

Teacher Recruitment and Retention in 2025

Social disadvantage and teacher labour market dynamics

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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.

Key Finding 1: Secondary teacher recruitment activity is significantly lower than in recent years. Job advertisements for secondary school roles are down 31% compared to last year, and 22% lower than in the pre-pandemic 2018/19 academic year. While recruitment levels were typical in autumn, activity has slowed markedly since January, suggesting a quieter spring term for hiring—though some of this may yet appear in April/May data, to be captured in our summer update.

Key Finding 2: Both supply- and demand-side factors are contributing to the current slowdown in secondary teacher recruitment. Fewer teachers are changing jobs following a period of high post-pandemic turnover, while at the same time, schools—particularly in areas like London—are anticipating future declines in pupil numbers and are responding with more cautious staffing plans. Schools also face serious budgetary pressures. As a result, 44% of secondary headteachers expect to reduce their teacher headcount in September, suggesting a contraction in the workforce may begin even before student enrolment numbers fall.

Key Finding 3: Falling pupil numbers are reducing demand for primary teachers, particularly in certain regions. Primary schools—especially in London and the North East—are responding to demographic decline and budgetary pressures by reducing staff numbers, merging classes, or increasing senior leaders' teaching responsibilities. Only 5% of primary headteachers expect to increase teacher numbers next year, while 36% expect a reduction, contributing to a subdued recruitment picture across the phase.

Key Finding 4: Teachers' long-term commitment to the profession remains significantly below pre-pandemic levels. The proportion of teachers who expect to still be in the profession in three years has fallen from around 75% before the pandemic to approximately 60% today. Although this figure appears to have stabilised, it reflects a sustained shift that will continue to challenge schools through higher turnover and greater staffing instability. Underlying concerns include limited flexibility, alternative career options, pay, accountability, and pupil behaviour.

Key Finding 5: Detailed socio-economic context beyond free school meal eligibility can matter. While traditional measures of disadvantage, such as free school meals and Pupil Premium, explain much of the variation in school recruitment activity and survey responses, other socio-economic factors appear to have effects too, for example in the relative demand for teachers across different subjects and for technicians of all types, as well as for survey responses about commitment to teaching, job satisfaction and pupil behaviour.

Key Statistics

Secondary teacher job adverts are **22% lower** than in 2018/19—our pre-pandemic year when Easter also fell late



of deputy and assistant heads say they aspire to become a headteacher

4-in-10

headteachers expect to employ **fewer teachers** next September, while only **1-in-10 plan to hire more**



6-in-10

teachers now expect to stay in the profession for at **least three more years**

55%

of primary PPA time is now covered by **non-teachers**, despite easing teacher shortages



Teacher Recruitment in 2025

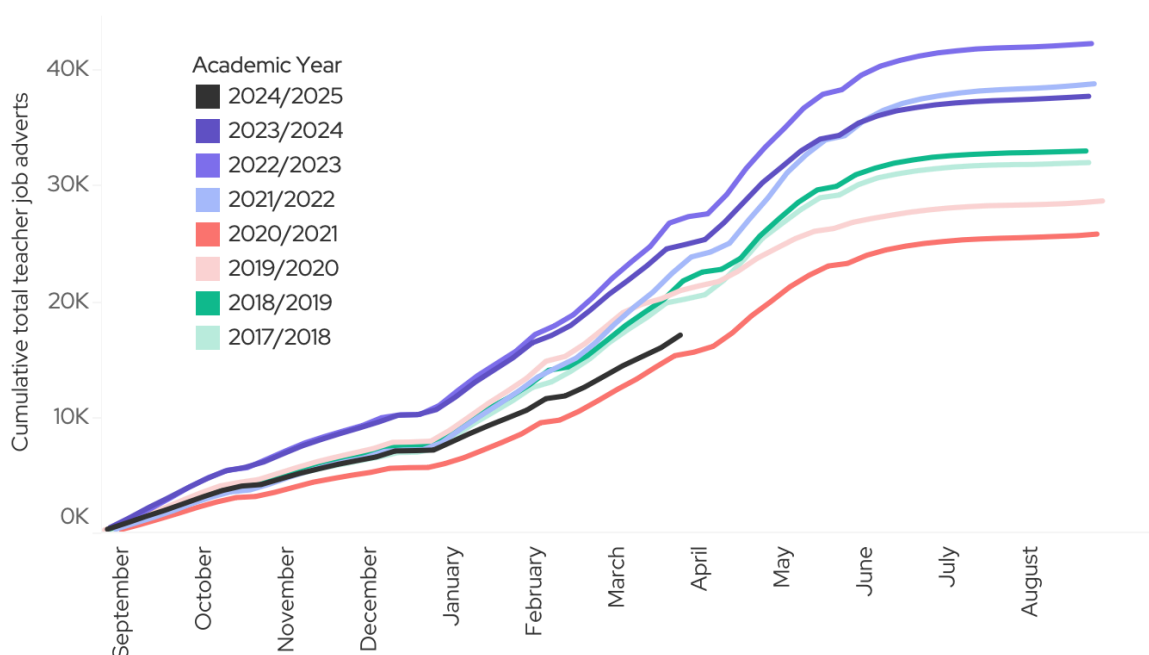
Low levels of secondary school job advertisements

This report is being published slightly earlier than in previous years and therefore captures job market activity only up to the Easter holidays in early April. It is important to note that teachers wishing to take up a new post in September must give notice by 31st May. As a result, much of this year's recruitment activity is not yet reflected in the current data. A follow-up report will be published in early summer to provide a more complete picture of the teacher labour market for the 2024/25 academic year.

SchoolDash has been monitoring the volume of job advertisements posted by secondary schools over the past eight years. Thus far in the current academic year, the number of advertisements is notably lower than in recent years, with the exception of the 2020/21 academic year, during which the COVID-19 pandemic continued to disrupt staff movement. Compared to last year, the number of secondary job adverts is down by 31%, and it is 22% lower than during the 2018/19 pre-pandemic period.

As shown in the chart below, recruitment activity between September and December 2024 was broadly in line with pre-pandemic norms. However, the January to March 2025 period has seen a marked decline. Given that Easter falls unusually late this year, it is possible that some of the job advertisement activity typically seen in March has shifted into April. However, note that Easter in 2018/19 was equally late. We will address April and May activity in our summer update.

