

Staff Retention in Academies

Experience Before, During, and After the Lockdowns

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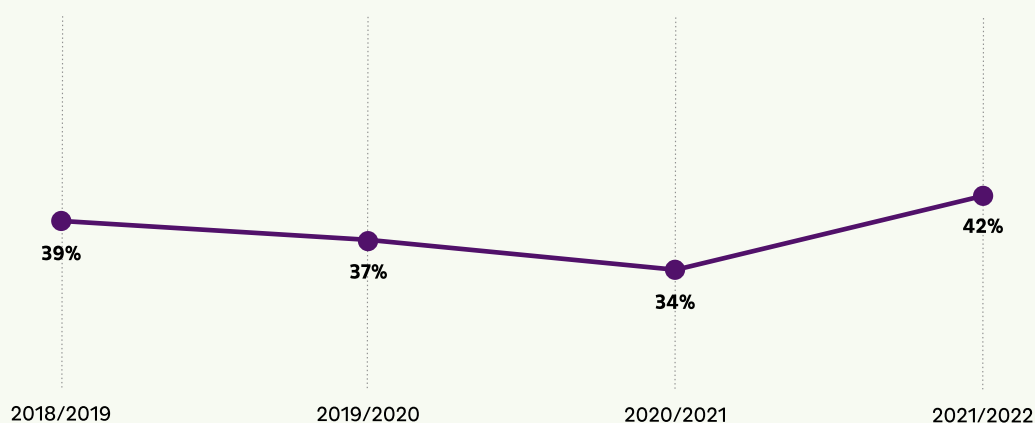
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Executive Summary

There was a significant decrease in the number of staff considering leaving their school in 2020/2021. The percentage of staff considering leaving in 2018/2019 dropped from 39% to 34% in 2020/2021. This was followed by a rebound of potential staff churn in this academic year so far, with 42% of staff members at risk of resigning.

PROPORTION OF STAFF CONSIDERING RESIGNATION



School dynamics

Primary school staff are more at risk of resignation than pre-pandemic

The dynamics of resignation have differed between primary and secondary schools, with secondary schools' 2021/2022 risk of resignation still under the pre-pandemic benchmark but primary schools exceeding it by 4%.

Schools are more similar in their risk of resignation in the last two years

Before the pandemic, there was a clear difference in the risk of resignation by Ofsted ratings, and this difference has significantly diminished over the last two years.



Staff dynamics

Overall dynamics between staff groups remain unchanged

Teachers and middle leaders are most at risk, and senior leaders have been the least at risk in each of the four years. However, senior leaders have experienced the greatest increase in the risk of resignation compared to the pre-pandemic benchmark.

Staff reported feeling more positive about their workload and leadership dynamics during the pandemic disruption period

This staff experience matches our observation that these factors are linked with their considerations for leaving a school. Staff perceptions on other topics like staff support and relationships have not changed much during the last four years.

Introduction

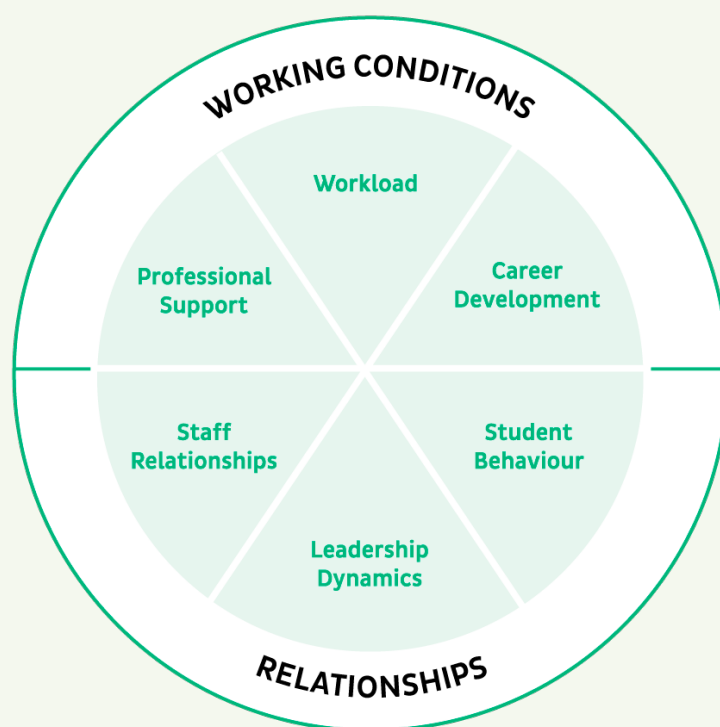
This report summarises our findings on staff retention and experience from the last four years' Staff Experience and Wellbeing Survey responses. Since the 2018/2019 academic year, more than 10,000 staff members have responded to our questions every year, rising to 25 thousand responses in recent years.

In our previous report on this topic, *Improving Staff Retention in Academies* (2019), we introduced a research-based framework for exploring staff experience in schools and the factors that drive staff decisions to remain at or leave a school. We observed that in the 2018/2019 academic year, 39% of academy staff surveyed were deemed at risk of resignation, and that leadership dynamics had the strongest relationship with this decision from the factors analysed.

Since the launch of our report, the lives of school and trust staff have changed significantly. The COVID-19 pandemic has been a source of stress and anxiety resulting in three national lockdowns in March 2020, November 2020, and January 2021, with schools remaining fully open in the November lockdown. Leaders have supported their schools and trusts through a rapid transition to remote and hybrid learning environments. The pandemic's effects are still evident as some staff and pupils are absent due to COVID-19-related illnesses. In parallel, after Britain left the European Union on 31st January 2020, the labour market changed significantly.

In this report, we aim to shed light on the impact these changes have had on school staff risk of resignation. By assessing survey responses from 75,000 school staff over the last four years, we show the shifting risk of resignation and the patterns it takes based on school-level properties (e.g. school phase) and individual properties (e.g. the respondent's role in the school). We also investigate how three drivers of resignation – workload, leadership dynamics, and staff relationships – have varied in the 4 academic years since 2018.

Edurio's Framework for Staff Retention



¹ Download the report here: home.edurio.com/insights/wellbeing-report.

Chapter 1

Trends in staff retention

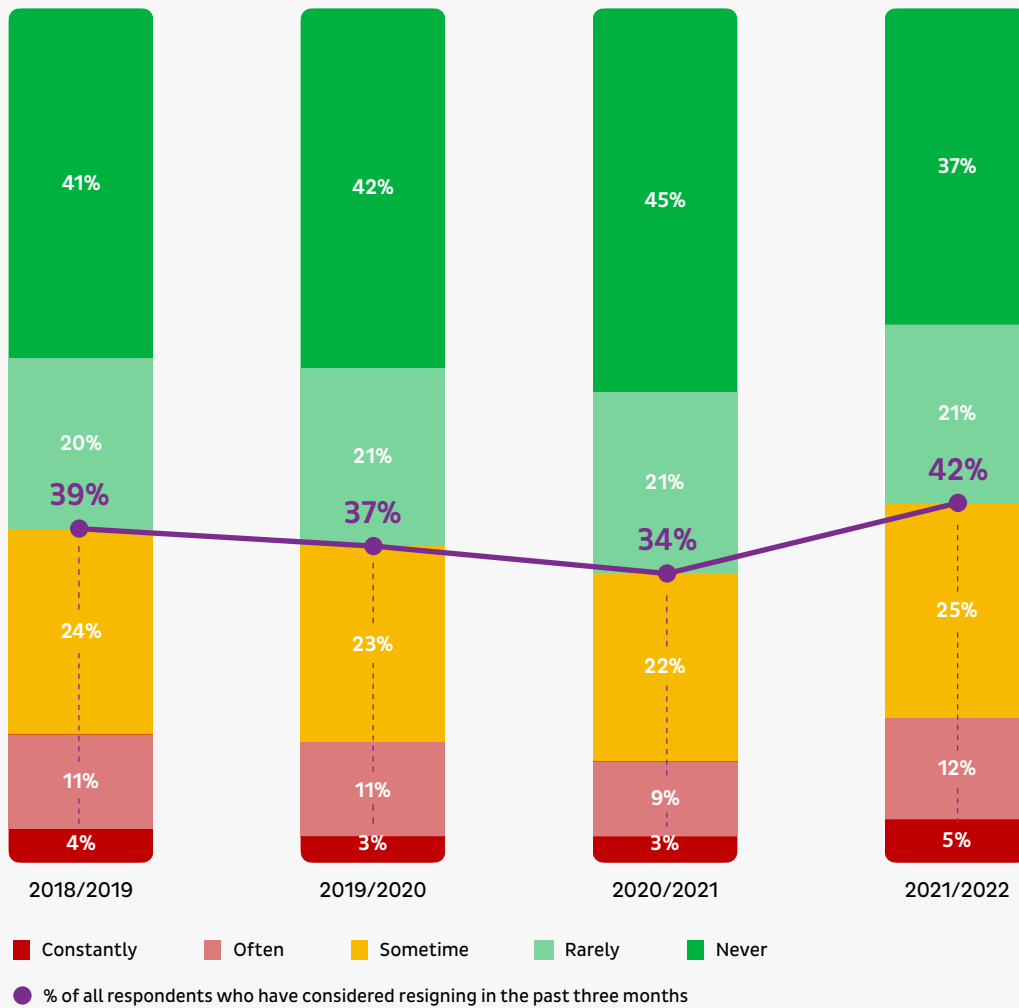
This chapter shows the overall trends in school staff retention, and examines how risk of resignation decreased during the first period of pandemic-related disruption in 2020/21, and has increased markedly this academic year.

Building on our 2019 report on staff retention, we focus on two questions in this chapter. Firstly, "How often have you considered resigning in the past three months?" and, secondly for those responding with, "Sometimes"; "Often", or "Constantly", a follow-up question of "If you resigned, would you be likely to remain in or leave the profession?"

Staff members at risk of resigning

At the onset of the pandemic, the proportion of staff considering resigning dropped below that of the previous two years. In the school year 2021-22, as lockdowns had ended and the restrictions were removed, the proportion of staff considering resigning increased, to a level that is worse than before the pandemic.

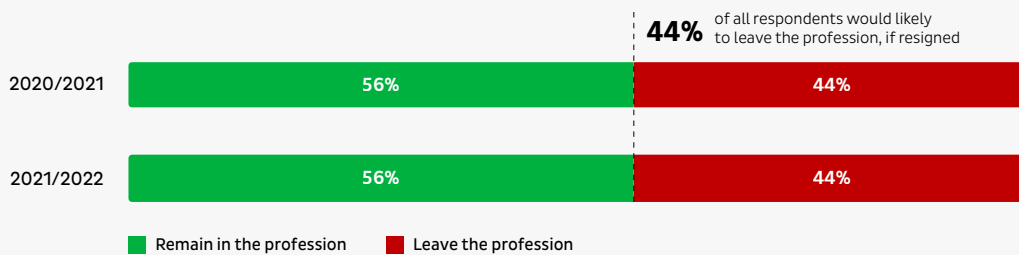
FIGURE 1: IN THE PAST THREE MONTHS, HOW OFTEN HAVE YOU CONSIDERED RESIGNING FROM YOUR POST?



