

Staff Experience Report

2025

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Staff Experience Report

2025

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Introduction

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Introduction

September is the perfect opportunity for schools and trusts to consider how their staff are feeling about their time within the organisation. The new school year presents an opportunity for challenges to be addressed, and successes to be replicated.

With this in mind, the Edurio Staff Experience Report provides a clear, evidence-based picture of how educators are feeling and why that matters.

By bringing together the voices of over 80,000 members of staff in England, we aim to equip school and trust leaders to act with confidence: to celebrate what is working, confront the barriers that could lead to losing valuable colleagues, and prioritise practical steps that protect or enhance the experience for staff.

What You'll Find in This Report

This report brings together insights from our annual Staff Experience dataset, exploring how people working in schools across the country feel about their roles, workloads and future within the organisation and sector more broadly.

We focus on key questions from our staff experience and wellbeing survey:

- In the past three months, how often have you considered resigning from your post?
- Why have you considered resigning from your post?
- How often do you feel overworked?
- How often have you felt stressed lately?
- How often do you feel excited by the work you do?
- How appreciated by leadership do you feel for the work that you do?
- How well have you felt lately, physically and mentally?

It's no secret that in schools today, staff are balancing ever-increasing workload and wellbeing demands with a deep commitment to their pupils and communities. But how are they really feeling? Are their experiences sustainable? And what can be done to ensure staff wellbeing is prioritised, not sidelined? The questions within the Edurio Staff Experience and Wellbeing Survey are designed to find this out.

The findings summarise some of the key insights from our newly updated national benchmarks and previous Edurio studies, allowing you to track progress over time and spark informed conversations about the future of our profession.

This report is a starting point for understanding the pressures staff face and identifying where leaders, trusts and policymakers can act swiftly and with maximum impact. Because when staff are supported and valued, schools thrive and every pupil benefits.

