

Staff Retention by Role

How experience impacts retention
in English schools

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AUTHORS	Ben Willetts, Iona Jackson
RESEARCH	Dita Caunite-Bluma, Ben Willetts, Iona Jackson
DESIGN	Artis Taurins

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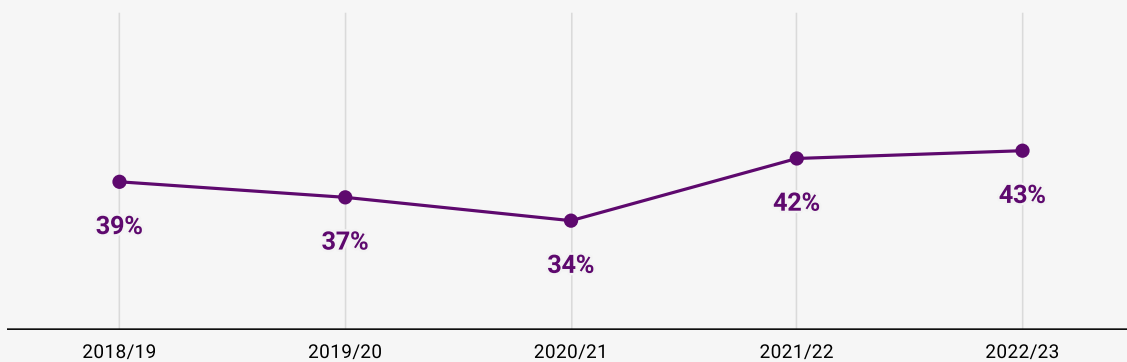
Introduction

Staff retention over time: five years of data

This report summarises our findings on staff retention and experience by role from the last five years. Since our survey launched in the 2018/2019 academic year, between 10,000 and 40,000 staff members per year have completed our survey, and we have now had over 110,000 school staff participate in the survey over the last five years.

During that time, we have tracked school staff members' risk of resignation and found a reduction in the proportion of staff considering resigning during the academic years 2019/20 and 2020/21, the years most heavily impacted by Covid-19. Since then, the proportion of staff at risk of resignation has increased to levels higher than before the pandemic.

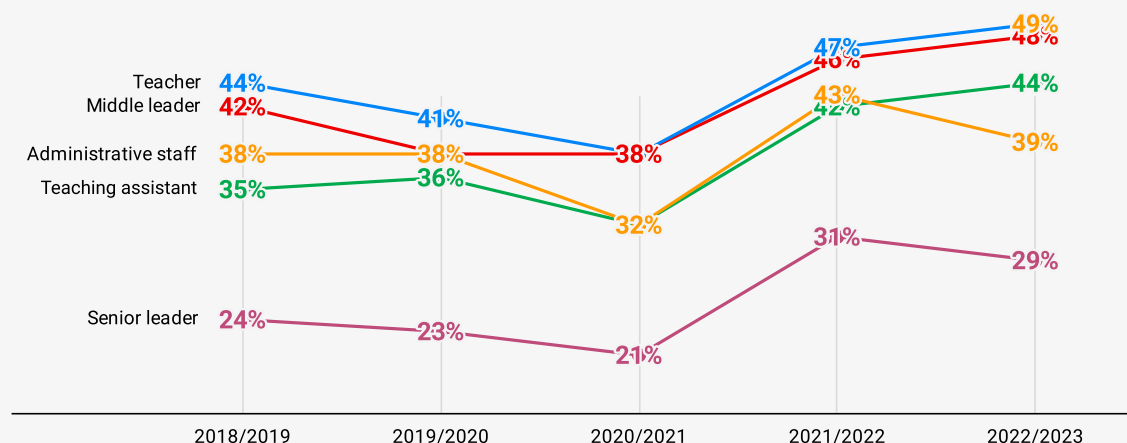
Percentage of School Staff at Risk of Resigning (overall)



Looking at this data by role, we see that whilst the proportion differs materially by group, the same broad trends in risk of resignation were evident irrespective of the role: the percentage of staff considering leaving dropped for all roles over the first three years and was then followed by a rebound of staff risk of resignation in 2020/2021. All roles recorded a survey record high risk of resignation for each respective group in the last two academic years.

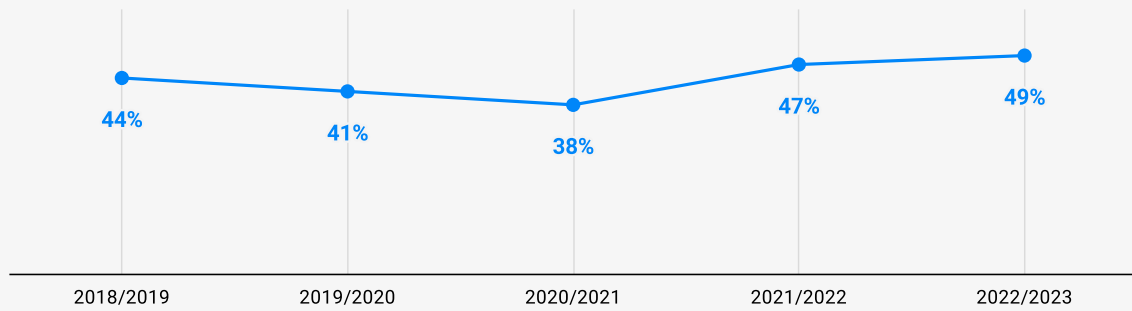
Proportion of staff considering resignation

% of all respondents who have considered resigning in the past three months

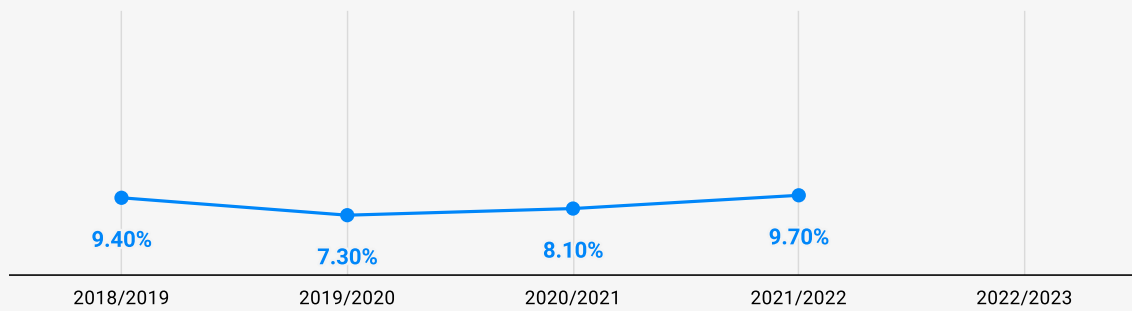


According to the School Workforce Census conducted by the Department for Education, over 160,000 Teachers have left their roles during the comparable period. The most recent data (2021/2022) from the Department for Education highlights that just under 44,000 Teachers left their roles in 2021/2022 which is 9.70% of all Teachers in state-funded education. This is an increase in the numbers leaving since 2020/2021, following a steady decline since 2018. We see a similar trend in our survey data, with the percentage of teaching staff considering resigning from their roles increasing in 2021/2022 and 2022/23 following two years of decline (note that we would expect to see a higher proportion considering than the proportion who actually do – here, it is the year-on-year changes that are of interest).

