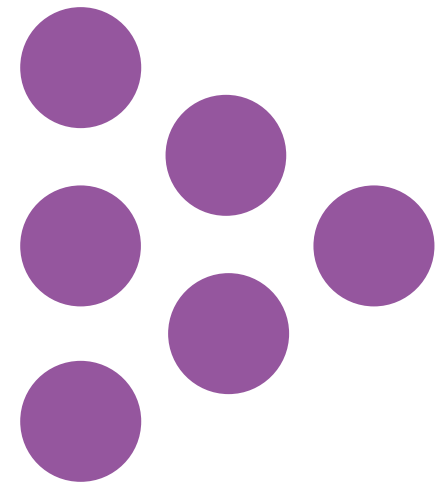

Unpacking The Teacher Workload Survey 2019

Assessing What Has Changed Since 2016

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Research Manager

Wednesday 30th September 2020



The importance of workload

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- Tackling teacher retention is a high priority. Unmanageable workload is consistently the most-cited reason ex-teachers give for why they left the profession.
 - Workload manageability is a significant factor associated with job satisfaction (Lynch, *et al.*, 2016, Sims, 2017) and job satisfaction is one of the key factors associated with teacher retention (Bamford and Worth, 2017).
 - Teachers in England work more hours in a typical working week than nurses and police officers and are the least satisfied with their amount of leisure time (Hillary, *et al.*, 2018).
 - Teacher workload is a complex construct – it is about more than just working hours.

Lynch, S., Worth, J., Bamford, S. and Wespieser, K. (2016). Engaging Teachers: NFER.

Sims, S. (2017). TALIS 2013: Working Conditions, Teacher Job Satisfaction and Retention: Statistical Working Paper [online]. Available: Report to Working Conditions, Teacher Job Satisfaction and Retention: Statistical Working Paper.

Hillary, J., Andrade, J. and Worth, J. (2018). Teacher Retention and Turnover Research. Research Update 4: How Do Teachers Compare To Nurses And Police Officers.

The Teacher Workload Survey

What is it?

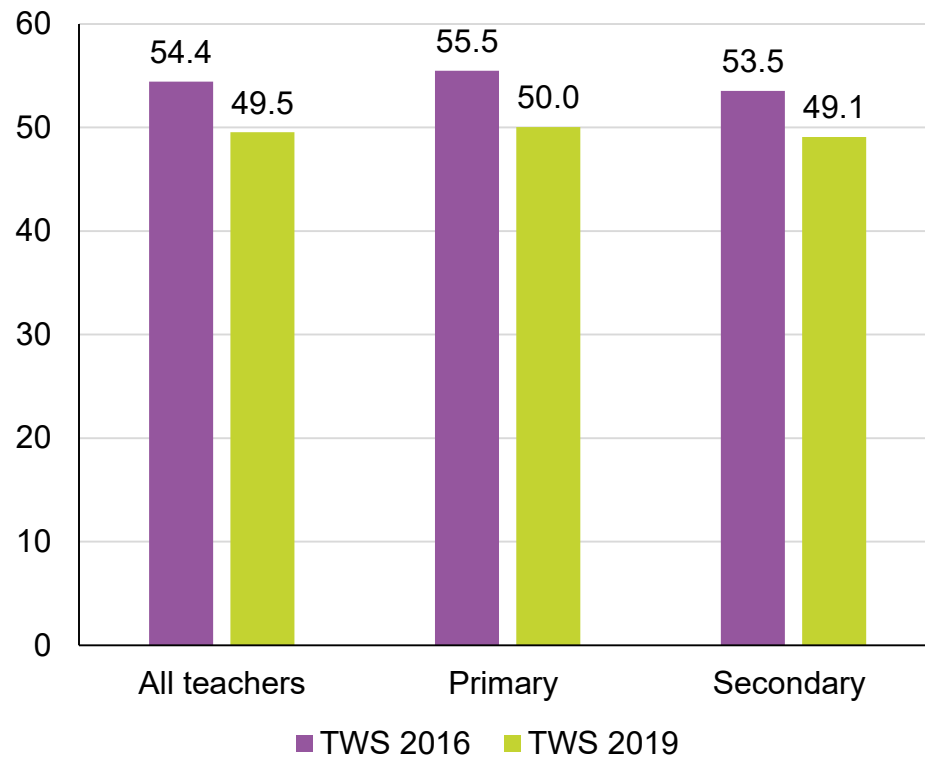
- a large-scale nationally representative survey of teachers, middle leaders and senior leaders
- the TWS 2019 represents the latest in a long line of surveys of teachers' workloads. Previous approaches used a paper-based diary format.
- the TWS 2016 was designed to be broadly similar to the OECD's Teaching and Learning International Survey (TALIS).

