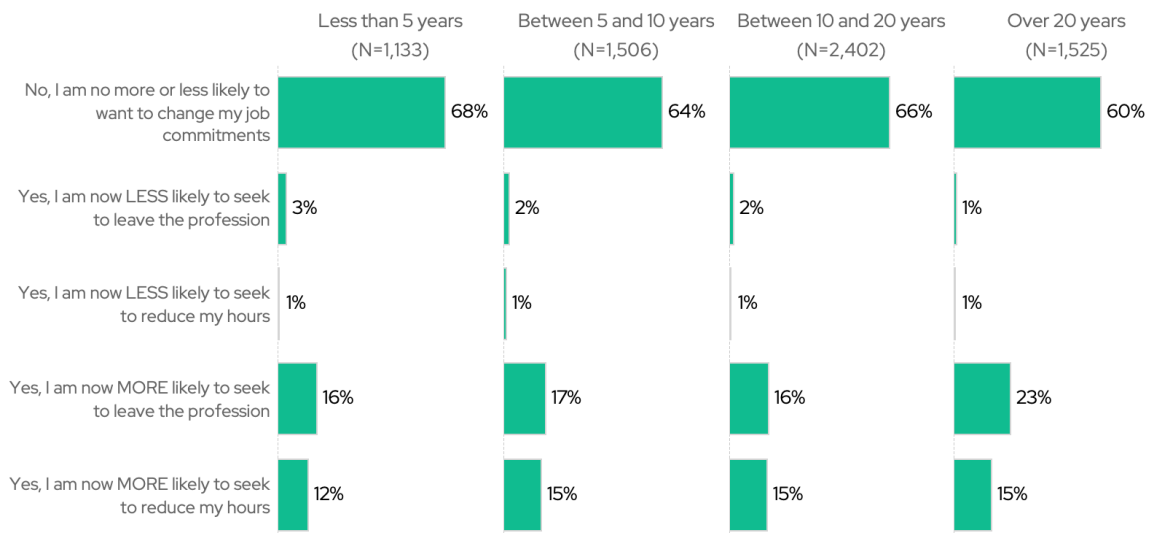
**Has the experience of COVID-19 and lockdown made it more or less likely that you will seek to reduce hours or leave the profession altogether in the next few years?**



In fact, it appears that more experienced teachers are more likely to have been affected by the lockdown than younger teachers. Almost 1-in-4 teachers with over 20 years of experience say they are now more likely to leave the profession, compared to 16% of those with less than five years of experience. However, it should be noted that many less experienced teachers will have less of a reference point pre-pandemic.

Indeed, for all teachers this is a hard question to interpret since teachers will never know the counterfactual - how they would feel today if the pandemic had never happened? However, it is worth exploring further teachers' own perceptions of changes in their attachment to teaching.

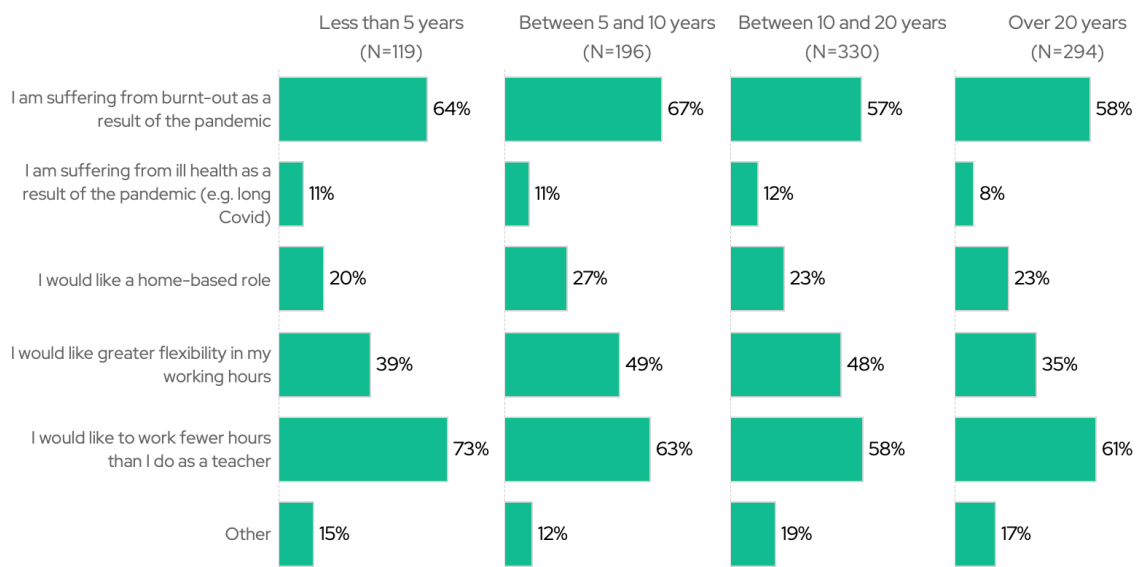
**Has the experience of COVID-19 and lockdown made it more or less likely that you will seek to reduce hours or leave the profession altogether in the next few years?**



Those teachers who said that they were more likely to leave as a result of the pandemic were asked a follow up question to understand more about their reasons for considering leaving. Working fewer hours and suffering from burnout were the two most popular reasons cited for teachers making this decision.

In particular, nearly three-quarters of teachers with less than five years experience said that they wanted to work fewer hours. It is important to remember that there may be many additional hours being counted over and above in-classroom hours. Marking and preparing, not to mention commuting. Many teachers will have seen friends and family cutting down on these as working from home has become more popular.

**Which of the following reasons are important for you to make this decision:**



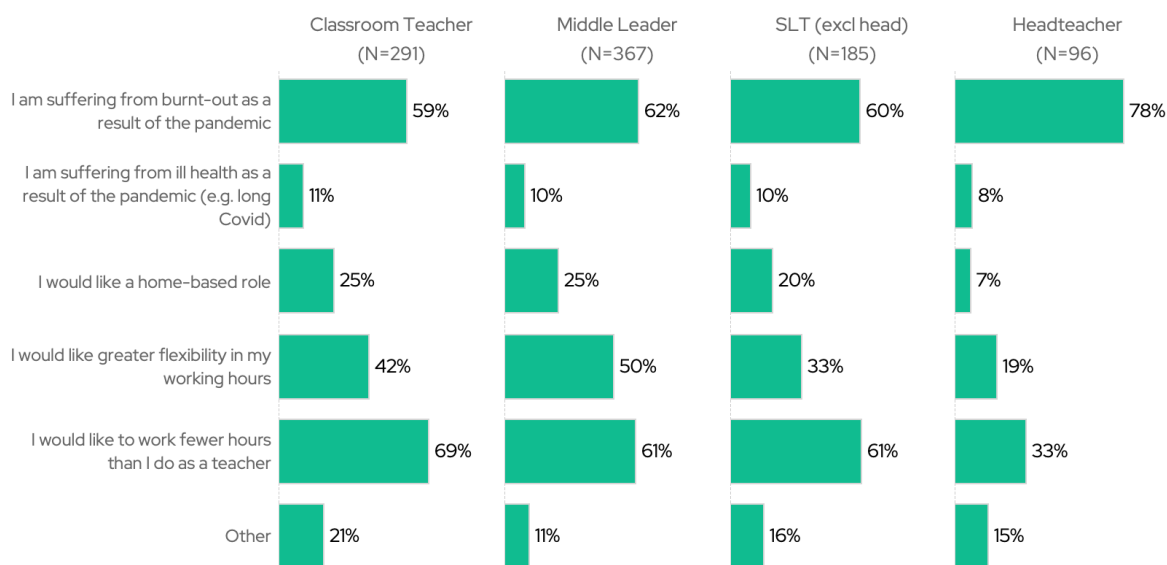
## Headteacher retention

### Headteacher burnout not yet translating into job quits

Teacher Tapp reported that headteacher levels of both anxiety and burnout were very high throughout the pandemic, as they were asked to make hundreds of decisions that affected the safety of their community, often with opaque guidance and little support. For example, 75% of headteachers reported that they were experiencing feelings of burnout in June 2020 compared with only 37% of classroom teachers/middle leaders on the same date. In October 2020, 21% of headteachers were reporting very high levels of anxiety, compared to 10% of classroom teachers. (In normal times, levels of anxiety are similar for classroom teachers and heads).