Percentage of Teachers considering resigning (Edurio Staff Experience and Wellbeing Survey)



Percentage of Teachers workforce who left (School Workforce Census: Leavers Rate)



Staff experience in relation to resignation

As Edurio staff surveys capture data on factors covering the wider experience of staff in schools, in this report we will investigate which areas of the experience are most positive for staff of different roles, as well as those which are more of a challenge. We'll also consider how different factors relate to a staff member's risk of resignation. Our analysis is designed to provide insights for school and trust leaders whose work directly impacts staff wellbeing, recruitment and retention, to provoke thought on whether problems faced in your work environment are unique or inline with sector trends.

A note on correlations

Throughout this report, we investigate areas that have the strongest relationship to retention – this means we have compared the risk of resignation between staff who responded positively to a particular question and staff who responded negatively. If we highlight that there is a strong relationship between a particular topic and resignation, we mean that either a much higher proportion of those who responded positively to that question also reported that they had *also* considered resigning, or much less.

Executive summary



Overall experience

Support from line manager, Communication and Trust vision and values are the areas of the experience that staff were most positive about overall.

Leadership dynamics, the Relationship with Trust, and Workload are the areas where staff are least positive.

Just 23% of staff responded positively to questions about workload overall, compared to 70% of staff for questions about Support from line managers.



Impact of experience on retention













Leadership dynamics, Communication and Workload are the factors with the strongest relationship with retention: those who have a negative experience in these areas were more likely to report that they have considered resigning.

Of the three, Communication is a factor that was positive overall, whilst Leadership dynamics and Workload were in the bottom 3 factors.



Experience by role

Senior leaders are materially more positive across the majority of factors, though the proportion of Senior leaders at risk of resignation has increased more than any other group since before the pandemic. Senior leaders are also the group with the lowest risk of resignation. Conversely, Teachers are the group who responded least positively across the majority of factors, and are the group with the highest risk of resignation.

	POSITIVE PERCENTAGE	RELATIONSHIP WITH RESIGNATION
Support from line manager	 70%	MODERATE
Communication	 68%	MODERATE / STRONG
Trust vision and values	 64%	LIMITED / MODERATE
Staff relationships	 63%	LIMITED / MODERATE
Professional support	 59%	MODERATE
Student behaviour	 56%	MODERATE
Career opportunities	 54%	MODERATE
Pay and benefits	 54%	LIMITED / MODERATE
Time on tasks	 52%	LIMITED
Leadership dynamics	 48%	STRONG
Relationship with Trust	 44%	MODERATE
Workload	 23%	MODERATE / STRONG

Overall Experience

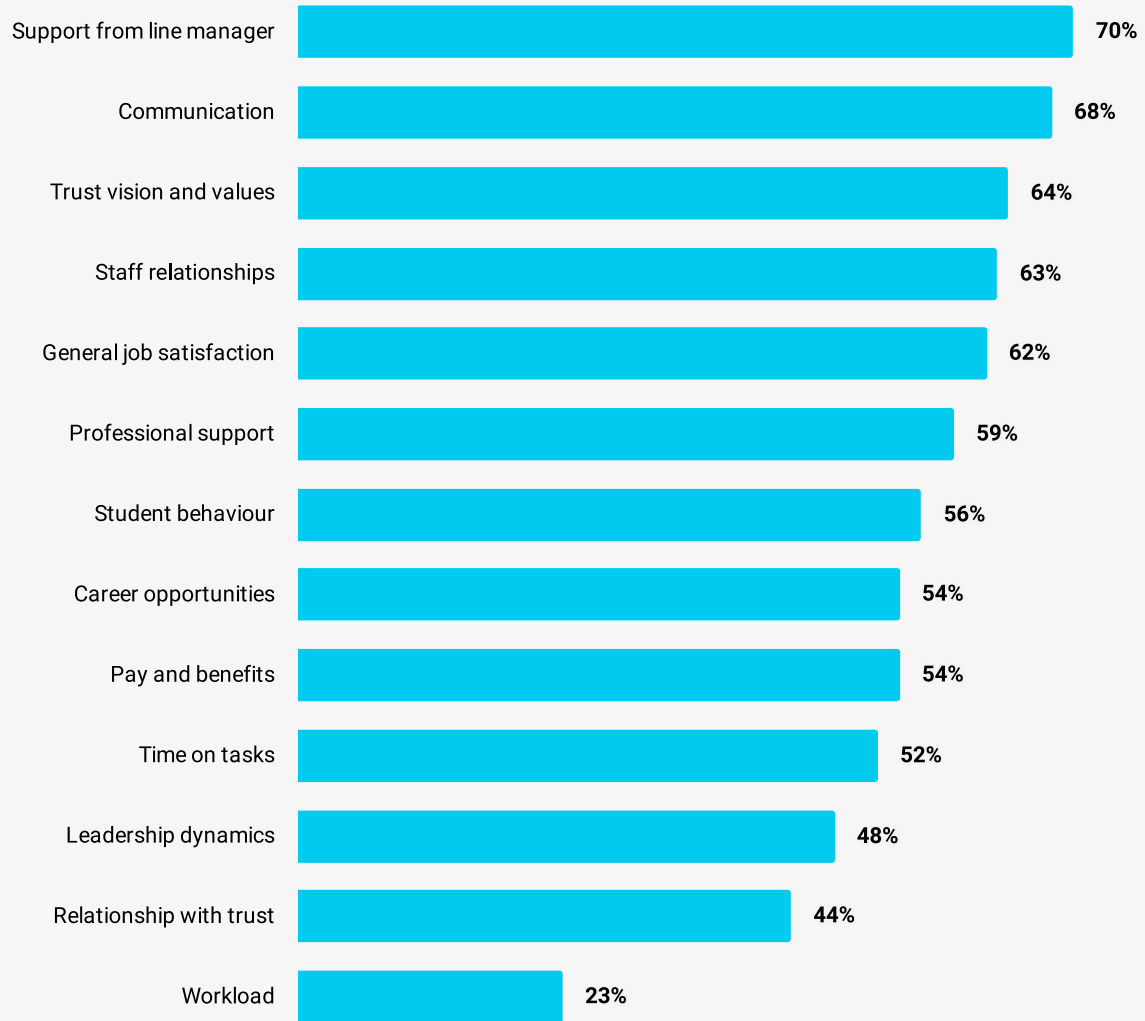
In this section, we look at an overview of different factors relating to staff experience. We'll highlight the areas where staff are overall more positive, and where they are less positive.

All school staff

Overall, the parts of the experience where staff responded most positively were Support from line managers, Communication, and Trust vision and values. Conversely, they were least positive about Workload, their Relationship with Trust, and Leadership dynamics.