How used?

- national 'barometer' for working conditions
- contributes to the DfE's evidence base on what drives unnecessary teacher workload

Findings for teachers and middle leaders

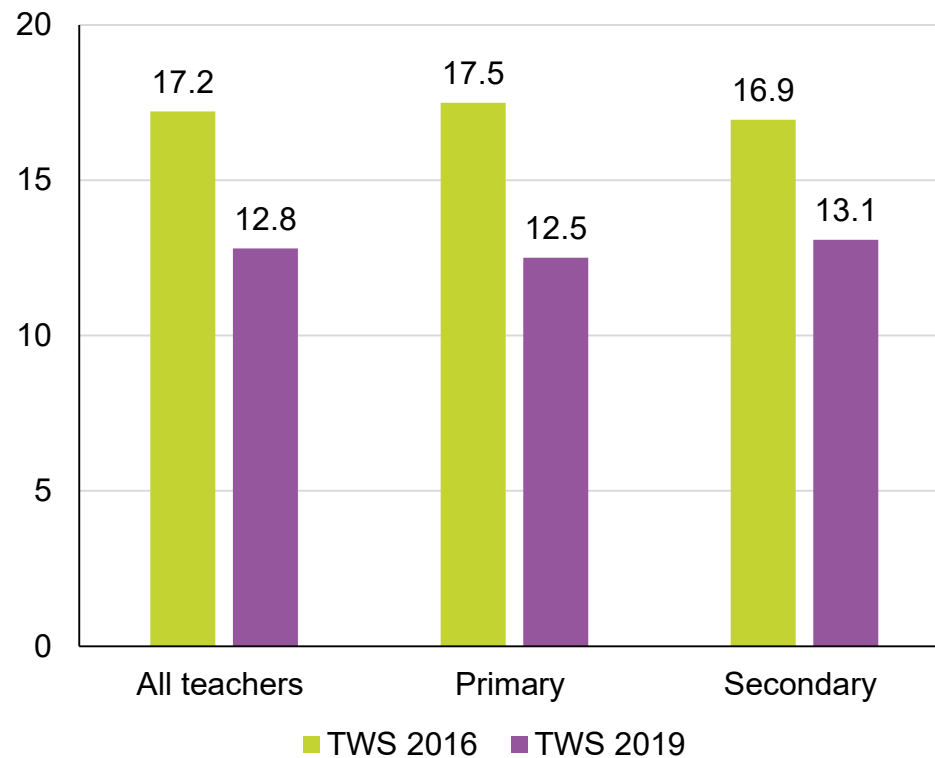
Teachers and middle leaders reported working fewer hours in total in 2019 than they did in 2016.



- On average, primary teachers reported working 5.5 fewer hours, and secondary teachers 4.4 fewer hours, compared to 2016. These differences are both statistically significant.

Q2 - In your most recent full working week, approximately how many hours did you spend in total on teaching, planning lessons, marking, covering for absence, interacting with other teachers, participating in staff meetings, pastoral care and other activities related to your job at [INSERT SCHOOL]?