2024/25 Survey Sample



Trusts:
163



Schools:
1627



Staff:
85,176

Administrative Staff: **6,598**

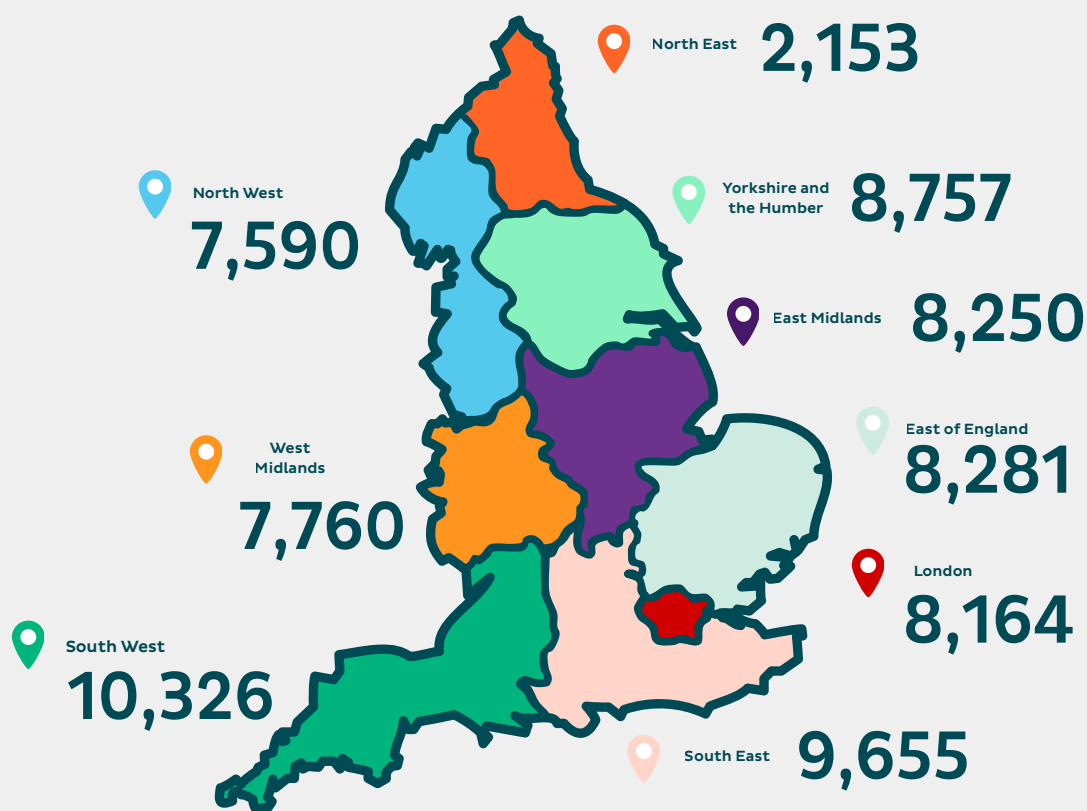
Senior Leaders: **5,735**

Middle Leaders: **2,899**

Other: **12,772**

Teachers: **26,966**

Teaching Assistants: **16,080**



We are committed to representing the voice of staff across all of England. To help us boost our regional data, please get in touch: Contact@edurio.com



For more detailed breakdowns about our data sample please see the appendix.

Executive Summary



Overall improvements in the staff experience

Of 13 elements measured, six improved, while three worsened, signalling an overall improvement in staff sentiment. None shifted by more than 5% compared with the previous year: this is expected with a dataset of this size. The biggest gains were across varied topics, while the most negative shifts related to pay and benefits.



Retention showing signs of improvement

For the first time since the pandemic, retention is improving. The proportion of staff considering resignation fell to 41% in 2024/25, down from 43% in the previous two years. The drop is most notable among teachers and middle leaders, traditionally the groups at highest risk.

Reasons for considering resignation remain broadly unchanged since 2023/24, with the top three still:

- Feeling undervalued
- Overwhelming workload
- Low morale in the workplace

“Government policy” as a cited reason dropped the most: from 15% in 2023/24 to 11% this year. Only 2% said the profession itself “isn’t right for me.”



Differences between roles remain stark

- **Teachers** still report the least positive experiences, but resignation risk has fallen, narrowing the gap with other colleagues.
- **Teaching Assistants** are more positive about workload, stress, and excitement, but below average on appreciation from leadership and overall wellbeing.
- **Middle Leaders** lag behind national benchmarks on workload, stress, and wellbeing but feel more valued and excited than teachers. Their resignation risk decreased.
- **Senior Leaders** report far stronger mental health, excitement, and appreciation than others – by 19%, 21%, and 31% respectively – and are least likely to resign.
- **Administrative Staff** are the only group with a higher proportion considering resignation than last year, and they are least excited about their work.

The National Picture

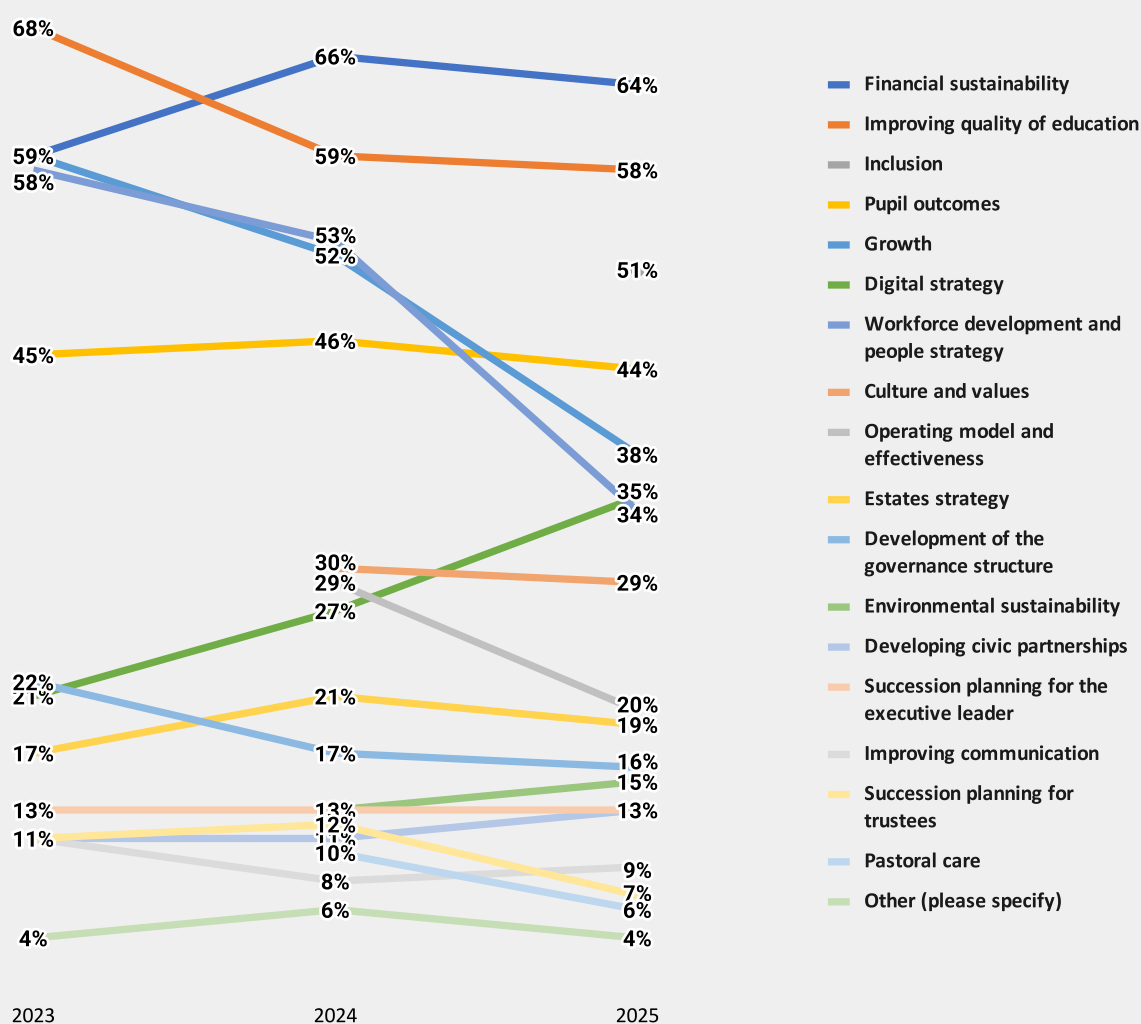
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National Overview

