

Teacher Recruitment and Retention in 2024

An exploration of recruitment challenges in disadvantaged schools.

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Executive summary

The Teacher Tapp and SchoolDash annual report on teacher recruitment and retention, funded by Gatsby Foundation, provides insights into the current state of the teaching profession in England. By monitoring job advertisements and conducting surveys with over 10,000 teachers, the report presents key trends and challenges. Here are the key findings.

Recruitment Challenges

Secondary School Recruitment: Job adverts remain higher than before the pandemic but have decreased by approximately 10% compared to the previous year. Core subjects like English, Maths, and Science have seen modest increases in job adverts, while Humanities have seen significant growth compared to the 2018/19 academic year.

Primary School Recruitment: Activity remains static, with a slight decrease in pupil rolls reducing the overall need for primary teachers. Current recruitment figures are similar to those observed in 2019.

Teacher Availability for September: Concerns about finding adequately qualified teachers have decreased slightly for primary schools and more significantly for secondary schools compared to last year, but remain much higher than in 2020.

Technician Posts: Advertisements for technician positions have dropped by 25% compared to the previous year, possibly indicating schools are managing with fewer technicians or have filled previous vacancies.

Recruitment in Disadvantaged Areas

The Education Quality Challenge in Disadvantaged Schools: Schools in disadvantaged areas face greater difficulties in recruitment, often needing to extend application deadlines and experiencing higher rates of candidate withdrawal before contract signing. Leaders in these schools are more likely to report that recruitment difficulties affect the quality of education they can provide. Disadvantaged schools report more frequent mid-year disruptions due to teacher absences or resignations, and a higher use of non-specialist teachers in GCSE classes.

Perceptions of Teaching in Disadvantaged Schools: All teachers perceive working in disadvantaged schools as being more demanding and requiring greater skill. Whilst our survey shows few differences in workload by type of school, there are clear differences in the classroom experience. Teachers in disadvantaged schools report more frequent behavioural problems, with disruptive behaviour more likely to halt learning compared to more affluent schools.

Teacher Wellbeing in Disadvantaged Schools: Teachers in disadvantaged schools report lower levels of job satisfaction and higher stress levels compared to those in affluent schools. This includes more frequent experiences of burnout and feelings of being "infuriated" by their job, particularly in secondary schools.

Key Statistics

Teacher
tapp[®]

More than 
9 out of 10 leaders

in the most disadvantaged state-funded secondary schools said that recruitment issues impact the quality of education they can provide.

62%



of primary teachers in the most **disadvantaged schools** said that poor behaviour entirely stopped learning at least once in the last lesson they taught, **compared to 50%** who reported the same in the most affluent state schools.

3-in-4



secondary leaders have experienced difficulties with at least one appointment they were involved in.

10% decrease

in number of secondary school job adverts, compared to last year



8-in-10

teachers believe that teaching in disadvantaged communities is harder and more skilled work.

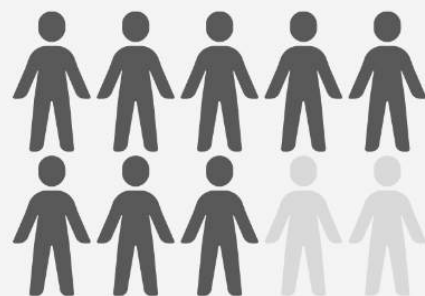
53%

of secondary teachers in the most disadvantaged schools said that poor behaviour entirely stopped learning at least once in the last lesson they taught, **compared to 37%** who reported the same in the most affluent state schools.



2-in-3

primary leaders have experienced difficulties with **at least one** appointment they were involved in.



77% of leaders in most disadvantaged schools have experienced recruitment difficulties this year, **compared to 69%** of leaders in most affluent schools.

Teacher Recruitment in 2024

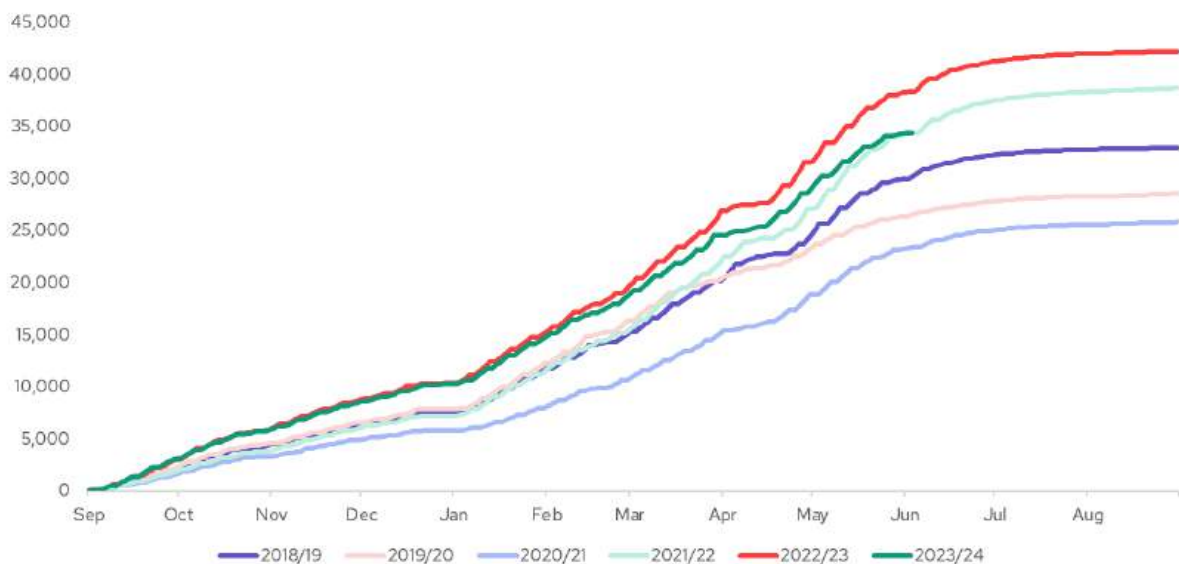
Secondary school job adverts remain high

Teachers intending to move to a new school in September must submit their notice by 31st May. Consequently, this report captures the majority of recruitment activity for the 2023/24 academic year. SchoolDash has been monitoring job adverts posted by secondary schools for the past seven years.

Last year recorded the highest total number of secondary school job adverts across the academic year since SchoolDash began collecting this data in 2017. For the current academic year, the number of adverts remains high by pre-pandemic standards, although it has decreased by approximately 10% compared to last year. The 2023/24 has also seen a greater proportion of adverts appearing outside the usual high season in April and May. It is anticipated that the incoming Year 7 cohorts will be larger than the departing ones for just one more year and after that demand for secondary teachers may start to fall again.

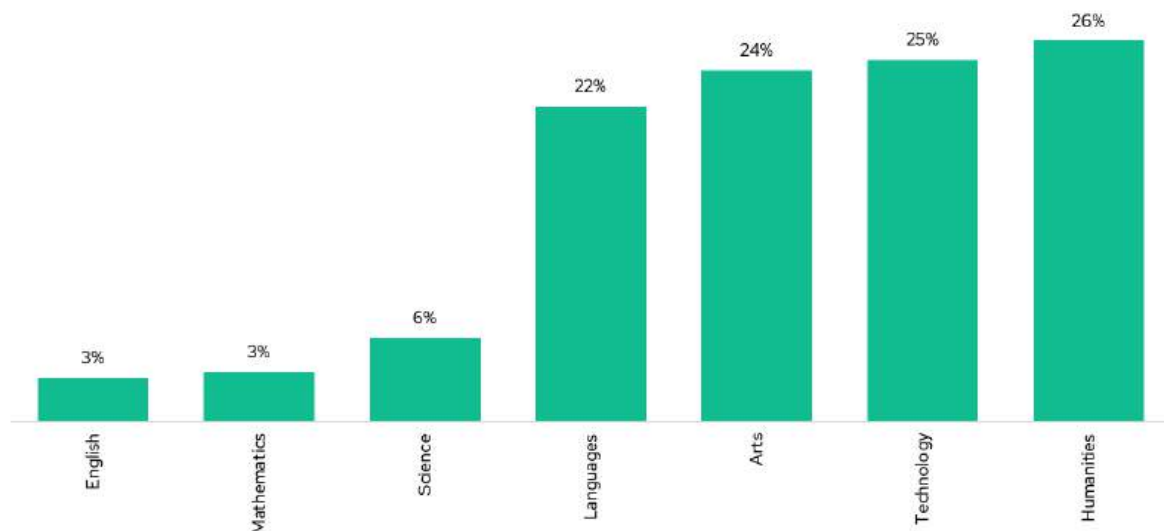
The last available School Workforce Census, collected in November 2023, showed that the number of full-time equivalent (FTE) teachers rose by just 300 to 468,693. FTE teachers are a way to account for part-time staff by calculating the number of full-time positions they fill. Given that student numbers are now falling overall across schools as a whole, we may have reached a peak in terms of the size of the overall workforce.