The results show that in the 2018/2019 academic year, 39% of staff were at risk of resigning. In the heavily pandemic-disrupted 2020/2021 academic year, this number fell to 34% of all staff. This academic year, 2021/2022, 42% of staff members are at risk of resigning – an increase of 8% from last year and 3% to the pre-pandemic levels.

No changes to staff intentions to remain or leave the profession

FIGURE 2: IF YOU RESIGNED, WOULD YOU BE LIKELY TO REMAIN IN OR LEAVE THE PROFESSION?



Among those considering resigning, the proportion expecting to remain in or leave the profession has not changed during the last 2 years when we have asked this question. In both 2020/21 and 2021/22, 44% of staff who were considering resigning felt that they would leave the profession entirely, while the majority intended to remain in the profession.

The retention challenge spans the entire economy

The data clearly shows a change in the staff experience over the four years since the survey launched, and the trend revealed is visible outside the education sector. Labour Flow Estimates, produced quarterly by the Office for National Statistics, found that the proportion of the working population estimated to be changing jobs has reached a record high. However, this high followed a steep decline in the middle of the pandemic, where the proportion of job movers was at a low last seen during the 2008 financial crash.

Not only is there an increased risk of resignation, but growth ambitions may exacerbate the issue of unfilled roles and staff vacancies. The Chartered Institute of People Development (CIPD) highlighted in their Labour Market Outlook that there is an expected increase in the “Net Employment Balance” across all sectors, the proportion of employers expecting to increase their staff size compared to those expecting to reduce it. Following a large dip during the pandemic, where staff size was reduced and staff growth was not expected to increase, there has been a significant bounce-back, with rates now higher than ever since measurements began.

Why is this happening?

The answer is likely to be complex and multifaceted. Schools and trusts have been working on their school improvement and staff wellbeing plans, there has been a strong workload challenge in schools, the UK has left the European Union, and a global pandemic has altered both the job security and the practices of school staff. Each of these may significantly impact the staff members' decisions.

In the CIPD's analysis: The Great Resignation, Fact or Fiction? they discuss some of these developments. On the one hand, they present some evidence that the last two years' events have created an exhausted workforce shifting their priorities and work-life balance. They also present some evidence that this could be a reset, with turnover stalling during the uncertainty of 2020/21 and increasing this year as people who would have been part of the natural turnover previously are now taking the opportunity to find a new role.

Chapter 2

Risk of resigning by school type

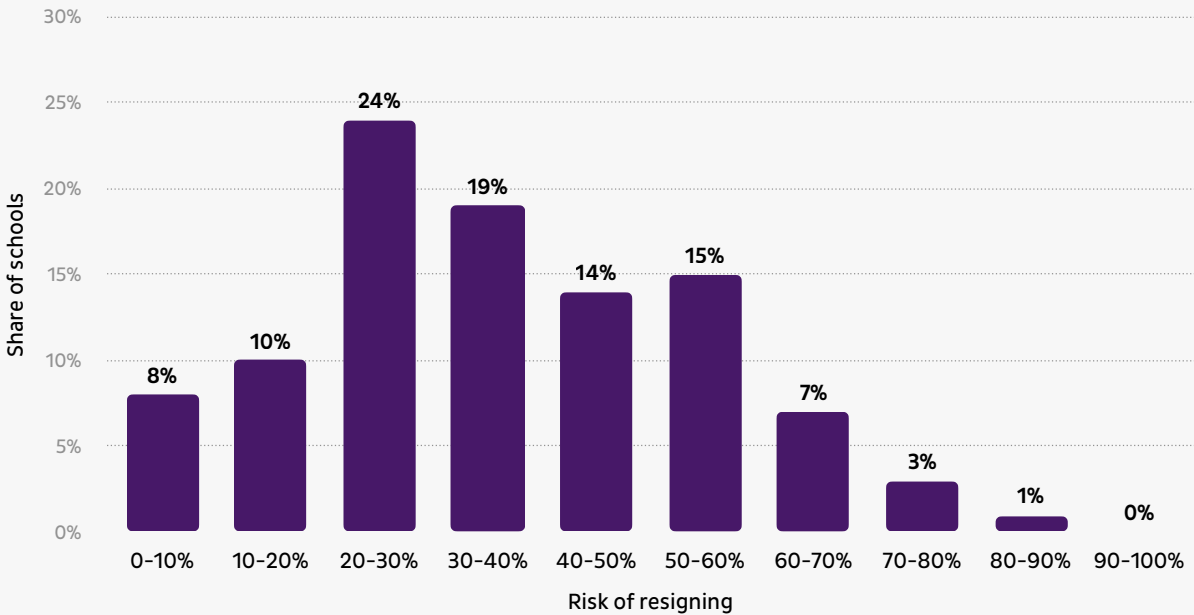
This chapter assesses the proportion of staff at risk of resigning across different types of schools. We show that schools grew much more similar to each other during the 2020/2021 academic year and are becoming more different again.

We then examine the impact of school type on the risk of resigning. There are differences in risk of resigning between primary and secondary schools and across schools of different Ofsted ratings. We do not find meaningful differences by school size and the percentage of free school meals provided in the school.

School differences

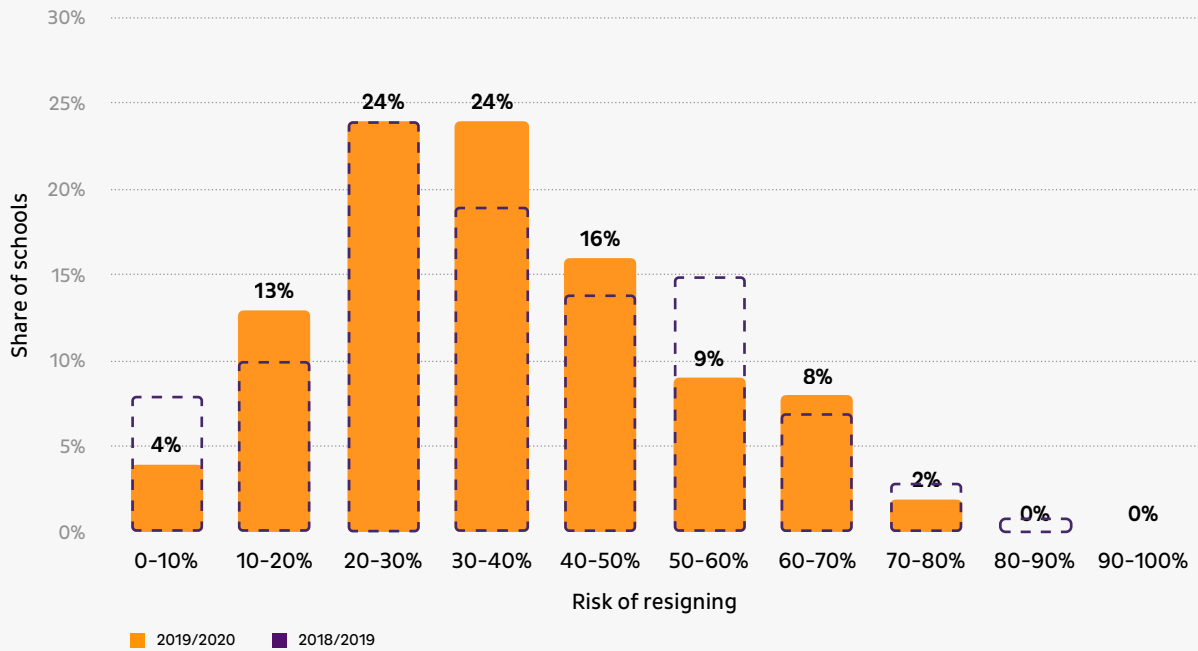
Schools became much more similar to each other in the proportions of staff at risk of resigning during the 2020/2021 academic year, but school variance is increasing again.

FIGURE 3: SCHOOL DISTRIBUTION BY THE PROPORTION OF STAFF AT RISK OF RESIGNING IN 2018/2019



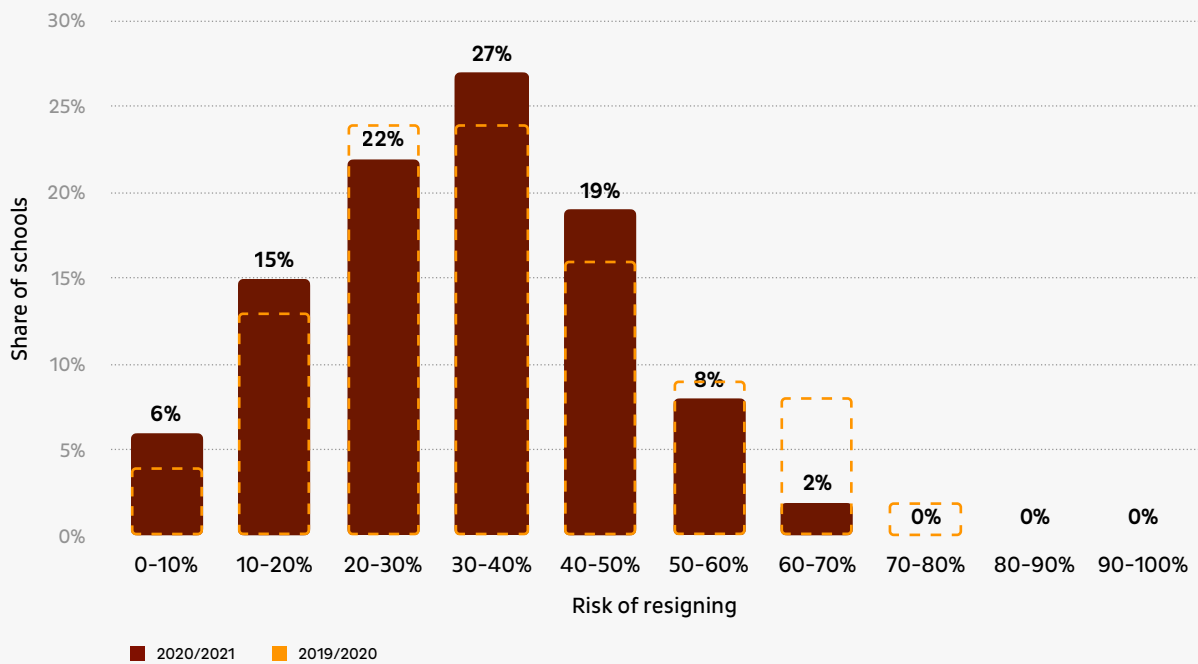
In the 2018/2019 academic year the proportion of staff at risk of resigning by school (in purple) ranged from 0% to 85%. Two out of five schools had their risk of resigning above 40%. The standard deviation of school staff risk of resigning was 0.176.