There has been turbulence in the sector – and beyond – for many years now. The sector has spoken of a “permacrisis”, with the Covid-19 pandemic followed by a string of further issues impacting school and trust finances and strategic direction, and we ended the 2023/24 academic year with a new government in place. Edurio has tracked the sentiment of the sector throughout these changes. Most of this report focuses on school and trust staff, but it is important to consider the wider view. As such, we are releasing this report alongside similar summaries for pupils and parents, and alongside the [National School Trust report in collaboration with CST](#), to give a complete overview of the situation in the sector as we embark on the next academic year.

Using the annual CEO survey as a starting point and to contextualise our focus on staff, we start our analysis with a review of the overall priorities for CEOs looking to the new academic year. Now in its third year, the survey shows some significant re-prioritisation for the sector. Pertinent to this report is the topic of “Workforce development and people strategy”, which was a top priority for over half of CEOs in the first two years of the survey. This year, the proportion for whom it is a key priority is much lower. As the remainder of this report highlights, there are notable improvements in the staff experience in 2024/25 compared to previous years, and a reduction in staff at risk of resignation. This presents an opportunity for real optimism, and perhaps a signal that the efforts of previous years are now bearing fruit. But it also provides a moment of reflection – whilst there are improvements to celebrate, we should not get complacent with the most important resource that schools have: their people.

What are the top five strategic priorities for your trust in the next academic year?



The Parent Experience

The parent experience paints a mixed but generally positive picture in 2024/25. The greatest decrease in positive responses is just 1%, compared with improvements of 3%. Engagement and communication have improved, but ease of accessing school events and understanding of the trust's role have shown no improvement.

Key findings:

- Engagement and communication with the school have improved over the last three years, although the relationship with the trust is unclear: Satisfaction with schools' efforts to engage parents rose to 61%, while 71% of parents feel respected by their child's school. Meanwhile, confidence in the role of the trust continues to decline: only 43% of parents find the trust's role clear.
- Primary parents tend to be more positive, though the gap is narrowing: Secondary parents are less positive than primary parents in most of the core areas of the parent-school relationship. However, parents of children at secondary school grew more positive last year, and at a steeper rate than their primary school counterparts, leading to a smaller gap than in previous years. Ease of attending school events shows no difference between primary and secondary school parents.
- In their own words, progress reporting and meetings with the school are high on parents' priorities. When asked what they most value about the relationship with the school, and where they think the school could go further, progress reporting and events like parents' evenings stood out in response to both questions. The responses showed that parents are grateful for these but also keen to see them improve, suggesting these are key areas of focus for parents in English schools.