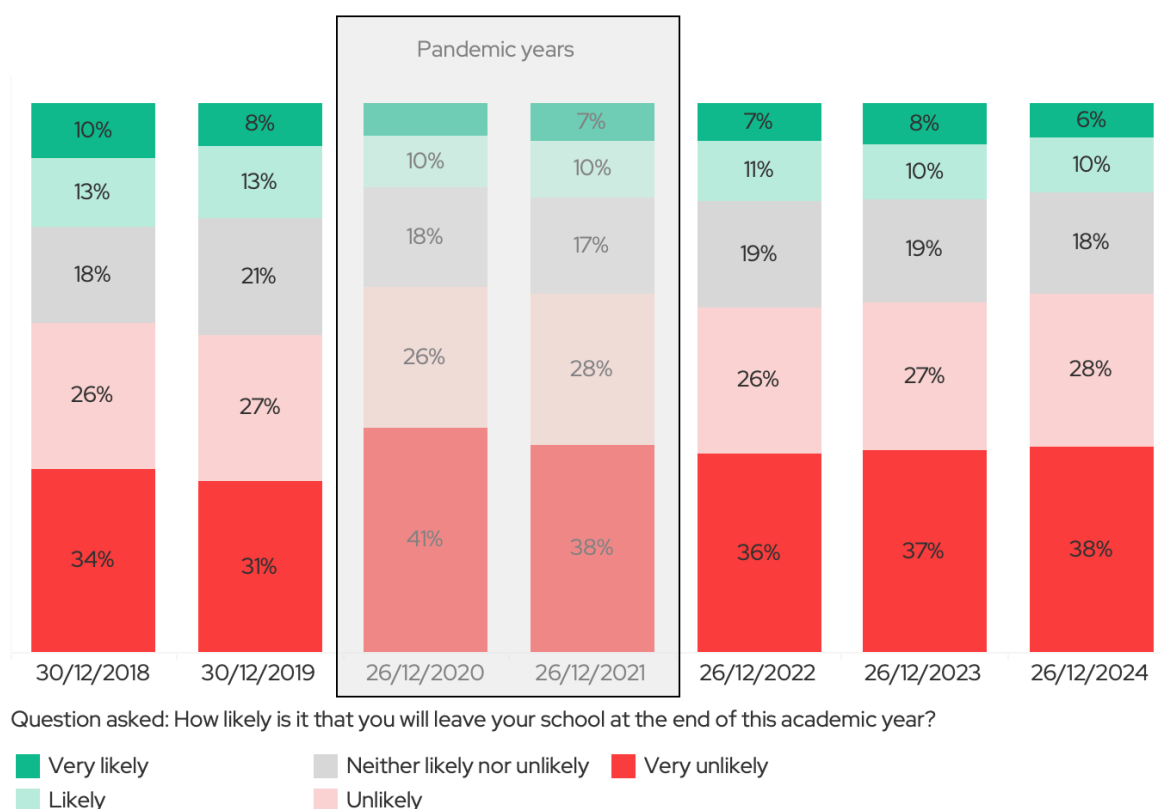
Secondary school job adverts, cumulative over academic year



There are two main hypotheses to explain the current decline in teacher job market activity. The first relates to the cyclical nature of the post-pandemic recovery. Following a sharp downturn in recruitment during 2020 and 2021, there was a notable surge in job moves throughout 2022, 2023, and early 2024. If we assume an average tenure of four to five years in a teaching post, it is plausible that many of those who changed roles during the post-pandemic recovery are not yet ready to move again—resulting in a temporary reduction in job market churn.

Survey data from the Christmas period offers some support for this explanation. At that point in the year, teachers have not yet seen most job advertisements for the coming academic year, so their stated intentions reflect underlying inclination rather than awareness of specific opportunities. In the most recent Christmas survey, 16% of teachers reported that they were likely to leave their school within the following year. This compares with 22% and 21% in December 2018 and 2019, respectively. Conversely, 66% of teachers said they expected to stay in their current role—higher than the 60% and 58% recorded at the same point pre-pandemic. While these differences are not dramatic, they are consistent with the hypothesis that a greater number of teachers are choosing to remain in their current posts, which may be contributing to the lower overall level of job market activity.

At Christmas, teachers express less inclination to look for a job

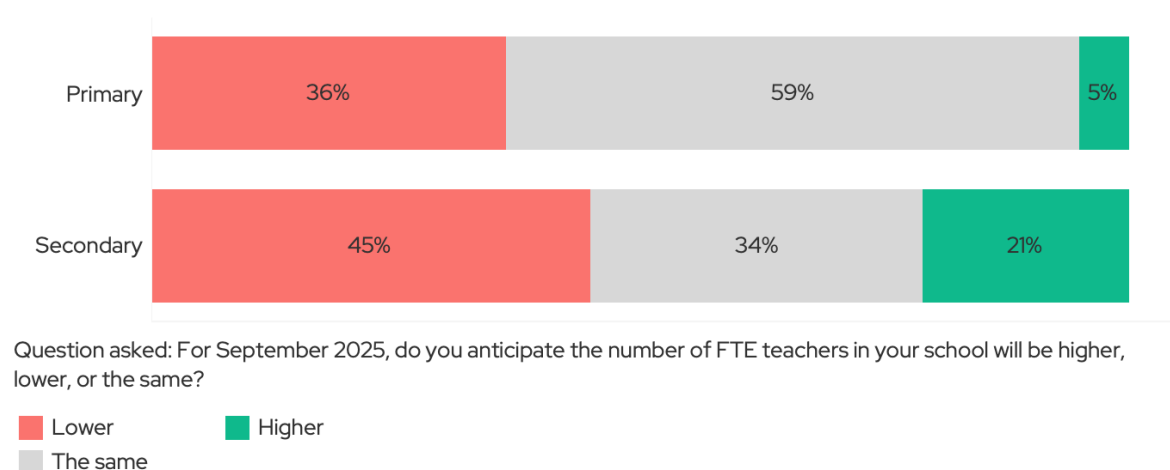


The second set of explanations for the decline in job advertisements relates to a fall in overall demand for secondary teachers. Although national pupil projections do not suggest

an imminent decline in the size of Year 7 cohorts, some regions—such as London—are already managing reductions in school capacity. When combined with tightening budgets, the expectation of future enrolment declines may be prompting some schools to take a more cautious approach to recruitment.