Overall experience

Positive responses for each factor, across all staff groups



Experience by role

Reviewing these factors by role, there are certain areas where the majority of staff responded positively regardless of their role, and others which stand out as particular issues for certain groups. Over 60% of staff from all groups responded positively to questions about Support from line managers, Communication, and Staff relationships, whilst less than 30% of staff from all groups responded positively to questions about workload.

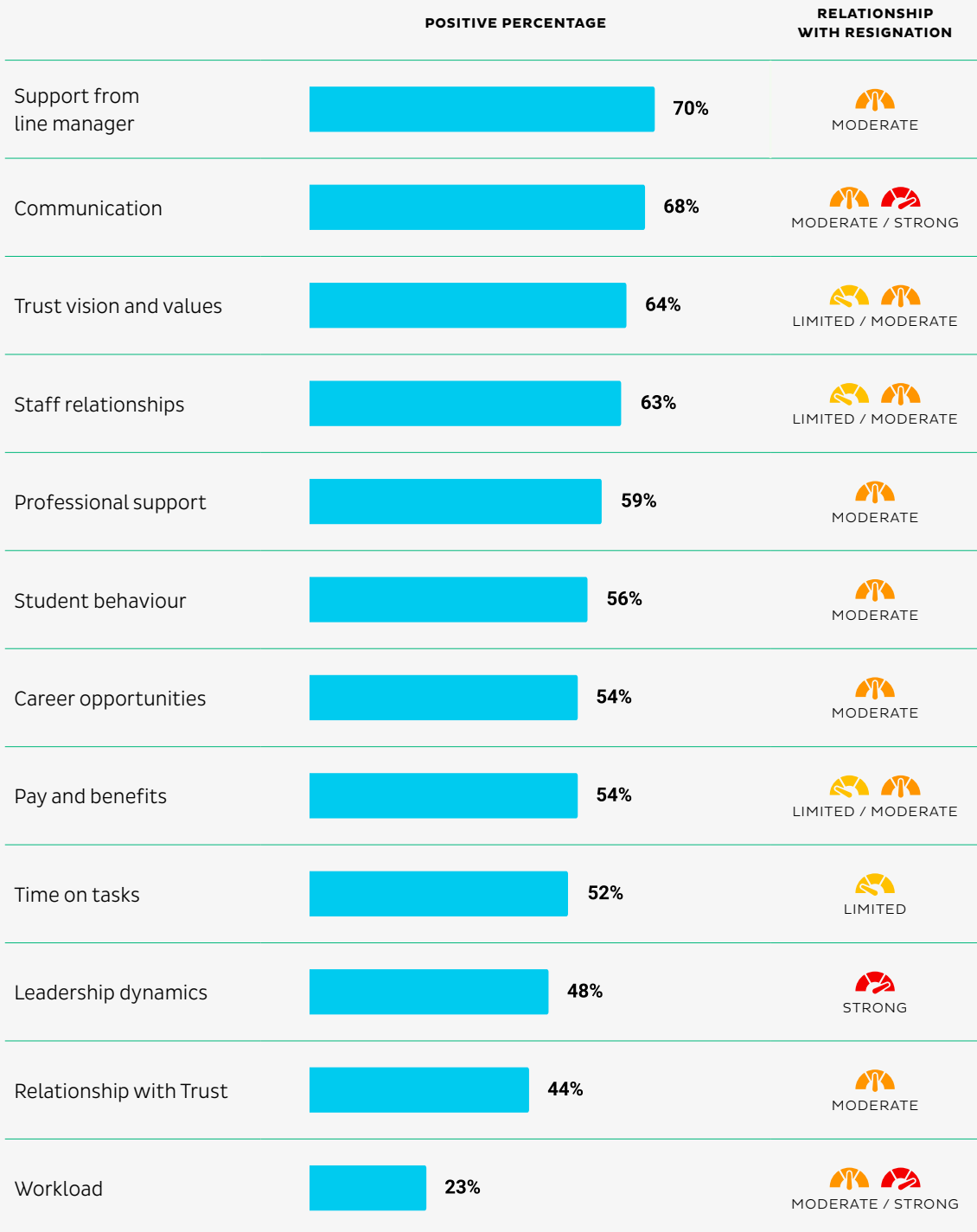
There are notable differences in the experience between Senior leadership and the rest of the staff body, with Senior leaders being significantly more positive about a number of factors: in some cases, the differences between Senior leadership and the lowest-scoring group is as high as 29% - Career opportunities. At the same time, Teachers were, on average, the least positive group across factors. Teachers have consistently reported the highest risk of resignation, and Senior leaders, the lowest. However, the proportional increase is noteworthy - the proportion of Senior leaders at risk of resignation has grown more than for any other group.

	SENIOR LEADER	MIDDLE LEADER	TEACHER	TEACHING ASSISTANT	ADMINISTRATIVE STAFF
Support from line manager	-	71%	70%	64%	74%
Communication	89%	67%	64%	67%	70%
Trust vision and values	79%	63%	58%	70%	62%
Staff relationships	81%	65%	61%	61%	61%
General job satisfaction	79%	59%	58%	62%	61%
Professional support	73%	55%	54%	59%	61%
Student behaviour	76%	62%	55%	50%	59%
Career opportunities	78%	56%	52%	52%	49%
Pay and benefits	67%	45%	50%	52%	57%
Time on tasks	63%	43%	45%	54%	67%
Leadership dynamics	-	50%	44%	47%	53%
Relationship with Trust	65%	41%	35%	48%	45%
Workload	20%	12%	16%	28%	25%

Experience and retention

It is worth noting that Senior leadership responded more positively than all other roles for all factors except Workload. As highlighted above, this is also the group with the lowest risk of resignation. Conversely, Teachers responded least positively for most factors and are the group most at risk of resignation. This suggests a link between the way staff experience their time in school and resignation.


Additionally, there are some clear differences in the strength of relationship between retention and different factors of the school experience. Leadership dynamics has the strongest relationship with retention - this was highlighted in Edurio's 2019 analysis, Improving Staff Retention in Academies, and is supported by the data gathered in this academic year.



Impact of Experience on Retention

In this section we will investigate the relationship between these areas and a staff member's risk of resignation and highlight others where we have found a strong relationship.