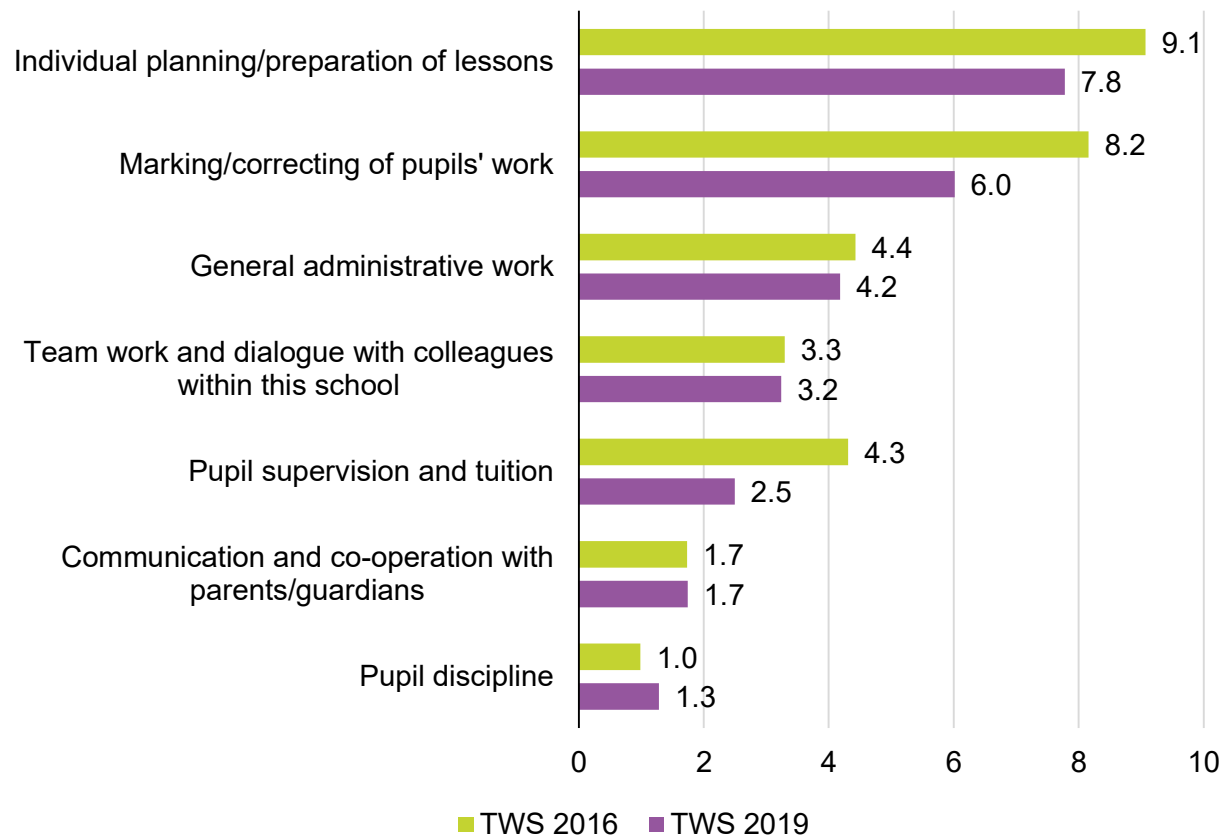
Teachers and middle leaders reported spending less time working during weekends, evenings or other out-of-school hours in 2019 than in 2016



On average, primary teachers reported working 5.0 fewer hours outside of school hours, and secondary teachers 3.8 fewer hours, compared to 2016. All these differences are statistically significant.

Q16 - You said earlier that you worked [INSERT RESPONSE FROM Q2 OR Q10] hours in your last working week. Approximately how many of those hours were spent working during weekends, evenings or other out-of-school hours?

Primary teachers and middle leaders reported spending notably less time on marking, pupil supervision and lesson planning in 2019 than in 2016



On average, primary teachers reported spending fewer hours on activities other than teaching, including:

