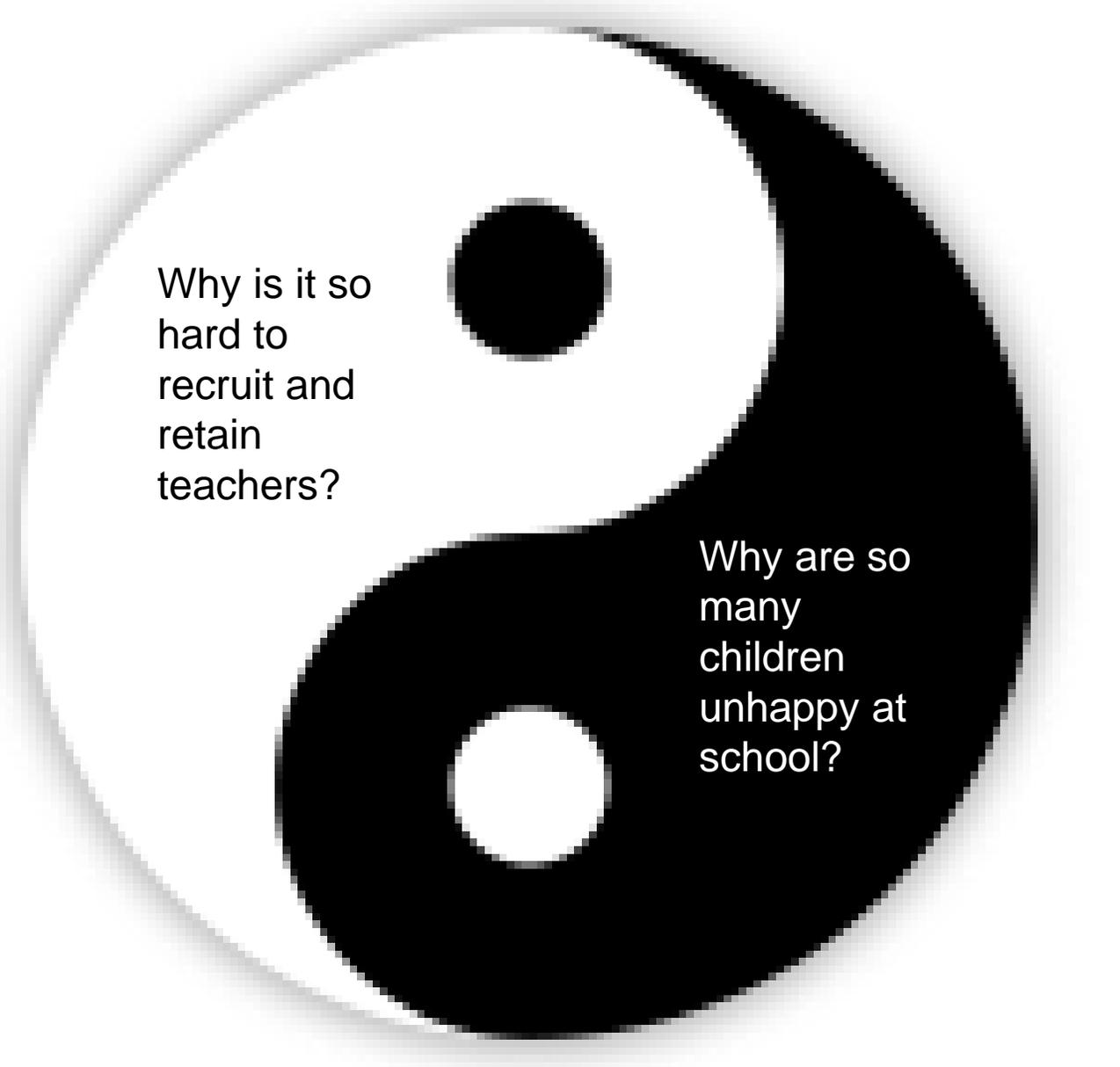# 'Teachers always leave this school'
## Year 9 student to long-term supply teacher, 2024

Caroline Daly

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**How Social Media Affects Your Teen's Mental Health: A Parent's Guide**