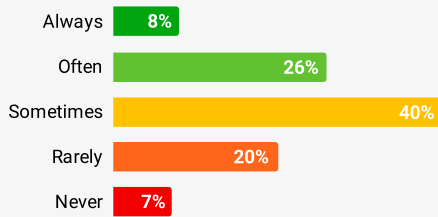
Leadership dynamics

RELATIONSHIP WITH RESIGNATION	SENIOR LEADER	MIDDLE LEADER	TEACHER	TEACHING ASSISTANT	ADMINISTRATIVE STAFF
 STRONG	-	50%	44%	47%	53%

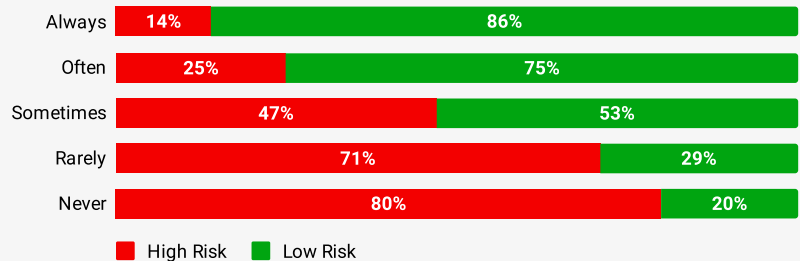
One of the least positive factors across all staff members was Leadership dynamics. Questions within the leadership and dynamics module explore how well leadership employees understand the needs of their colleagues, how respected they feel, reward and recognition and how they feel their feedback is received and actioned. It is also the area with the strongest relationship with resignation: overall, correlations range from 0.41 to 0.51, which means staff members who are less positive about their organisation's Leadership dynamics, were more likely to consider resigning.

Just 34% of staff feel that their feedback to the leadership team always or often has impact, and 27% feel that this is rarely or never the case. This has a strong relationship with risk of resignation: only 14% of staff who always feel their feedback to leadership has impact also reported that they had considered resigning, compared to 80% of those who feel their feedback never has impact.

How often do you see that your feedback to the leadership has impact?

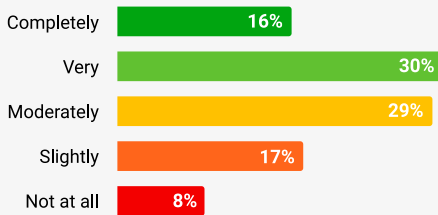


How often do you feel that your feedback to the leadership has impact? Relationship between question and risk of resignation

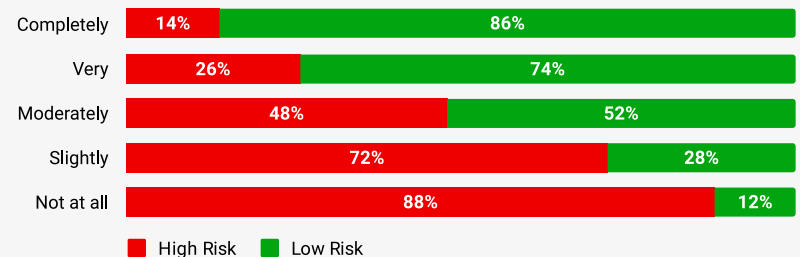


Within the topic of Leadership dynamics, the area with the strongest relationship with resignation is "how appreciated by leadership do you feel?". Less than half - 46% - of staff feel appreciated by leadership. Of those who feel completely appreciated, just 14% had considered resigning, compared to 88% of those who do not feel appreciated at all.

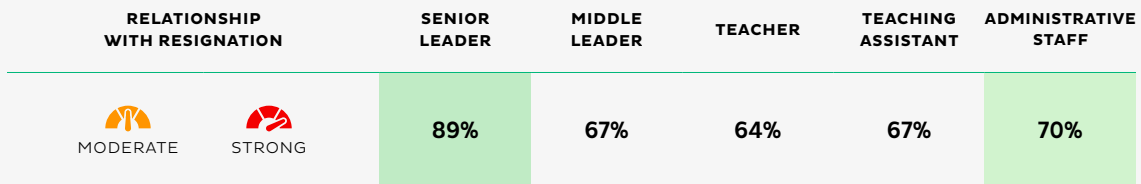
How appreciated by the leadership do you feel for your work?



How appreciated by the leadership do you feel for your work? Relationship between question and risk of resignation



Communication

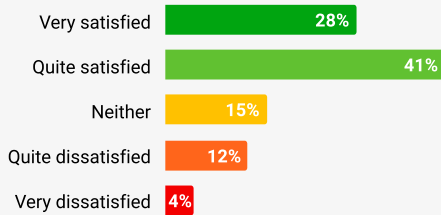


Communication is one of the most positive factors for school staff, particularly Senior leaders, who were considerably more positive about all questions within the Communication factor. Questions covered by this factor explored perceptions of communication, both amongst staff and between staff and leadership, the frequency of communication, how informed and consulted staff feel, and how often they feel that their feedback has an impact.

There is also a moderate-high relationship between Communication and risk of resignation. Across this factor, correlations range from 0.28 to 0.49, which means that staff who were more positive about communication were less likely to consider resigning.

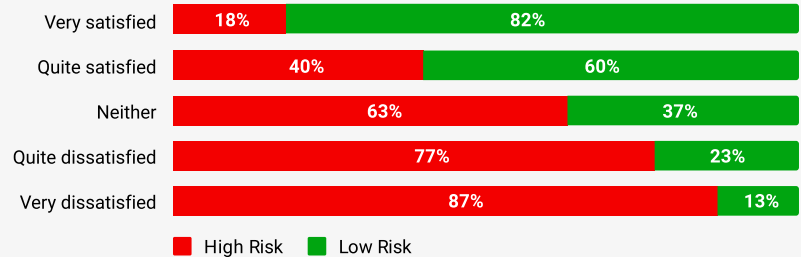
Staff were satisfied with the communication between themselves and their leadership, with 69% responding positively overall.

In general, how satisfied or dissatisfied are you with the communication between you and your leadership?



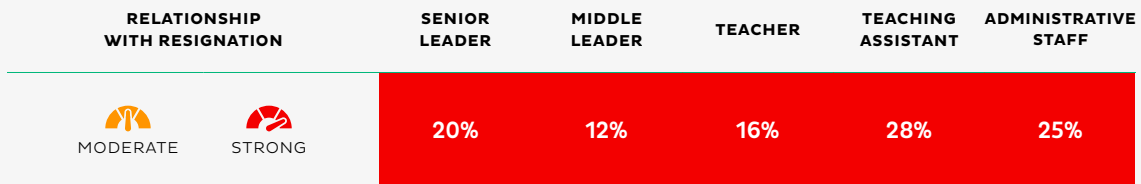
In general, how satisfied or dissatisfied are you with the communication between you and your leadership?

Relationship between question and risk of resignation



Of the questions in the Communication factor, the level of satisfaction with communication had the strongest relationship with resignation. While the percentage of positive responses was relatively high for this question and the wider factor, the data shows that those who felt satisfied with the communication between themselves and their leadership were less likely to consider resigning from their role.

Workload

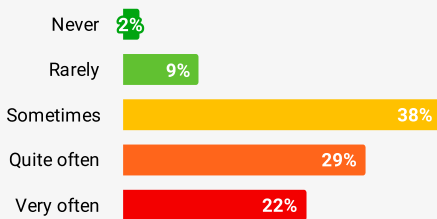


Workload was consistently the least positive factor, across all roles: positive responses made up below 30% of all responses for each role, and as low as 12% for Middle leaders. Questions for this factor covered how often staff feel overworked, the extent to which staff can plan their day, and how able to stay on top of their work responsibilities they feel.

There is also a moderate-high relationship between Workload and risk of resignation. Across this factor, correlations range from 0.28 to 0.55, which means that staff who were more positive about workload were less likely to consider resigning, and those who were less positive were more likely.