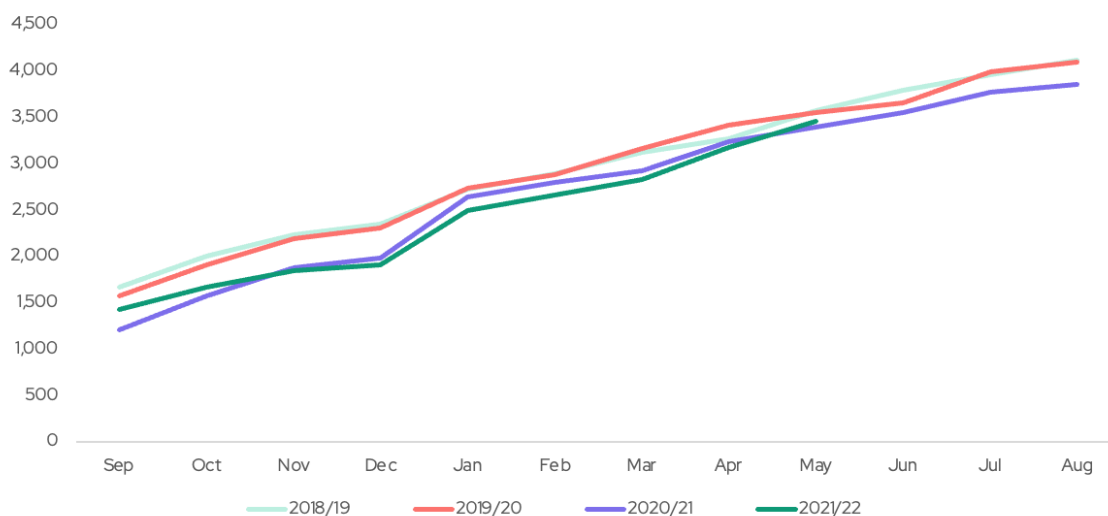
For those headteachers who say the pandemic has caused them to consider leaving the profession earlier or reducing hours, the majority (78%) cite burnout as the reason. Compared to classroom teachers, they are much less likely to want greater flexibility in hours, or fewer hours, or a home-based role.

#### Which of the following reasons are important for you to make this decision:



Despite this stress and unhappiness, it is worth noting that so far there is no rise in the number of changes in headship that are recorded in Department of Education records, which are monitored daily by SchoolDash. New head appointments had fallen during the pandemic, most likely for two reasons. Firstly, heads wanted to remain in existing posts to support their communities during the disruption. Secondly, the number of suitable outside employment opportunities, such as educational training and consultancy, fell.

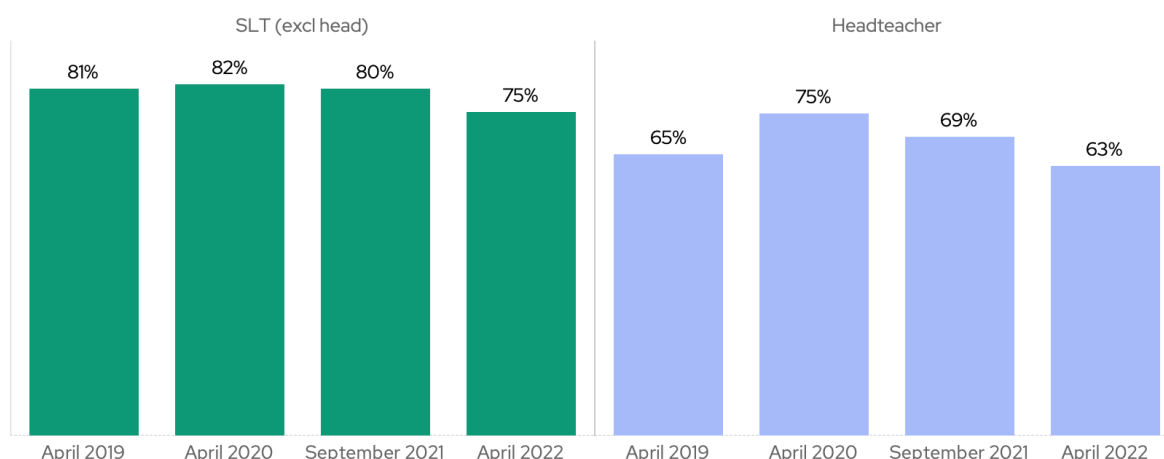
## Monthly cumulative record of new headteacher appointments



## Longer term questions about headteacher shortages

There is a small but worrying decline in the number of heads who say they plan to be in the profession in three years' time. In pre-pandemic years, 65% of heads said they still planned to be in the profession in three years' time. This rose to 75% of heads during the pandemic for reasons discussed above. However, this year just 63% of heads say they plan to remain in the profession in three years' time. Of course, many of these will not have sufficiently high pension contributions to retire and not work, and so their resignation will depend on whether they can find suitable employment elsewhere.

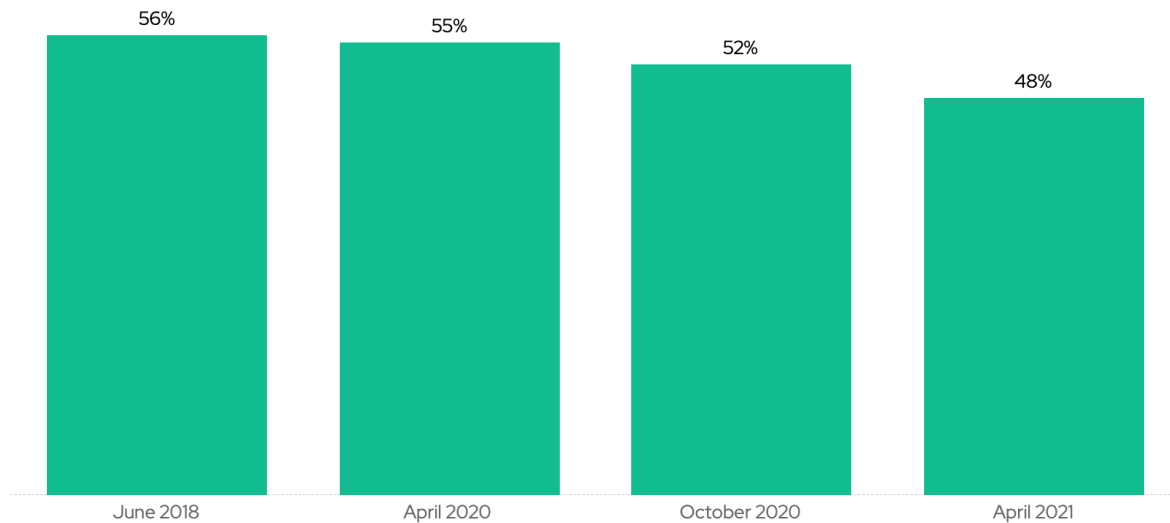
### Proportion who feel 'likely' to still be teaching in three years' time



If large numbers of the current cohort of heads do seek to leave their posts, then there is some concern that other senior leaders may not wish to step up to headship. Within this

group, the number who say they plan to stay in the profession has fallen from 81% in pre-pandemic times to 75% today. Furthermore, the proportion of Deputy and Assistant Heads who say they want to be a headteacher themselves one day has fallen from 56% in pre-pandemic years to 48% today.