Secondary school job adverts, cumulative over academic year



The data from SchoolDash is also available for specific subjects, providing insight into the changes in the rate of adverts across different subjects compared to previous years. There is a clear divide between the 'core' subjects—English, Maths, and Science—whose adverts have increased modestly in recent years, and other subjects. Adverts for Humanities teachers have seen the most significant increase compared to the 2018/19 academic year.

Larger increases in secondary school adverts in smaller subjects since 2019



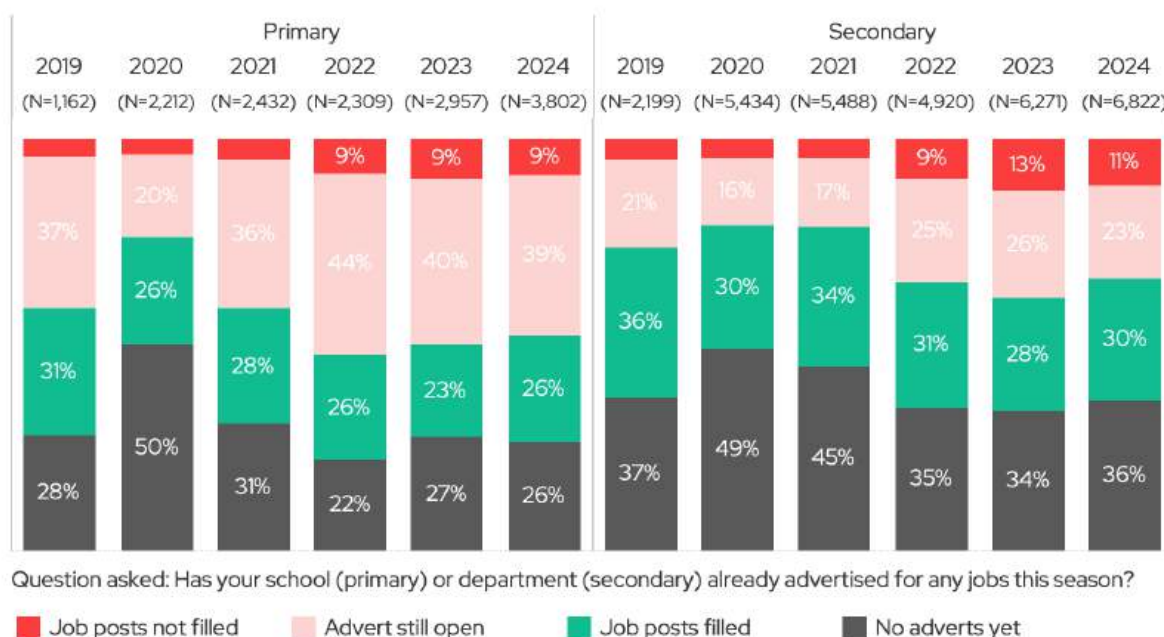
Percentage increase in secondary school teaching adverts by subject, Sept 2023-May 2024 versus same period in 2018/19

Primary recruitment activity remains static

Primary schools continue to experience falling pupil rolls, with the incoming Reception cohort around 10% smaller than department Year 6 cohorts. This is reducing the need for primary teachers across the system as a whole, with most parts of England experiencing primary school closures and with some schools needing to merge classes or increase teaching hours of senior leaders to cope with corresponding budget reductions.

Overall, recruitment in this sector looks little different to last year. Currently, 26% of primary leaders report that they have both advertised and filled roles for their school, while 39% state that their adverts remain open. These figures are similar to those observed last year. Indeed, the recruitment scenario is only slightly different from that of 2019, when 31% of primary leaders had both advertised and filled all of their positions.

Job recruitment stabilises in primary schools and sees a small decrease in secondary schools



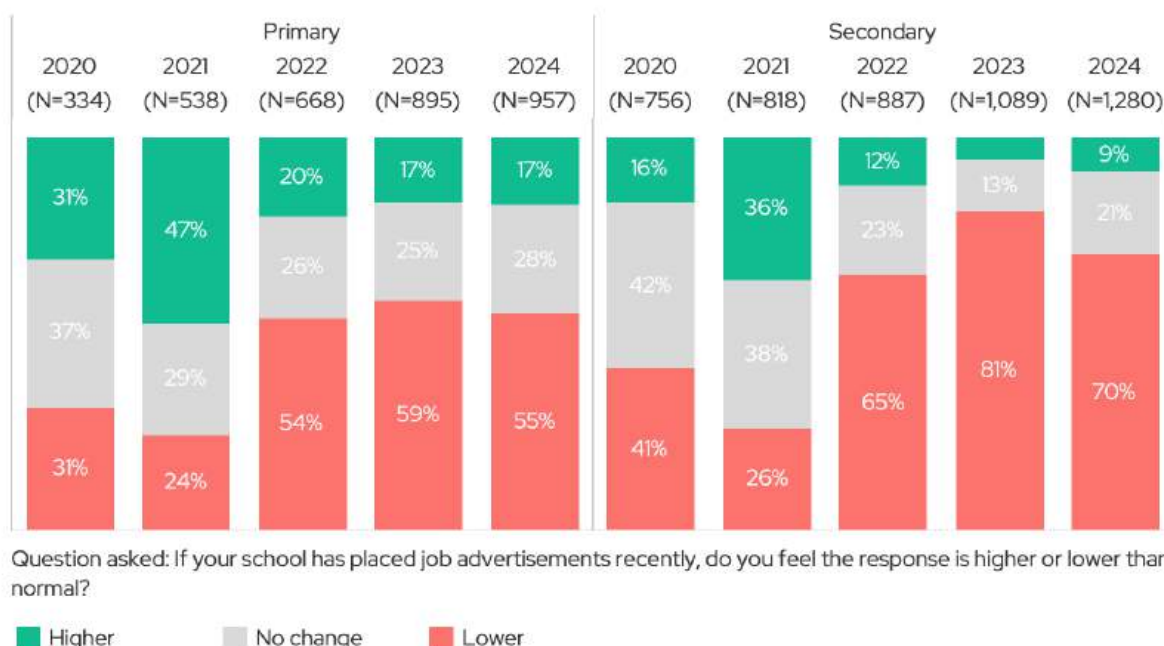
Due to the size of secondary schools, it isn't feasible for teachers to have knowledge of posts across the entire school. Therefore we ask about individual subject departments or faculties. In 2023/24, there has been a slight decrease in the percentage of secondary school teachers reporting unfilled or still open job posts compared to 2023 (from 13% to 11% for unfilled posts, and 26% to 23% for open adverts). However, despite this improvement, our figures show that almost every subject department has reported an increase in job advertisements compared to 2019, corroborating the findings of SchoolDash.

Unfilled positions remain a persistent problem across both phases, with just over one in ten teachers reporting an unfilled post in secondary schools. This figure is slightly lower in primary schools at 9%; however, both in primary and secondary schools, these levels are higher than those reported before 2022.

The rate of applications in response to adverts

With more jobs advertised than in previous years, teachers seeking new roles have more options compared to job seekers in 2018/19. However, this increase in choice has affected the number of applications that headteachers receive. In both primary and secondary phases, school leaders are less likely to report a lower number of applications than normal, compared to last year. Even so, just 1-in-5 primary leaders and 1-in-10 secondary leaders feel application rates for jobs are better than normal.

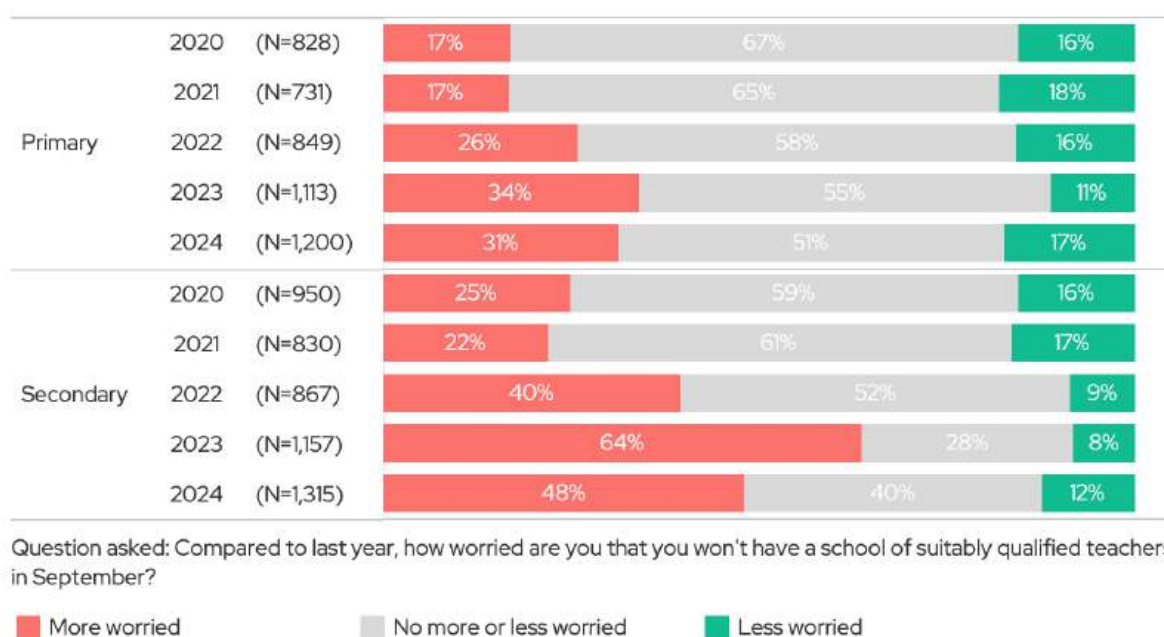
More leaders report 'no change' in level of responses to job advertisements



In the academic year 2022/23, headteachers reported heightened concerns regarding the availability of adequately qualified teachers compared to the previous three years. This year, that concern has decreased slightly for primary school teachers (from 34% to 31%) and more significantly for secondary school teachers (from 64% to 48%).