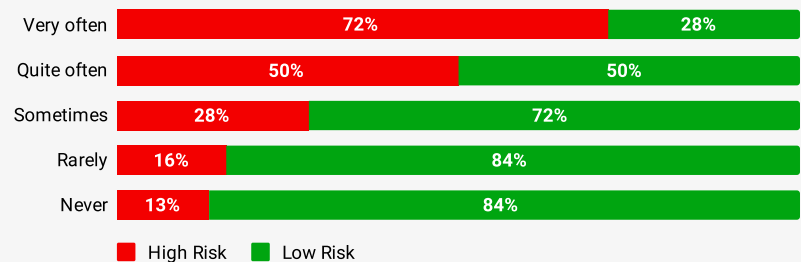
Just 11% of staff overall said they feel overworked rarely or never: this was the lowest-scoring question in this factor. Conversely, half of all staff reported feeling overworked very or quite often. Of the 22% of staff overall who felt overworked very often, 72% had considered resigning in the past 3 months. Conversely, just 13% of those who had never felt overworked had considered resigning.

How often do you feel overworked?



How often do you feel overworked?

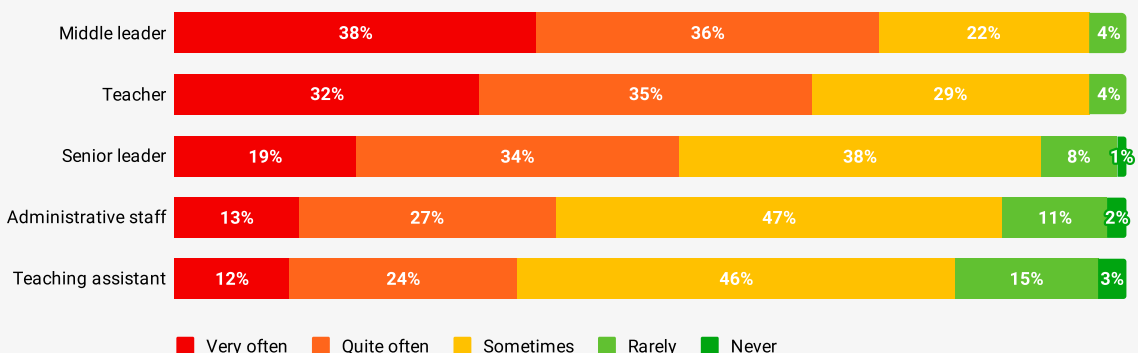
Relationship between question and risk of resignation



The difference between roles is also noteworthy: Teachers (16%) and Middle leaders (12%) had the smallest proportion of positive answers for Workload factor questions. Only 4% of Middle leaders and Teachers rarely felt overworked and over two thirds of both groups felt overworked quite or very often. In comparison, 36% of Teaching assistants felt overworked quite or very often.

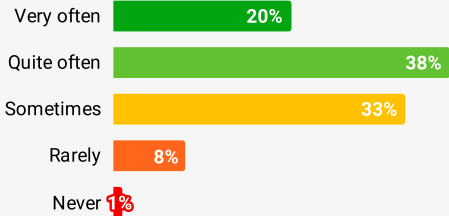
How often do you feel overworked?

By Role

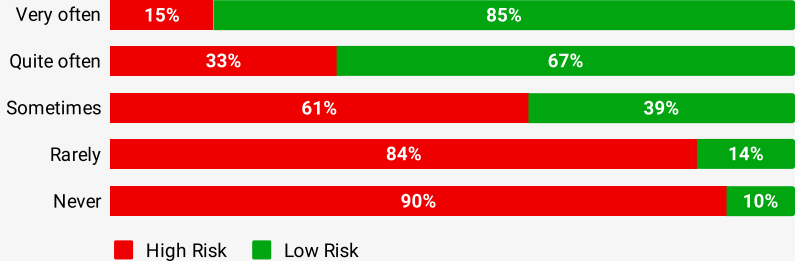


The question with the strongest relationship with retention was “How often do you feel excited by the work that you do?”, with an overall correlation of -0.48. Just over half (58%) reported that they feel excited very or quite often, however for those that don’t there is a materially higher risk of resignation: 9 in 10 staff who reported never feeling excited by the work they do, also reported that they had considered resigning.

How often do you feel excited by the work that you do?



How often do you feel excited by the work that you do?
Relationship between question and risk of resignation



Role Spotlight

Within this section of the report we look at each role individually, and highlight the areas of the experience that each group was most and least positive about. We explore how these areas relate to the risk of resignation for that group, and highlight other areas which may be unique to each staffing group.

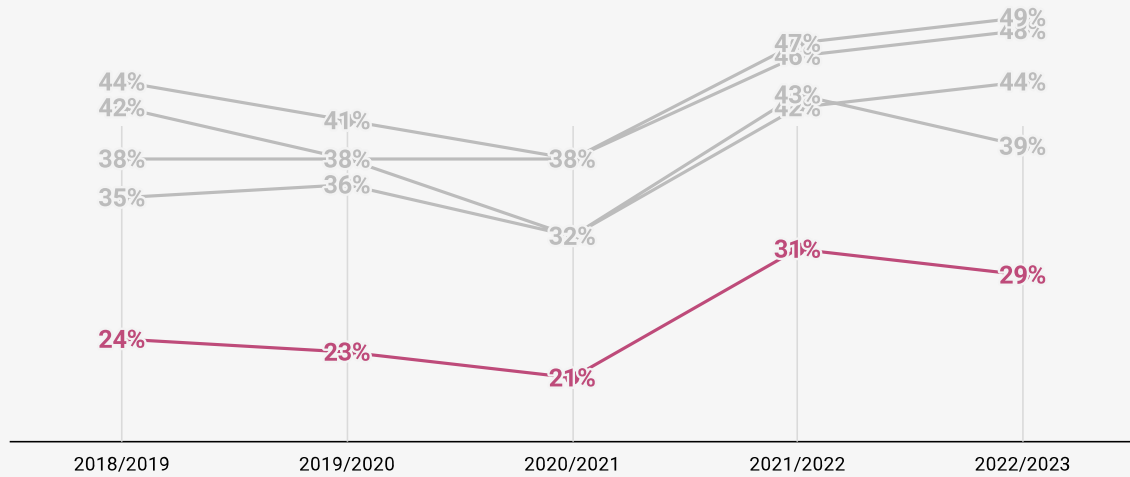
It is worth noting that there are areas of the experience that are more or less positive for all groups - these will be highlighted here with detail for each group investigated.

This section is intended to provide insights for school and Trust leaders responsible for the wellbeing and retention of staff in particular groups.

Senior leaders

Proportion of Senior leaders considering resignation

% of all respondents who have considered resigning in the past three months



Although Senior leaders demonstrate the lowest risk of resigning across all role types, 29% were at risk in 2022/2023, a slight reduction in the proportion at risk in the previous year. Comparing pre-2020 to post-2020, the proportion at risk of resignation has increased faster than other roles.