**Proportion of SLT that would consider becoming a headteacher themselves one day**



## What makes teachers feel attached to the profession?

If teacher recruitment becomes more difficult over the next few years, the importance of keeping existing teachers working in state-funded schools becomes more pressing. Much is already known about the need to reduce teacher stress and working hours, so in this section we explore some other previously unexplored aspects of how well a teacher's job aligns with their ideal preferences.

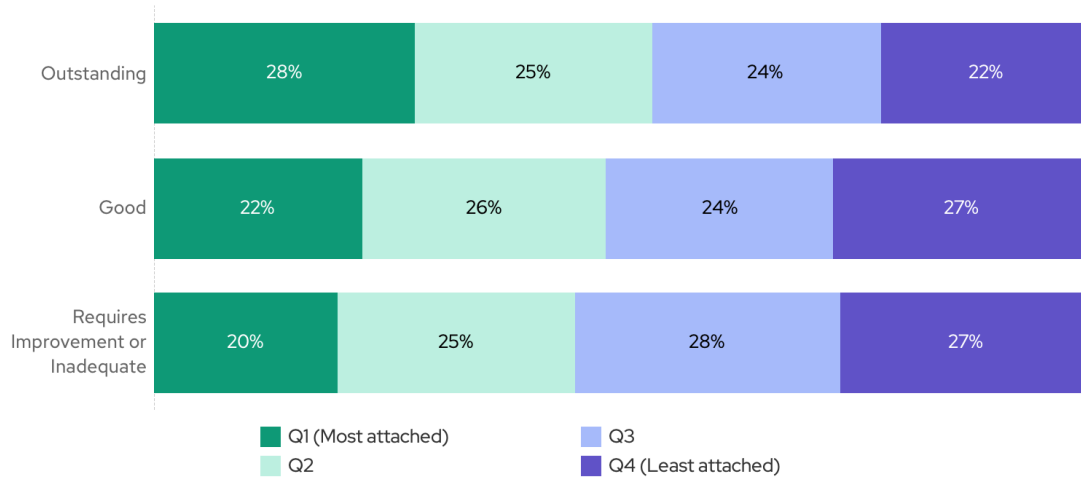
Attachment to teaching is a more complex trait than can be captured in a single question. One of the advantages of the Teacher Tapp panel is that we are able to ask them a large number of questions about different aspects of job attachment. Here we score teachers according to their responses to the following six questions that relate to job attachment:

- "I don't seem to have as much enthusiasm now as I did when I began teacher training"
- Do you expect to be a teacher in three years' time?
- If you could go back in time, would you choose to train to be a teacher or not?
- Do you feel that your morale as a teacher is higher or lower than it was a year ago?
- "I would leave teaching if I could find a job that matches my salary."
- At the moment, how often does the thought of resigning from your job cross your mind?

## Job attachment is weakest in schools poorly judged by Ofsted

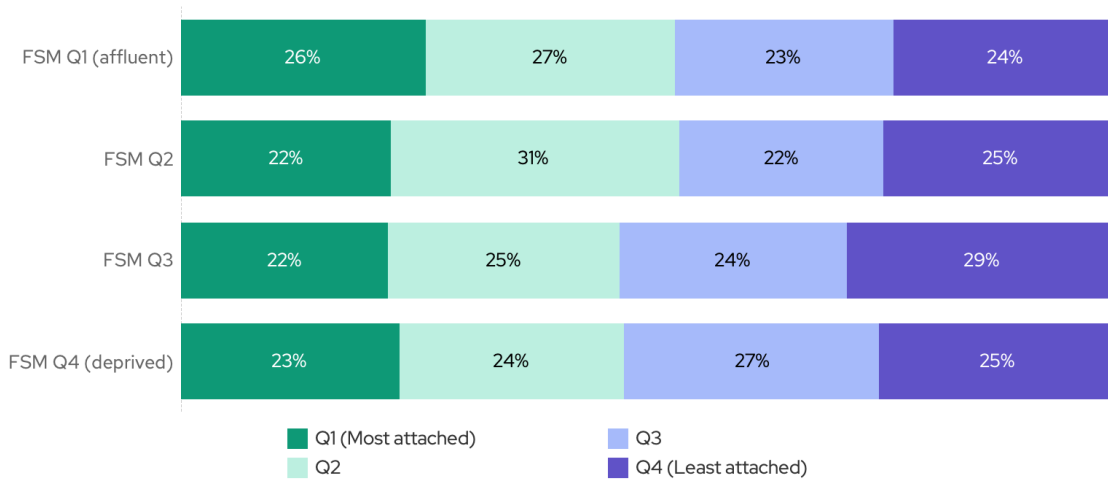
We can see that job attachment tends to be highest in schools judged as Outstanding by Ofsted and it is lowest in schools that Require Improvement or are Inadequate. Of course, we do not know why this is or what the direction of causation is here. It is possible that more satisfied and therefore enthusiastic teachers are able to get appointments in Outstanding schools. But it may also be the case that experiences within schools with a poor Ofsted judgement that are associated with trying to change practices cause the teachers to feel less committed to their work. Lower feelings of job attachment could be one explanation for how a low Ofsted rating can inhibit improvement and contribute to the phenomenon of 'stuck' schools.

### Attachment to the teaching profession by school's most recent Ofsted rating



It is worth noting that there is very little relationship between job attachment and the social demographic of the pupil intake, as measured by the free school meals proportion. This is consistent with the Gatsby-SchoolDash report published earlier in the month showing no difference in advertising rates by in-school disadvantage level. This is comforting because it shows that teachers can derive a great deal of attachment to their work, regardless of the social background of the students they teach.