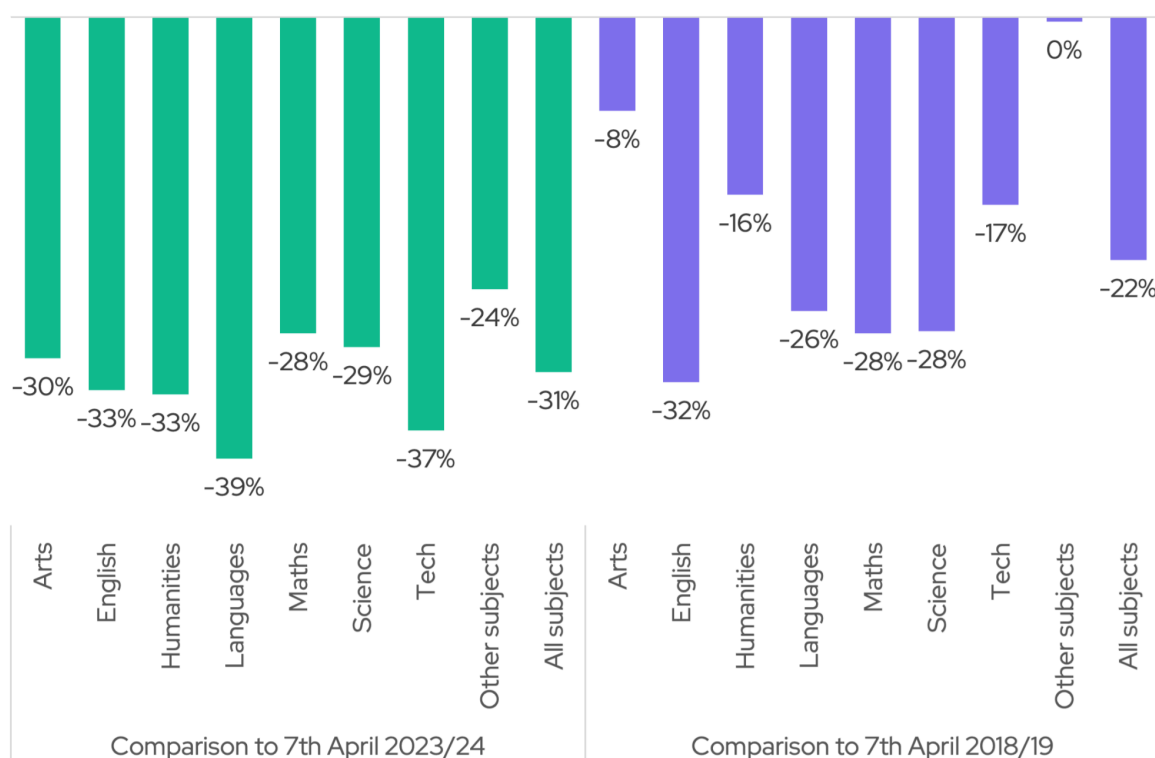
Evidence for this can be seen in responses from headteachers when asked whether they expect their full-time equivalent (FTE) teacher count to increase or decrease in September. This is a timely and reasonable question, as school leaders are typically aware by this stage of the year of their expected pupil intake and likely budget position. In the secondary phase, 45% of headteachers report that they expect to employ fewer teachers next academic year than in the current one. Only 21% anticipate an increase, while 34% expect staffing levels to remain the same. These figures suggest that the size of the secondary teacher workforce may begin to contract, likely due to budgetary pressures, despite the fact that overall pupil numbers have not yet started to fall.

Headteachers anticipated changes in staffing for next September



SchoolDash data also allows for analysis at the secondary phase subject level, offering insight into how the rate of job advertisements has changed across different subject areas compared with previous years. The decline in activity is broadly consistent across all subjects when compared to the previous year. However, when compared to the 2018/19 academic year, the most pronounced declines are observed in the 'core' subjects of English, mathematics, and science. These subjects had experienced particularly high levels of recruitment activity in recent years, making the scale of the current decline especially notable.

Large falls in job advertisements across all secondary subjects

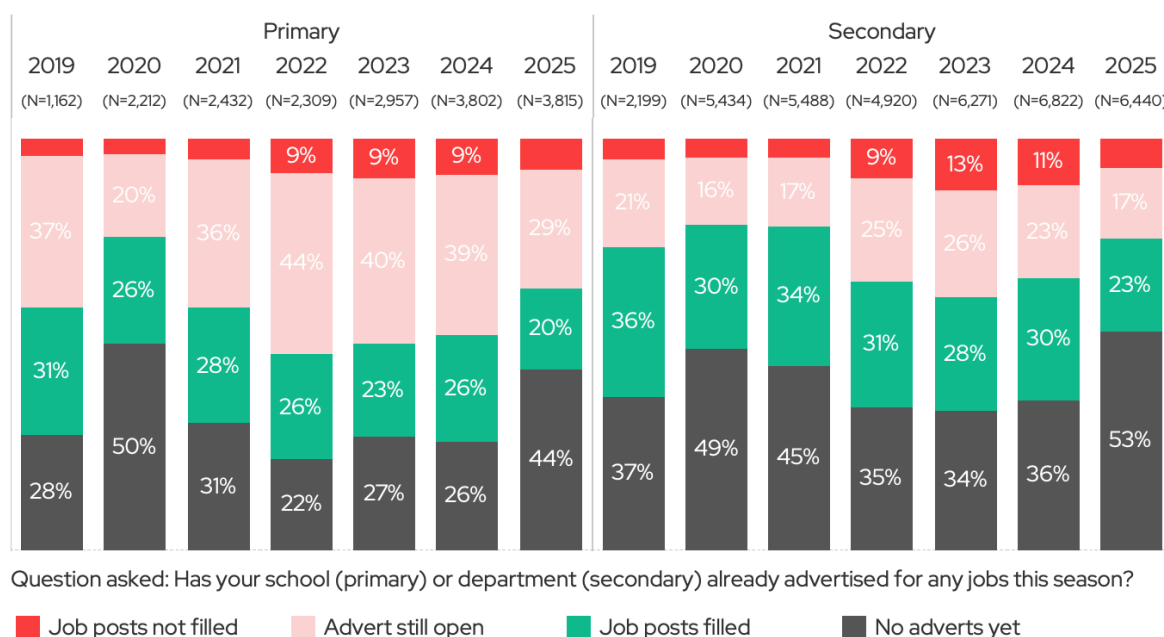


Primary recruitment activity is muted

Primary schools continue to experience declining pupil rolls, particularly in London and the North East. This demographic shift is reducing overall demand for primary teachers and has led to school closures in several parts of England. In response to falling budgets, some schools are merging classes or increasing the teaching load of senior leaders. This trend is reflected in the earlier chart, where only 5% of primary headteachers report that they expect their number of teachers to increase, while 36% anticipate a decrease.

As shown in the chart below, current recruitment activity in the primary phase appears relatively low. However, it is important to note that this year's survey was conducted slightly earlier than in previous years, limiting our ability to draw direct year-on-year comparisons at this stage. A more precise analysis will be provided in our June update. At present, 20% of primary teachers report that their school has both advertised and successfully filled one or more teaching roles, while a further 29% report that their job adverts remain open.