What parts of the experience are **strongest** for Senior leaders?

Communication

89% of Senior leaders are happy with communication, the highest of all factors.

MODERATE RELATIONSHIP WITH RESIGNATION

Staff relationships

81% of Senior leaders are positive about their relationships, higher than any other role.

MODERATE RELATIONSHIP WITH RESIGNATION

Trust vision and values

79% of Senior leaders are confident that the Trust vision and values are clear and embedded within their organisation.

MODERATE RELATIONSHIP WITH RESIGNATION

What parts of the experience are **most challenging** for Senior leaders?

Workload

20% of Senior leaders are happy with their workload, the lowest-scoring area. This area has a strong relationship with Senior leaders' risk of resignation.

STRONG RELATIONSHIP WITH RESIGNATION

Time on tasks

63% of Senior leaders are positive about the time they spend on different tasks.

MODERATE RELATIONSHIP WITH RESIGNATION

Relationship with Trust

65% of Senior leaders are positive about their relationship with their Trust.

MODERATE RELATIONSHIP WITH RESIGNATION

Areas of high impact for Senior leaders



Workload

This is the area with the lowest overall scores for Senior leaders. It also has a strong relationship with retention. The questions that had the largest relationship with Senior leaders' risk of resignation, across the entire experience, were:

How often do you feel excited by the work that you do?

0.49 correlation: staff who reported feeling excited were less likely to report they have considered resigning

How often do you feel overworked?

0.46 Correlation: staff who reported feeling overworked often, were more likely to report that they had considered resigning



Relationship with Trust

This factor is one of the least positive for Senior leaders and has a moderate correlation with their risk of resignation. There are two questions in particular which have a strong relationship with Senior leaders risk of resignation:

How easy or difficult is it to voice work-related concerns to the Trust?

0.49 correlation: staff who found this difficult were more likely to report that they had considered resigning

How confident are you that the Trust leadership actively works to address the professional needs of staff?

0.52 Correlation: staff who were not confident were more likely to report that they had considered resigning



Communication

Whilst Senior leaders were the most positive about the communication factor, working hard to ensure communication remains strong may help retain Senior leaders, as this factor has a strong relationship with Senior leaders likelihood to consider resigning. In particular:

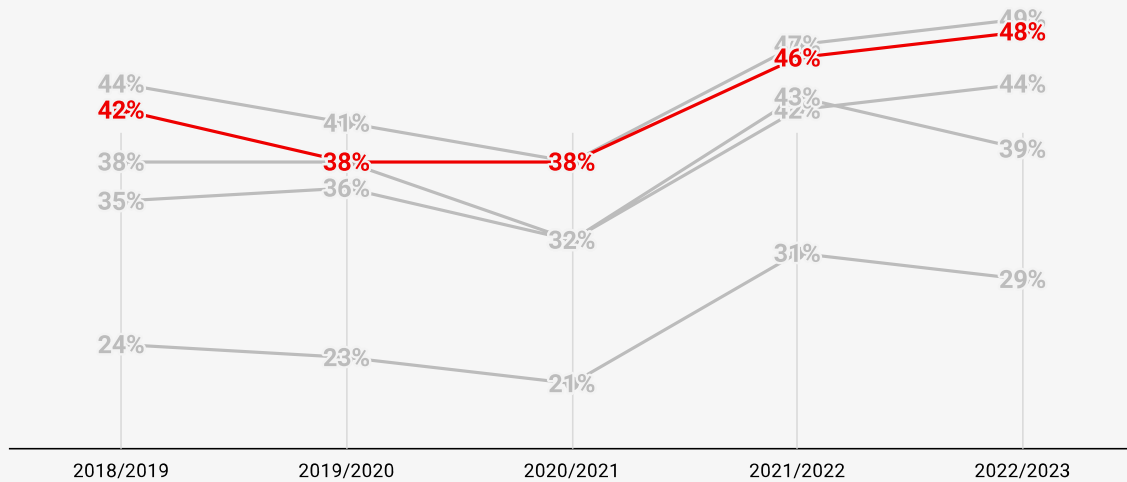
In general, how satisfied or dissatisfied are you with the communication between you and your leadership?

0.40 correlation: staff who were satisfied were less likely to report that they had considered resigning

Middle leaders

Proportion of Middle leaders considering resignation

% of all respondents who have considered resigning in the past three months



Middle leaders demonstrate the second highest risk of resignation. In the 2022/2023 school year, 48% have considered resigning in the past three months.

What parts of the experience are **strongest** for Middle leaders?



Support from line manager

71% of Middle leaders are happy with the professional support they receive from their line manager, the highest of all factors.



MODERATE RELATIONSHIP WITH RESIGNATION



Communication

67% of Middle leaders are positive about the communication they receive within their organisation.



MODERATE RELATIONSHIP WITH RESIGNATION



Staff relationships

65% of Middle leaders are positive about their relationships with others in the organisation. However, there is not a strong relationship between this and Middle leaders' risk of resignation.



LIMITED RELATIONSHIP WITH RESIGNATION

What parts of the experience are **most challenging** for Middle leaders?



Workload

12% of Middle leaders responded positively. This is the lowest score for any factor, across all groups.



MODERATE RELATIONSHIP WITH RESIGNATION



Relationship with Trust

41% of Middle leaders are positive about their relationship with their Trust, and this area has a strong relationship with risk of resignation for this group.



STRONG RELATIONSHIP WITH RESIGNATION



Time on tasks

43% of Middle leaders are positive about the time they spend on different tasks. However, there is not a strong relationship between this and Middle leaders' risk of resignation.



LIMITED RELATIONSHIP WITH RESIGNATION

Areas of high impact for Middle leaders



Leadership dynamics

While Leadership dynamics is neither one of the most positive nor least positive factors, it was the factor that had the strongest relationship with Middle leaders risk of resignation.

Most questions within the Leadership dynamics factor had a correlation of between -0.40 and -0.50 with Middle leaders risk of resignation. Those less happy with Leadership dynamics were considerably more likely to report they had considered resigning.



Pay and benefits

Although not one of the factors highlighted above, Middle leaders were less positive about the Pay and benefits factor compared to other roles. However, this is not an area with a strong relationship with resignation for this group.