### Attachment to the teaching profession by free school meal (FSM) quartile

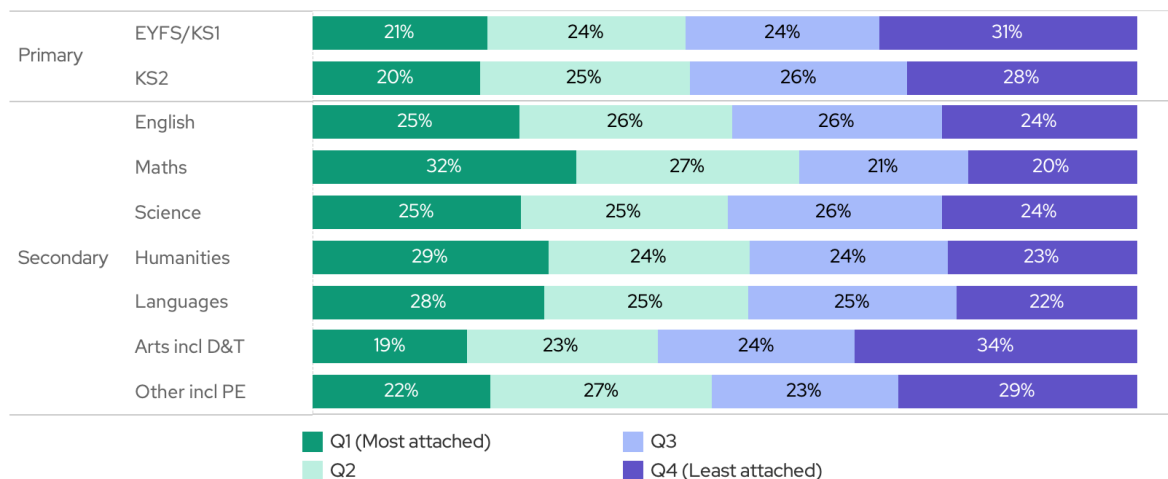


## Job attachment varies by subject background of teachers

The chart below shows levels of attachment to profession across the two phases and within subjects. Overall, primary teachers report slightly less attachment to teaching than secondary teachers. However, job attachment varies considerably across secondary subjects in a manner that appears surprising at first glance.

Mathematics teachers respond the most positively to the above questions in relation to how they feel about teaching as a profession. This may come as a surprise, given that the recruitment and retention of maths teachers is generally quite difficult. However, mathematics teachers do have skills that are in demand in other parts of the labour market, so those with a maths background who decide to both train as a teacher *and* stay in the profession are most likely to be doing so because they want to, rather than due to lack of alternative job opportunities. We will return to looking at job attachment in the final section of this report.

**Attachment to the teaching profession by phase (primary) or subject taught (secondary)**

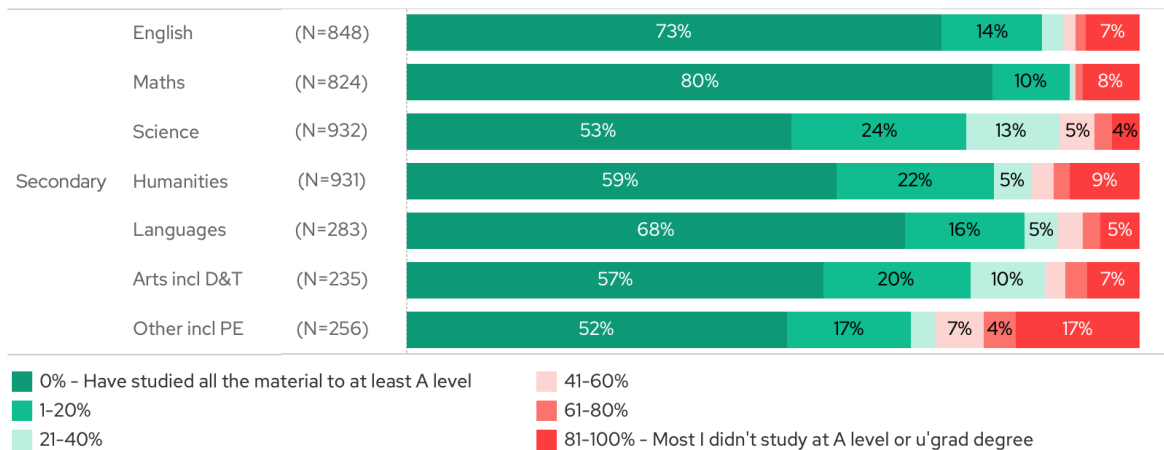


**Job attachment is associated with feeling comfortable with subject knowledge**

In secondary schools, teachers are often asked to teach a subject that they themselves did not study for A level or in their degree. This is common in science where teachers must typically teach all three sciences (at least up to the age of 14) and in the humanities where teachers are often asked to teach a second humanities subject, such as religious studies. It is also very common in the smaller arts, technology and other subjects where the size of the subject makes timetabling very complex indeed. Moreover, PE teachers are often asked to teach a second subject simply because schools tend to over-recruit PE teachers to compensate for shortages elsewhere in the school.

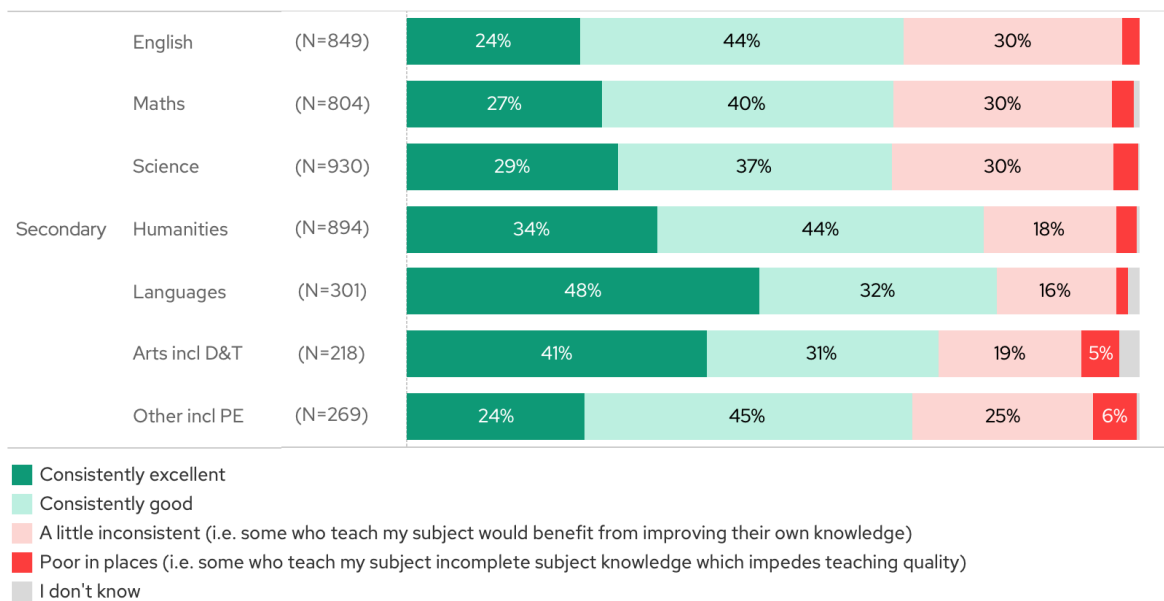


**Approximately what percentage of the lessons you are teaching this year do you not have either an undergraduate degree or A level in the relevant subject?**