BY KATHY KATELLA JUNE 17, 2024

Youth club closures affected GCSE results, think tank warns  tes magazine, 13th November 2024

**Neurodivergent students are up against the odds at school.**  The National 11th January 2024
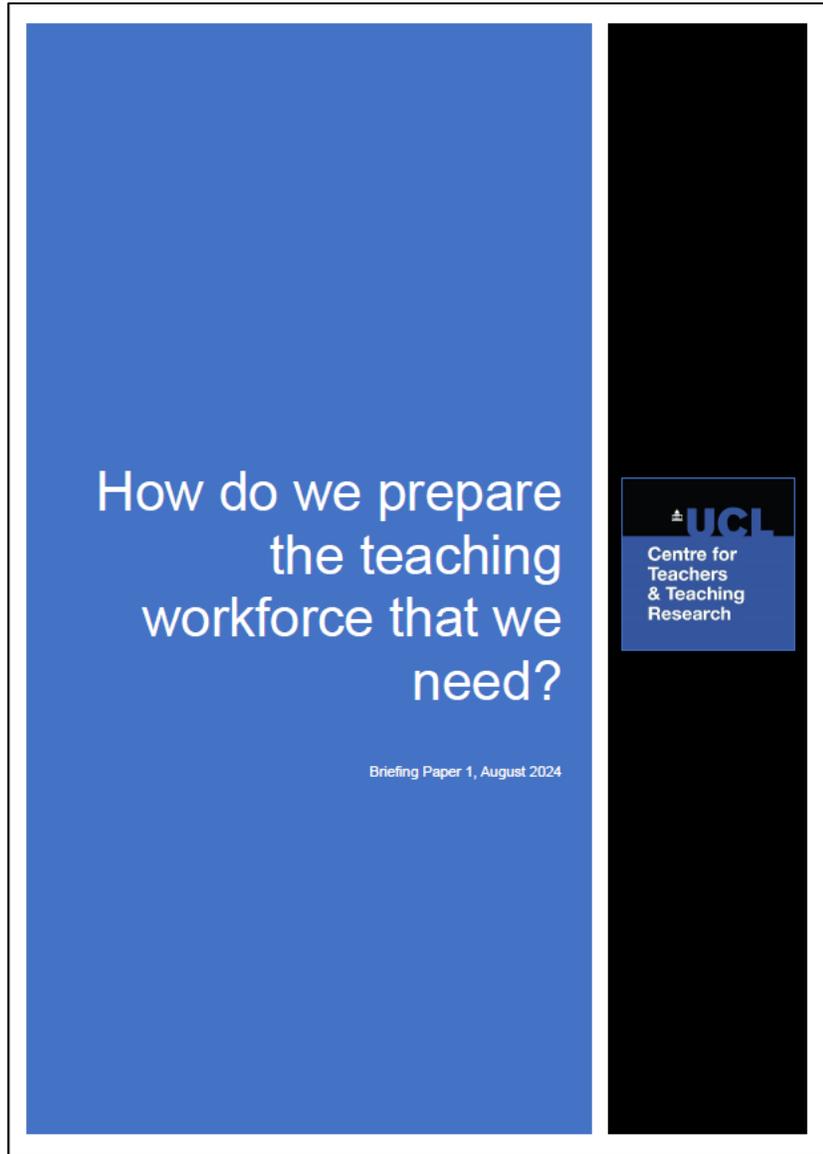






Our research, 'A crisis on our doorstep', exposes the severe impact of the cost-of-living crisis on children, young people and families across the UK. Barnardo's 6th March 2023



Supporting students who have experienced racism

Co-authored by BLAM UK

The Welsh government said online safety was part of the new curriculum and there were some resources available to teachers, pupils and parents on how to deal with harmful influences such as online misogyny.    BBC News 24th October 2024

# What would make teaching worthwhile for more teachers, for longer, considering…

- Teacher attrition is taking place in a society that is not at ease with itself.

- Competing priorities for teachers' professional attention and changed expectations of what it is to be a teacher and regard for teaching.

- 12% feel the profession is 'valued by society' (WLTL Wave 3 results, 2024).

- The goal of retention needs *both* pupils and teachers to thrive in schools.

- To get there, teachers' learning and expertise needs to be realigned to work with young people towards socially just goals in contemporary contexts.