Low job activity so far in both primary and secondary sectors



Given the size and complexity of secondary schools, it is not feasible for individual teachers to have full visibility of recruitment activity across the entire school. As such, our survey asks respondents to report specifically on their subject department or faculty. Once again, the earlier timing of this year's survey limits the validity of direct year-on-year comparisons. Nevertheless, the current data indicate that 23% of teachers report a post has been advertised and filled within their department, while a further 17% report that an advert is currently open. A majority—just over 50%—state that no advertisements have been made in their department to date.

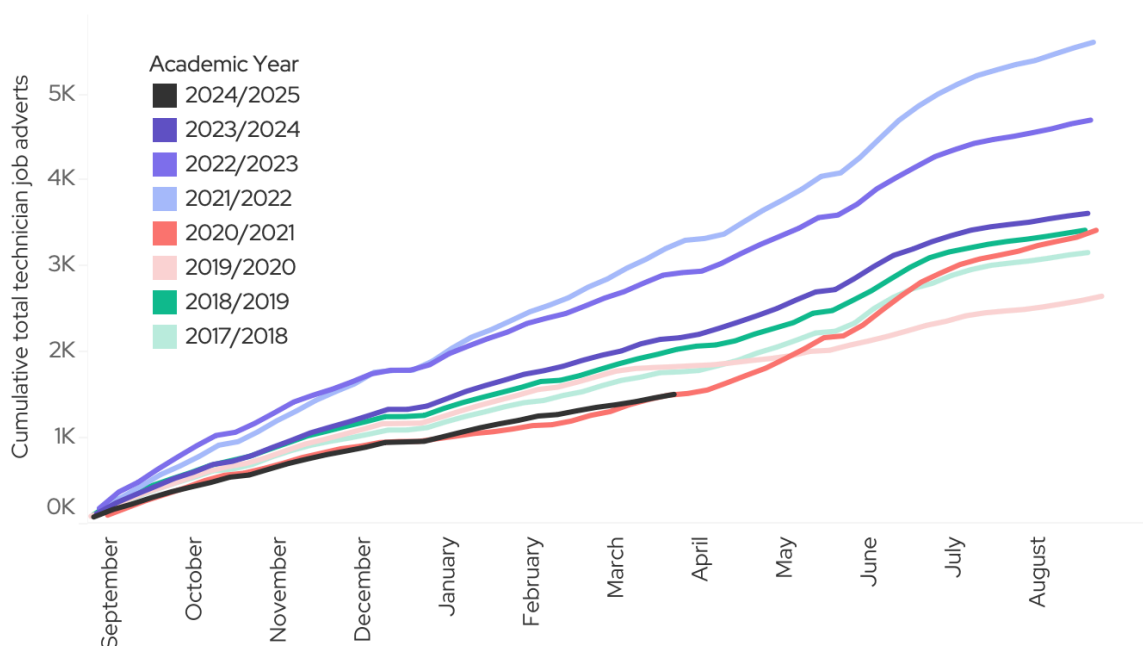
While unfilled positions have been a persistent concern across both the primary and secondary phases in recent years, there are tentative signs of improvement. At present, only 8% of primary teachers and 7% of secondary teachers report unfilled vacancies in their setting.

Fewer job advertisements for technicians

SchoolDash has also tracked job advertisement levels for secondary school technicians over the same period. Thus far in the current academic year, the volume of technician job adverts appears to be as low as during the most disrupted period of the COVID-19 pandemic. Compared to the 2023/24 academic year, advertisement levels are down by 31%.

It is important to note that these figures do not indicate whether the decline is primarily due to reduced staff turnover within the technician workforce, or whether schools are actively reducing the number of technician posts in response to budgetary pressures.

Technician job adverts, cumulative over academic year



Indicators of teacher shortages

As the Department for Education has not yet published the School Workforce Census since the release of data collected in November 2023—which itself reflects recruitment conditions as far back as spring 2023—we continue to rely on real-time survey data to assess how the teacher labour market is affecting school operations.

Later in the year, we will publish our full set of indicators related to recruitment season challenges. These include the extent to which schools have had to extend application deadlines, failed to proceed to interview or appointment stages, or have made appointments they regard as suboptimal.

In the meantime, we continue to monitor **three key indicators of primary teacher shortages**. While job advertisement data suggests relatively low recruitment activity in this phase, there is no evidence that this is translating into improved staffing conditions for pupils. The proportion of teachers reporting that their school is adequately staffed is not increasing, and there are signs of growing reliance on non-teaching staff, particularly teaching assistants, to cover both staff absences and teachers' Planning, Preparation, and Assessment (PPA) time. These developments are likely to reflect financial constraints linked to falling pupil numbers.

The most recent survey data for primary schools show:

1. Percentage of teachers reporting that their school is inadequately staffed with suitably qualified teachers: 17% (compared to 16% in 2024 and 15% in 2023)
2. Percentage of teachers reporting that non-teachers cover their PPA time: 55% (compared to 51% in 2024 and 52% in 2023)

3. Percentage of teachers reporting that a class is led by a short-term temporary, agency, or unqualified teacher: 53% (compared to 51% in 2024 and 49% in 2023)

We also track **three indicators of secondary teacher shortages**, focusing specifically on teachers' experiences within their own subject departments or faculties. These data suggest a modest improvement in staffing pressures compared to the previous year:

1. Percentage of teachers reporting that their department lacks an adequate number of suitably qualified teachers: 21% (compared to 23% in 2024 and 22% in 2023)
2. Percentage of teachers expressing dissatisfaction with classes being split between two teachers: 33% (compared to 36% in 2024 and 32% in 2023)
3. Percentage of teachers expressing unhappiness with mid-year changes to their timetable: 20% (compared to 25% in 2024 and 23% in 2023)