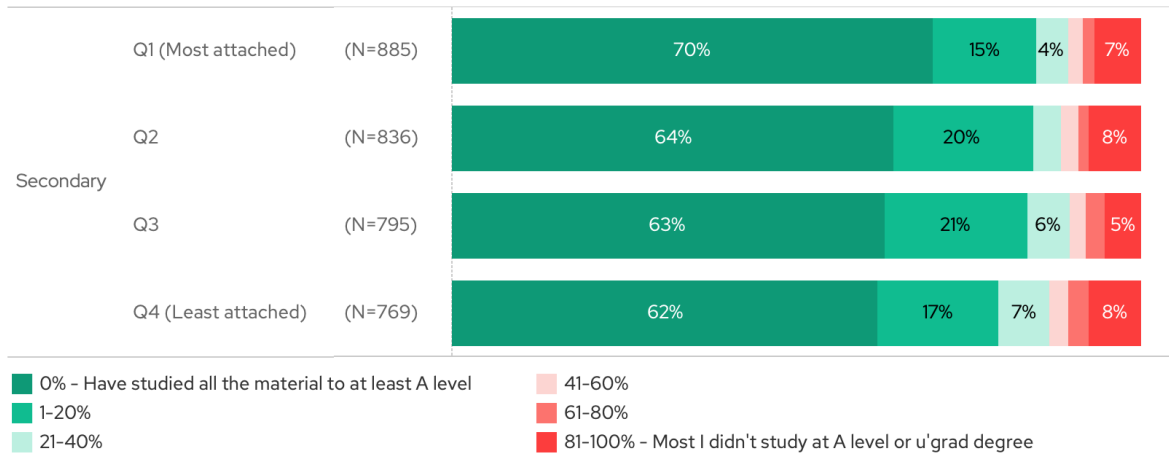
Subjects where teaching out-of-subject is common are more likely to be those where teachers feel that subject knowledge within their department is poor in places. This is most likely to be true in the arts, technologies and other smaller subjects.

**Thinking of those who teach in your main subject department, which of the following statements best aligns with your perceptions of their subject knowledge?**



There is evidence that those who feel most attached to the teaching profession feel comfortable with the subject or subjects they are teaching. Not only do they have the advantage of basing their teaching on established subject knowledge, they may also benefit from an active and supportive subject community. The chart below shows that those who feel less attached to teaching are more likely to be spending some time teaching a subject where they themselves neither have an A level nor a degree.

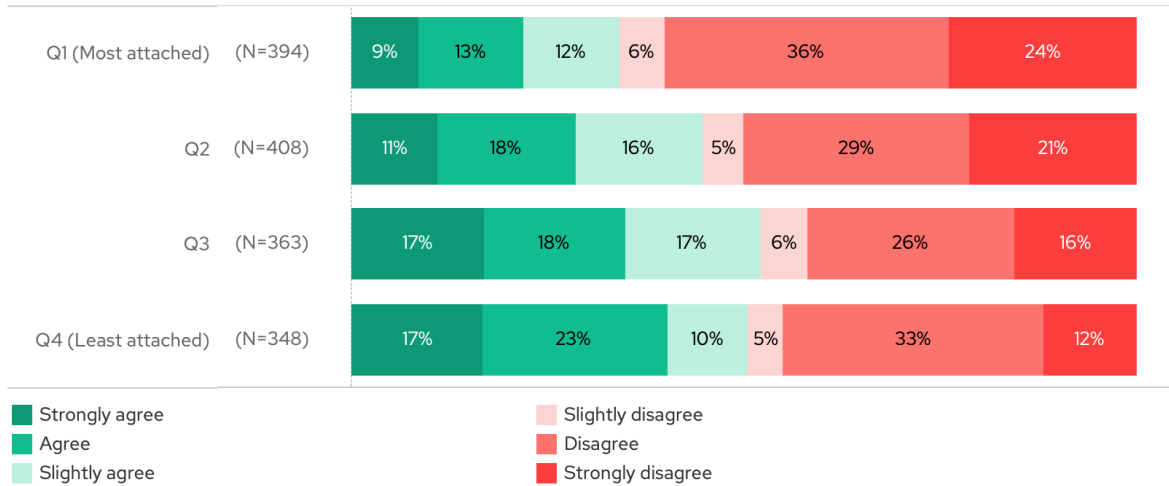
**Approximately what percentage of the lessons you are teaching this year do you not have either an undergraduate degree or A level in the relevant subject?**



**Many of those least attached to the profession would like to reduce the range of subjects they teach**

Those who are currently least attached to teaching are most likely to agree or strongly agree that they would like to reduce the range of subjects they are asked to teach (40% versus just 22% for those most attached to teaching).

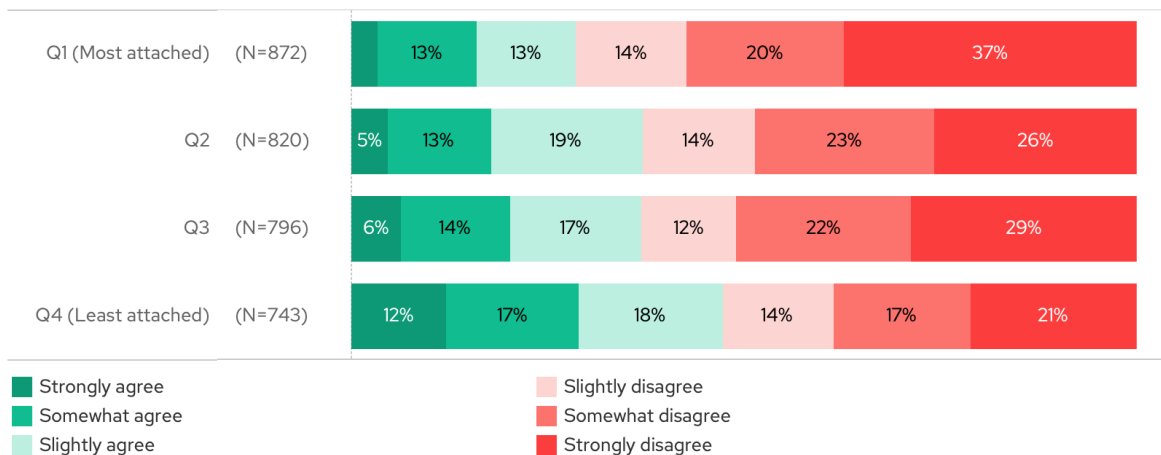
**If I were given the opportunity, I would prefer to reduce the range of subjects I teach**



Giving teachers the subject allocation they would ideally like becomes more difficult where there are teacher shortages. For example, schools find themselves having to appoint a biology specialist where the school ideally needs a physics specialist, or an art teacher in place of a textiles specialist, or a PE teacher who will be required to substantially teach outside their discipline. Those who are least attached to the profession are most likely to agree that a lack of suitably qualified teachers is already causing less than ideal class

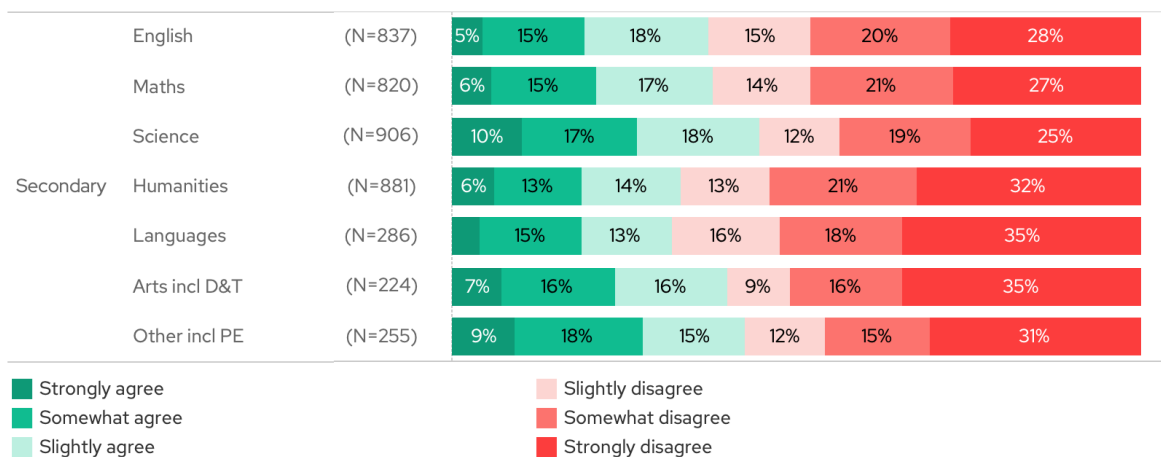
allocations in their school (29% strongly or somewhat agree versus 16% of those most attached to teaching).