FIGURE 4: SCHOOL DISTRIBUTION BY THE PROPORTION OF STAFF AT RISK OF RESIGNING IN 2019/2020



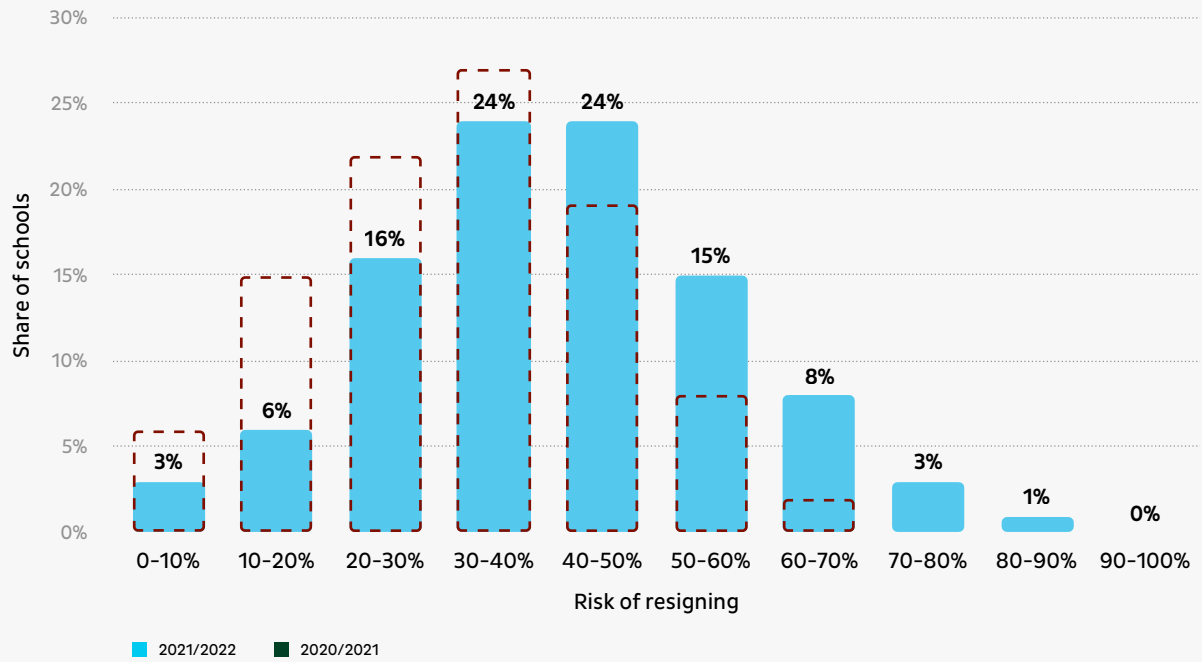
In 2019/2020 (in orange) the school distribution narrowed slightly with slightly fewer schools with very high or very low staff risk of resigning. The standard deviation decreased to 0.159, as the variance between schools declined.

FIGURE 5: SCHOOL DISTRIBUTION BY THE PROPORTION OF STAFF AT RISK OF RESIGNING IN 2020/2021



2020/2021 shows the least variance between schools, with even more schools, as indicated by the narrower and taller graph in red. Only about a third of all schools (29%) had their risk of resigning above 40%, and the standard deviation of risk of resigning decreased further to 0.136.

FIGURE 6: SCHOOL DISTRIBUTION BY THE PROPORTION OF STAFF AT RISK OF RESIGNING IN 2021/2022

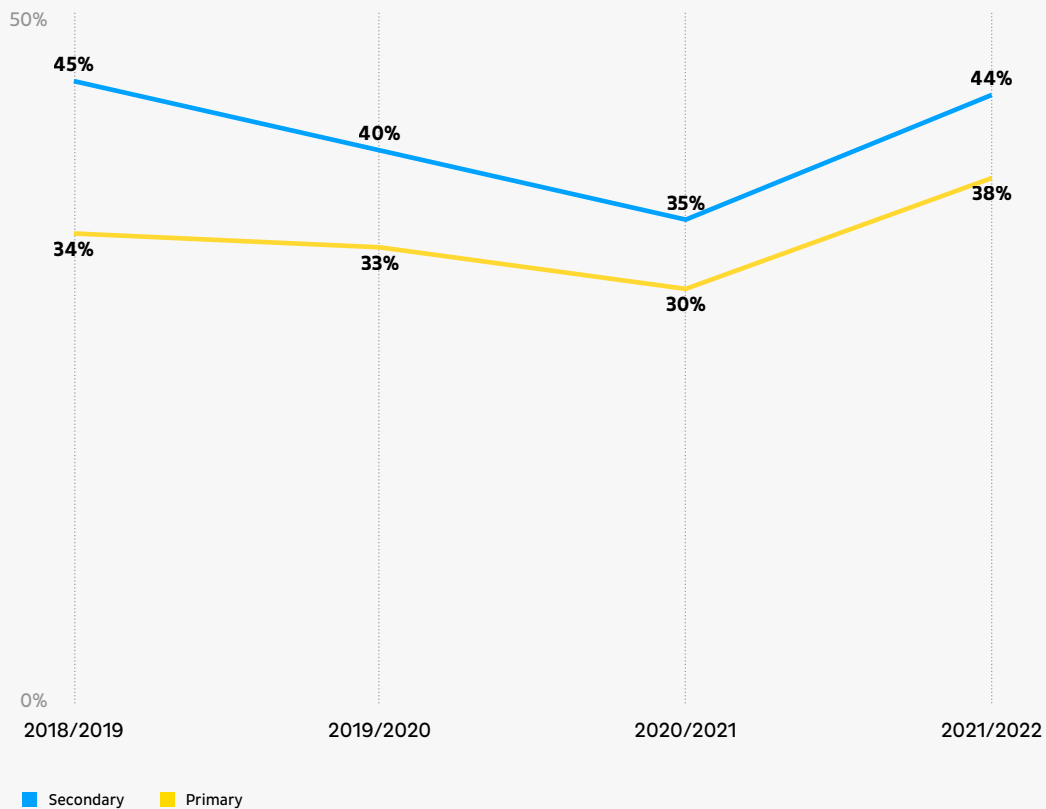


Finally, 2021/22 sees the range of risk of resigning expand again (in blue). There are significantly fewer schools with lower risk of resigning, and more than half of the schools have their risk of resigning above 40%. The standard deviation has also grown to 0.162, showing that schools are again less similar to each other in terms of staff retention.

Education phase

Results suggest that secondary school staff are typically at greater risk of resigning than primary school staff members. We see the same pattern – a decrease in risk of resigning in 2020/2021 and an increase in 2021/2022 – in both phases.

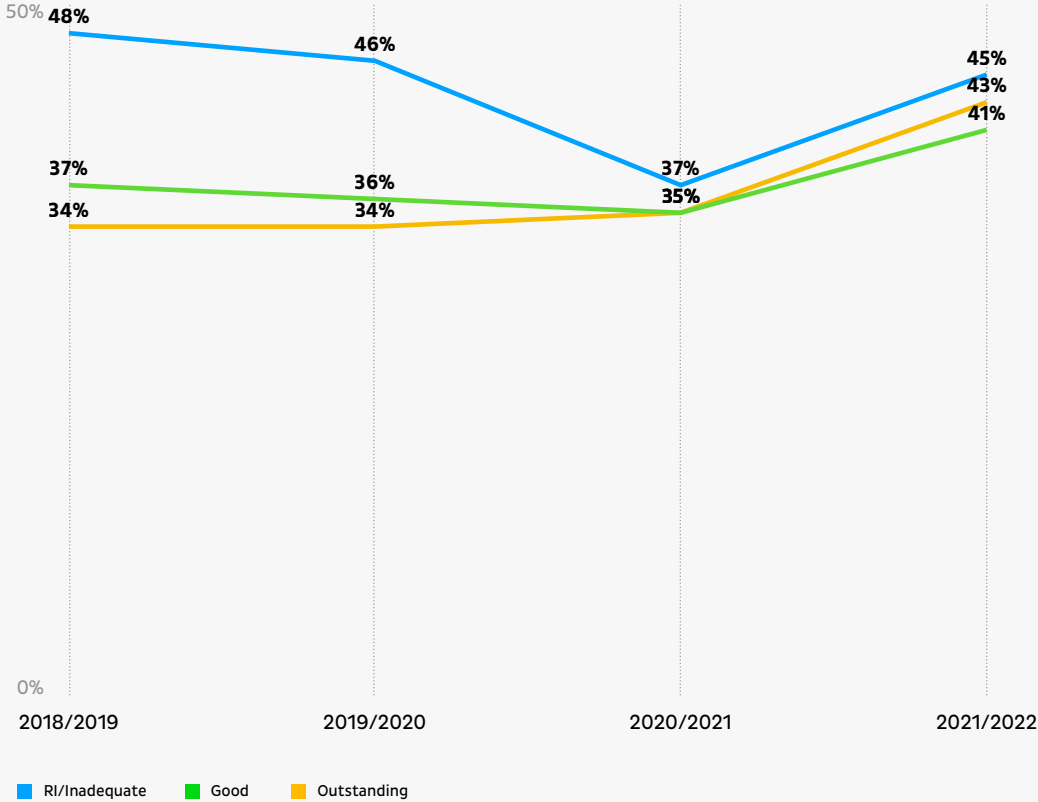
FIGURE 7: STAFF RISK OF RESIGNING BY EDUCATION PHASE



Secondary schools saw a bigger shift in 2020/2021, when the proportion of staff at risk reduced by 10 percentage points compared to 2018/19, from 45% to 35%. This academic year is up to 44%, almost back to the 2018/2019 level. The proportion at risk of resigning among primary school staff is now 4 percentage points above pre-pandemic levels, rising to 38% this school year compared to 34% in 2018/19.

Ofsted rating

FIGURE 8: STAFF RISK OF RESIGNING BY THE SCHOOL'S OFSTED RATING



The risk of staff resigning across schools with different Ofsted ratings is much more similar this year than before the pandemic. In 2018/2019, there was little difference between Good and Outstanding schools. Still, the data showed a materially higher (14 percentage point difference) proportion of staff at risk of resigning in schools with an Inadequate or Requires Improvement rating. Now, in 2021/2022 there is very little difference between schools, whatever their Ofsted rating (all schools are within a 4 percentage point range).

School size

In the last four years, neither primary nor secondary schools show material differences in the proportion of staff at risk of resigning between schools of different sizes (by number of pupils).