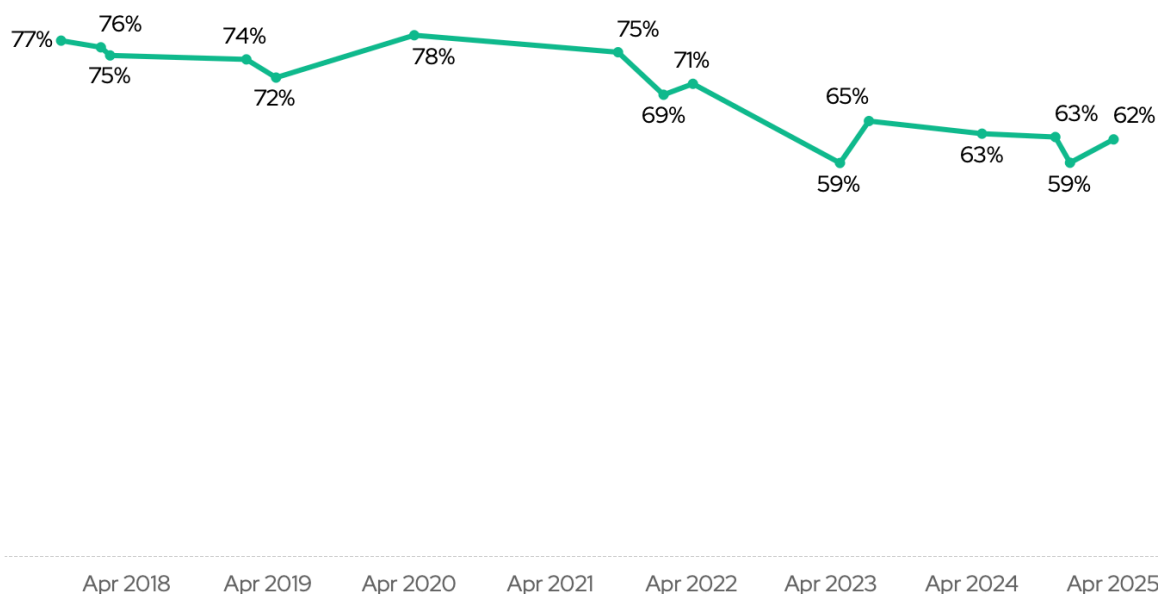
Future career intentions

Rising teacher turnover has been a persistent feature of the education landscape in recent years. To assess the likelihood of this trend continuing, we use survey data to explore teachers' stated intentions regarding their future careers. Since 2017, Teacher Tapp has regularly asked teachers whether they expect to remain in the profession over the next three years.

Prior to the COVID-19 pandemic, this figure remained relatively stable, with approximately 75% of respondents indicating they were most likely to still be teaching three years into the future. However, since 2022, there has been a notable decline. The proportion now stands at around 60%.

Encouragingly, the figure appears to have stabilised at this lower level, rather than continuing to fall. Nonetheless, with significantly higher levels of turnover, schools are having to adapt to more frequent staffing changes and the disruption this entails. We have explored several potential drivers behind teachers' intentions to leave the profession, including limited job flexibility, the growing appeal of remote working opportunities in other sectors, concerns over pay, increased accountability pressures, and challenges related to pupil behaviour and pastoral responsibilities. These factors will continue to be the focus of our research in the years ahead.

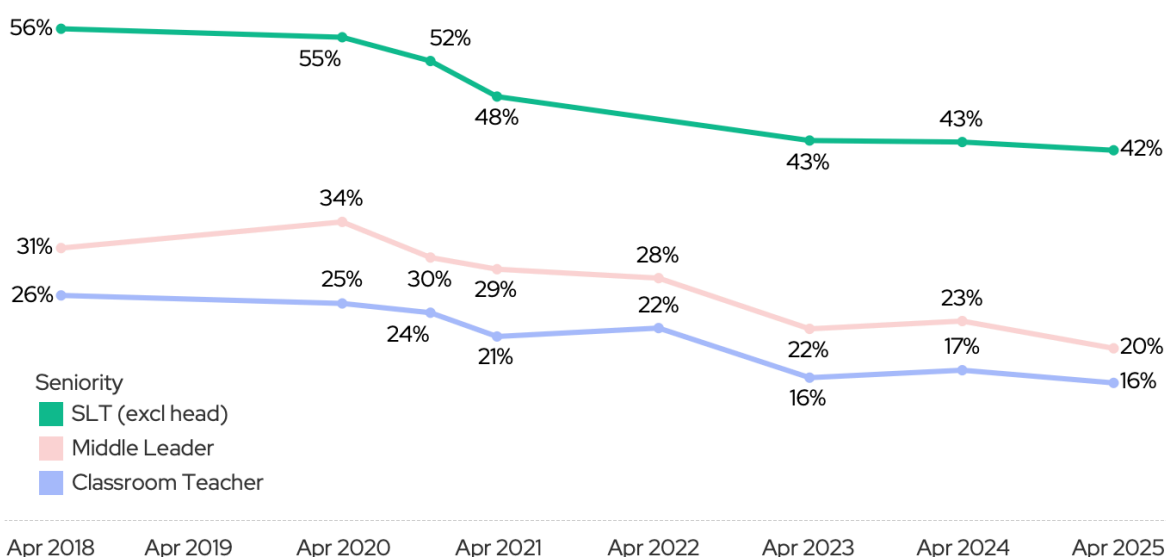
Proportion who plan to stay in teaching has stabilised at lower levels



Question asked: Do you expect to be a teacher in three years' time? (Those responding "Yes, most likely")

The proportion of deputy and assistant headteachers who say they would like to become a headteacher in the future has also stabilised at a relatively low level, with just 42% expressing this ambition in the latest survey.

Deputy and assistant heads still reluctant to step up to headship



Question asked: Would you like to be a headteacher yourself one day? (Those responding "Yes, definitely" or "Yes, perhaps")

Social disadvantage and teacher labour market dynamics

A substantial body of research demonstrates that schools serving areas of high social disadvantage face distinct recruitment challenges compared with those in more affluent communities. Schools with higher proportions of pupils eligible for free school meals are more likely to rely on non-specialist or supply teachers, and tend to experience higher staff turnover and a greater proportion of early-career teachers.¹ In our report last year, we also showed that secondary schools with high free school meal eligibility typically have teachers who report slightly lower job satisfaction and commitment to teaching, as well as more negative day-to-day experiences of pupil behaviour.

However, eligibility for free school meals is a relatively narrow indicator, capturing only income deprivation. It does not account for broader contextual factors such as local levels of crime, environmental conditions, health, or housing. In particular, schools with similar levels of free school meal eligibility but located in areas with different degrees of urbanisation may operate in very different teacher labour markets.

An alternative view of disadvantage

SchoolDash has developed alternative typologies of social disadvantage. In this section of the report, we explore whether these classifications could offer a more nuanced basis for government interventions to support schools facing the most acute recruitment challenges. We examine how teacher job vacancies vary across different school clusters and consider how teachers' experiences and enjoyment of teaching differ between them.

Clustering schools by types and degrees of deprivation

School-level disadvantage is usually represented by the proportions of pupils who are eligible for free school meals (FSM) or, roughly equivalently, the Pupil Premium (PP). However, even schools with identical FSM or PP levels can experience very different local conditions with respect to social factors such as crime, the environment, health and housing². In order to explore the significance of these other factors, SchoolDash has used a machine-learning algorithm to assign schools to one of six clusters based on local

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.