You can access the full report at: <https://home.edurio.com/resources/insights/parent-experience-report/>

The Pupil Experience

This year's pupil report shows small but meaningful improvements in pupils' experience of school, with stronger feelings about relationships and culture compared to last year. Particularly encouraging are the gains in secondary pupils' happiness and wellbeing, and in post-16 engagement with lessons. These positive shifts highlight the role of supportive school environments in shaping how pupils feel about learning. However, some issues remain: primary pupils' happiness declines as they progress through year groups, clarity of instruction in secondary schools continues to worsen, and inclusion remains a concern, with very few pupils recognising themselves in the curriculum.

Key findings:

- Overall, the pupil experience has improved slightly: of 12 elements measured for secondary pupils, seven improved, three declined, and none shifted by more than four percentage points. Among primary pupils, two of four measures improved compared to last year.
- Happiness and wellbeing show mixed patterns. While 79% of primary pupils report being happy, this decreases from Year 3 to Year 6. In secondary schools, happiness has risen for the first time since 2021, and wellbeing has improved by six percentage points over two years.
- Engagement with learning differs sharply by age. Two-thirds of primary pupils find their lessons interesting, compared to just 1 in 4 in secondary schools. In post-16 education, positivity rises again, with three in five pupils in Years 12 and 13 saying they often find lessons interesting.
- Safety remains steady. 69% of primary pupils feel safe in school, unchanged from last year, while secondary safety ratings show a slight improvement. Boys tend to report higher safety levels than girls.
- Clarity and inclusion present challenges. While 87% of primary pupils say teachers explain clearly what they need to work on, fewer than half of secondary pupils agree, continuing a three-year decline. Only 16% of secondary pupils say they often learn about people like themselves in class, down from 20% last year.

In their own words, pupils emphasise the positive role of supportive teachers, enjoyable lessons, and extracurricular opportunities. They also highlight areas for change: less rigid rules, better food, more practical and collaborative learning, greater sensitivity to individual needs, and richer experiences such as trips and real-world knowledge.

You can access the full report at: <https://home.edurio.com/resources/insights/pupil-experience-report/>

Staff Experience in 2024/25

The Edurio Staff Experience Survey is organised into topics (modules), designed to highlight areas of strength or opportunities for improvement. This year, results are more positive in six out of 13 areas and more negative in three, indicating an improvement in the overall experience for school staff in England. The biggest differences will be explored further in this report, along with some key data on retention and its drivers.

Topic	Change since 2023/24
Trust Perception	Improvements in all questions
Pupil Behaviour	Improvements in most questions
Communication	Improvements in most questions
Workload	Improvements in most questions
General Job Satisfaction	Improvements in most questions
Safety	Improvements in most questions
Support from Line Managers	No noteworthy change
Professional Support	No noteworthy change
Health and Emotional Wellbeing	No noteworthy change
Leadership Dynamics	Mixed results
Staff Support and Relationships	Worsening results
Pay and Benefits	Worsening results
Career Opportunities	Worsening results

Biggest Changes

Results across the survey are, on average, more positive this year than they were last. Whilst there have not been any changes higher than 5% compared to last year, it is noteworthy and reassuring to observe these positive trends. For all of the data on this page, we show the **change in the proportion of staff responding positively** in 2024/25 compared to the previous academic year.

Positive Changes

Across the survey, the most positive changes were in staff feelings towards pupil behaviour and levels of respect, which is reflected in a moderate improvement in [pupil perceptions](#) around behaviour. Following many years of stagnation, the proportion of staff considering resignation “rarely” or “never” increased from 57% to 59% - meaning the proportion of staff at risk of resigning has reduced. This is the key question in the Edurio Staff Experience and Wellbeing Survey - more information on this follows overleaf.

+ 4%

On a scale from 1-5, how would you describe pupil behaviour across the school?

41% in 2023/24 | 45% in 2024/25

+ 3%

How respected by pupils do you feel?

68% in 2023/24 | 71% in 2024/25

+ 2%

To what extent can you plan your day in a way that works for you?

34% in 2023/24 | 36% in 2024/25

+ 2%

In the past three months, how often have you considered resigning from your post?

57% in 2023/24 | 59% in 2024/25
(Rarely/Never)

Negative Changes

Sentiment towards factors relating to employee benefits worsened in 2024/25 compared to the previous year. The proportion of positive responses to questions on pay and flexibility for staff all decreased compared with the previous year, to a larger extent than for any other questions.