Although both phases are moving in the right direction, it is concerning that the levels of worry in both primary and secondary schools remain much higher than in 2020 – nearly double in both cases.

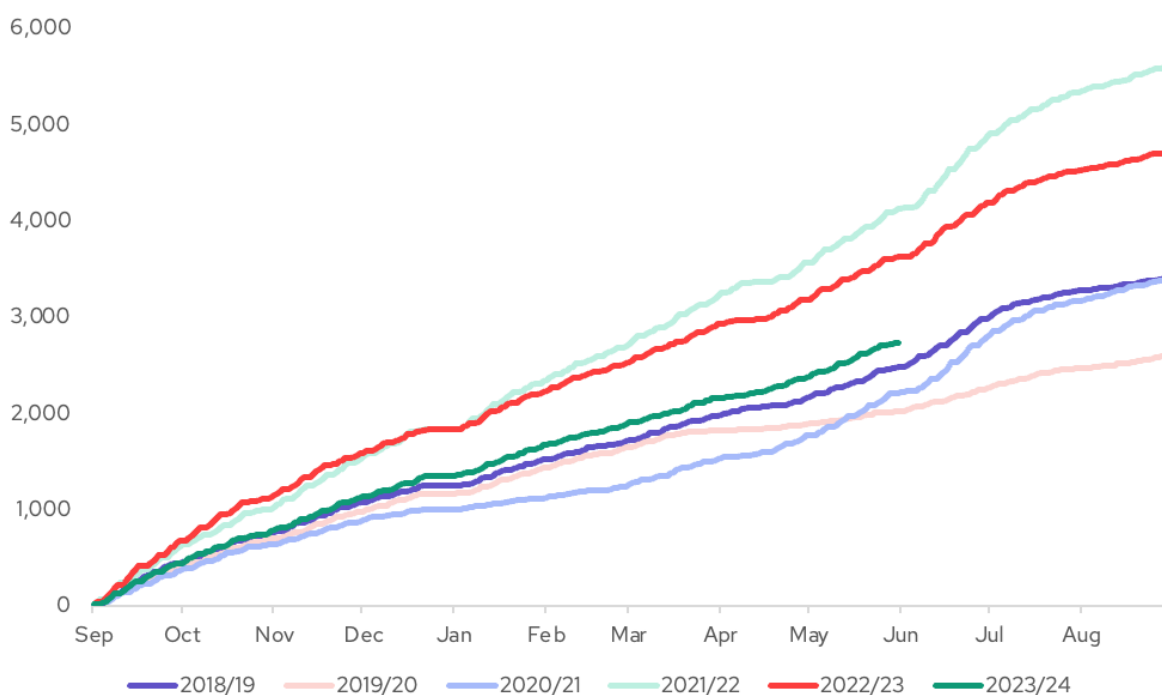
Fewer leaders worried about filling all roles with suitable of staff



Job advertisements for technicians

While the challenge of employing technicians in secondary schools persists, the number of advertised technician posts in the 2023/24 academic year to date is significantly lower compared to the previous two years, but still somewhat higher than pre-pandemic levels. SchoolDash has monitored these figures, revealing that the total number of advertised jobs in 2023/24 fell by 25% compared to 2022/23. It remains to be seen whether schools have successfully filled all their roles from previous years or if this reduction is due to schools accepting a smaller technician workforce.

Technician job advert levels have fallen to 2018/19 levels



Secondary school technician adverts, cumulative over academic year

Indicators of teacher recruitment difficulties and shortages

The School Workforce Census, though helpful, has a one-year lag in reporting teacher recruitment challenges. Data collected in November 2023 reflects recruitment difficulties faced during May 2023. While the teacher departure rate remained steady at 9.6%, both vacancy rates and temporarily filled positions reached record highs.

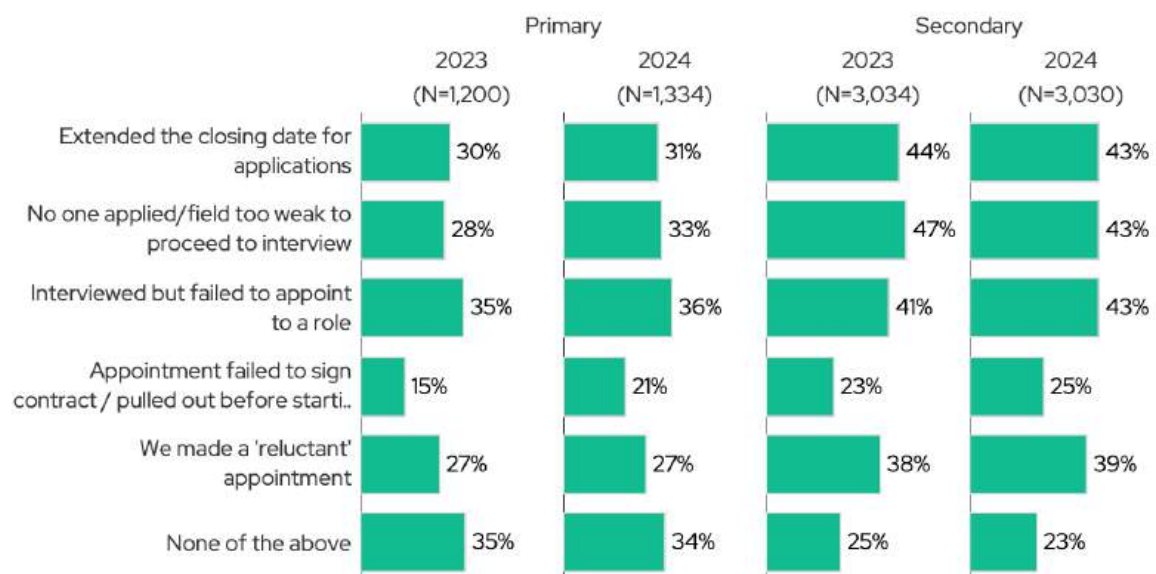
In this report we use our **five indicators of challenges in the recruitment season**, to uncover difficulties in the teacher labour market well before they appear in the annual School Workforce Census return. These indicators are:

1. Needing to extend application closing dates
2. Failure to proceed to interviews due to weak field
3. Failure to appoint at interview stage

4. 'Reluctant' appointments of weak or unsuitable candidates
5. Appointee failure to commence employment

Once again this year, we surveyed all middle and senior leaders involved in recruitment to gather information on the occurrence of these issues during their recruitment processes. The chart below shows that the levels of difficulty in the recruitment process during 2023/24 are similar to those of last year. Three-quarters of secondary leaders and two-thirds of primary leaders have experienced difficulties with at least one appointment they were involved in.

The majority of leaders report some difficulty in making appointments this season



Question asked: If you have been involved in internal or external recruitment over the past 12 months, have any of the following happened?

We monitor our **four indicators of primary teacher shortages** to assess how well this phase is currently staffed. Consistent with the previous section, primary schools are not experiencing any deterioration in their teacher deployment this year compared to the same time last year. The indicators show:

1. Percentage of teachers reporting that their school is inadequately staffed with suitably qualified teachers: 16% (versus 15% in 2023)
2. Percentage of teachers reporting that non-teachers cover their Planning, Preparation, and Assessment (PPA) time: 51% (versus 52% in 2023)
3. Percentage of teachers reporting that a class is led by a short-term temporary, agency, or non-qualified teacher: 51% (versus 49% in 2023)
4. Percentage of teachers reporting that they are not currently teaching their preferred year group: 23% (versus 26% in 2023)

Similarly, we monitor our **four indicators of secondary teacher shortages**, focusing on experiences within teachers' own subject departments or faculties. Once again, the challenges for secondary schools are similar to last year:

1. Percentage of teachers reporting that their department lacks an adequate number of suitably qualified teachers: 23% (versus 22% in 2023)
2. Percentage of teachers expressing dissatisfaction with teaching classes split between two teachers: 36% (versus 32% in 2023)
3. Percentage of teachers expressing unhappiness with changes made to their timetable during the year: 25% (versus 23% in 2023)
4. Percentage of teachers reporting that some of their current Year 11 GCSE cohort were taught by non-subject specialists: 23% (versus 23% in 2023)

Challenges of recruitment in schools serving disadvantaged communities

Schools working in areas of high disadvantage face different recruitment challenges than those schools working in areas of comparatively greater affluence. In an evidence review conducted by the EEF in 2023, they noted that the persistence of teacher shortages leading to the use of non-specialist or supply teachers delivering specialist subjects is "particularly apparent in schools in disadvantaged areas".¹ Schools serving disadvantaged communities are disproportionately affected by teacher shortages, with resultant greater use of non-specialist teachers and inexperienced teachers.² Headteachers of schools in disadvantaged communities will often describe the struggles they face when trying to recruit, and evidence indicates that more deprived schools have higher teacher turnover.³

The consequences of recruitment difficulties

There is considerable variation in schools' experiences of the recruitment process. The smoothness of transitions from advert to interview and from signing the contract to onboarding can, to some extent, depend on the level of disadvantage a school faces. For example, the most disadvantaged state-funded schools are more likely to have no applicants for a job advert compared to the most affluent state-funded schools (44% vs. 38%).