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.

² Hannay, T. (2023). *Should disadvantage be reduced to a single number?* SchoolDash blog: <https://www.schooldash.com/blog-2306.html#20230622>

socio-economic factors – specifically, the components of the Index of Multiple Deprivation (IMD) and the POLAR4 measure of participation in higher education (HE)³. Such clusters are statistical constructs, so are not always easy to describe in terms of familiar characteristics. In this case they can be fairly characterised as shown below, though it is important to emphasise that the names used for each cluster are rough descriptions, not definitions. Note also that while we mention school performance indicators for each cluster, these are *outputs* of the analysis: only IMD and POLAR4 data were used to assign schools to each cluster:

1. *Affluent Urban*: Richer areas in cities, especially London. Schools tend to do well despite high levels of income deprivation (i.e., rich and poor live closely together).
2. *Affluent Suburban*: Richer suburban and rural neighbourhoods (the former accounts for the majority, so we use 'suburban' as a shorthand). IMD measures are uniformly good, with the exception of housing, which is expensive. Academic attainment and progress at schools are reasonably good, and HE participation is quite high.
3. *Urban*: Moderate IMD scores, with the exception of housing, which is high (ie, expensive). HE participation is high. School attainment and progress are both quite high, while rates of absence and exclusion are both low.
4. *Suburban*: Middle England outside cities. Most socio-economic and educational measures are unexceptional.
5. *Poor Urban*: High IMD deprivation scores. HE participation is relatively low. School attainment and progress are moderately low, while absence and exclusion rates are quite high.
6. *Poor Suburban*: Low environment and housing deprivation, but high values for other IMD metrics. HE participation rates are very low. School attainment and progress are low, while rates of absence and exclusion are high.

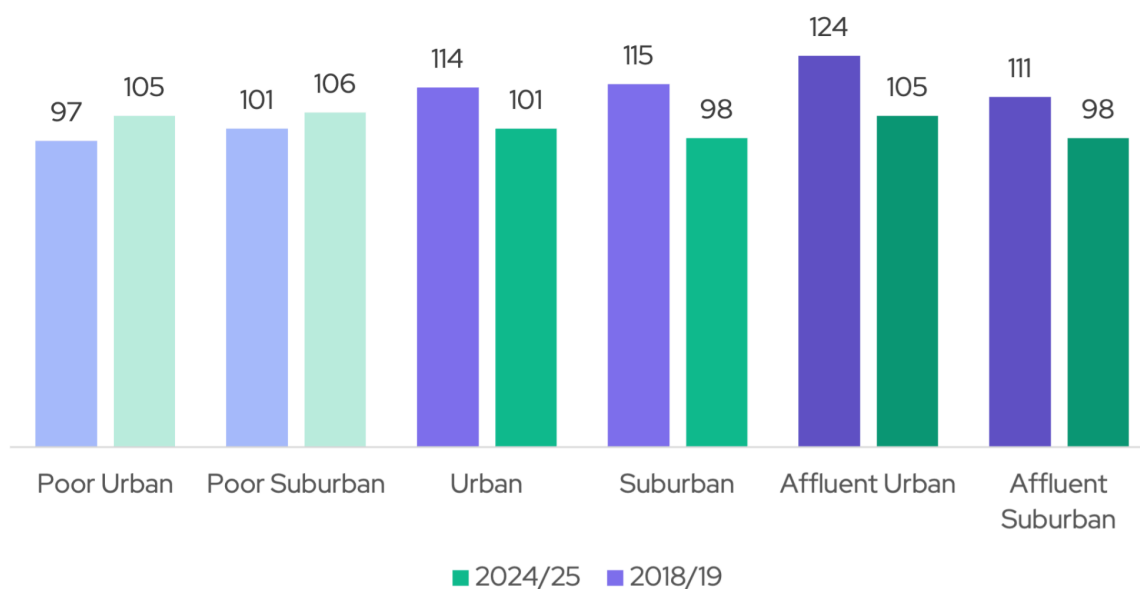
The general patterns to notice are that, as well as more affluent areas tending to outperform poorer ones on most educational measures, urban areas also tend to outperform suburban and rural ones.

Does this measure capture variation in job advert rates?

Overall levels of teacher recruitment at secondary schools are relatively consistent across these different clusters, though poorer areas have tended to show increases since the pandemic while more affluent ones have shown decreases. The chart below shows the rate of teacher job adverts across different types of area clusters. The fall in job adverts has been greatest in affluent urban areas, falling from 124 adverts per 1,000 teachers to 105 adverts. Schools in the poor urban clusters have seen a small increase since 2018/19, up from 97 to 105 adverts per 1,000 teachers.

³ Hannay, T. (2024). *Grouping schools to tackle disadvantage*. SchoolDash blog: <https://www.schooldash.com/blog-2411.html#20241108>

Job adverts per 1,000 teachers, by area cluster



There are also differences in relative demand by subject. So far in the current academic year, demand for maths teachers has been highest in poor urban areas, science teachers in affluent urban areas, technology teachers in poor urban and suburban areas, language teachers in affluent urban and suburban areas, and humanities teachers in poor suburban and all urban areas. To what degree these represent stable patterns only time will tell, but we intend to continue monitoring them. (See the SchoolDash website for interactive visualisations of this data.)

The overall trend for technicians so far this year has been higher rates of recruitment activity in affluent and middling suburban areas, with lower rates in poorer suburban and all urban areas. Affluent urban areas have seen the biggest drop since before the pandemic, with affluent suburban areas the only cluster to show an increase, albeit a very small one, over the same period.

Commitment to teaching and social disadvantage

Each year, Teacher Tapp asks a broad set of survey questions to assess how committed teachers are to remaining in the profession. Broadly speaking, these questions capture two dimensions of commitment: expressions of regret about joining the profession, and intentions to leave—either imminently or in hypothetical scenarios. We use responses to 14 of these questions to construct a latent score representing each teacher's level of commitment to teaching, scaled with a mean of zero and a standard deviation of one.

We are particularly interested in whether teachers working in more disadvantaged areas show lower levels of commitment to the profession, and how this varies across our defined social clusters. The chart below shows the average commitment score by social cluster. On

the left-hand side, we see that teachers in private schools are the most committed to the profession in both phases, followed by those working in the most affluent (Q1 FSM) state schools. While variation in commitment by FSM level is more pronounced in the secondary phase, it remains relatively modest in both phases.