- 4%

How fair is your pay, compared to similar roles in the organisation?

52% in 2023/24 | 48% in 2024/25

- 2%

How suitable to your personal needs are flexible working opportunities, available in your workplace?

67% in 2023/24 | 65% in 2024/25

- 2%

When you have had to take care of life admin/personal appointments during working hours, how easy or difficult was it to take time off?

70% in 2023/24 | 68% in 2024/25

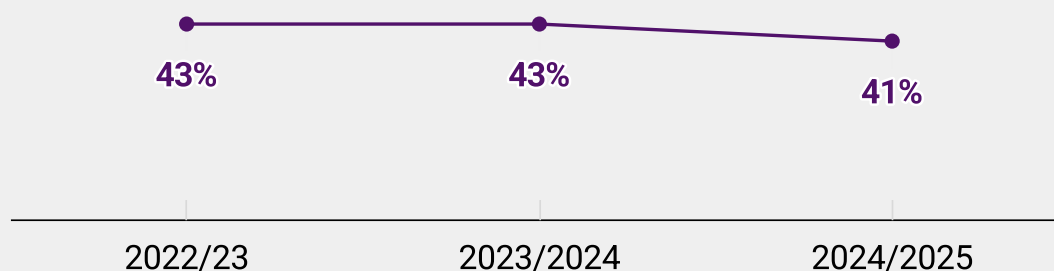
Retention

For the first time since the pandemic, the proportion of staff at risk of resignation has reduced, from 43% in the previous year to 41% in 2024/25.

Trends Over Time

41% of staff reported that they had considered resigning sometimes, often, or constantly, in the three months before participating in the Edurio survey. This is the first time the proportion has changed since 2021/22, and the first positive change since the Covid-19 pandemic.

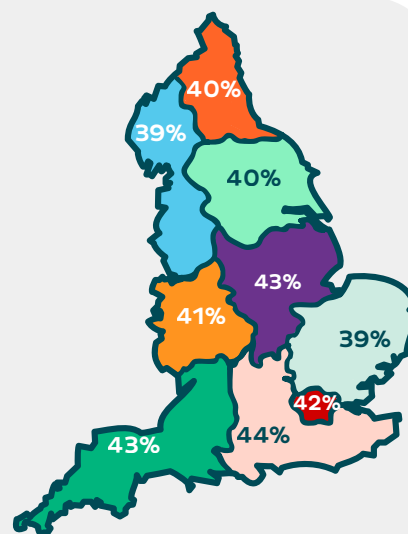
Percentage of School Staff at Risk of Resigning (overall)