FIGURE 9: STAFF RISK OF RESIGNING FOR PRIMARIES BY SCHOOL SIZE (NUMBER OF PUPILS)

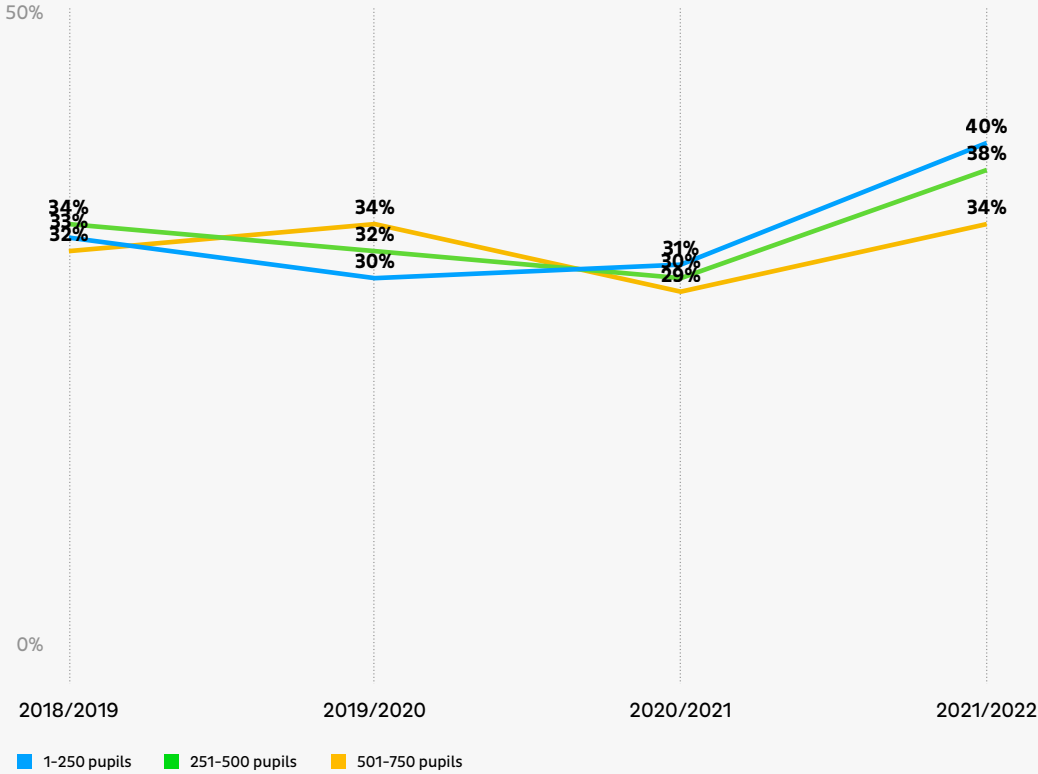
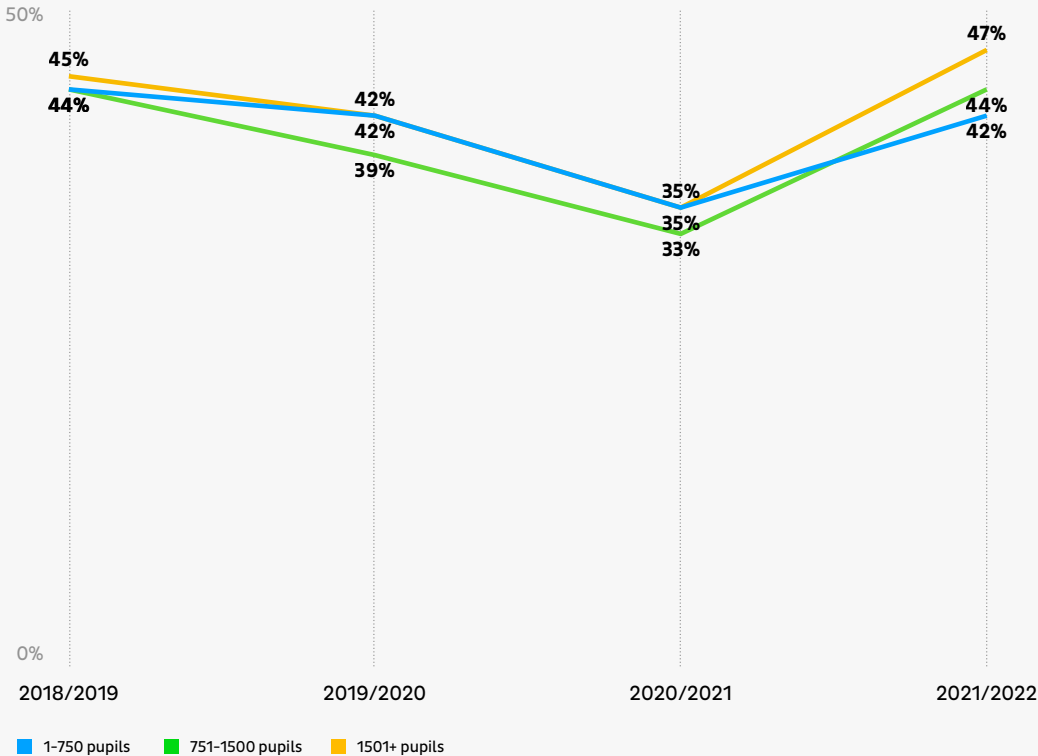


FIGURE 10: STAFF RISK OF RESIGNING FOR SECONDARIES BY SCHOOL SIZE (NUMBER OF PUPILS)



The staff risk of resigning has increased for smaller primary schools (1-250 pupils), from 33% in 2018/2019 to 40% this academic year. Similarly, as for primaries, staff risk of resigning for secondary schools fell to its lowest in 2020/2021 – for all sizes of school, it was identical at 35%.

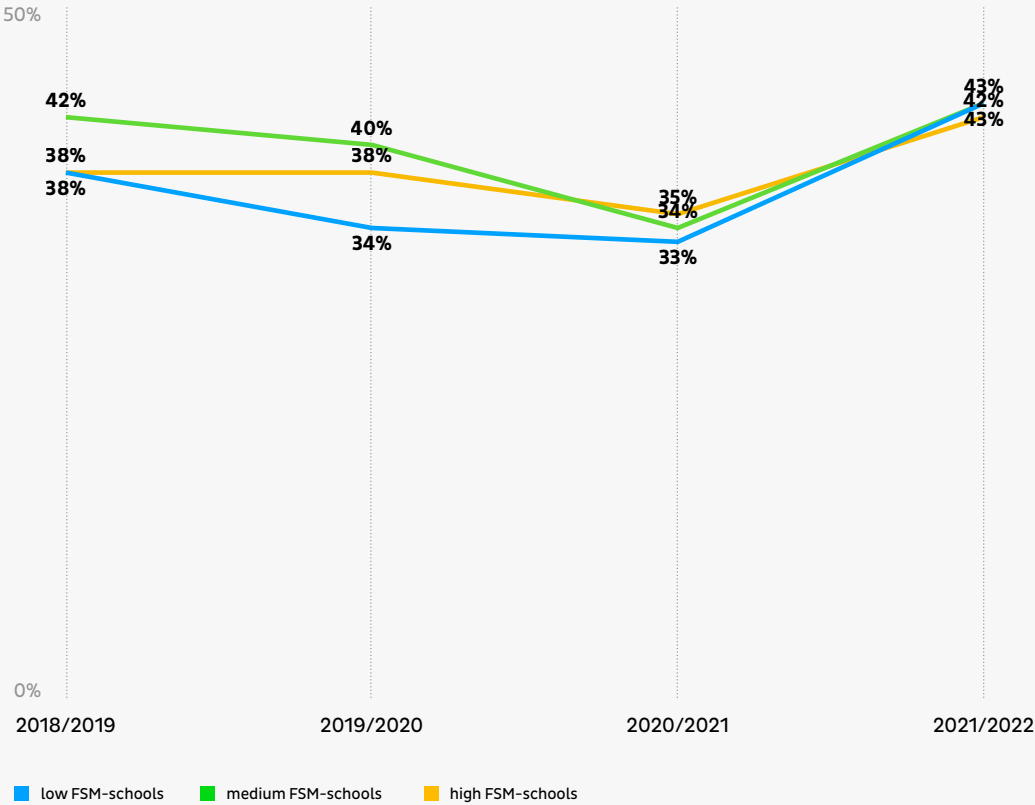
We see no evidence that school size alone directly impacts a staff member's likelihood of resigning.

FSM%

Also, schools with different levels of free school meals provision (FSM %) are currently more similar in % at risk of resigning than before the pandemic.

The proportion of staff at risk of resigning across schools with different FSM% in 2020/2021 dropped markedly and narrowed to a range of 33% to 35%.

FIGURE 11: STAFF RISK OF RESIGNING BY THE SCHOOLS' FSM PROVISION



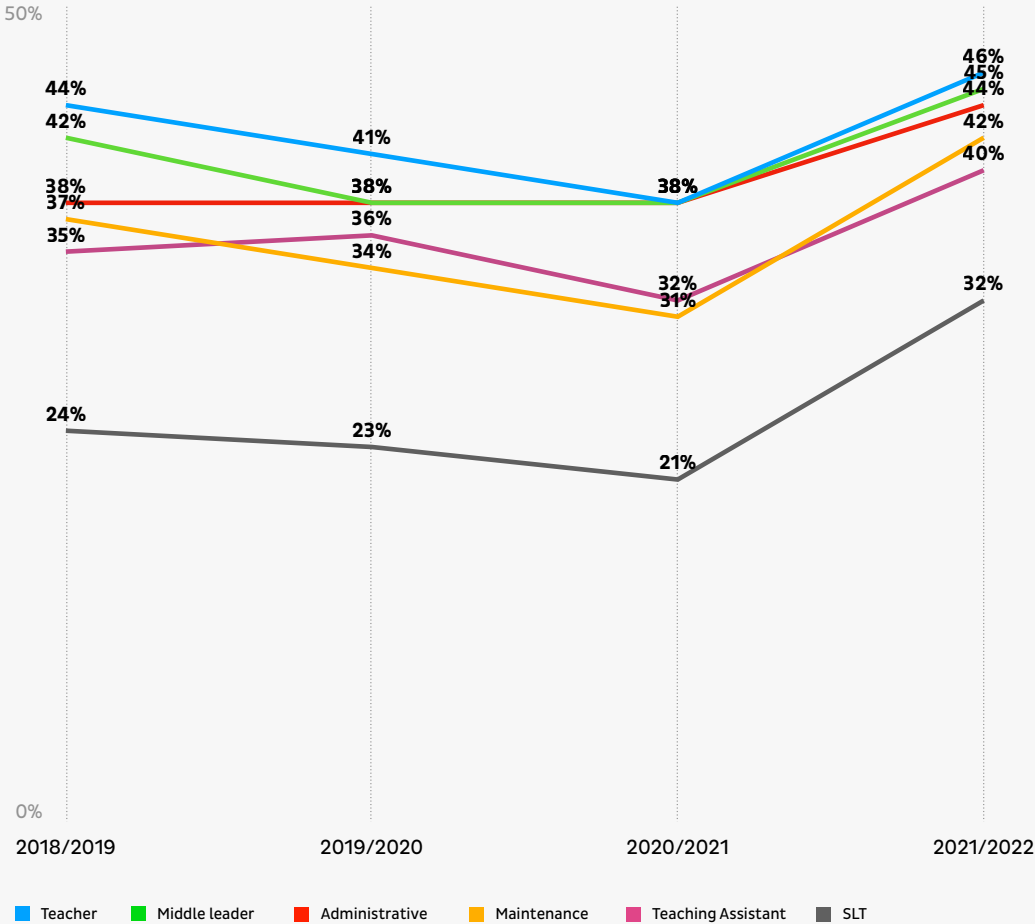
Chapter 3

Risk of resigning by respondent type

This chapter assesses the proportion of staff at risk of resigning based on various staff member characteristics. We focus on the risk of resignation by role and look at the impact of teaching experience and full-time/part-time status.