On the right-hand side, the data show that secondary teachers in affluent urban schools report the highest levels of commitment (latent score of +0.14), while those in poor urban schools report the lowest (latent score of -0.01). This suggests that variation in commitment across urban school contexts is greater than that observed across suburban schools. (Note: private schools appear in grey on the left-hand chart but are not included in the social cluster analysis.)

In the primary phase, differences in commitment across social clusters are minimal. As shown in the bottom right-hand chart, teachers in poor urban (-0.06) and poor suburban (-0.09) schools report the lowest commitment levels, though overall variation remains limited.

Inequalities in commitment to teaching across schools



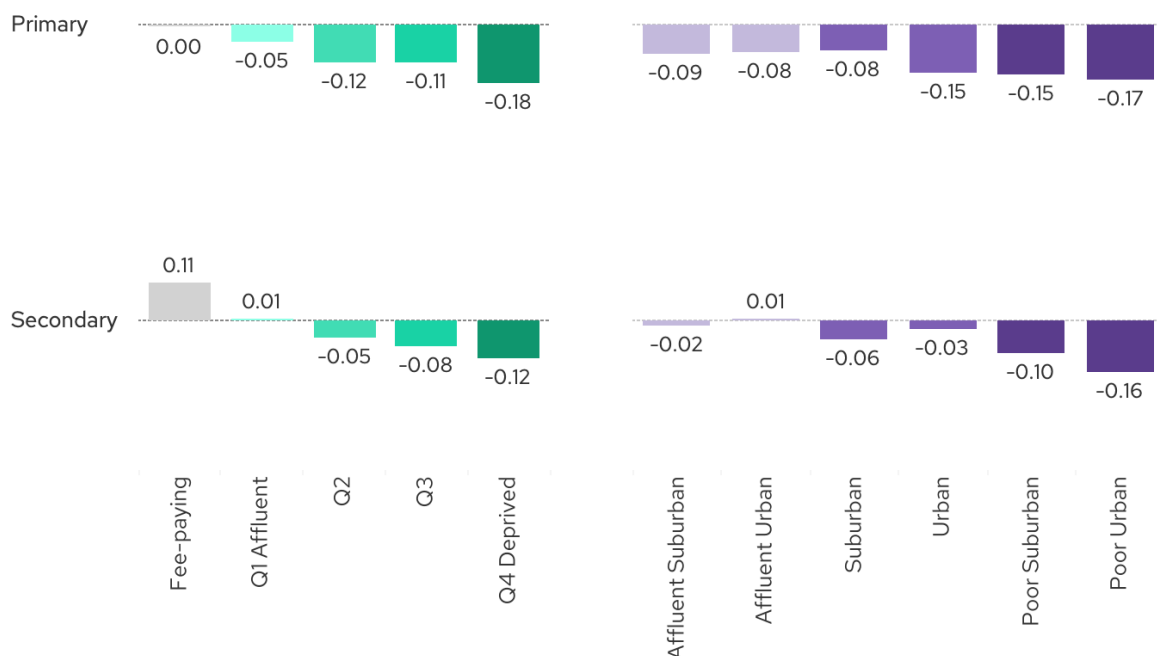
Job satisfaction and social disadvantage

We now examine levels of job satisfaction among secondary teachers across different types of schools. As before, the latent score is based on responses to 15 survey questions covering various aspects of job satisfaction, including emotional experience at work, morale, and stress. The left-hand side of the chart below shows that job satisfaction is highest in

independent secondary schools and lowest in the most disadvantaged (Q4 FSM) primary schools. The size of the gap in job satisfaction between the most and least affluent schools—measured by free school meal (FSM) eligibility—is broadly similar across both primary and secondary phases.

However, the right-hand side of the chart reveals a slightly different pattern by school phase. While job satisfaction is lowest in schools serving disadvantaged urban communities in both phases, the gap between these schools and their more affluent urban or suburban counterparts is more pronounced in the secondary sector.

Inequalities in job satisfaction across secondary schools

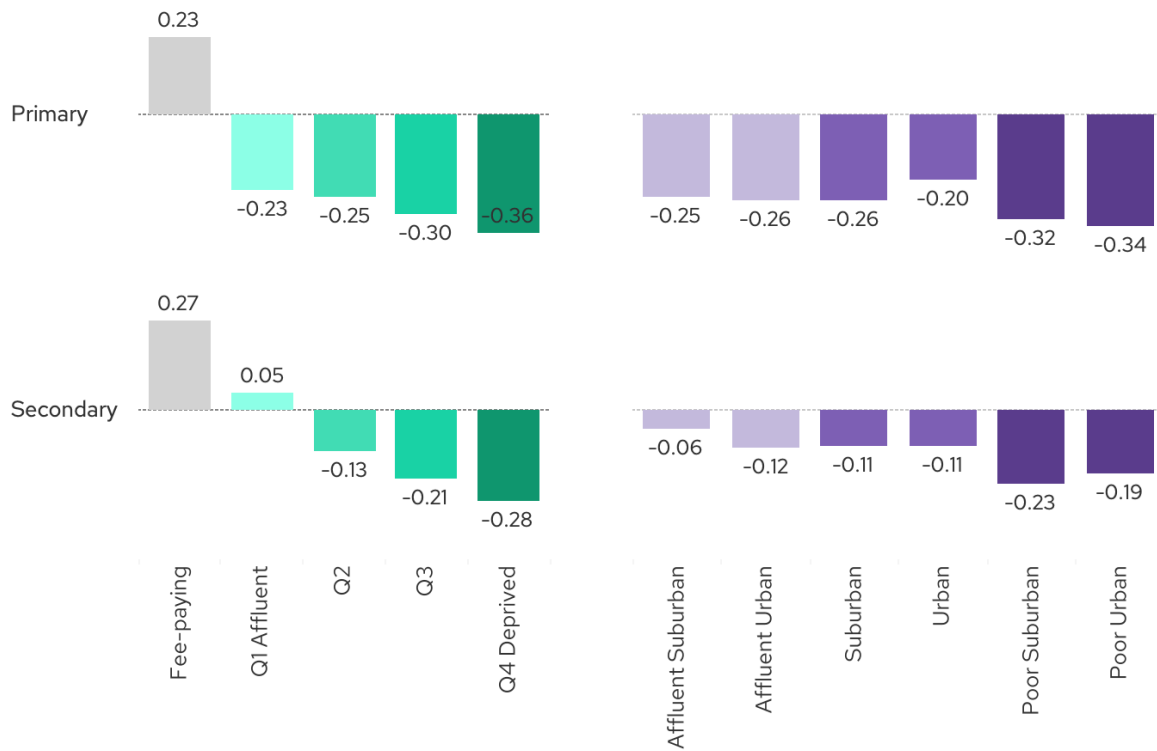


Behaviour in schools and social disadvantage

Finally, we examine how teachers' experiences of student behaviour vary across different types of schools. The latent score for student behaviour is derived from 14 survey questions, covering sub-domains such as the overall behavioural climate of the school, recent classroom behaviour, and the quality of behavioural support. The charts on the left show that disparities in experiences of student behaviour are most pronounced in the secondary phase. However, it is teachers in the most disadvantaged (Q4 FSM) primary schools who give the most negative responses to questions on student behaviour.