**In my subject department (or faculty), a lack of suitably qualified and experienced staff means we cannot always give teachers the class allocations they would ideally want**



The chart below shows that these imperfect class allocations are most frequently occurring in the sciences, in the arts and technologies, and in the other small subjects including PE. It is important to note that these are not necessarily shortage subjects since there are a wide variety of causes of the poor class allocations, including excess teachers being allocated to other departments.

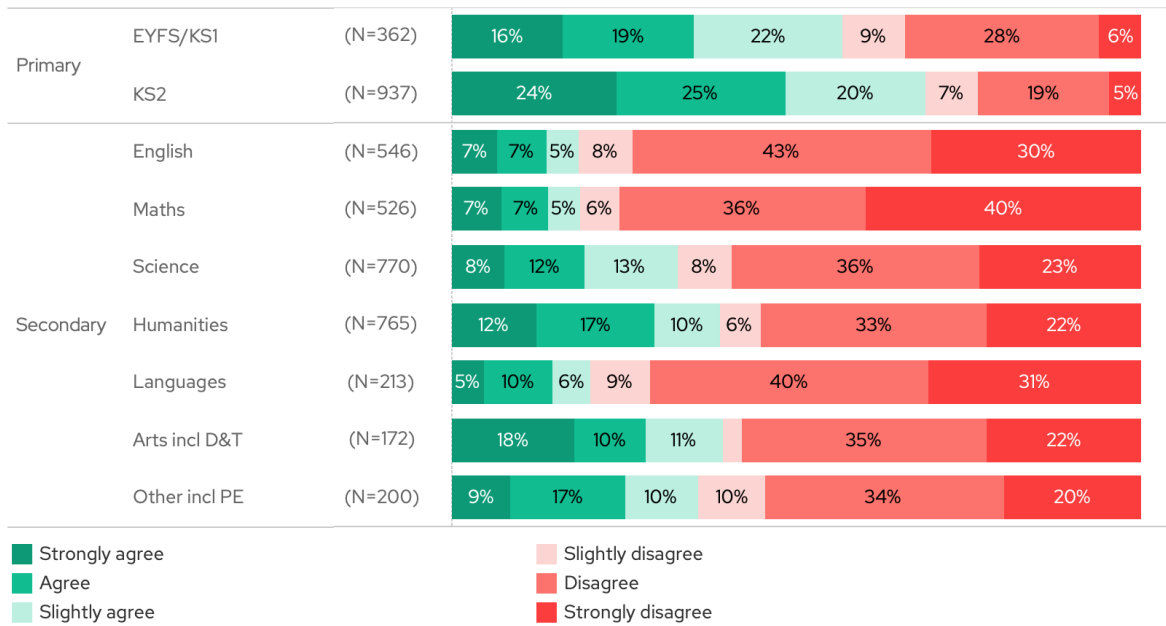
**In my subject department (or faculty), a lack of suitably qualified and experienced staff means we cannot always give teachers the class allocations they would ideally want**



## Primary teachers would prefer not to teach all subjects

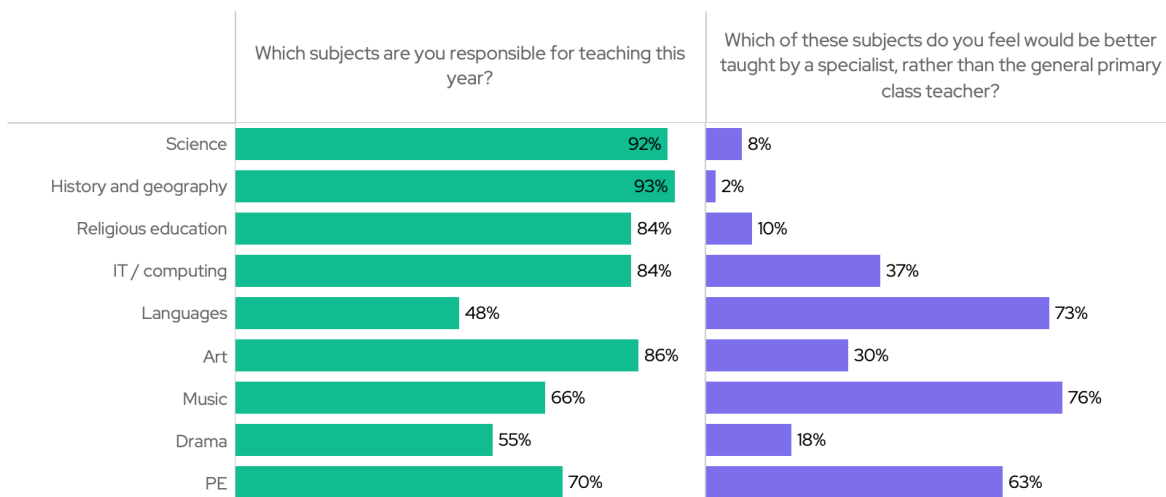
Primary teachers are generally expected to teach almost all the National Curriculum subjects to their class, which is very demanding in terms of the range of expertise they must develop. 49% of Key Stage Two teachers and 35% of EY/Key Stage One teachers agree that they would prefer to reduce the range of subjects that they currently teach.

**If I were given the opportunity, I would prefer to reduce the range of subjects I teach**



We asked primary class teachers which subjects they are teaching this year and which they feel would be better taught by a specialist. There are three subjects where over half of primary teachers feel they would benefit from specialist teaching: languages (73% agree); music (76%) and PE (63%). Furthermore, about a third of primary teachers would prefer a specialist for IT/computing and art.