- This means redirecting professional learning, energy and resource towards teaching that grows self-efficacy, agency and is pro-social.

- School leadership engagement is crucial.

UCL

How do we prepare the teaching workforce that we need?

Centre for Teachers & Teaching Research

Briefing Paper 1, August 2024

Daly, Caroline; Hardman, Mark; Taylor, Becky; Riordan, Sal; Pillinger, Claire; (2024) How do we prepare the teaching workforce that we need? (UCL Centre for Teachers and Teaching Research Briefing Paper 1). UCL Centre for Teachers and Teaching Research: London, UK.

# Questions for teacher sustainability in contemporary contexts

- What teachers do young people need and deserve to prepare them to participate as socially and economically responsible and fulfilled citizens?

- What is missing that is needed to support teachers to meet these expectations?

- How can greater numbers of teachers experience teaching as a role that is constructively challenging, satisfying and sustainable as a rewarding career choice?

- Increase an ethnically diverse workforce in schools

- Tangible commitment to inclusive environments

- Addressing the desire to 'make a difference' and countering disillusionment

- Status and utilisation by schools of place-based and community knowledge

- Teacher agency to develop and respond to contextual knowledge to inform practice

- Enabling the pleasure of teaching to be experienced from early career

- Emphasising the worthwhile quality of teachers' tasks in a working day

- Fostering teachers' creativity and the creativity of pupils

- Emphasising 'people culture' that values care, kindness and commitment

- Valuing in a balanced way the social, emotional and cognitive dimensions of learning and teaching

- Valuing the exercise of intellect and creativity through lesson planning

- Exercising subject knowledge through supported planning of lesson content and methods – showing how the subject 'helps me to see the world'

- Reducing administrative burden

A key message for understanding why teaching is not sufficiently attractive and how this can be addressed:

*'we want teachers to ask – why aren't pupils enthralled?'*

# Why is it really so hard to recruit and retain teachers?

- The un/attractiveness of teaching as a fulfilling career requires serious attention that goes beyond issues of remuneration and workload, important as these considerations are. Working Lives of Teachers and Leaders

- 'Recent historical patterns of teacher numbers are not closely related to the economic and employment cycles. Therefore, current financial incentives to increase teacher supply **are not likely to be effective by themselves**'. ESRC project, 2018-21 See et al.

- Annual labour market analysis provided by the National Foundation for Educational Research demonstrates that the respite from recruitment problems during covid needs to be understood as temporary. *NFER Teacher Labour Market in England Annual Report*, 2024    https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2024/

- It is critical that the forthcoming relief offered by projected decreases in pupil rolls does **not deflect from the fundamental questions that need to be asked to secure the teaching profession that we need**. https://www.ascl.org.uk/Help-and-Advice/Primary-education/Primary-Accountability/A-numbers-game

# Working Lives of Teachers and Leaders (DfE)

Wave 2 summary report (2024)

- 69% of respondents unhappy with their salary
- 36% considering leaving teaching within12 months
- 88% had experienced work-related stress
- 63% faced a negative impact on their mental health
- 44% self-categorised as feeling high anxiety on the day before they had taken the survey.
- 73% felt the the job does not leave enough time for personal life.
- Teachers and leaders reported increased working hours since wave 1 of the survey.

## Satisfaction with current job

Most teachers and leaders reported enjoying classroom teaching most or all of the time (79%). Almost half (46%) also said they were satisfied with their job most or all of the time. These ratings, however, are lower than in 2022. See figure 10.