Across the broader social cluster typology, similar patterns of inequality can be observed. Teachers in affluent suburban state secondary schools report the most positive experiences of student behaviour.

Inequalities in student behaviour across schools



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 or college 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

Teacher Tapp main teacher job market activity questions

Question Text	Target (if any)	Date	Number of responses
Are there any classes in your school that are currently being regularly taught by agency/supply teachers, TAs or HLTAs, or teachers on very short-term contracts?	Primary	24/03/2025	3,992
Inability to recruit suitably qualified staff affects the quality of education we can provide at our school		24/03/2025	10,936
Which of the following have you *disliked* about your timetable this year?	Secondary	27/03/2025	6,890
Who takes over your class during your PPA time?	Primary	27/03/2025	3,966
My department or faculty is currently well staffed with suitably qualified teachers	Secondary	27/03/2025	6,869
My school is currently well staffed with suitably qualified teachers	Primary	27/03/2025	3,952
Do you expect to be a teacher in three years' time?		27/03/2025	10,836
Would you like to be a headteacher yourself one day?		29/03/2025	11,019
Has your department already advertised for any jobs this season?	Secondary	05/04/2025	6,950
Has your school already advertised for any jobs this season?	Primary	05/04/2025	4,045
Has anyone in your department/faculty given notice that they intend to leave this summer?	Secondary	05/04/2025	6,959
Has anyone in your school given notice that they intend to leave this summer?	Primary	05/04/2025	4,055
How likely is it that you will leave your school at the end of this academic year?		26/12/2024	10,874
For September 2025, do you anticipate the number of FTE teachers in your school will be higher, lower, or the same?	Headteacher	07/04/2025	653

Teacher Tapp measures of behaviour, commitment to teaching and job satisfaction

The latent scores shown in this report use a large number of survey questions and the table below shows the questions used to construct the scores in this report.

Topic name	Question text	Date
Behaviour	How would you describe school corridors as the students move around (e.g. between lessons or assembly)?	2024-06-19
Behaviour	Today, did you ask a colleague for support as a result of a behavioural issue during your lessons? (e.g. use an on-call system or send a pupil to ask for help)	2024-09-13
Behaviour	Think about your most recent lesson. How are you feeling about your next lesson with that same class?	2024-10-07
Behaviour	In your last lesson, how many students misbehaved in some way?	2024-10-10
Behaviour	Which of these behaviours have you seen around your school in the last week?	2024-10-12
Behaviour	How often do you overlook some behavioural issues?	2024-10-16
Behaviour	Think of your most recent lesson. For how much of this lesson did behavioural issues interrupt teaching and learning?	2024-10-17
Behaviour	During your most recent lesson, did one or more students do any of the following?	2024-11-28
Behaviour	In your last lesson, was behaviour so poor that teaching and learning stopped completely?	2025-03-06
Behaviour	Think about the next lesson you are going to teach. How concerned are you that poor behaviour will significantly affect the amount of learning?	2025-03-09
Behaviour	Roughly how many minutes were lost due to pupil disruption in the lesson you were teaching today closest to 11am?	2025-03-14
Behaviour	Think about the last lesson you taught. Did any of the following types of disruption happen?	2025-03-25
Behaviour	In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?	2025-03-28
Behaviour	This school year, have you experienced from a pupil...	2025-04-02
Commitment to teaching	Imagine you are 21 and graduating from university this year. The following professions are equally available to you and pay the same salary. Which would you advise your 21-year-old self to go into?	2024-04-03

Topic name	Question text	Date
Commitment to teaching	If you could go back in time, would you choose to train to be a teacher or not?	2024-04-21
Commitment to teaching	If you won the lottery, would you quit teaching?	2024-04-24
Commitment to teaching	If you could go back in time, would you still choose to apply for your current role?	2024-05-12
Commitment to teaching	I don't seem to have as much enthusiasm now as I did when I began teacher training	2024-11-10
Commitment to teaching	I would leave teaching if I could find a job that matched my salary	2024-11-15
Commitment to teaching	The increase in work-from-home contracts in other professions has made it more likely that I will leave teaching in the next few years	2024-12-01
Commitment to teaching	How likely is it that you will leave your school at the end of this academic year?	2024-12-26
Commitment to teaching	Are you thinking of leaving school teaching in the next 3 years?	2024-12-29
Commitment to teaching	At the moment, how often does the thought of resigning from your job cross your mind?	2025-02-09
Commitment to teaching	Do you expect to be a teacher until retirement?	2025-02-22
Commitment to teaching	Which of these has been the MOST important at times when you've considered leaving in the past year?	2025-03-22
Commitment to teaching	Do you expect to be a teacher in three years' time?	2025-03-27
Commitment to teaching	Would you encourage your own (perhaps hypothetical) child to become a teacher?	2025-04-06
Job satisfaction	How satisfied are you with the amount of variety in your work at the moment?	2024-04-05
Job satisfaction	How many of your lessons this coming week are you dreading?	2024-04-28
Job satisfaction	How would you currently describe your morale?	2024-05-01
Job satisfaction	How optimistic are you about the new school year?	2024-08-31
Job satisfaction	How many of your lessons this coming week are you looking forward to?	2024-09-21
Job satisfaction	Which of these work areas has been the **biggest** source of work-related stress or unhappiness for you in the last 2 weeks?	2024-10-06

Topic name	Question text	Date
Job satisfaction	Taking everything into consideration, how do you feel about work at the moment?	2024-10-11
Job satisfaction	How is morale amongst staff at your school at the moment?	2024-10-13
Job satisfaction	I enjoyed working this week	2024-10-19
Job satisfaction	Which of the following statements describes how your current job role feels?	2024-10-21
Job satisfaction	I enjoy working with other staff in my department or faculty	2024-12-02
Job satisfaction	I enjoy working with other staff in my school	2024-12-02
Job satisfaction	This term, how often have you considered resigning from your post in this school?	2024-12-14
Job satisfaction	Do you feel that your morale is higher or lower than it was a year ago?	2024-12-23
Job satisfaction	Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks?	2025-03-30



Teacher Recruitment and Retention in 2025

Social disadvantage and teacher labour market dynamics

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