¹ Chong, S. W., Oxley, E., Bond, M., Negrea, V., Liu, Q., & Kong, M. S. (2024). *Teacher recruitment and retention in schools in socio-economically disadvantaged areas in England—review of practice*. Education Endowment Foundation Report.

Allen, R., Burgess, S. and Mayo, J. (2018). The teacher labour market, teacher turnover and disadvantaged schools: new evidence for England, *Education Economics*, 26(1), 4-23.

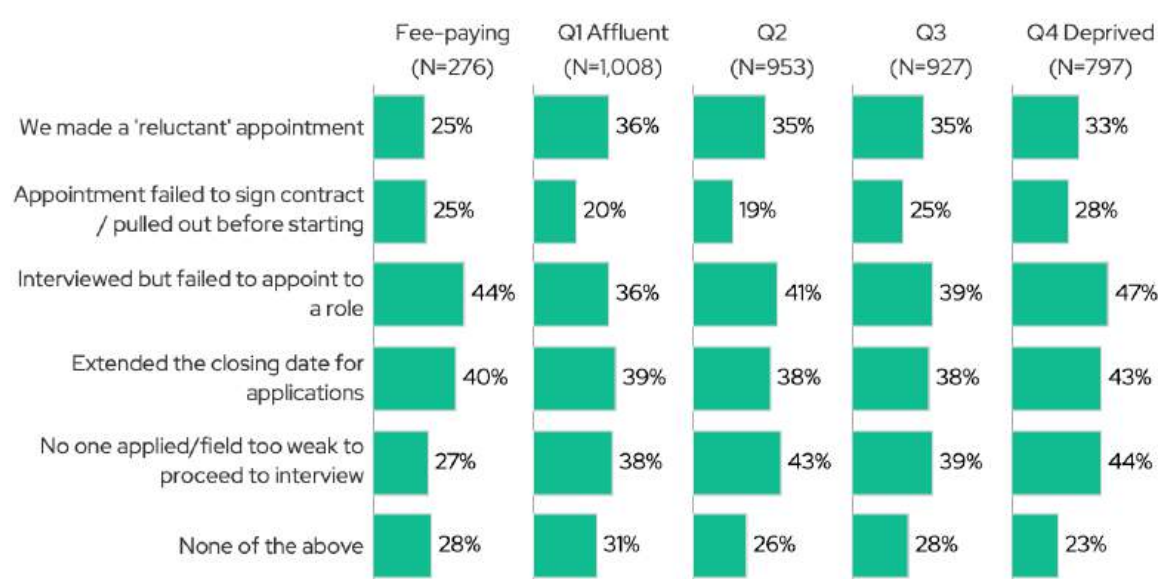
² Allen, R. and Sims, S. (2018). Do pupils from low-income families get low-quality teachers? Indirect evidence from English schools. *Oxford Review of Education*, 44 (4), 441-458.

³ Ghosh, A., & Worth, J. (2020). *Teacher Labour Market in Wales: Annual Report 2020*. National Foundation for Educational Research.

Schools in areas of higher disadvantage are more likely than both fee-paying schools and the most affluent state-funded schools to face recruitment and onboarding issues. These issues include extending application deadlines and finding insufficient quality of applicants to proceed to interview.

When comparing state schools, those in areas of high disadvantage are more likely than those in the most affluent areas to report problems with candidates withdrawing from the appointment process before signing a contract (28% vs. 20%). Additionally, the most affluent state-funded schools are far less likely to interview but not appoint (36%) compared to the most deprived schools (47%).

Recruitment difficulties vary by school demographics

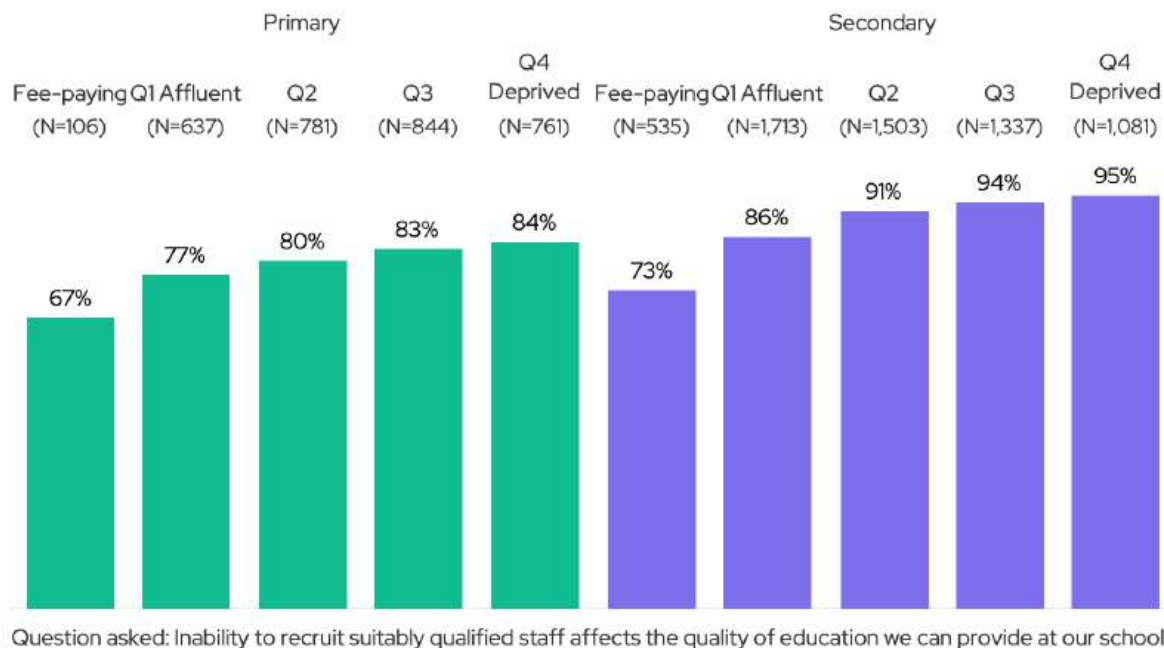


Question asked: If you have been involved in internal or external recruitment over the past 12 months, have any of the following happened?

Recruitment struggles can negatively affect the quality of education that schools can offer. In the most affluent state-funded secondary schools, 86% of leaders reported that recruitment issues impacted the quality of education. This figure is even higher in the most disadvantaged state-funded secondary schools, at 95%.

Primary schools face similar difficulties. In the most affluent state-funded primary schools, 77% of headteachers reported that recruitment struggles affected the quality of education, while in the most disadvantaged state-funded primary schools, this figure was 84%.

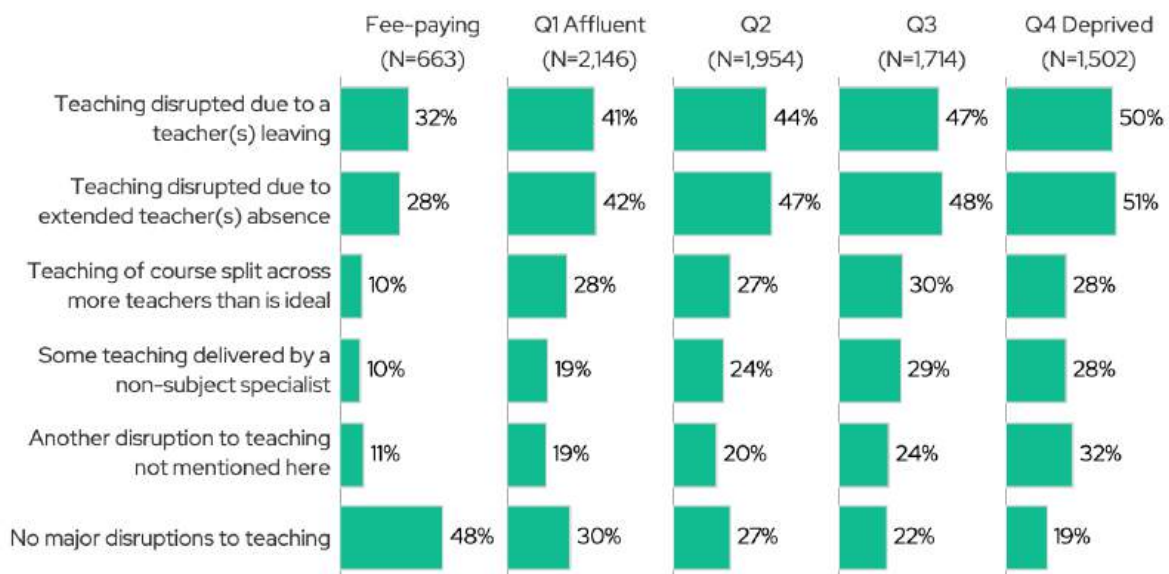
Recruitment difficulties have greater consequences for schools serving disadvantaged communities



Ideally, schools start the academic year fully staffed, with most recruitment taking place after Easter and concluding by the end of the summer term. Unfortunately, this level of stability is now uncommon. Leaders report mid-year disruptions due to recruitment challenges, which are more pronounced in areas of high disadvantage. This is consistent with SchoolDash's findings that a greater proportion of adverts have been appearing outside the usual high season in April and May.