**Figure 10: teachers and leader satisfaction with current job and enjoyment of classroom teaching**

Change to table and accessible view
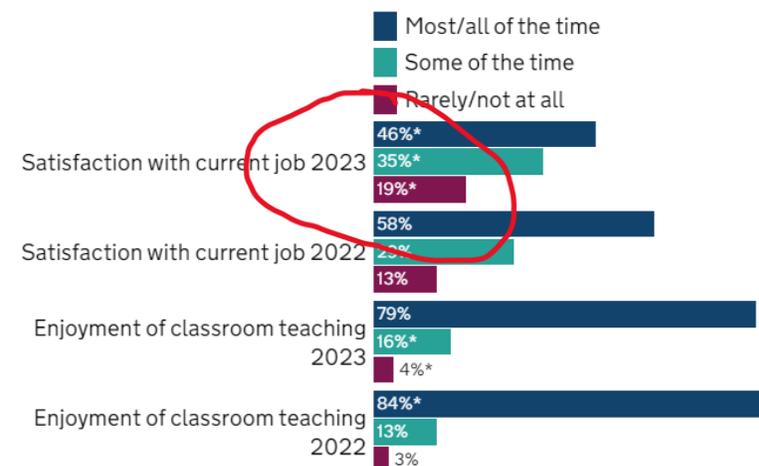
# Views on how work impacts wellbeing were generally consistent with 2023, however, views remained less positive than 2022

**NET: Agree**

| | 2022 | 2023 | 2024 |
|---|---|---|---|
| I experience stress in my work | **86%*** | **88%** | **89%** |
| My job does not leave me enough time for my personal life | **65%*** | **73%** | **70%** |
| My job negatively affects my mental health | **56%*** | **63%** | **62%** |
| My job negatively affects my physical health | **45%*** | **52%** | **49%** |

**Happy teachers and happy school children: going hand in hand: Guido Van Hal** (FREE)

G Van Hal, B Bruggeman, P Aertsen, H Bruggeman

*European Journal of Public Health*, Volume 27, Issue suppl_3, November 2017, ckx189.256, https://doi.org/10.1093/eurpub/ckx189.256

**Published:** 20 October 2017

**The impact of teacher well-being and mental health on pupil progress in primary schools**

Jonathan Glazzard and Anthea Rose

VOL. 19 NO. 4 2020, pp. 349-357, JOURNAL OF PUBLIC MENTAL HEALTH

Achieving happiness in secondary schools - UCL Disc

by J Perry · 2022 — Adopting **happiness** as a critical and subjective component of well-being, this study explores how elements of school life can encourage experiences of **happiness** ...
309 pages

**The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes**

Patricia A. Jennings and Mark T. Greenberg   View all authors and affiliations

Volume 79, Issue 1   |   https://doi.org/10.3102/0034654308325693

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**Abstract**

The authors propose a model of the prosocial classroom that highlights the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposes that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, this article reviews current research suggesting a relationship between SEC and teacher burnout and reviews intervention efforts to support teachers' SEC through stress reduction and

**Pupil wellbeing – Teacher wellbeing: Two sides of the same coin?**

Sue Roffey          Educational & Child Psychology Vol. 29 No. 4, 2012

*There is now a strong body of evidence (e.g. Hattie, 2009; Roorda et al., 2011) that confirms the value of positive teacher-student relationships for learning and behaviour. The quality of relationships in a school, however, also impacts on teacher wellbeing and their ability to cope well with the many and varied stresses that are the hallmarks of the profession. Teacher attrition is a major concern in the Western world – how teachers feel makes a difference to their ability to respond effectively to the challenges they face.*

# Why are children so unhappy with school?

- Concerning rates of pupil unhappiness in school [Why are Children Unhappy with School? | The Children's Society (childrenssociety.org.uk)](#)

- High rates of young people absent from school - 26% of secondary school pupils persistently absent in 2022-23 (using the Department for Education definition of 'persistent'). [Pupil absence in schools in England, Academic year 2022/23 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)](#)

- Impacts on socially disadvantaged pupils of non-engagement with school are most acute: in 2022/23 36.5% of free school meal-eligible pupils were persistently absent, compared with 15.6% of pupils who were not eligible.

- Related issues around the mental health of young people reinforce the need for teachers to understand the complex impacts of school experience on pupils. [News: 'School is too much pressure'- young people identify school as a contributing factor to poor mental health - edpsy.org](#)

- Further related challenges for pupils of navigating social media, misogyny and racism.

- Persistent patterns of inequities of outcomes.

# Map of A Level grade outcomes by county in England
Ofqual 2024

- Persistent geographical differences in attainment.

- The chances of a student achieving an A* or A is higher if they live in the south-east of England compared to the north-east.