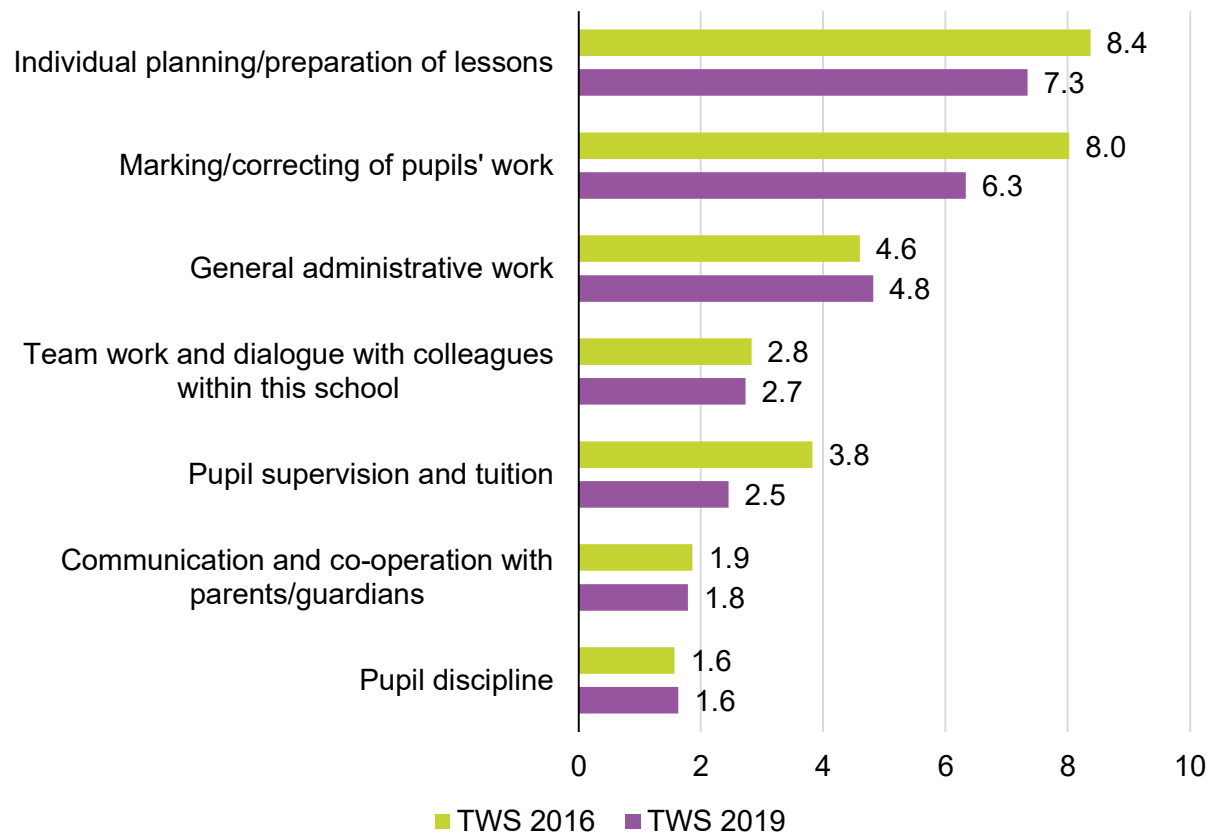
- 2.2 fewer hours on marking pupils' work
- 1.8 fewer hours undertaking pupil supervision and tuition
- 1.3 fewer hours on lesson planning and preparation, compared to 2016.

By contrast, slightly more time was spent on pupil discipline (up 18 mins per week).

All of these findings were statistically significant.

Q4. Approximately how many hours did you spend on the following activities other than teaching in your most recent full working week at [INSERT SCHOOL]? (response for primary teachers and middle leaders)

Secondary teachers and middle leaders also reported spending notably less time on marking, pupil supervision and lesson planning in 2019 than in 2016