Role

FIGURE 12: STAFF RISK OF RESIGNING BY ROLE

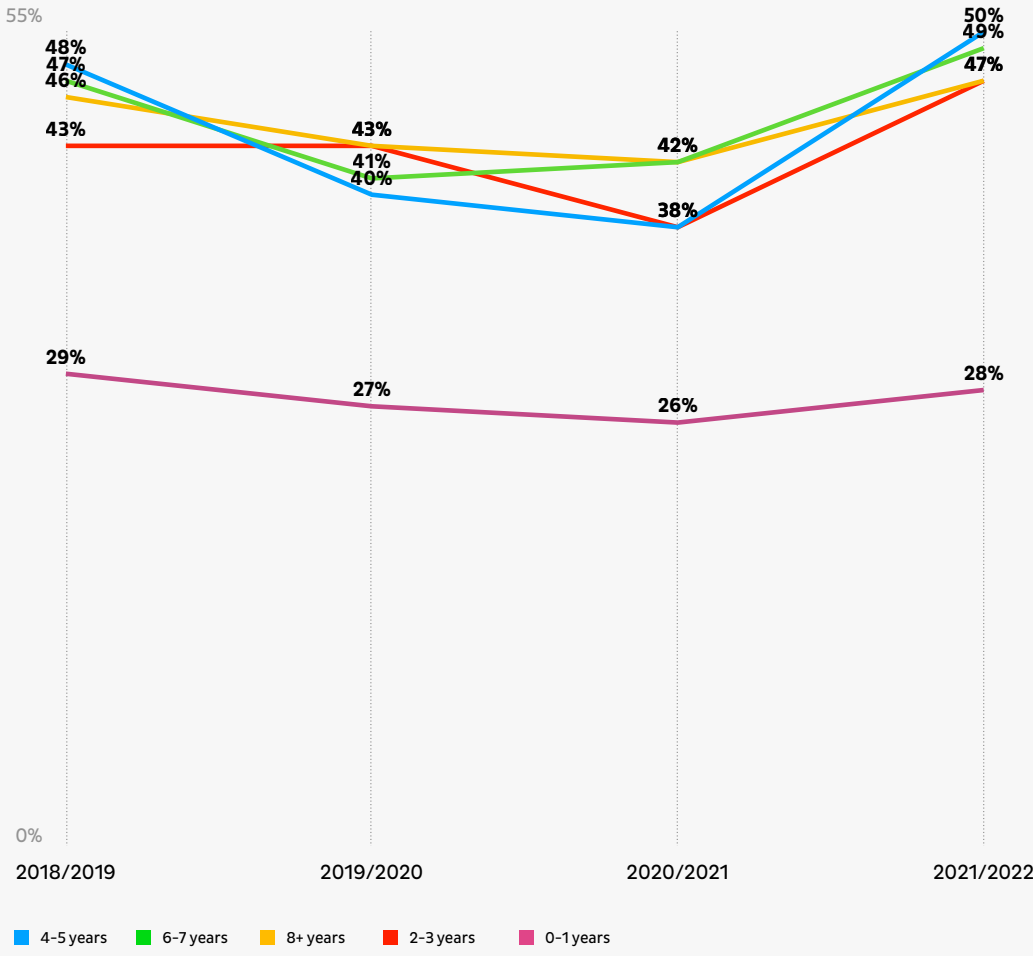


The overall dynamic between the different roles has not changed significantly in the last four years, with staff members in almost all roles reporting a lower risk of resigning in 2020/2021, followed by an increase in 2021/2022. Teachers and middle leaders remain the most at-risk groups, and those in senior leadership are still the lowest risk group.

However, comparing the pre-pandemic measurements, the senior leaders have seen the most significant increase from 2018/2019 – the proportion of senior leaders considering resignation has increased by a third (from 24% to 32%) since 2018.

Teacher experience

FIGURE 13: TEACHER RISK OF RESIGNING BY EXPERIENCE

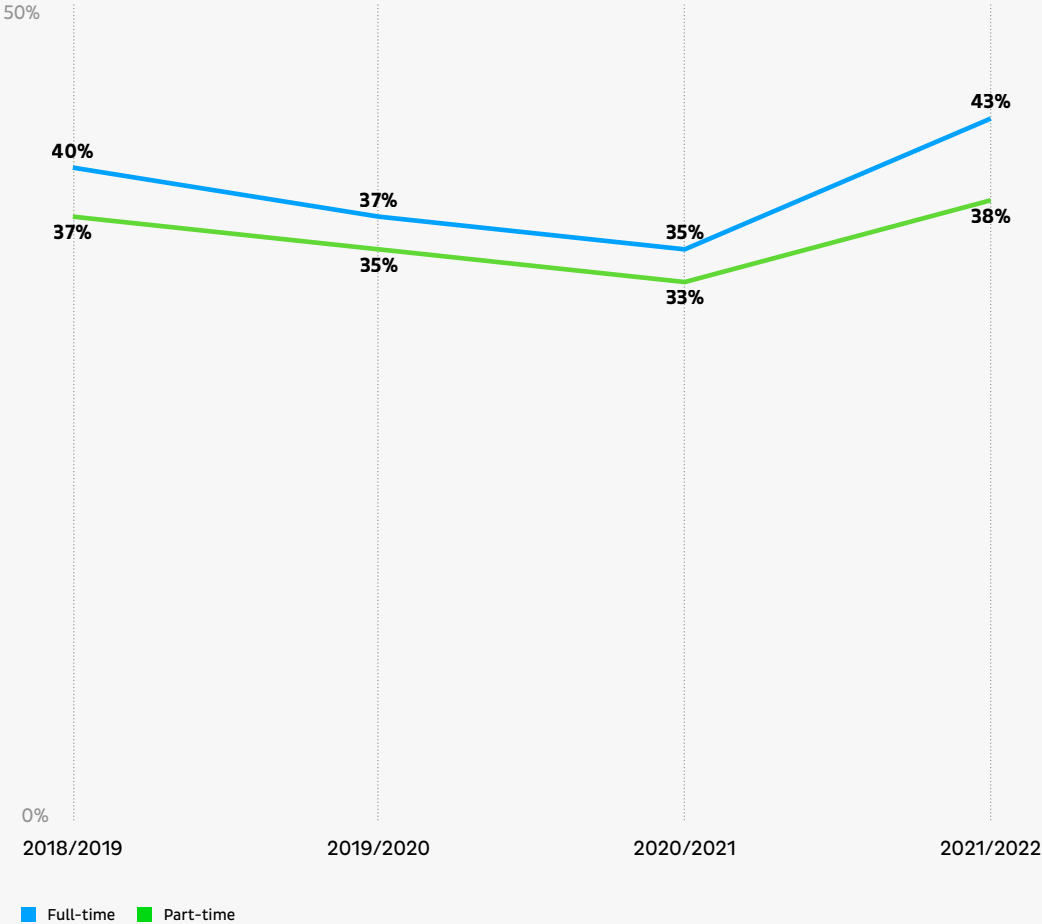


If we explore teaching staff only, newly qualified teachers stand out as the group with the lowest likelihood of resigning. This group also has fewer changes (a lower variance) between the pre-pandemic period and the subsequent years.

Looking at the more experienced teachers, all groups experienced a similar pattern to the overall population. Their risk of resigning decreased during the initial phases of the pandemic and increased this academic year again. There is no evidence that teachers with 6+ years of experience have changed their considerations of resigning more than their less experienced counterparts in the last 2 years.

Full-time/part-time status

FIGURE 14: STAFF RISK OF RESIGNING BY CONTRACT TYPE



Both full-time and part-time employees follow the same pattern as the overall population. Part-time employees have a slightly lower proportion of individuals considering resignation than full-time employees.

Chapter 4

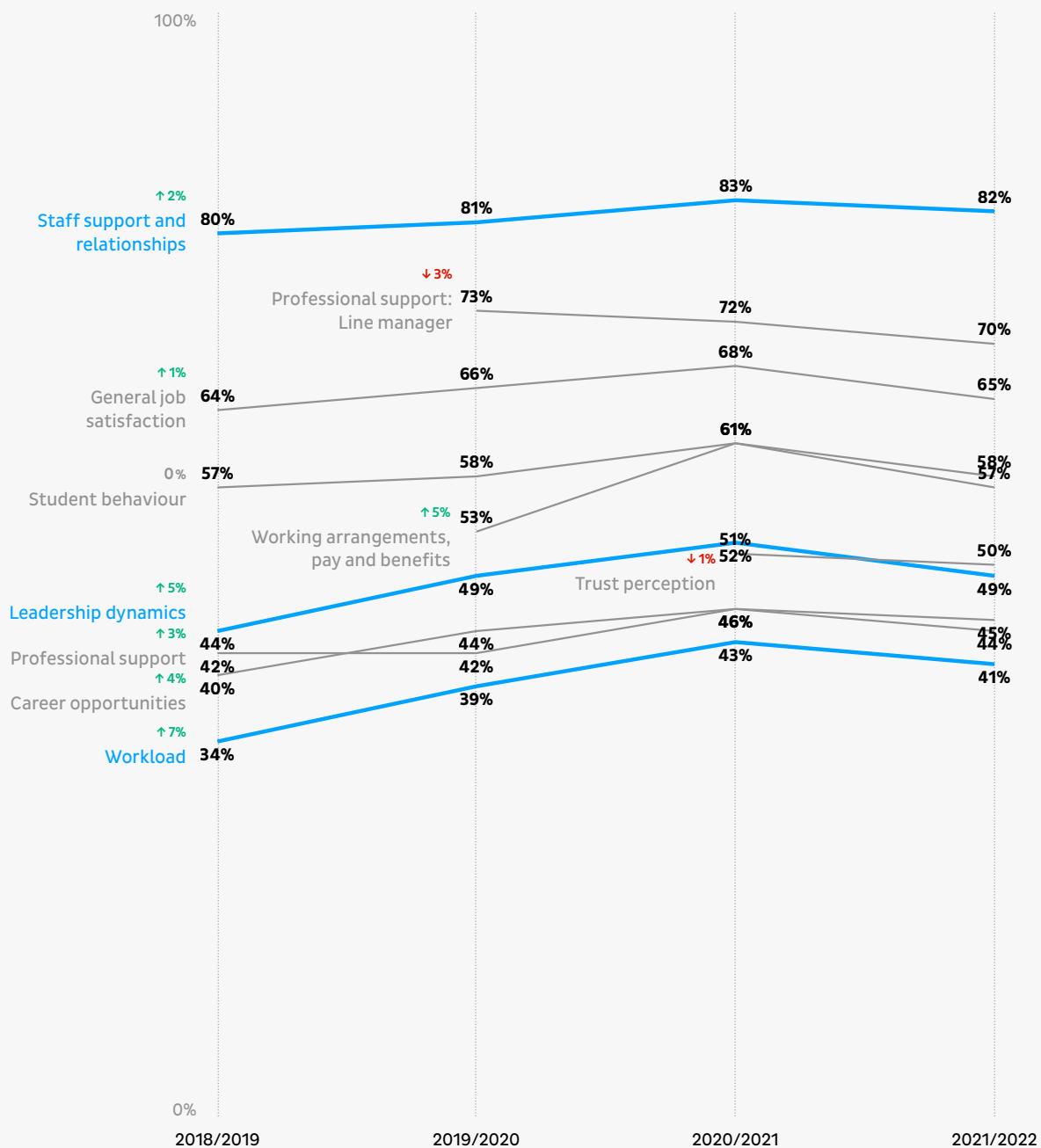
Changes to Staff Experience

This chapter illustrates how respondents evaluated different factors and briefly examines responses that have changed most significantly and a selection of those questions where we have not observed large changes in responses.