The question with the strongest relationship with resignation was:

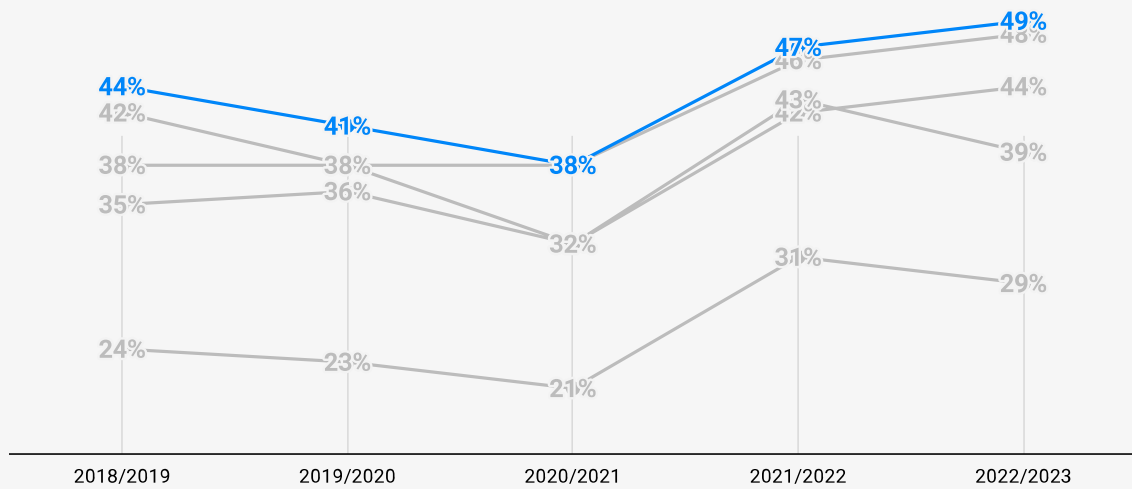
How satisfied are you with the workplace premises?

0.35 correlation: those who are less satisfied with the premises were somewhat more likely to report that they had considered resigning.

Teachers

Proportion of Teachers considering resignation

% of all respondents who have considered resigning in the past three months



After a downward trend over the three academic years until 2020/2021, the percentage of Teachers considering resigning has risen consecutively for the last two years to a record high of 49%, an 11% increase on 2020/2021.

What parts of the experience are **strongest** for Teachers?



Support from line manager

70% of Teachers are happy with the support they receive from their line managers, the highest of all factors for this group.



MODERATE RELATIONSHIP WITH RESIGNATION



Communication

64% of Teachers are positive about the communication they receive.



MODERATE RELATIONSHIP WITH RESIGNATION



Staff relationships

61% of Teachers are positive about their relationships, higher than any other role. However, there is a limited relationship between this and retention.



LIMITED RELATIONSHIP WITH RESIGNATION

What parts of the experience are **most challenging** for Teachers?



Workload

16% of Teachers are happy with their workload, the lowest-scoring area.



MODERATE RELATIONSHIP WITH RESIGNATION



Relationship with Trust

35% of Teachers are positive about their relationship with their Trust.



MODERATE RELATIONSHIP WITH RESIGNATION



Leadership dynamics

44% of Teachers are positive about the Leadership dynamics at their school, and this has a strong relationship with retention.



STRONG RELATIONSHIP WITH RESIGNATION

Areas of high impact for Teachers



Trust vision and values

Teachers were less positive than their peers about their Trust's vision and values than other colleagues, and there is a moderate relationship between questions in this factor and Teachers' risk of resignation. One question that Teachers were particularly less positive than their peers for was:

To what extent do you think the Trust values are embedded into the culture of your school?

0.43 correlation. Staff who felt that their Trust values are more embedded into the culture at their school are less likely to consider resigning.



Leadership dynamics

This factor was one of the least positive factors for Teachers and had a strong relationship with Teachers risk of resignation, with those less positive about Leadership dynamics much more likely to consider resigning. Monitoring and improving Leadership dynamics could have a high impact on Teacher retention. The question that had the strongest relationship with Teachers risk of resignation was:

How appreciated by the leadership do you feel for your work?

0.51 correlation. Staff who felt appreciated by leadership were less likely to have considered resigning



Support from line manager

Ensuring Support from line managers remains strong may help retain Teachers as this factor has a moderate correlation with Teachers risk of resignation. Those that feel supported by their line managers are less likely to consider resigning. A high percentage of staff feeling supported by their line managers could have a high impact on Teacher retention. The question from this factor with the strongest relationship with Teachers risk of resignation was:

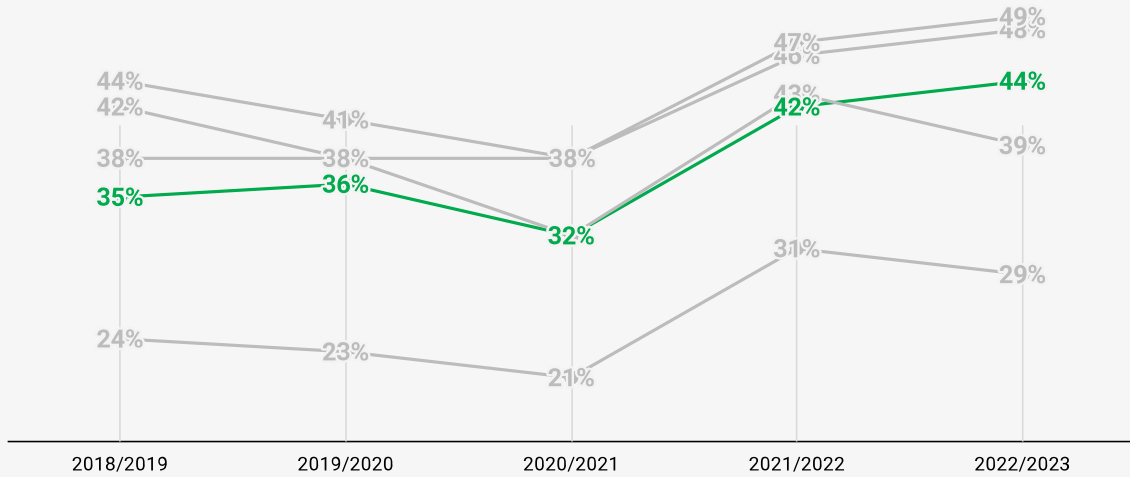
How often does your line manager take your professional needs into account?

0.35 correlation. Staff who felt their line manager takes their professional needs into account were less likely to have considered resigning

Teaching assistants

Proportion of Teaching assistants considering resignation

% of all respondents who have considered resigning in the past three months



The percentage of Teaching assistants considering resigning in 2021/2022 increased by 10% when compared with 2020/2021. In 2022/2023, it has increased again by 2%. This year 44% of Teaching assistants have considered resigning.

What parts of the experience are **strongest** for Teaching assistants?



Trust vision and values

70% of Teaching assistants are confident that the trust vision and values are clear and embedded within their organisation, the highest of all factors.



MODERATE RELATIONSHIP WITH RESIGNATION



Communication

67% of Teaching assistants are happy with communication across the organisation.



MODERATE RELATIONSHIP WITH RESIGNATION



Support from line manager

64% of Teaching assistants are positive about the support they get from their line managers.



MODERATE RELATIONSHIP WITH RESIGNATION

What parts of the experience are **most challenging** for Teaching assistants?



Workload

28% of Teaching assistants are happy with their workload, the lowest-scoring area. This is a struggle for all groups: in fact, Teaching assistants are more positive about workload than other roles.



MODERATE RELATIONSHIP WITH RESIGNATION



Leadership dynamics

47% of Teaching assistants are positive about the Leadership dynamics at their school, and there is a strong relationship between this and risk of resignation for Teaching assistants.