- 35.6% of grades in Surrey were A /A*, 21.5% of grades in Lincolnshire were A /A*

- [A-level results show the patterns of disadvantage the government must tackle](#) (Mary Richardson, August 2024)



Percentage of
All subjects at grade:

A*

14 – 16%
12 – 14%
10 – 12%
8 – 10%
6 – 8%
4 – 6%
2 – 4%
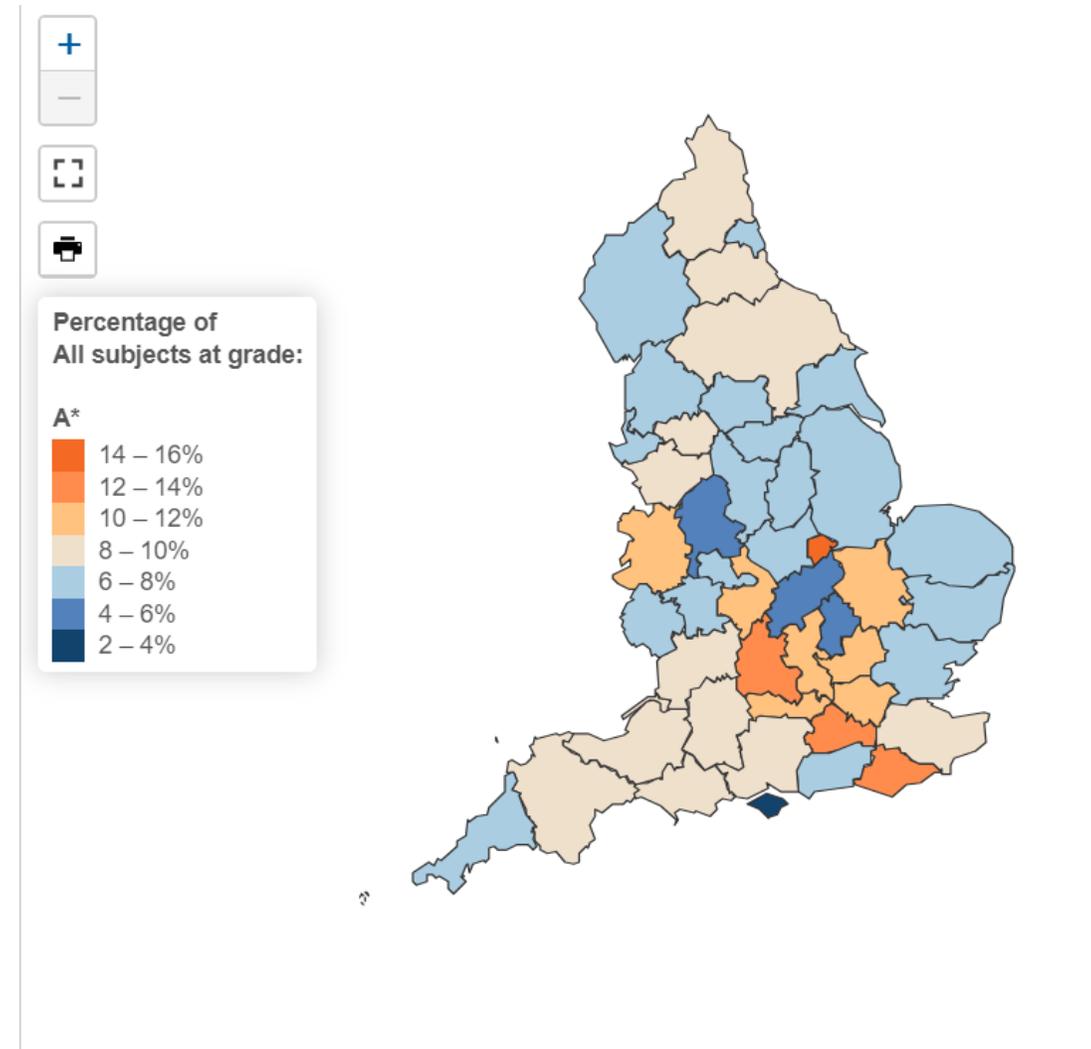
Note: Only subjects with grades awarded to more than 2,500 students are included.
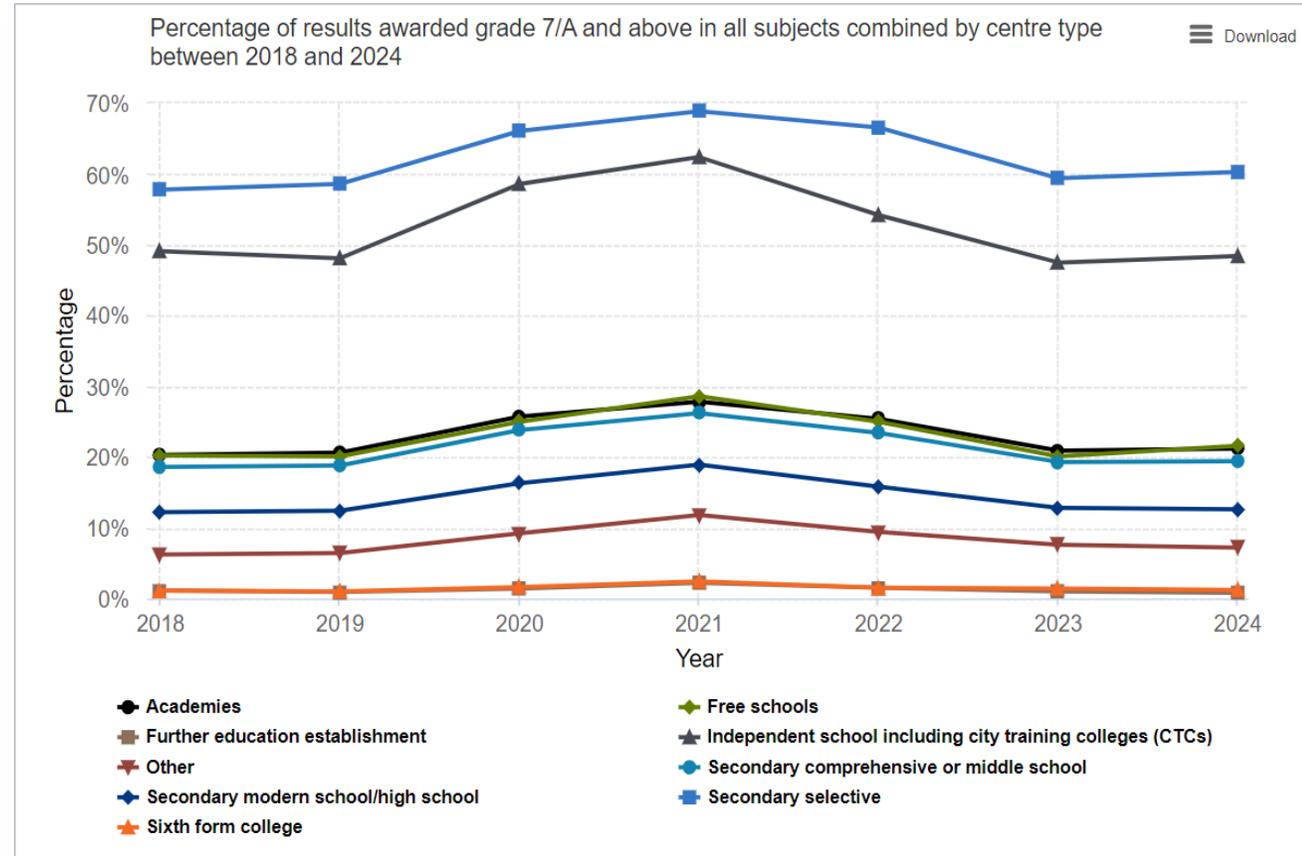
# GCSE Grade 7/A outcomes by school type