The Edurio Staff Experience and Wellbeing Survey was designed in 2018 and asks about the key elements of staff life that strongly link with their decision to remain or leave the school – topics like leadership dynamics and workload. Since 2018 the survey has been adapted and grown, based on school feedback, with new topics introduced – line manager-specific questions, perception of the school trust, as well as pay and benefits. We carry out the analysis below based on the questions that all four years of data collection have had in common.

Factor scores

FIGURE 15: POSITIVE ANSWER PROPORTION FOR EACH FACTOR



There is a general pattern of a decline in the proportion of school staff feeling positive across the board during the last year, though some factors have declined more rapidly than others.

Looking at the individual questions under each factor, workload stands out as consistently being the factor with the lowest proportion of positive answers and as a factor accommodating questions that saw the biggest changes in responses across these four academic years.

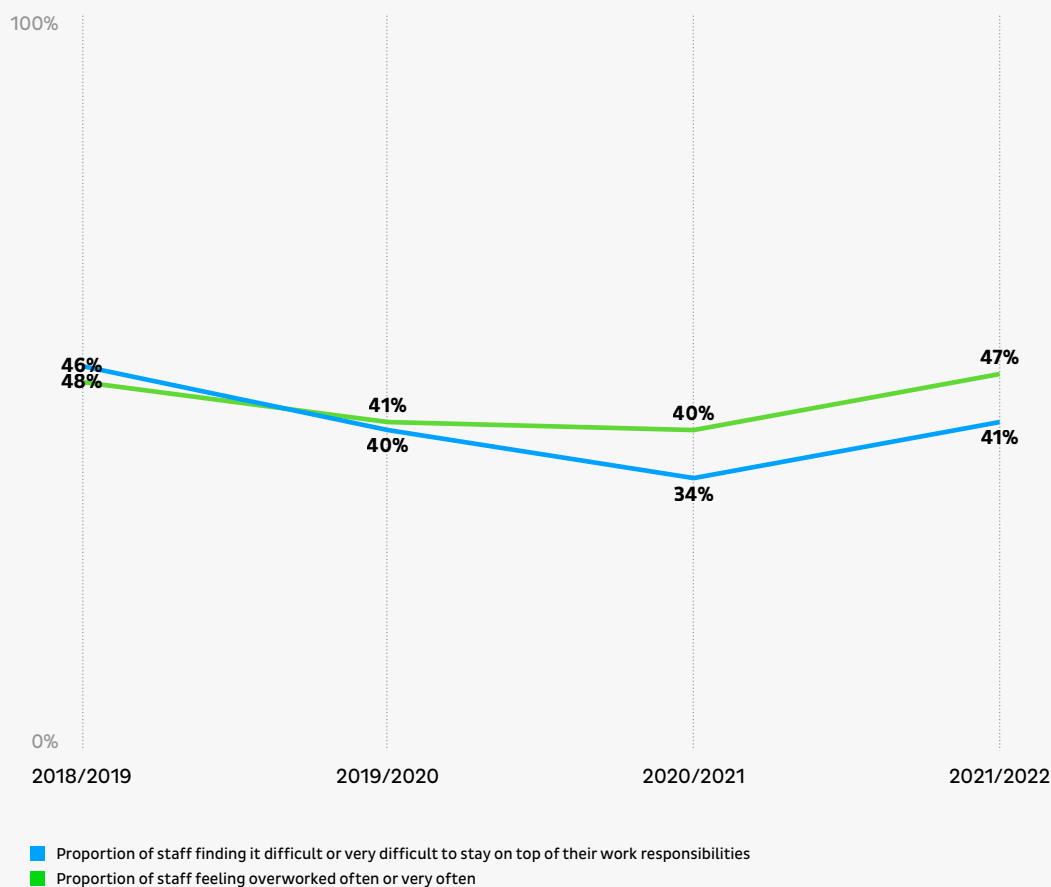
Another factor that draws attention is leadership dynamics. The proportion of positive answers for this factor has increased from 49% in 2018/2019 to 54% in this academic year. Even if other factors have shown similar changes overall, this topic contains some of the questions that have seen the most significant changes during the last four years.

Staff support and relationships is a factor that has consistently been the one with the highest positive answer proportion of all. Looking at the individual questions here, the results are quite consistent across all four years.

Workload questions

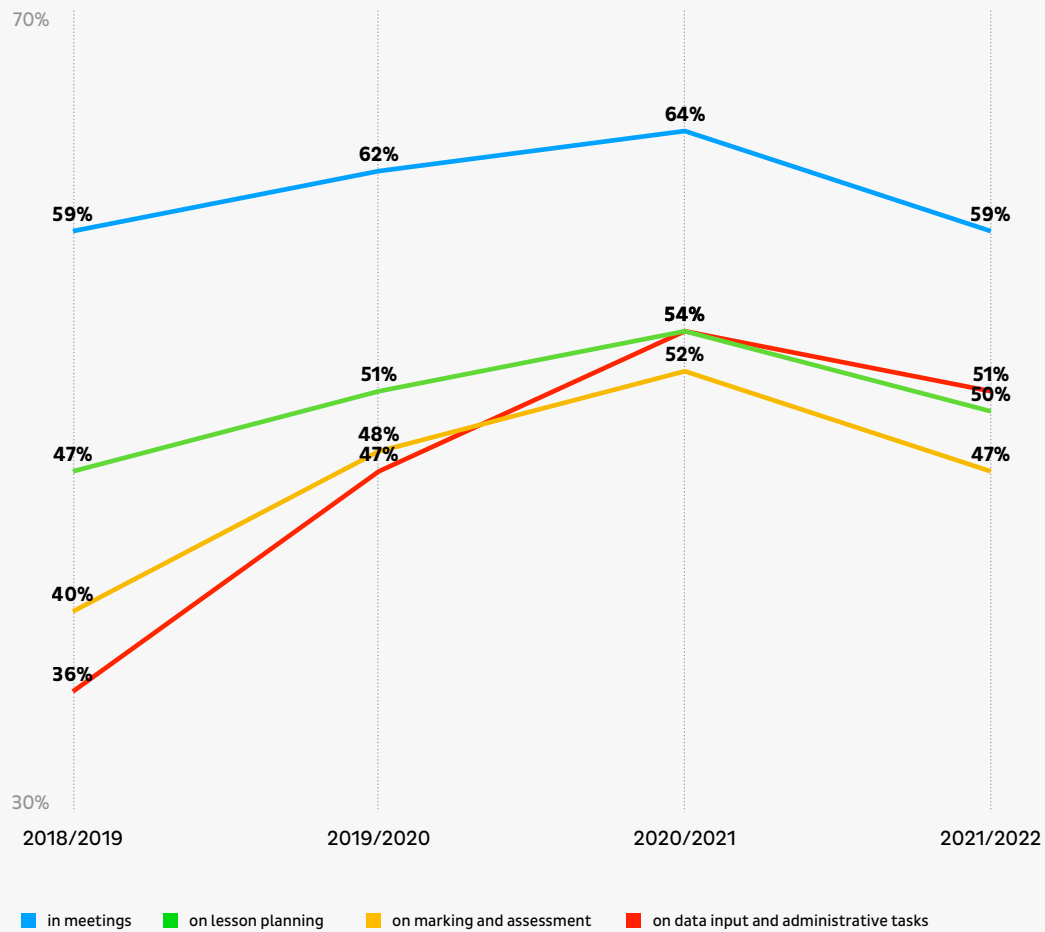
Questions around the workload all follow the same strong pattern, mirroring the patterns of the risk of resignation. As workload was one of the strongest predictors of risk of resignation before, this supports our initial findings from the 2019 report on staff retention.

FIGURE 16: **NEGATIVE RESPONSES FROM STAFF TO QUESTIONS ON WORKLOAD**



Interestingly, a smaller proportion of staff reported feeling overwhelmed and overworked during the disrupted 2020/2021 academic year than in 2018/2019 and 2021/2022.

FIGURE 17: POSITIVE RESPONSES FROM STAFF TO THE QUESTION: “HOW REASONABLE IS THE TIME YOU SPEND ON...”

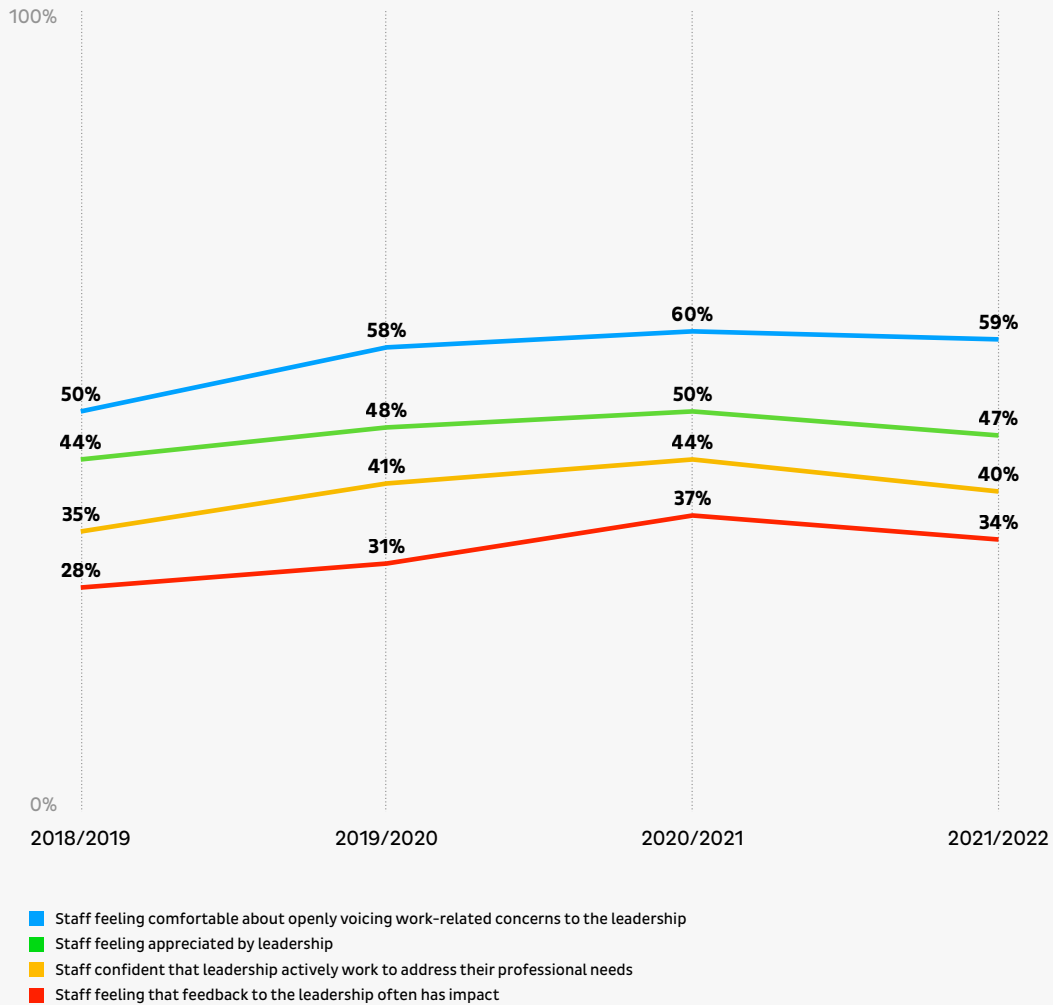


Staff assessment of time spent on marking, assessment and data input had markedly improved for 2020/2021, with a downward trend emerging in 2021/2022. The trend is also present for other key elements that generate workload – time spent on lesson planning and time spent in meetings – but it is weaker.