Half of the most disadvantaged state-funded schools reported disruptions to GCSE classes owing to teacher absences or resignations – 18 percentage points higher than in fee-paying schools and 9 percentage points higher than in the most affluent state-funded schools. The use of non-specialists in GCSE classes was also more common in the most disadvantaged state-funded schools, with over a quarter reporting their use compared to just one in ten fee-paying schools.

The impact teacher recruitment issues has upon GCSE classes in areas of disadvantage



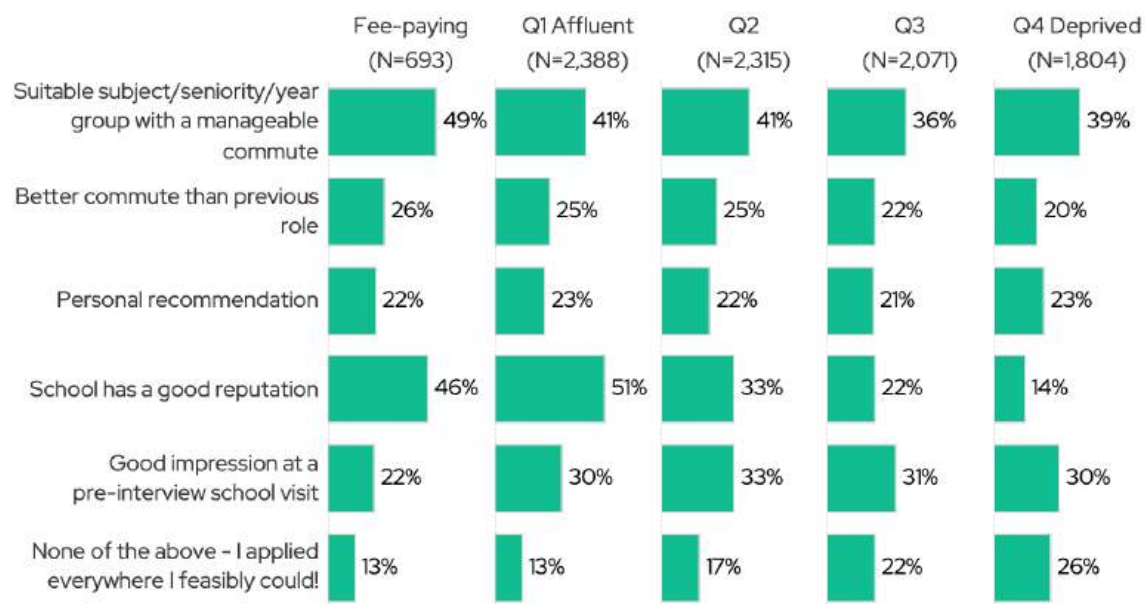
Question asked: Think of the Year 11 GCSE cohort in the main subject you teach. Have any of the following happened to a class during their GCSE course?

Beliefs about schools and their impact on recruitment

Part of the struggle of recruitment in schools with high levels of disadvantage could be attributed to the beliefs teachers hold about these schools when applying for a post. Our data shows that teachers in schools with the highest levels of disadvantage were more likely to have applied for their current post because they had applied "everywhere they feasibly could."

The frequency with which teachers cited the reputation of a school as a reason for applying varied depending on whether or not they worked in an area of disadvantage. Half of the teachers in the most affluent state-funded schools applied for their role due to the school's good reputation, compared to just 14% of teachers in the most disadvantaged state-funded schools.

Few apply to work at disadvantaged schools due to school 'reputation'



Question asked: Thinking about your current teaching role, what made you apply to the school?

Teachers' views on the work involved in schools with high numbers of students from deprived backgrounds vary to some extent based on their current experiences. Responses from teachers across all settings revealed only small percentages expressing the opinion that work in disadvantaged schools is not harder or more skilled than work in other settings. However, the strength of responses varied depending on the teachers' current settings.

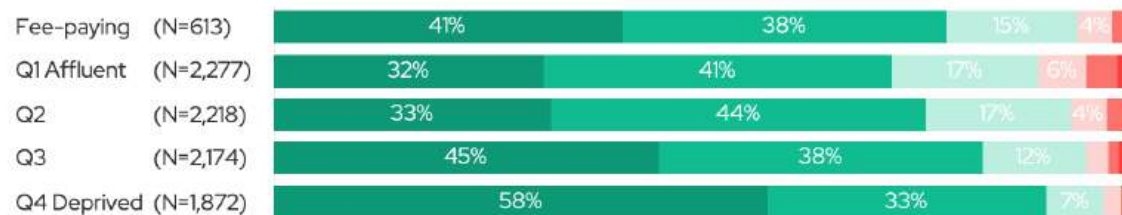
When comparing responses from teachers in schools with the highest levels of disadvantage to those from teachers in the most affluent schools:

- Teachers in schools with the highest levels of disadvantage were far more likely to strongly agree that working in disadvantaged communities required more skill (42% vs. 20%).
- Teachers in schools with the highest levels of disadvantage were also more likely to say that working in disadvantaged communities was more demanding.

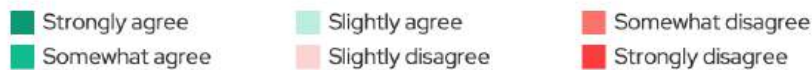
Teachers believe that teaching in disadvantaged communities is harder and more skilled work



Question asked: Teaching in schools that serve more disadvantaged communities typically requires more skill as a teacher

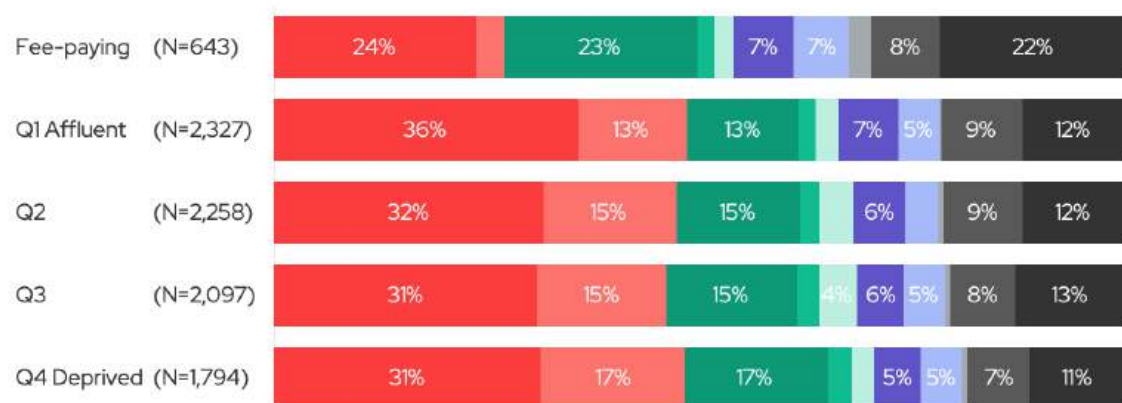


Question asked: Teaching in schools that serve more disadvantaged communities is typically harder work

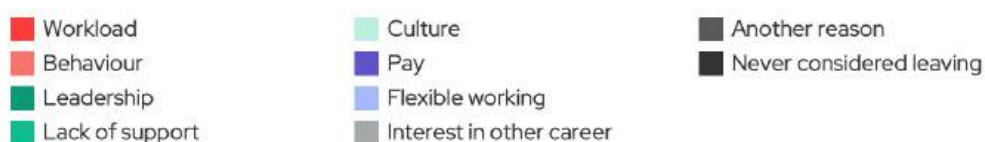


To determine if these perceptions align with reality, we can examine the reasons teachers cite when considering leaving the profession. When contemplating leaving teaching altogether, teachers in schools with the highest levels of disadvantage are more likely to cite behaviour as the reason for wanting to leave compared to teachers in the most affluent schools (17% vs. 13%). The same variance is observed for those considering leaving due to leadership issues. Teachers in schools with higher levels of disadvantage are more likely to cite leadership as a reason for wanting to leave (17% vs. 13%). By contrast, whilst workload is the most frequently cited reason among teachers for considering leaving the profession, it is much less likely to be the primary concern in the most disadvantaged schools (31%) compared to the most affluent schools (36%).