**Many primary teachers are teaching subjects they think should be taught by a specialist**

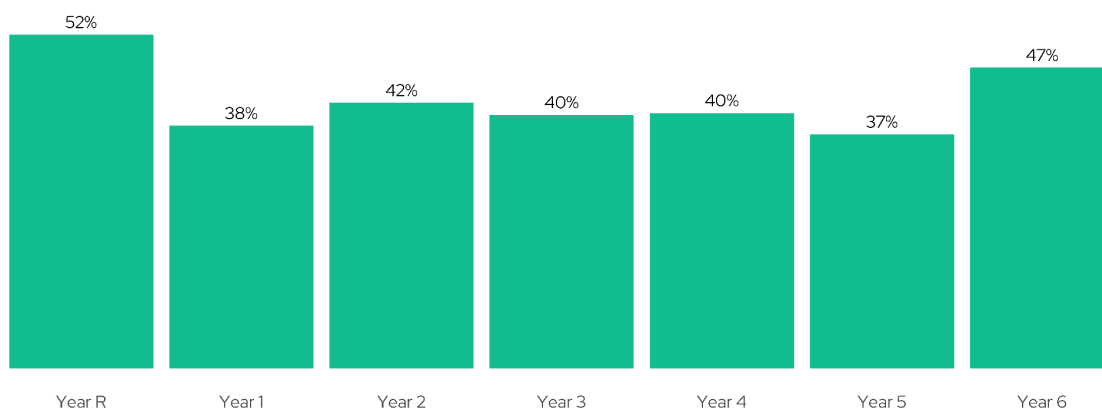


## Many teachers are not teaching their ideal year groups

Most primary teachers in England teach a single year group, but are often moved between years every so often to enable them to become experienced across the entire primary phase. However, our survey questions suggest that primary teachers do have strong preferences for teaching some year groups over others. No one year group is especially popular or unpopular; instead individual teachers develop preferences for particular ages.

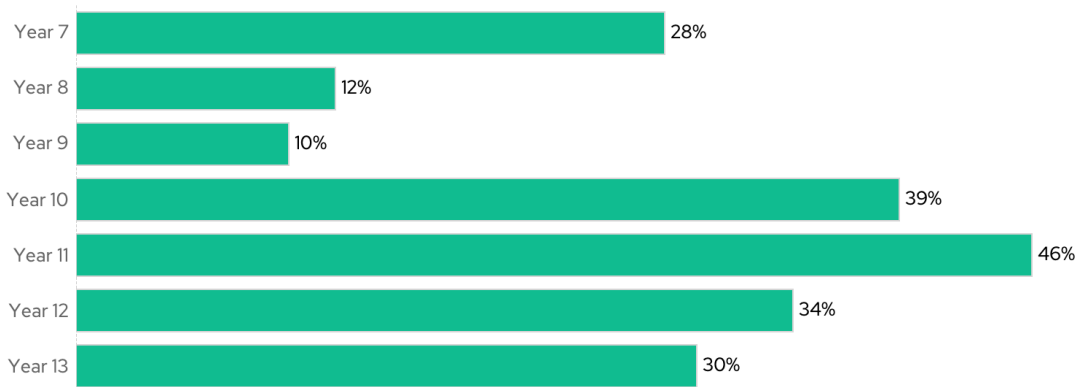
By asking primary teachers to name their current and their ideal year groups, we are able to see that less than half are currently teaching the year group they would ideally choose themselves. While 52% of those teaching a Reception class say it is their ideal year group, just 37% of those teaching a Year 5 group stay the same.

### Proportion of primary teachers who say that the year group they teach is ALSO the one they'd choose if they had free choice



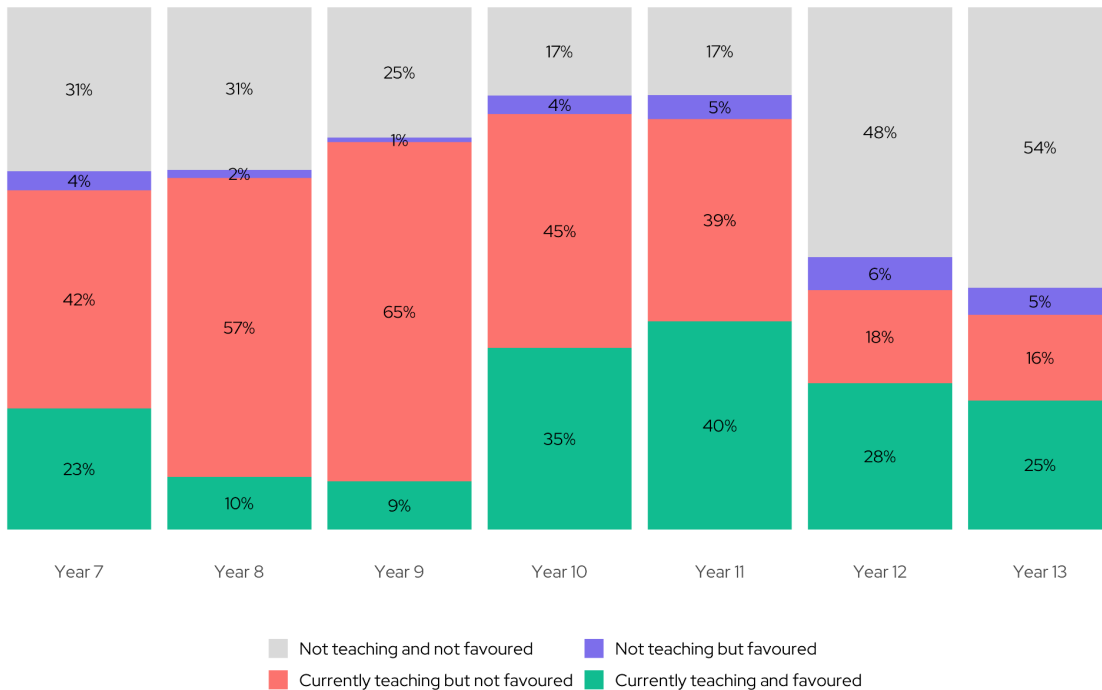
The situation is similar in secondary schools. However, secondary teachers do share a particular concern - the unpopularity of Year 9! Just 10% of secondary teachers say that Year 9 would be their choice of year group if they could only teach two years. Year 8 isn't much better - with just 12% of secondary teachers voting for them as a favoured group. Overall, we find that Year 11 is the most popular group to teach. (It is worth noting that about half of secondary teachers are not teaching in a school with a sixth form and so did not elect to teach Years 12 and 13).

**Imagine you are told that you will only be teaching students from TWO year groups next year. In an ideal world, which TWO year groups will you pick to teach?**



When we compare the year groups actually taught by secondary teachers with their preferred year groups, we can see that the exam classes of Years 11 and 13 are the most desired with over half of those currently teaching the year groups picking them as a desired year group. These years obviously have the advantages of clear goals and motivation for students, combined with 'gained time' where teachers may teach less in the summer term.

**Many secondary teachers are not teaching their favoured year groups**

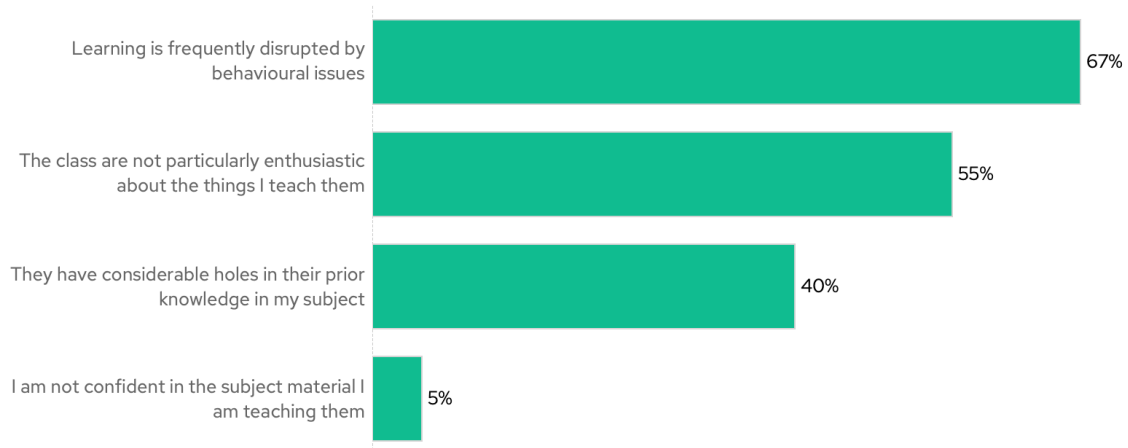


**Student behaviour makes secondary teaching unenjoyable**

We asked secondary teachers to recall the class they enjoyed teaching the least in a week. When prompted, two-thirds of teachers said their displeasure was caused by behavioural