Leadership dynamics

As school leaders have been under a lot of pressure to keep schools operating in the past two years of disruption, we next explore school staff perceptions of leadership dynamics. Overall, we see a general increase in appreciation of leadership and school communication during the last two years, which has fallen slightly last academic year but still remains above 2018/2019 levels.

FIGURE 18: POSITIVE RESPONSES FROM STAFF TO QUESTIONS ON LEADERSHIP DYNAMICS

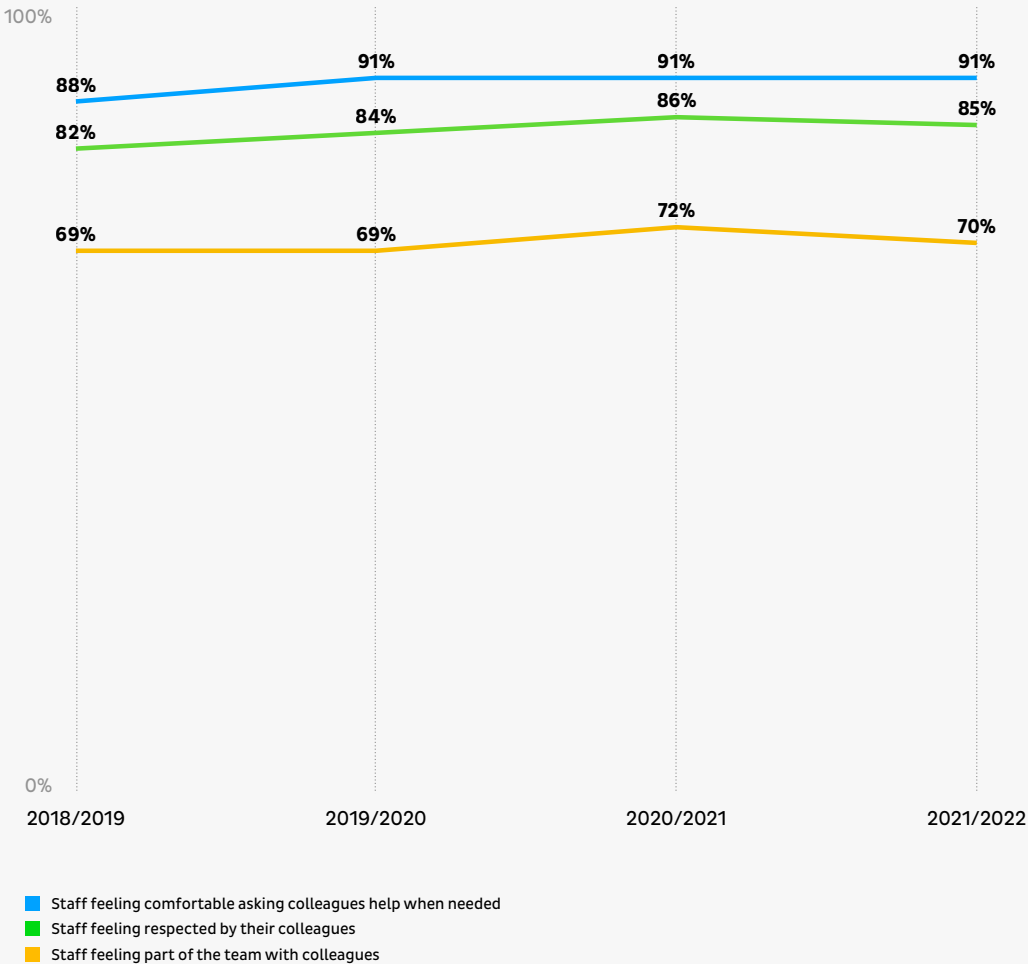


Responses to key questions on leadership dynamics – staff feeling appreciated by their leaders and the staff confidence that leadership are working actively towards addressing their professional needs – both also grew in the two academic years between 2019 and 2021. There is a downward trend in the 2021/2022 academic year, though the current level still remains higher than that seen pre-pandemic.

Staff support and relationship

Finally, it is important to highlight a key area that has seen few changes over the past four years. Questions around feeling supported and respected by other staff members show little variance in this time period.

FIGURE 19: POSITIVE RESPONSES FROM STAFF TO QUESTIONS ON STAFF SUPPORT AND RELATIONSHIPS



In 2018/2019 88% of respondents reported feeling comfortable or very comfortable asking their colleagues for help when needed. It slightly increased in 2019/2020 to 91% and remained constant.

The proportion of staff who feel respected or very respected by their colleagues has slightly increased from 82% in 2018/2019, to 85% this academic year.

More than two thirds of respondents feel like a part of the team with their colleagues. There has been little variation over the last few years.

Chapter 5

Conclusion and ideas for trust leaders

Conclusion

The last four years have seen a significant shift in school staff risk of resignation with a marked decrease in the 2020/2021 academic year, and a similarly sized rise again this academic year. While it's possible the change can be explained by individuals deferring their decisions to leave their workplace for a year or two – speculatively due to their loyalty to the school or the unsteady labour market – there are some patterns in risk of resigning that do not fall in this area.

The increased risk of resigning for senior leaders this year is a key concern that requires attention. Our *Improving Staff Retention in Academies* report showed that leadership dynamics in a school have the strongest relationship with staff decisions to remain in the school or leave it. There is a risk that increased turnover of leadership may exacerbate the staff turnover in schools and, as leaders play a central role in building their teams, this may also affect schools' ability to recruit new staff well.

Staff workload is another factor highlighted by the data. Workload consistently gets the lowest proportion of positive responses out of all the topics covered by the Edurio Staff Experience Survey. However, more staff members are reporting feeling overworked now than before the pandemic. To create a sustainable working environment, we need to investigate how the short-term pressures, such as staff absences and increased turnover, interact with the long-term effects of the pandemic and systemic pressures.

Finally, while the risk of resigning became more similar between schools in 2020/2021, the variance is increasing again. It is important to appreciate the variation of challenges between schools and the wide range of potential drivers of staff retention going forward, as even schools within the same academy trust can show widely varied staff proportions at risk of resigning.



Learn more about the Edurio Staff Experience survey for your school or trust here:
home.edurio.com/survey/staff-experience-and-wellbeing-survey

Ideas for trust leaders

Craig Vincent

Partner, Head of HR Consultancy Services, at Stone King LLP

Congratulations to Edurio for capturing such valuable data for schools in what has been the most difficult of times for many in the education sector. The data captures the challenges and the realities of people management in schools. It is also pleasing to see positive outcomes in relation to the support that staff believe they receive and that wellbeing appears to be higher on the agenda.

In 1996 Jon Choppin termed the phrase “People are our greatest asset.” This remains true to this day, but in schools this has never been more relevant, as the sector continues to struggle with recruitment and retention. The current situation not only highlights how people are assets to schools and MATs but also how talented, high-performing people and outstanding leaders are more essential assets to any school or multi academy trust than ever.

When speaking with school leaders, we always encourage them to be more people focussed. We have seen fantastic development with schools in their approach to people management in recent years, which is not only good in terms of organisational development, but also essential in terms of attracting and retaining employees. Schools and MATs have similar organisational structures in most circumstances; what is truly unique about every school and MAT is the people.

Measuring retention and turnover

In relation to staff retention and turnover, a good starting point is the measurement of turnover and retention. This provides up-to-date information on an individual school or a whole MAT which can be valuable in developing an effective approach to retention or a more formal retention strategy.

The CIPD provide simplistic formula which can be adopted for measuring employee turnover, as follows (using this formula will allow you to express your employee turnover as a percentage):

$$\frac{\text{Total number of leavers over period}}{\text{Average total number employed over period}} \times 100$$

The CIPD also provide the below formula for measuring staff retention:

$$\frac{\text{Number of staff with service of one year or more}}{\text{Total number of staff in post one year ago}} \times 100$$

The CIPD states that like turnover rates, this can be used across an organisation as a whole or for a particular part of it.

These figures can look crude if published on their own and without context, but as stated above they can add value if you wish to monitor voluntary departures in particular. It is often the case that a healthy turnover is a good thing for an organisation, as it means a constant stream of new talent and new ideas in your school or MAT. If turnover is too high, this could be problematic and brings with it associated costs of recruiting and inducting new employees.

Understanding causes of turnover

It actually may be more important to consider who is leaving and why. This is especially important if you feel talented employees are leaving the organisation. The great resignation received a lot of attention in all sectors this year and is referenced within the report. Research shows that the risk in the education sector wasn't as significant as other sectors and the concern is more in relation to delayed resignations, i.e. people that would have left their school or indeed the teaching profession in previous years had it not been for the pandemic.

There is also significant research to show that the pandemic has taken its toll on people working in schools at a senior level, which is to be expected following the extreme pressures people have faced. I have also noticed a large amount of HR vacancies in schools this year, which may also be evidence of the impact of the pandemic.

Simple HR tools such as exit interviews can help a school or MAT better understand the reasons behind their rate of retention or turnover, but it is then important to be reflective with the information and react to it if required. I would also encourage every schools and MAT to consider who they are as organisation and what their employee brand is. There are several definitions of what an employer brand is, I would simply describe it as 'why should people come and work for us and why should they continue to work for us?' Talented individuals in schools have a choice as to where they want to work at the moment. There is a shortage of teachers in particular, which then gives them options as to the type of school they want to work in.

Improving retention

As we are aware, the rewards for staff in schools and MATs is structured in all schools and only geographical location will vary the salary received by employees. It is therefore even more essential that schools understand and promote their brand and that employee experience represents what is unique about their organisation. As school leaders, you may have a feel for what your employer brand is, but again, this is best informed by the people who work for you and through surveying them.