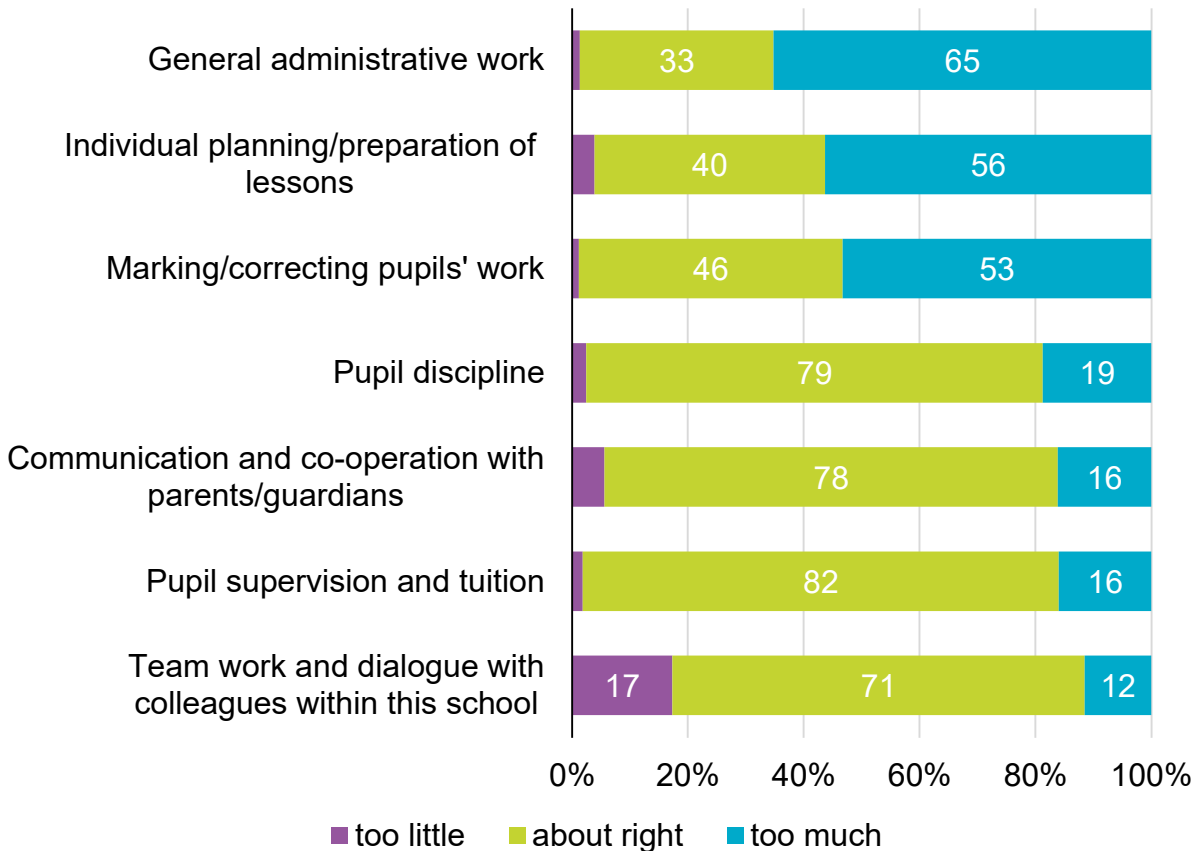
On average, secondary teachers and middle leaders also reported spending fewer hours on activities other than teaching, including:

- 1.7 fewer hours on marking pupils' work
- 1.3 fewer hours undertaking pupil supervision and tuition
- 1.1 hours less on lesson planning and preparation, compared to 2016.

These were the only significant decreases. There were no significant increases.

Q4. Approximately how many hours did you spend on the following activities other than teaching in your most recent full working week at [INSERT SCHOOL]? (response for secondary teachers and middle leaders)

Most primary teachers and middle leaders felt they spent too much time on administrative work, planning and marking.



Most primary teachers and middle leaders reported spending 'too much' time on:

- 'general administrative work' (65%)
- 'individual planning/preparation of lessons' (56%)
- 'marking/correcting pupils' work' (53%)