Motivations to move on from teaching



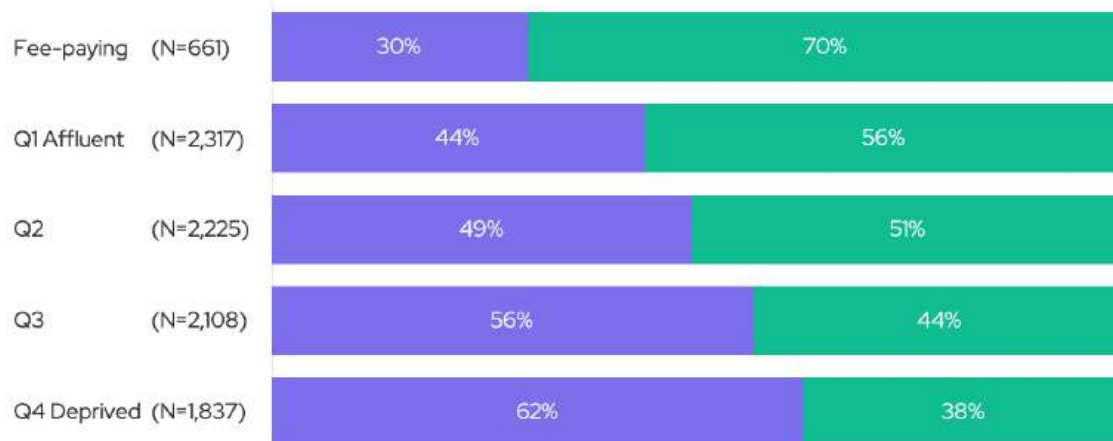
Question asked: Which of these has been the MOST important at times when you've considered leaving in the past year?



We wanted to explore whether teachers differ in their tolerance for high workload or poor behaviour by giving them a hypothetical situation where they needed to find a new job. When given the choice between two schools – one with a light workload but poor behaviour, and one with a heavy workload but good behaviour – teachers already working in schools in areas of high disadvantage were more likely to choose the school with poor behaviour (62% vs. 44%).

A possible reason for this could be that the likelihood is that teachers working in the most disadvantaged state-funded schools are already working in classrooms where behaviour is challenging. Therefore when faced with the option of taking a role in a school where behaviour is poor, but there are shorter working hours, they opt for that role knowing they already have the behaviour management skills to work in an environment where behaviour is challenging.

Are teachers more willing to tolerate poor behaviour or high workload?



Question asked: Two options: School A - low workload culture and teachers leave without marking by 4:30pm but has challenging student behaviour. School B - impeccable behaviour but teachers say they work very long hours. Which school would you choose?

■ Longer work hours (but impeccable behaviour)
■ Short work hours (with disruptive behaviour)

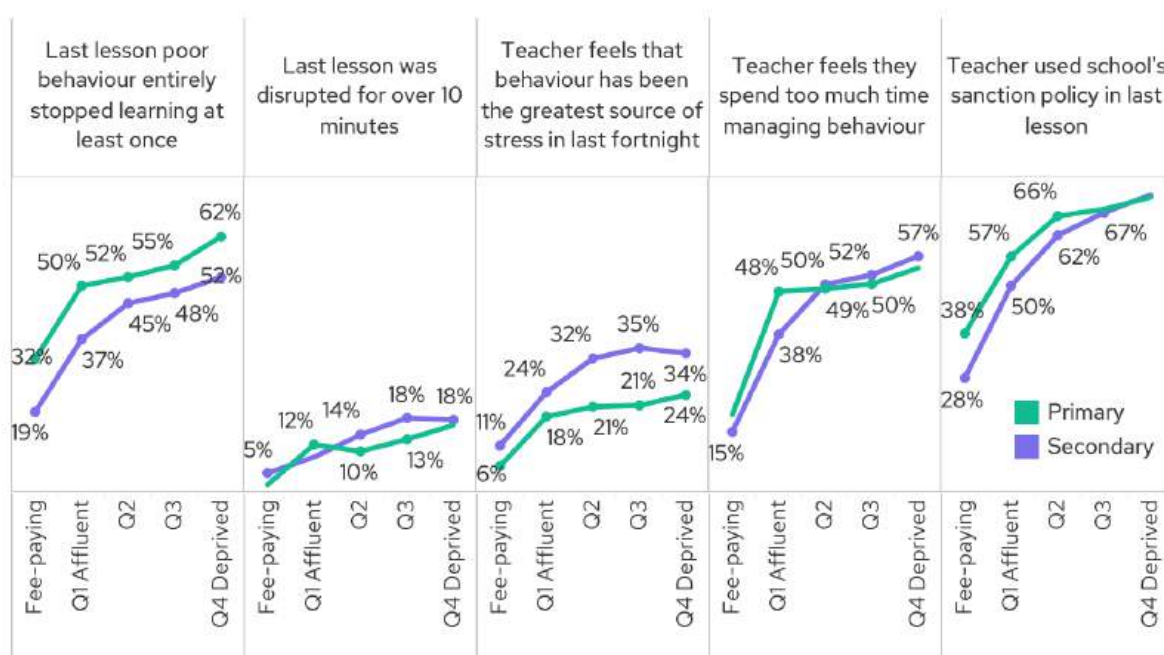
The experience of teaching in disadvantaged schools

We look at how response to questions about behaviour, leadership, workload and wellbeing vary by level of disadvantage in the school. Here we can see how and why teachers believe that high disadvantage schools are more difficult to teach in.

Teachers in schools with the highest levels of disadvantage experience more behaviour problems, and this is true across both the primary and secondary phases. For example, 62% of primary teachers in the most disadvantaged schools said that poor behaviour entirely stopped learning at least once in the last lesson they taught, compared to 50% who reported the same in the most affluent state schools and 32% in private schools. In the secondary phase, the pattern was similar with 53% of secondary teachers in the most disadvantaged schools reporting the same disruptive behaviour versus 37% and 19% in the most affluent state and private schools, respectively.

Overall, teachers in more disadvantaged schools are more likely to see teaching interrupted, are more likely to use sanction policies, are more likely to feel they spend too much time managing behaviour and also more likely to feel it is their greatest source of stress at work.

More disadvantaged schools have poorer behaviour

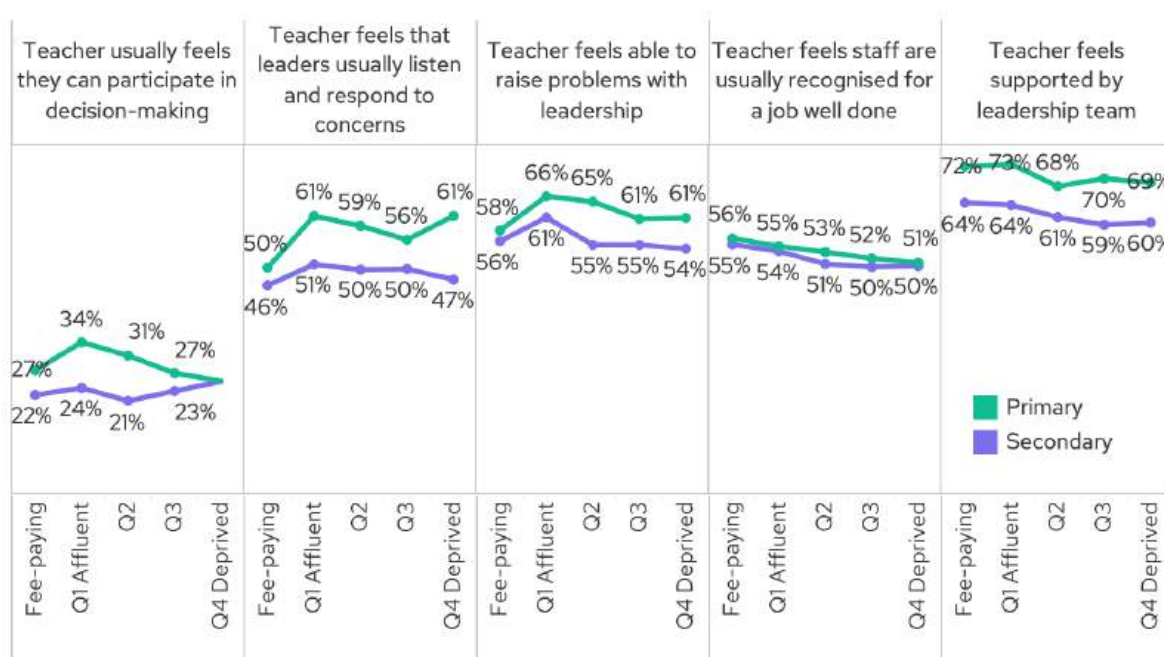


However, when looking at the questions regarding relationships with school leaders, and how supported staff feel by their leadership team, we see far smaller variations.