Ofqual 2024

- 48.4% of entries from private schools achieved a grade 7/A or above

- 60.3% of entries from selective secondary schools achieved a grade 7/A or above

- 21.2 % of entries from academies achieved a grade 7/A or above

**Regional difference**

- 17.8% of entries in the North East achieved a grade 7/A or above

- 28.5 % of entries in London achieved a grade 7/A or above.



Percentage of results awarded grade 7/A and above in all subjects combined by centre type between 2018 and 2024

# Good Childhood Report

The Children's Society 2024

- In 2022, the UK had the lowest average overall life satisfaction among 15-year-olds across 27 European countries (25.2% reporting low life satisfaction)

- The UK has the largest gap in average life satisfaction between the 25% most advantaged and the 25% most disadvantaged 15-year-olds

- Issues for concern: school safety, school belonging, long-term school absences, the second highest level of bullying in Europe

- Focus is needed to improve children's experiences at school, to support their overall wellbeing.

Understanding Society survey 2024

PISA 2022

Good Childhood index 2024
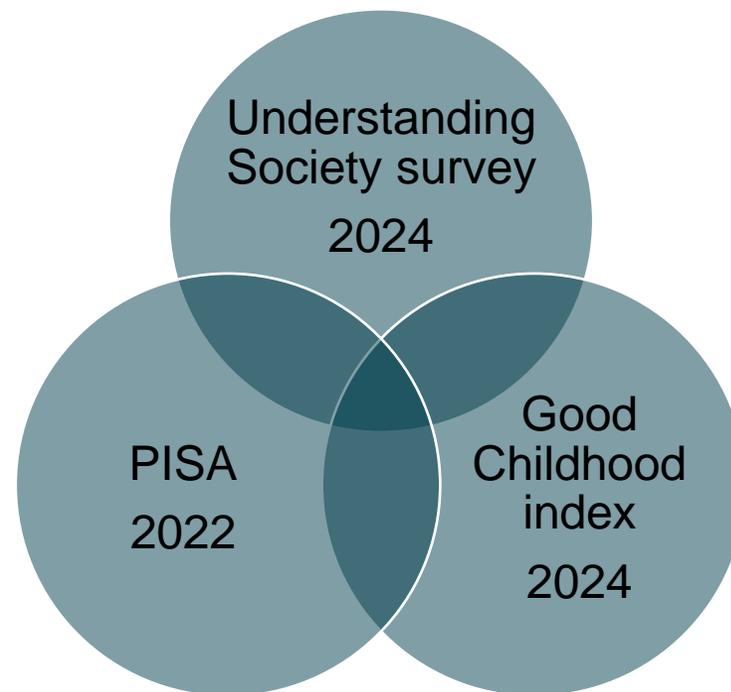
# The covid legacy

- Children and young people's mental health post-pandemic - a 'crisis'  (Benton et. al., 2021)

-  Lack of confidence and competence around mental health issues is given by teachers as one of the reasons for leaving within the first three years (Blewitt et. al., 2021; Donahue-Keegan et. al., 2019).

- Future in Mind (DoH, 2015) and Transforming Children and Young People's Mental Health (DfE/DoH, 2017) recommend more collaboration between education and mental health professionals.

- Moss et. al. (2020) on what might help recovery post-covid: meaningful curriculum; pedagogies that are ethnographically situated; creative and expressionistic ways to make sense of experience: changes to pace and focus – 'responsive' teaching (lessons from around the world), but…

- …in England professional development was focused on recognising the signs of trauma, alongside deploying the National Tutoring Scheme and Mental Health Professionals in schools…

- Changing behaviours of pupils and parents Teacher Wellbeing Index 2024

- Dec 2024 — Local authorities identified **153,300 children in Elective Home Education** at any point during the 2023/24 academic year, increasing from an estimated 126,100 in 2022/23. (GOV.UK)

# No quick fixes

- [Samantha O'Sullivan](#) **The Tyranny of Wellbeing Initiatives in Primary Schools, in England**

- 'Schools' wellbeing initiatives are unequal in effectiveness'.

- 'Head teachers were not reflecting on or effectively evaluating wellbeing initiatives in their schools'.

- 'Wellbeing is not improved by initiatives that focus on making people happy (such as yoga sessions or payday curries). These performative initiatives reflect a poor understanding by head teachers of the fundamental causes and cures of poor wellbeing and are sometimes counterproductive'.