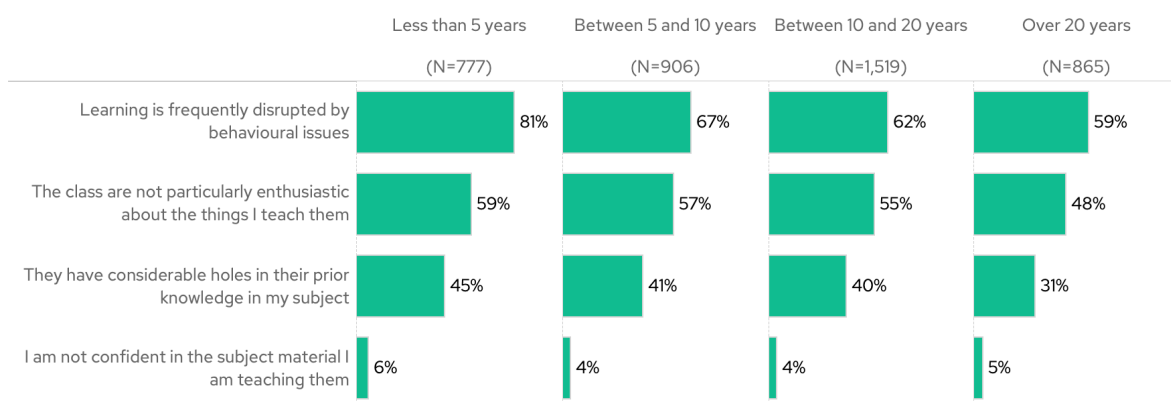
issues and 55% said the class was not particularly enthusiastic. Student attitudes are thus rated more highly as issues that make teaching unenjoyable, ranking above problems of either teacher or student prior knowledge.

**Think of the class you enjoyed teaching least this week. Which of the following statements is true about the class?**



We can also see that, for inexperienced secondary teachers who are at most risk of leaving the profession, over four-in-five say that behaviour of the students is an issue in their least enjoyable lessons. This does suggest that a school focus on behavioural issues is likely to be an important factor in improving retention of inexperienced secondary teachers.

**Think of the class you enjoyed teaching least this week. Which of the following statements is true about the class?**



## Notes on data and methodology

### The SchoolDash job advertisements

The websites of all secondary schools, sixth-form colleges and further-education colleges in England were indexed each weekday night and compared to the previous day in order to detect new advertised teaching positions, excluding trainee positions. This process does not capture all relevant vacancies because: (a) not all positions are advertised on school websites, (b) even when they are, they are not necessarily presented in a way that can be automatically indexed, and (c) websites are sometimes unresponsive or otherwise unavailable. For this reason, the data presented should be thought of as being based not on a comprehensive list of all vacancies but on a subset. However, positions were detected for well over 90% of schools and these are broadly representative of the overall population of schools.

### The Teacher Tapp panel

The Teacher Tapp survey panel comprises teachers across the state and private sectors in England who download a mobile app, provide valid teacher credentials and allow it to notify them of new questions at 3:30pm. Teachers are recruited to panel via social and traditional media, promotion at CPD events, and via word of mouth in schools. All questions asked are multiple and single response questions.

### Calculation of Teacher Tapp panel weights

We apply post-stratification weights to the Teacher Tapp panel responses to ensure they reflect the demographic characteristics of teachers in England, using the following procedure:

1. We drop the results of all users who've declared they're not a teacher and results for teachers who have not provided us with valid information for: teaching phase; school funding; seniority/job post; gender; age; and school type (requiring users to answer questions on at least 7 days). These are the characteristics that allow us to match the users against the population in the School Workforce Census and Independent Schools Census.
2. We calculate population shares in census data for 24 groupings of teachers who are allocated according to their phase, funding, region, gender, age and job post.
3. We calculate sample shares in the Teacher Tapp valid responses for each question, which yields sample weights as the ratio of population to sample share.



## Survey questions asked

Many of the survey questions were crafted in response to the COVID-19 pandemic, but others had been asked during the Spring 2019 recruitment season, thereby giving a one-year prior comparison point.

Question Text	Target (if any)	Date	Number of responses
Has your school already advertised for jobs this season?	Primary	15/05/2022	2,133
Has your department already advertised for jobs this season?	Secondary	15/05/2022	4,689
If your school has placed job advertisements recently, do you feel the response is higher or lower than normal?	SLT and Heads	22/05/2022	1,735
Compared to last year, how worried are you that you won't have a school of suitably qualified teachers in September?	SLT and Heads	24/04/2022	1,755
Has anyone in your school given notice that they intend to leave this summer?	Primary	05/05/2022	5,281
Has anyone in your department given notice that they intend to leave this summer?	Secondary	05/05/2022	2,498
Do you expect to be a teacher in three years' time?		02/04/2022	6,658
Has the experience of COVID-19 and lockdown made it more or less likely that you will seek to reduce hours or leave the profession altogether in the next few years?		22/05/2022	6,797
Which of the following reasons are important for you to make this decision	Asked to those who said they were <i>more</i> likely to leave the profession in the above question	25/05/2022	948
Would you like to be a headteacher yourself one day?		05/04/2022	7,287
Approximately what percentage of the lessons you are teaching this year do you not have either an undergraduate degree or A level in the relevant subject?	Secondary	11/01/2022	4,547

Thinking of those who teach in your main subject department, which of the following statements best aligns with your perceptions of their subject knowledge?	Secondary	24/02/2022	4,478
If I were given the opportunity, I would prefer the reduce the range of subjects I teach		04/03/2020	6,288
In my subject department (or faculty), a lack of suitably qualified and experienced staff means we cannot always give teachers the class allocations they would ideally want	Secondary	23/02/2022	4,550
Primary school teachers tend to teach most subjects. Which of these subjects are you currently responsible for teaching to your class this year?	Primary	17/04/2022	2,090
Which of these subjects do you feel would be better taught by a specialist, rather than a general primary class teacher?	Primary	17/04/2022	2,087
Which of these year groups are you teaching this year?	Primary	16/04/2022	2,021
Which of these year groups are you teaching this year?	Secondary	22/05/2022	4,711
Your headteacher asks you which year group you would like to teach next year. Which will you pick?	Primary	16/04/2022	2,013
Imagine you are told that you will only be teaching students from TWO year groups next year. In an ideal world, which TWO year groups will you pick to teach?	Secondary	16/04/2022	4,455
Think of the class you enjoyed teaching least this week. Which of the following statements is true about the class?	Secondary	29/04/2022	4,405