In terms of retention of staff, I would encourage school leaders to try and capture their employer brand and then think about how it can be developed. Again, your employees will provide the best answer for this through conversation and surveys, but examples we see are things such as:

- Increased flexibility – more part time workers.
- Home working – allowing support staff and teachers to work and plan from home.
- Dedicated wellbeing strategies such as the education staff wellbeing charter <https://www.gov.uk/guidance/education-staff-wellbeing-charter>
- Introduction of wellbeing champions.
- Becoming a learning organisation where employee needs are central to every decision made.
- Conversations regarding career development and succession planning with employees.
- Becoming inclusive in your approach to people management and school leaders adopting a truly inclusive approach to people management.

I think it important to also think about the role of HR and truly consider what HR / people management means to your organisation.

We constantly receive feedback from HR professionals that they are too busy with reactive employee relations work to focus on the things they want to focus on. Consider investing time and cost into a dedicated people management strategy to support your organisation which could include improving staff retention. There should be consistency of practice in all aspects of HR with your Employer Brand at the heart of it

It is not realistic to focus on all aspects of people management immediately, so setting smaller, more realistic targets in relation to people is more advisable. For example, this year if you need or want to improve the retention of staff in school, you might focus on:

- improved conversations with staff through performance management in September
- the development of a wellbeing strategy, and
- the development of an inclusion strategy.

These three things, if managed correctly, will positively impact staff retention.

I would like to again congratulate Edurio on producing such a fantastic report for our consideration. Schools and MATs are truly wonderful places to work and, although there are areas for development, the entire sector should be really proud of what they continue to achieve.

About Edurio

Edurio is England's leading provider of staff, pupil, and parent feedback surveys for schools and multi-academy trusts, working with over 100 trusts and 2000 schools across England and internationally.

Edurio's platform and nationwide dataset allow trust and school leaders to benchmark their performance against national averages on topics like staff wellbeing, parental engagement, pupil wellbeing and others.

By measuring the often difficult to track elements of education quality, Edurio can help school leaders make informed decisions, develop engaging relationships with staff and communicate their values to their community.

Featuring surveys designed in partnership with academic experts, Edurio has developed an advanced survey management and data visualisation platform for schools and school trusts to easily access these important insights.

By using Edurio to centrally manage your stakeholder feedback across the trust, you can:

- Provide an understanding of where your resources and support are needed
- Find areas of good practice and celebrate strengths
- Identify areas for professional learning and growth opportunities
- Strengthen relationships between school leadership and the staff and parent community
- Improve staff wellbeing and student achievement
- Reduce effort to analyse data and ensure high response rates due to the use of a trusted external partner

If you're interested in learning how Edurio can help your school or trust achieve its goals, email contact@edurio.com.

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Appendix

The survey response data set covers 76,355 staff member answers across the last four academic years.

ACADEMIC YEAR	TRUST COUNT	SCHOOL COUNT	RESPONDENTS
2018/2019	30	444	14770
2019/2020	21	226	10456
2020/2021	48	549	26371
2021/2022	38	505	24758

As trusts can customise the Edurio Staff Experience and Wellbeing Survey, the number of respondents exposed to each question varies and is summarised below.

Chapter 1

Figure 1: Total respondents to the question “In the past three months, how often have you considered resigning from your post?”

ACADEMIC YEAR	2018/2019	2019/2020	2020/2021	2021/2022
RESPONDENT COUNT	12210	9810	22846	23091

Figure 2: Total respondents to the question: “If you resigned, would you be likely to remain in or leave the profession?”

ACADEMIC YEAR	2020/2021	2021/2022
RESPONDENT COUNT	5941	7852

The question about whether the respondent would plan to remain or leave in their profession was asked to only those respondents who were deemed at risk of resigning (answered “Sometimes”, “Often”, or “Constantly” to the question “How often have you considered resigning in the past three months?”).

Inserts: The retention challenge spans the entire economy and Why is this happening

Boys, J. (2022) “The Great Resignation: Fact or Fiction?”, *CIPD Voice*, 33. Accessed on: <https://www.cipd.co.uk/news-views/cipd-voice/Issue-33/great-resignation-fact-fiction>

CIPD (2021) Labour Market Outlook, Autumn 2021. Accessed on: https://www.cipd.co.uk/Images/labour-market-outlook-autumn-2021_tcm18-103227.pdf

Office for National Statistics (2022) *Labour Force Survey Flows estimates*, 17 May 2022. Accessed on: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/labourforcesurveyflowsestimatesx02>

Chapter 2

Figures 3-6: Number of schools by academic year

ACADEMIC YEAR	2018/2019	2019/2020	2020/2021	2021/2022
RESPONDENT COUNT	389	226	497	497

Figure 7: Total respondents by Education phase of their school (respondent count)

All-through schools excluded from this analysis due to the lower sample size.

EDUCATION PHASE	2018/2019	2019/2020	2020/2021	2021/2022
Primary	6658	4577	9163	8414
Secondary	6846	4771	13310	12585
Other (all-through, special)	789	638	2670	2694
NA	477	470	1228	1065

Figure 8: Total respondents by Ofsted rating of their school (respondent count)

All-through schools excluded from this analysis due to the lower sample size.

OFSTED RATING	2018/2019	2019/2020	2020/2021	2021/2022
Outstanding	1316	1566	3408	3210
Good	8040	5074	11723	12448
Requires improvement/ Inadequate	2783	1605	4128	3733
NA	2631	2211	7112	5367

Figure 9: Total primary school respondents by school size (by number of pupils)

SCHOOL SIZE	2018/2019	2019/2020	2020/2021	2021/2022
1-250 pupils	2017	1014	2297	1967
251-500 pupils	3634	2203	5360	5020
501-750 pupils	1007	874	1312	1032
751+	0	486	136	99
NA			60	296

Figure 10: Total secondary school respondents by school size (by number of pupils)

SCHOOL SIZE	2018/2019	2019/2020	2020/2021	2021/2022
1-750 pupils	1313	1104	2773	2440
751-1500 pupils	4072	2672	8634	7328
1501+ pupils	1461	995	1629	2432
NA			274	385

Figure 11: Total respondents by school's FSM% (percentage of pupils eligible for free school meals)

For the purpose of this analysis schools were deemed to have high FSM rates if more than 30% of pupils were eligible, while schools were said to have low rates if less than 15% were eligible.

FSM GROUP	FSM%	2018/2019	2019/2020	2020/2021	2021/2022
Low-FSM schools	0-15%	3785	2587	5682	5145
Medium-FSM schools	15.1-30%	5042	3522	8851	8371
High-FSM schools	30.1+%	5466	3877	10274	9364
NA	NA	479	470	1575	1886

Chapter 3

Figure 12: Total respondents by Role

Respondent's role was self reported with a multiple choice question. It was possible to select multiple roles when answering this question.

ROLE	2018/2019	2019/2020	2020/2021	2021/2022
Teacher	5572	4198	10137	9424
Teaching assistant	2863	2146	3794	4586
Administrative staff	1559	1022	2207	2110
Senior leadership	1111	824	1629	1442
Middle leadership	545	473	737	1006
Maintenance staff	260	181	302	458
Other	1949	1467	3266	2863

Figure 13: Total respondents by school's FSM% (percentage of pupils eligible for free school meals)

For the purpose of this analysis schools were deemed to have high FSM rates if more than 30% of pupils were eligible, while schools were said to have low rates if less than 15% were eligible.

TOTAL EXPERIENCE AS A TEACHER	2018/2019	2019/2020	2020/2021	2021/2022
0-1 years	485	364	947	684
2-3 years	649	530	1207	1036
4-5 years	697	523	1125	1035
6-7 years	511	371	925	876
8 years or more	3167	2141	4758	4027
NA	63	269	1175	1766

Figure 14: Total respondents by Contract type

Respondents with a job share as a contract type excluded from this analysis due to the lower sample size.

CONTRACT TYPE	2018/2019	2019/2020	2020/2021	2021/2022
Full-time	8985	4816	13917	13281
Part-time	3963	1967	4807	4723
Job share	0	15	62	124
NA	1824	3658	7596	6638

Chapter 4

The factor scores show the positive answer proportion for the set of questions associated with that particular factor. They are calculated as the means of the responses for the component questions, based on a 1–5 Likert scale.

Figure 15: Total respondents for each factor

As respondent count per question can vary, we present the minimum and the maximum for the questions in each factor by year.

FACTOR	N. OF COMPONENT QUESTIONS	RANGE OF RESPONSES			
		2018/2019	2019/2020	2020/2021	2021/2022
Staff support and relationships	3	13516–13567	4779–9326	15630–23394	12388–19051
Professional support: Line manager	5	–	536–1059	10431–12219	9725–12212
General job satisfaction	3	12208–13952	3644–9810	2254–22835	919–23083
Student behaviour	4	12151–13981	6393–8034	14684–19534	11091–16518
Working arrangements, pay and benefits	6	–	2810–7496	8147–11636	4143–11217
Leadership dynamics	8	12382–14122	5123–8089	15002–20284	13654–20070
Professional support	5	6981–12434	4219–7961	6967–21167	7341–20448
Trust perception	12	–	–	3986–17898	1638–18894
Career opportunities	3	12728–13067	7737–8206	17704–18359	14592–15759
Workload	7	7616–14389	3729–9991	2372–24923	987–23815

Figures 16–17: Total respondents for Workload questions

QUESTION	2018/2019	2019/2020	2020/2021	2021/2022
How reasonable is the amount of time you spend on lesson planning?	7749	4986	12214	11186
How reasonable is the amount of time you spend on marking and assessment?	7616	4838	11965	10771
How reasonable is the amount of time you spend in meetings?	12741	8279	20626	18462
How reasonable is the amount of time you spend on data input and administrative tasks?	12465	7897	18895	18086
How easy or difficult is it to stay on top of your work responsibilities?	12534	9775	24923	23815
How satisfied are you with your work-life balance?	14389	3729	2372	987
How often do you feel overworked?	12652	9991	19807	19463

Figure 18: Total respondents for Leadership dynamics questions

QUESTION	2018/2019	2019/2020	2020/2021	2021/2022
How confident are you that the leadership understand your professional challenges?	13674	7088	17698	17342
How respected by the leadership do you feel?	14043	6538	15002	13654
How fairly treated by the leadership do you feel?	14021	6534	19964	20070
How appreciated by the leadership do you feel for your work?	13869	7028	17014	17698
How confident are you that the leadership actively work to address your professional needs?	12387	6541	15797	17833
How comfortable do you feel about openly voicing work-related concerns to the leadership?	14122	5123	19073	18414
How often do the leadership consult you before making decisions that will affect you?	14069	8089	18240	18277
How often do you see that your feedback to the leadership has impact?	12382	6720	20284	19644

Figure 19: Total respondents for Staff support and relationships questions

QUESTION	2018/2019	2019/2020	2020/2021	2021/2022
To what extent do you feel like a part of a team with your colleagues?	13567	9326	23394	19051
How respected by your colleagues do you feel?	13534	4779	15630	12388
How comfortable are you with asking your colleagues for help when you need it?	13516	5207	16297	12790