- 'While teachers' wellbeing can be improved by an enhanced work-life balance and support from the head teacher, it deteriorates within low autonomy and high accountability organisational cultures'.
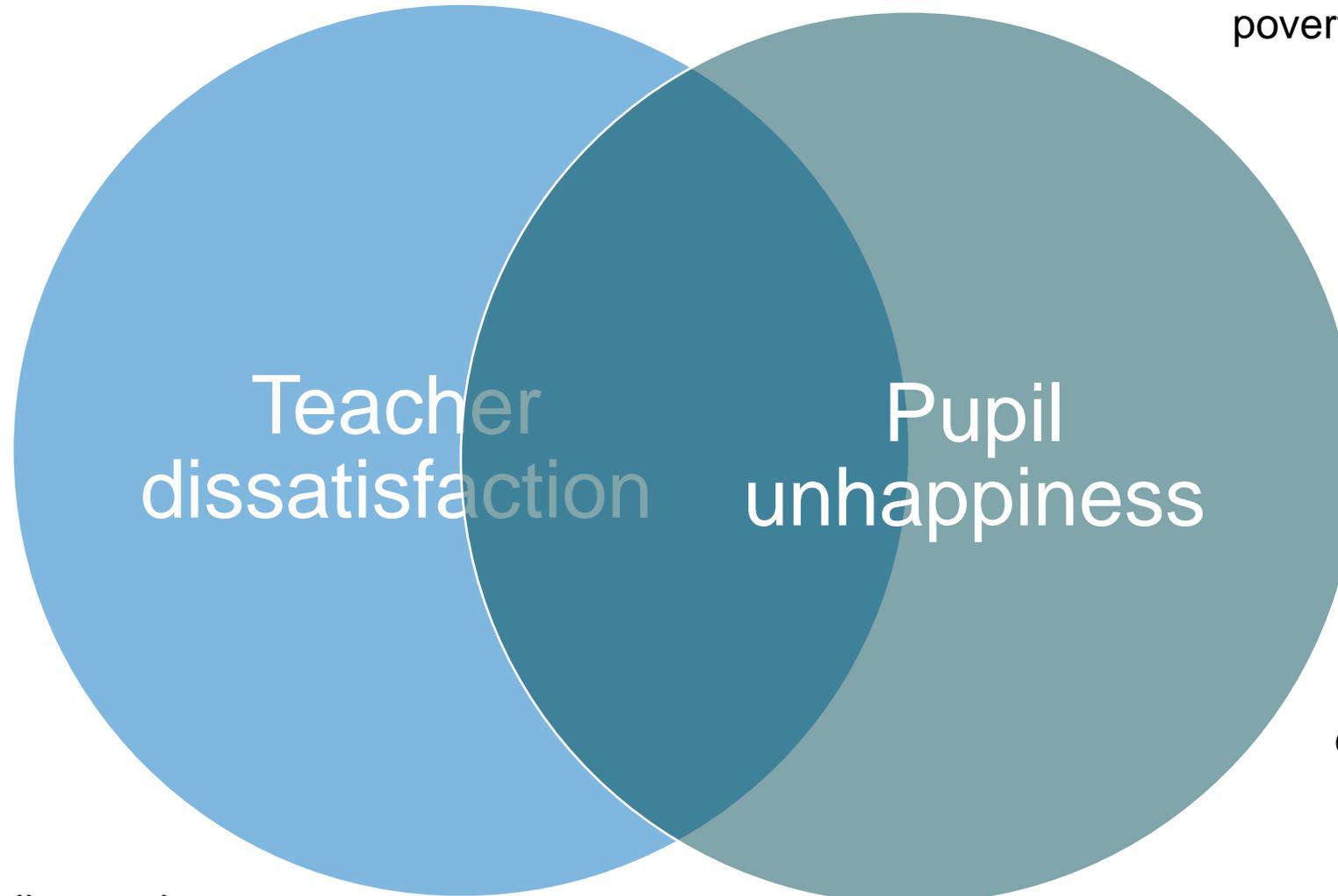
# Pathways and pitfalls

- Renumeration seen as a proxy for job satisfaction rather than vital to the status of teaching as a profession.

- 'Workload' as a prime focus for change but not 'the quality of work'.

- The covid legacy – deficit discourse of 'learning loss' and 'catch up' steering away from curriculum and pedagogical innovation.

- Mental health therapies deflecting focus on transforming teaching and inclusive pedagogies.

- The DfE Curriculum and Assessment Review in England 2024-2025 is a significant opportunity – what impact of 'evolution not revolution' (Becky Francis, 2024, TES)?

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