STRONG RELATIONSHIP WITH RESIGNATION



Relationship with Trust

48% of Teaching assistants are positive about their relationship with their Trust.



MODERATE RELATIONSHIP WITH RESIGNATION

Areas of high impact for Teaching assistants



Workload

Workload is the area with the lowest overall scores, and it has a strong relationship with retention. The question with the biggest relationship with Teaching assistants' risk of resignation was:

How often do you feel excited by the work that you do?

0.50 correlation. Staff who often feel excited by the work they do, were less likely to have considered resigning



Leadership dynamics

Leadership dynamics correlates most strongly for Teaching assistants and is one of their least positive factors. Targeted improvement and support with Leadership dynamics in schools could have an impact on the retention of Teaching assistants.

The questions that had the strongest relationship with Teaching assistants' risk of resignation were:

How appreciated by the leadership do you feel for your work?

0.51 correlation. Staff who felt appreciated by leadership were less likely to have considered resigning

How confident are you that the leadership understand your professional challenges?

0.49 Correlation. Staff who felt that leadership understand their professional challenges were less likely to have considered resigning



Communication

Ensuring communication remains strong may help retain Teaching assistants, as many questions in this area have a moderate-to-high relationship with resignation. In particular:

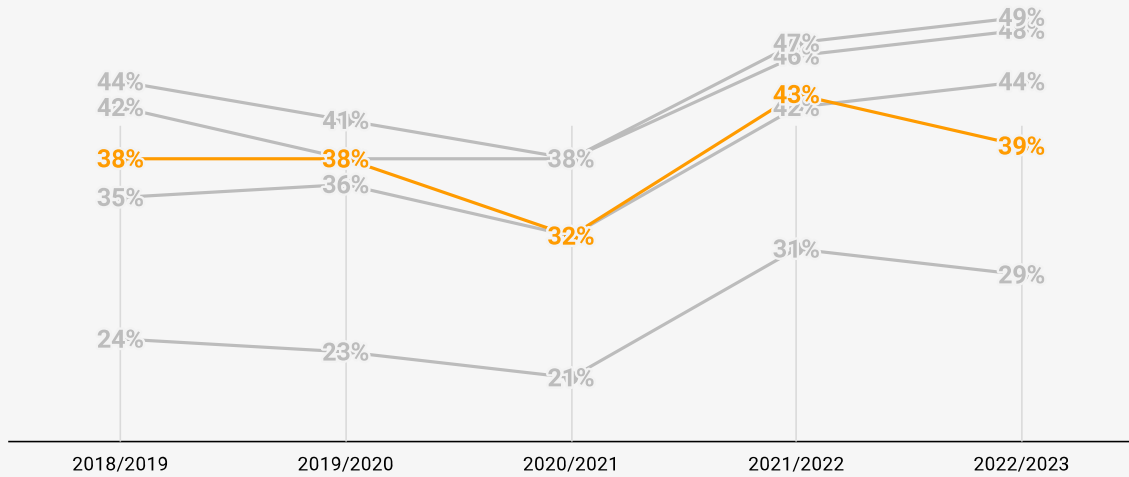
How satisfied or dissatisfied are you with communication between you and the leadership?

0.49 correlation. Staff who are satisfied with this communication were less likely to have considered resigning

Administrative staff

Proportion of Administrative staff considering resignation

% of all respondents who have considered resigning in the past three months



This year 39% of staff in administrative roles were considering resigning. They also had the largest decrease in the proportion considering resigning during the 2022/23 academic year (-4%), however this followed the largest year-on-year increase (+11%) from the previous academic year.

What parts of the experience are **strongest** for Administrative staff?



Support from line manager

74% of Administrative staff are happy with the support they receive from their line manager.



MODERATE RELATIONSHIP WITH RESIGNATION



Communication

70% of Administrative staff are happy with the communication in their work environment. Administrative staff who are happy with communication were less likely to report they had considered resigning.



STRONG RELATIONSHIP WITH RESIGNATION



Time on tasks

67% of Administrative staff are happy with the amount of time they spend on tasks.



LIMITED RELATIONSHIP WITH RESIGNATION

What parts of the experience are **most challenging** for Administrative staff?



Workload

25% of Administrative staff are happy with their workload, the lowest-scoring area, though this has a limited relationship with resignation for this group.



LIMITED RELATIONSHIP WITH RESIGNATION



Relationship with Trust

45% of Administrative staff are positive about their relationship with their Trust.



MODERATE RELATIONSHIP WITH RESIGNATION



Career opportunities

49% of Administrative staff are positive about their career opportunities.



MODERATE RELATIONSHIP WITH RESIGNATION

Areas of high impact for Administrative staff



Professional support

This factor had high correlations for nearly all questions it covered. Two questions from this factor that had a strong relationship with Administrative staff's risk of resignation were:

How easy or difficult is it to get support with administrative tasks and data management?

0.51 Correlation. Staff who found it easy to get support with these tasks were less likely to have considered resigning

How easy or difficult is it to get support with your mental and emotional wellbeing?

0.44 Correlation. Staff who found it easy to get support with mental and emotional wellbeing were less likely to have considered resigning



Communication

Ensuring Communication and Support from line managers remains strong may help retain Administrative staff.

These questions have a strong relationship with Administrative staff's risk of resignation:

In general, how satisfied or dissatisfied are you with the communication between you and your leadership?

0.45 correlation. Staff who were satisfied with the communication between them and their leaders were less likely to have considered resigning.

How often is information about work-related day-to-day changes communicated to you in a timely manner?

0.41 correlation. Staff who felt informed about work-related day-to-day changes in a timely manner more often, were less likely to have considered resigning.

Appendix

Sample Data (2018-2023 - Edurio Staff Wellbeing and Experience)

Academic Year	Total number of Respondents	Number of Teacher Respondents
2018/2019	14,471	5,455
2019/2020	10,315	4,164
2020/2021	25,907	9,986
2021/2022	43,720	14,376
2022/2023 (so far)	17,206	7,053

2022/2023 role breakdown

Role	Number of Respondents
Senior leaders	1,380
Middle leaders	744
Teachers	7,053
Teaching assistant	3,367
Administrative staff	1,633

School Workforce Census Data

Used to calculate % of teachers leaving a year

'The size of the school workforce' for Total state-funded schools in England between 2010/11 and 2022/23

School year	FTE of all workforce	FTE of all teachers
2018/19	951,219	453,409
2019/20	949,348	453,819
2020/21	962,654	461,104
2021/22	968,079	465,527
2022/23	973,860	468,371

'Qualified leavers from teaching' for Deceased, Out of service, Retired and Total state-funded schools in England between 2010/11 and 2021/22

Total	2018/19	2019/20	2020/21	2021/22
Leavers rate	9.4	7.3	8.1	9.7
FTE number of leavers	41,176	32,267	36,179	43,997

(1) A revision has been made to the historic leaver type breakdown provided. This revision does not affect overall trends in leavers. Further information can be found in the methodology for this publication.

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:

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

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