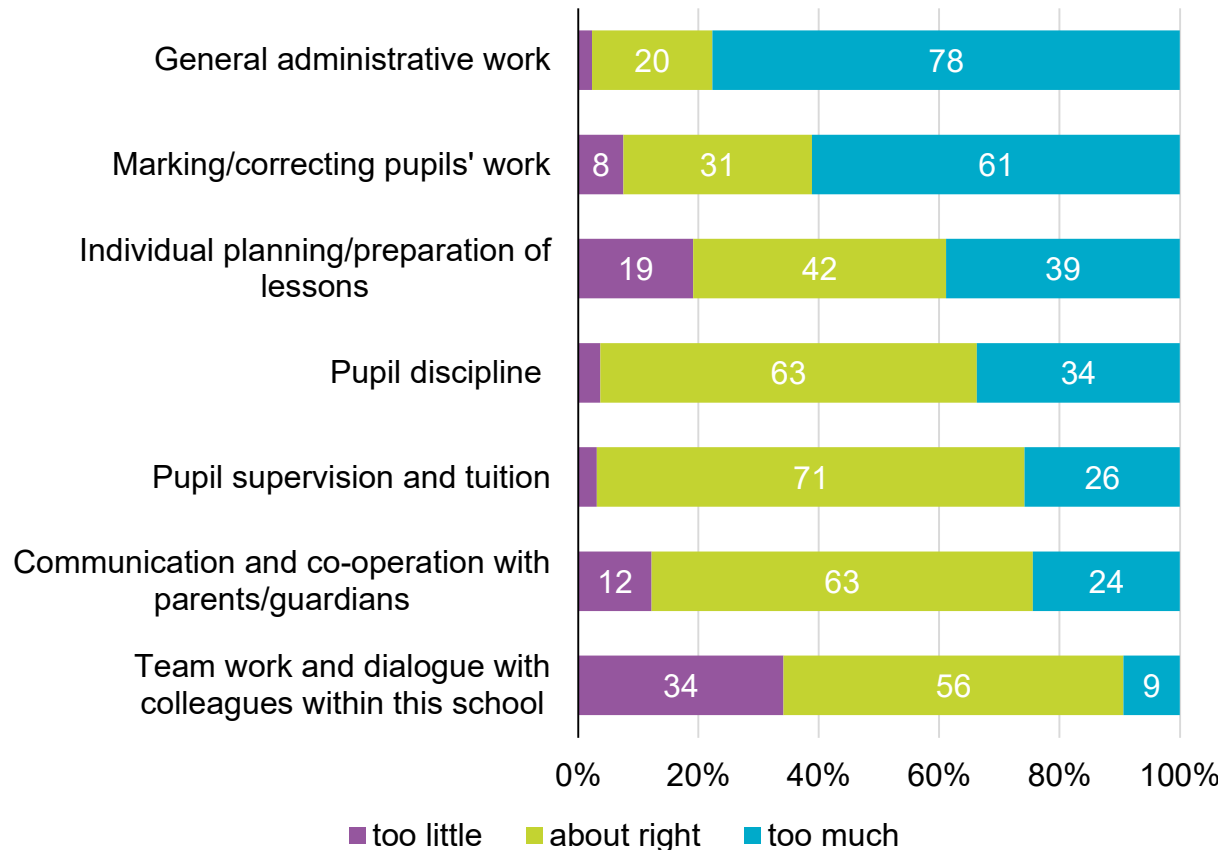
By contrast, a notable minority wanted to spend more time on:

- 'team work and dialogue with colleagues within this school' (17%)

However, for most of the activities outlined in the question, most primary teachers and middle leaders felt they were spending the 'right' amount of time on them.

Q5. Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right? (response for primary teachers and middle leaders)

Like their primary counterparts, most secondary teachers and middle leaders felt they spent too much time on administration and marking



Most secondary teachers and middle leaders reported spending 'too much' time on:

- 'general administrative work' (78%)
- 'marking/correcting pupils' work' (61%)

By contrast, a notable minority wanted to spend more time on:

- 'team work and dialogue with colleagues within this school' (34%)

However, for most of the activities outlined in the question, most secondary teachers felt they were spending the 'right' amount of time on them.

Q5. Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right? (response for secondary teachers and middle leaders)

Reductions match areas of focus for teacher workload review groups and the toolkit

- Marking
- Lesson planning and preparation
- Organising resources
- Pupil assessments
- Pupil performance data