61% of staff in the most affluent and most disadvantaged state-funded primary schools said that they felt school leaders usually listened and responded to their concerns. In secondary schools, responses again were very similar, with 51% of teachers in the most affluent schools responding positively, compared to 47% of teachers in the most disadvantaged schools.

We also see very similar responses to the question regarding feeling "recognised for a job well done". In the most disadvantaged schools, 51% of primary teachers and 50% of secondary teachers said they felt that staff in their school usually received recognition for doing a good job; in the most affluent schools this was only four percentage points higher.

Only small differences in perceptions of leadership across schools

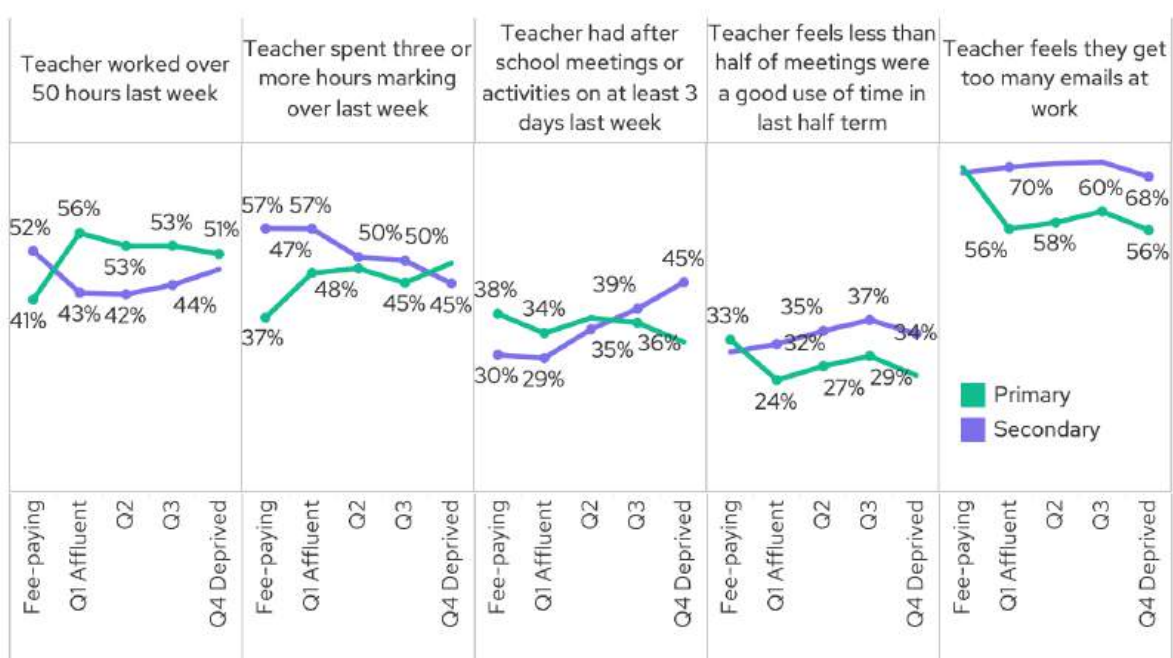


Marking, meetings and clubs and emails all contribute to teacher workload, and to some extent are more in the control of school leaders when compared to other workload issues such as parent interactions and pupil behaviour.

Secondary teachers in the most affluent schools were more likely to report marking for three or more hours a week than teachers in the most disadvantaged schools (57% vs 45%) however, this could be seen to be balanced out by the difference in meeting burdens: secondary school teachers in the most affluent schools were less likely to have after school activities on three or more days, compared to secondary teachers in the most disadvantaged schools (29% vs 45%).

There was little to no variance between the teachers in the most affluent and the most disadvantaged schools when answering questions on their opinions of frequency of emails or usefulness of meetings – teachers in all schools reported dissatisfaction in both.

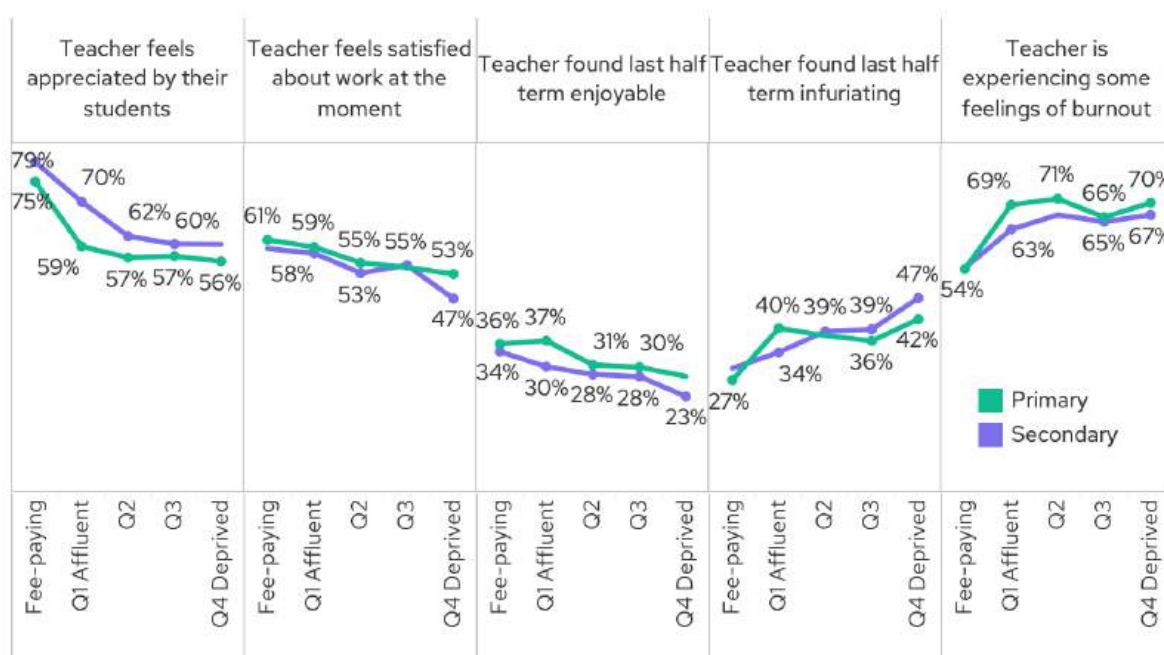
No systematic differences in workload levels



Levels of job satisfaction vary between teachers in state-funded schools with different levels of disadvantage, and these trends seem to be a little more pronounced in secondary schools. Teachers in secondary schools with the highest levels of affluence are more likely to report that they feel appreciated by their students compared to teachers in schools with the highest levels of disadvantage (70% vs 60%). Primary schools reported smaller variations (59% vs 56%).

Similarly, 34% of teachers in the most affluent secondary state-funded schools reported feeling “infuriated” by the last half term compared to 47% in the most disadvantaged state-funded schools. Whereas in primary schools there was just a two percentage point difference between the responses (40% vs 42%).

Lower satisfaction at work for teachers in disadvantaged schools



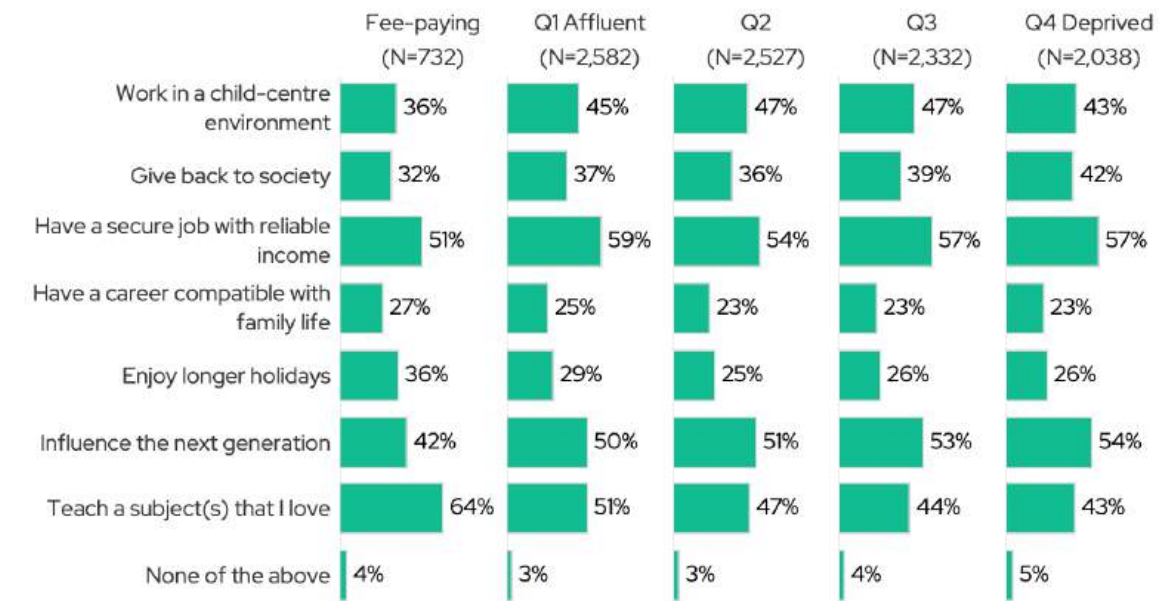
Teacher motivation and job attachment in schools serving disadvantaged communities

There is less divergence between schools in areas of high disadvantage and high affluence regarding teachers' motivation and job attachment. In the state-funded sector compared to the independent sector, teachers in fee-paying schools were most likely to cite long holidays as a motivation and least likely to say they wanted to influence the next generation.