Eliminating unnecessary workload around marking

Report of the Independent Teacher Workload Review Group

March 2016



Eliminating unnecessary workload around planning and teaching resources

Report of the Independent Teacher Workload Review Group

March 2016



Eliminating unnecessary workload associated with data management

Report of the Independent Teacher Workload Review Group

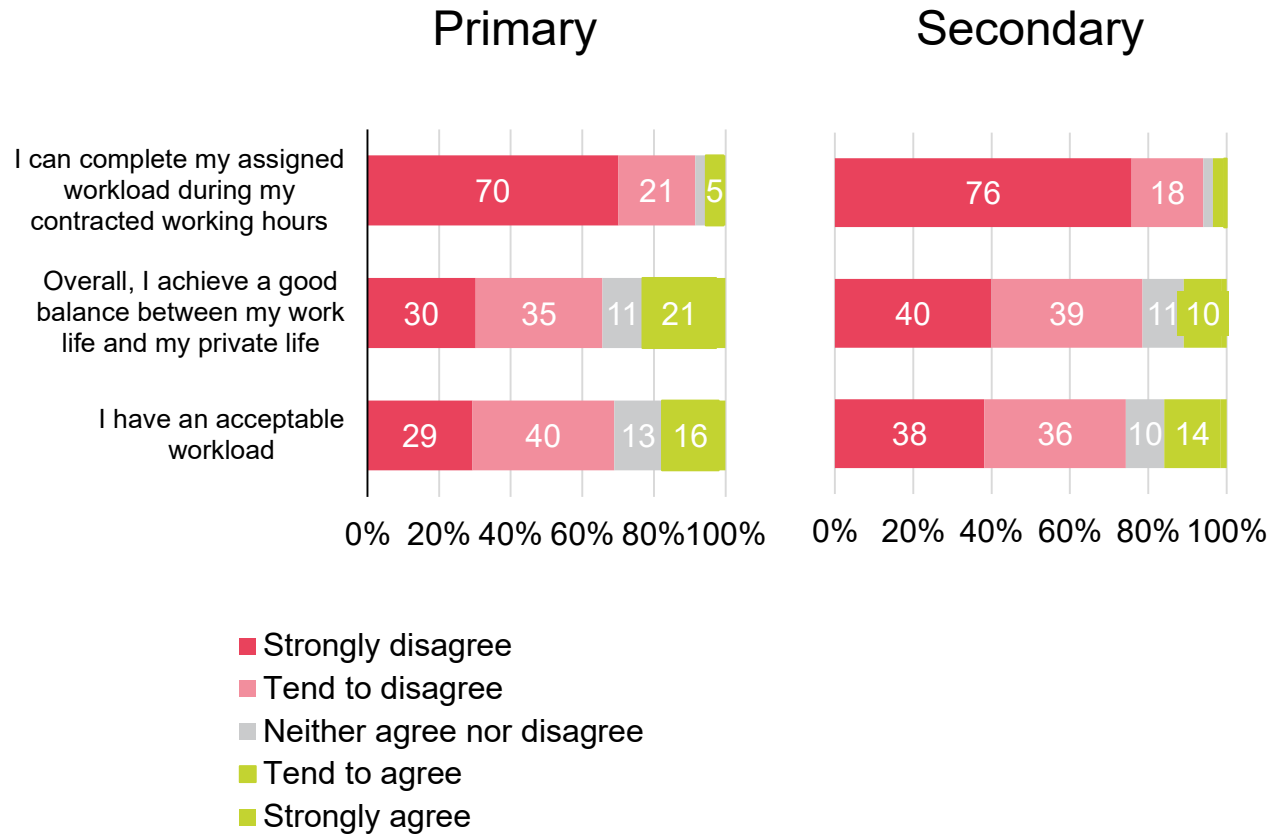
March 2016

Making data work

Report of the Teacher Workload Advisory Group

November 2018

Most teachers and middle leaders feel their workload is too high



Primary:

- 91% disagreed that can complete work during hours
- 65% disagreed they had a good work-life balance
- 69% disagreed they had an acceptable workload

Secondary:

- 94% disagreed that can complete work during hours
- 79% disagreed they had a good work-life balance
- 74% disagreed they had an acceptable workload

Q15 - To what extent do you agree or disagree with the following statements about your working hours? (response for primary and secondary teachers/middle leaders)

Final thoughts

-
1. The TWS suggests that teachers, middle leaders and senior leaders working hours have reduced in recent years. This is supported by other research (Worth, 2020), and suggests that policy action to reduce teacher workload is seeing some success.
 2. Some groups are disproportionately affected by workload (e.g. ECTs, middle leaders, secondary teachers and those working in Ofsted-category 3 and 4 schools).
 3. Teacher supply has improved (Worth and McLean, 2020), but workload, and therefore retention, is likely to continue to present a challenge.
 4. Tackling teacher workload is likely to require a range of approaches, but increasing teacher autonomy (the sense of control teachers feel they have over their work) could lead to more teachers finding their workload manageable, increased job satisfaction and improved retention.

Worth, J and McLean, D. (2020). The Impact of Covid-19 on Initial Teacher Training. Implications for Teacher Supply in England. Slough: NFER
Worth, J. (2020). Teacher Labour Market in England: Annual Report 2020. Slough: NFER.



Evidence for excellence in education

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