Among state-funded schools, responses showed minimal variation. This suggests that the main motivations for entering and staying in the teaching profession are fundamental to the job, rather than influenced by the school's level of disadvantage.

Teachers in all state-funded schools reported similar levels of motivation for working in a 'child-centred' environment (within 4 percentage points). Similarly, the response 'a secure job with a reliable income' showed little variation (within 5 percentage points). The only response with a variation above 7 percentage points was 'Teach a subject that I love,' with 43% of teachers in the most disadvantaged schools giving this response compared to 51% in the most affluent schools.

Little difference in motivation to train to teach



Question asked: I chose to become a teacher to...

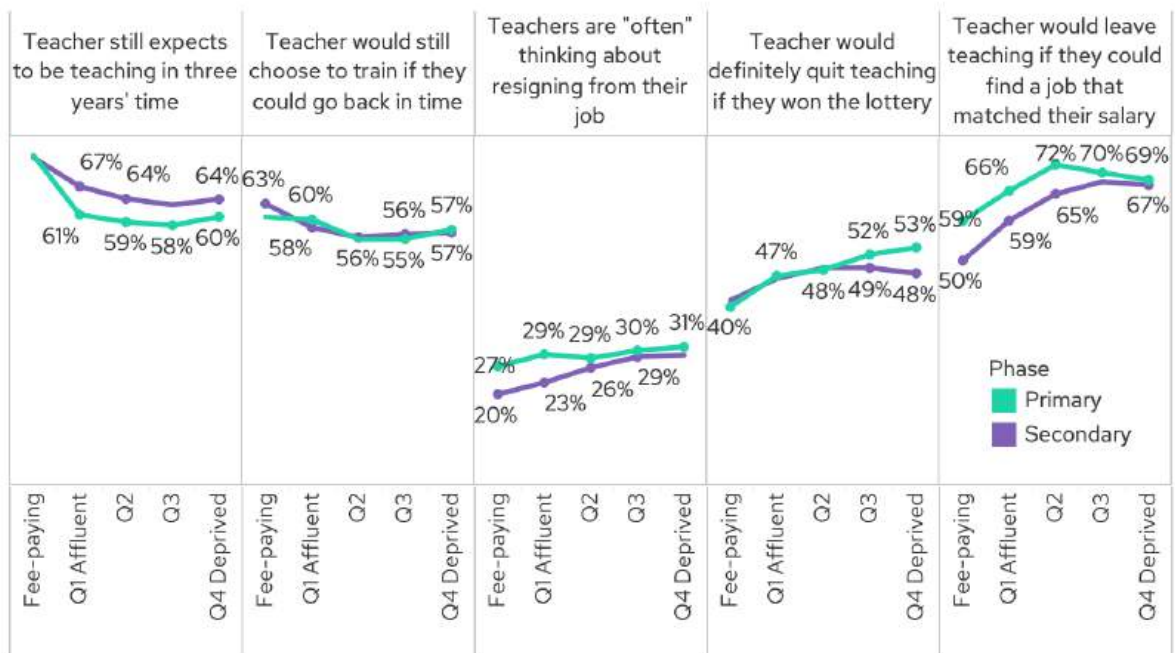
Tracking changes over time reveals a decline in confidence that teachers will remain in the classroom in both fee-paying and state-funded schools. However, the difference in responses between state-funded schools by levels of disadvantage is minimal. Teachers in the most affluent and most disadvantaged state-funded schools reported similar expectations of still teaching in three years.

When asked if they would still choose to train to teach if they could go back in time, responses were mostly positive across all school types. In the most disadvantaged schools, 57% of teachers indicated they would still choose teaching, compared to 60% of primary teachers and 58% of secondary teachers in the most affluent schools. These similar figures suggest that commitment to teaching isn't greatly impacted by the classroom environment, with teachers in disadvantaged communities showing almost equal levels of fidelity to the profession.

Regarding the frequency of considering resignation, there is little variation among primary school teachers. Approximately 29% of teachers in the most affluent primary schools and 31% in the most disadvantaged primary schools often consider resigning. In secondary schools, the difference is slightly more pronounced, with 23% of teachers in the most affluent schools and 31% in the most disadvantaged schools frequently contemplating resignation.

Furthermore, more teachers in disadvantaged secondary schools expressed a desire to leave teaching if they could find a similar salary. Specifically, 67% of teachers in the most disadvantaged schools would leave for a comparable salary, compared to 59% in the most affluent schools.

Variation in how often teachers contemplate leaving the profession



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 and apprenticeship 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 colleges, 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 the panel via social and traditional media, promotion at CPD events, and via word of mouth in schools.

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

Question Text	Target (if any)	Date	Number of responses
Has your school already advertised for jobs this season?	Primary	18/05/2024	3,579
Has your department already advertised for jobs this season?	Secondary	18/05/2024	6,641
If your school has placed job advertisements recently, do you feel the response is higher or lower than normal?	SLT and Heads	19/05/2024	2,570
Compared to last year, how worried are you that you won't have a school of suitably qualified teachers in September?	SLT and Heads	18/05/2024	2,557
If you have been involved in internal or external recruitment over the past 12 months, have any of the following happened?	Middle Leaders, SLT and Heads	20/05/2024	6,280
Inability to recruit suitably qualified staff affects the quality of education we can provide at our school		29/03/2024	9,697
Think of the Year 11 GCSE cohort in the main subject you teach. Have any of the following happened to a class during their GCSE course?	Secondary	19/05/2024	6,649
Thinking about your current teaching role, what made you apply to the school?		04/04/2024	9,944
I chose to become a teacher to...		14/04/2024	10,337
Do you expect to be a teacher in three years' time?		20/04/2024	10,253
If you could go back in time, would you choose to train to be a teacher or not?		21/04/2024	10,482
At the moment, how often does the thought of resigning from your job cross your mind?		11/02/2024	9,453

Question Text	Target (if any)	Date	Number of responses
If you won the lottery, would you quit teaching?		24/04/2024	10,018
I would leave teaching if I could find a job that matched my salary		14/11/2023	8,979
Teaching in schools that serve more disadvantaged communities typically requires more skill as a teacher		01/04/2024	9,848
Teaching in schools that serve more disadvantaged communities is typically harder work		31/03/2024	9,765
Which of these has been the MOST important at times when you've considered leaving in the past year?		25/03/2024	9,522
Two options: School A - low workload culture and teachers leave without marking by 4:30pm but has challenging student behaviour. School B - impeccable behaviour but teachers say they work very long hours. Which school would you choose?		01/04/2024	9,830
In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?		26/04/2024	10,230
In your last lesson, was behaviour so poor that teaching and learning stopped completely?		21/05/2024	10,207
Which of these work areas has been the biggest source of work-related stress or unhappiness for you in the last 2 weeks?		19/05/2024	10,310
Do you feel that you spend too much time on any of the following activities at the moment?		28/09/2023	8,575
Did you use your school sanctions policy at all in your last lesson?		10/11/2023	9,480
Can you participate in decisions that affect the nature of your job at school?		30/05/2023	9,056

Question Text	Target (if any)	Date	Number of responses
Do your school leaders listen and respond to staff concerns?		03/01/2024	9,641
Members of staff at my school are able to raise problems and tough issues with leadership		12/10/2023	9,128
In my school, staff members are recognised for a job well done		10/04/2024	10,121
I feel I am supported by my senior leadership team		07/03/2024	8,556
Currently, who do you feel appreciated by...?		05/10/2023	8,680
Taking everything into consideration, how do you feel about work at the moment?		15/03/2024	9,317
Thinking back over the last half term, which of these words would you use to describe your job?		17/03/2024	9,544
To what extent are you suffering from burnout?		05/03/2024	8,982
How many hours did you work last week?		15/10/2023	9,481
How much time did you spend marking student work over the past week?		12/11/2023	9,760
How many days this week have you had an after-school meeting or activity?		19/05/2023	8,932
In the last half term, have the meetings you attended been a good use of your time?		20/12/2023	9,401
Do you get too many emails at work?		18/12/2023	9,515



Teacher Recruitment and Retention in 2024

An exploration of recruitment challenges in disadvantaged schools.

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