Retention By Region

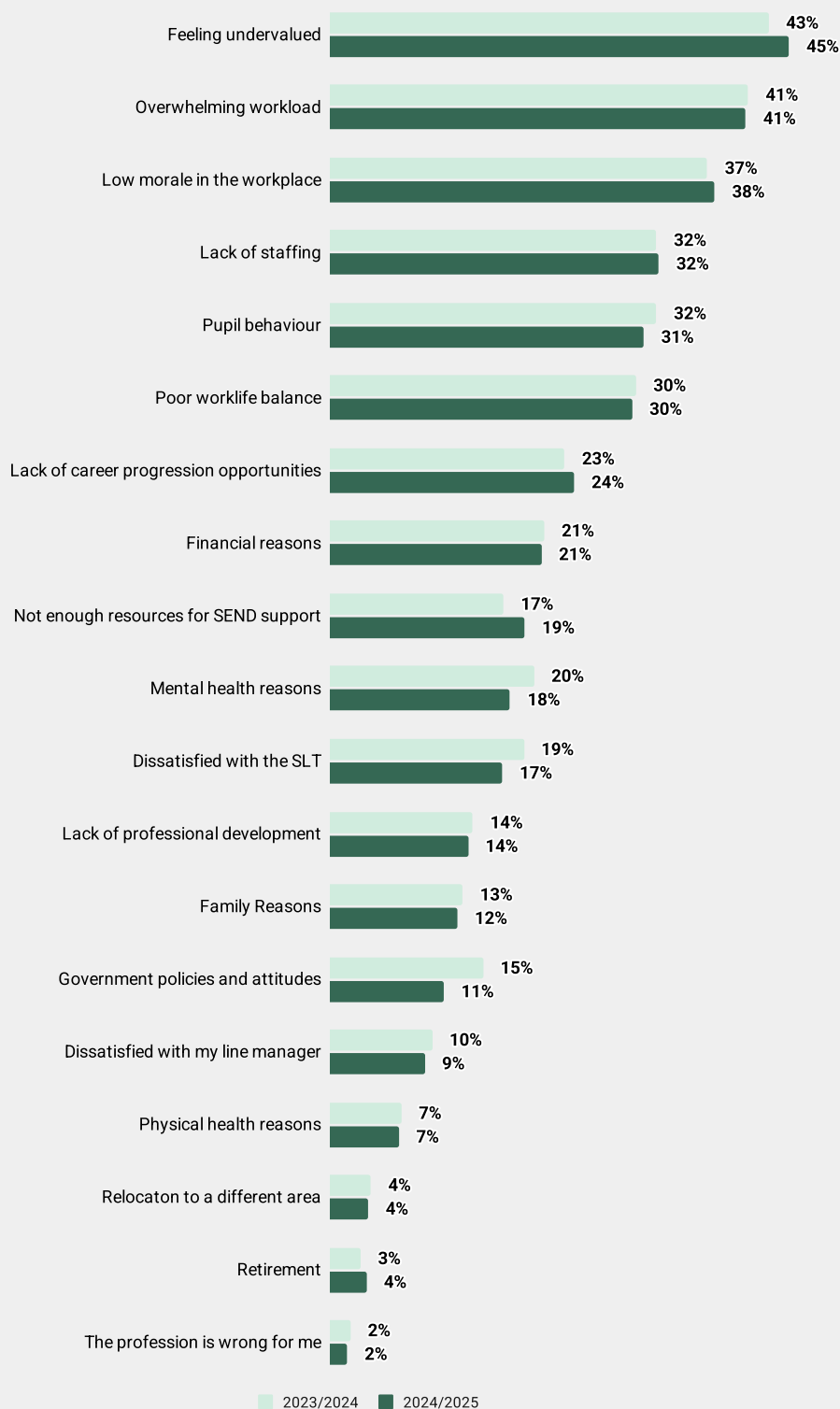
Across the regions of England, the proportion of staff considering resigning ranges from 39% to 44%, with a national average of 41%. Staff in the South East are most likely to report considering resigning constantly, often or sometimes compared to other regions in the UK. Staff in the East of England and the North West were least likely to consider resigning.

Percentage of staff considering resigning, constantly, often, or sometimes.



The main reasons for considering resignation, selected by members of staff who had considered resigning in the three months before participating in the survey, are the same as in 2023/24: the top eight reasons remained the same across both years, as did the bottom five. The proportion of staff selecting each issue shifted by between 0-2 percentage points for all but one of the reasons offered. The biggest change is in response to government policy: in the 2023/24 academic year, 15% of staff who were considering resigning cited this as a reason why. In the 2024/25 academic year, this proportion reduced to 11%. For the last two years, just 2% of staff who are considering resigning stated that it was because the profession is wrong for them. See our guides on [Leadership Dynamics](#) and [Workload](#) to understand more about these significant levers of retention.

What has made you consider resigning? (multiple choice)



In addition to the reasons that staff provide to explain why they are considering resigning, in 2024, we published a report on [drivers of resignation among school staff](#), highlighting factors across the entire staff experience with the strongest relationship with staff resignation. Here, we explore how things have changed this year for the top five factors: levels of overwork, feeling respected by leadership, stress levels, feeling excited by work, and overall physical and mental wellbeing.

Key Retention Drivers

Staff were slightly more positive about these core parts of the experience in 2024/25, compared to the previous academic year: three of the factors improved by 1-3 percentage points, and the remaining two factors stayed the same. This is reflected in the wider theme of this report, which finds that staff are generally more positive this year than last, and in the reduction in the proportion of staff considering resigning from their position. It is important to note, however, that less than half of staff overall responded positively to the question “How appreciated by the leadership do you feel for your work?” (47%) and “Overall, how well do you feel lately physically and mentally?” (41%), the two areas that did not improve between 2023/24 and 2024/25.

+ 3%

How often do you feel overworked?

(Sometimes/Rarely/Never)

52% in 2023/24 | 55% in 2024/25

+ 1%

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

(Very/Quite often)

57% in 2023/24 | 58% in 2024/25

+ 1%

How often have you felt stressed lately?

(Sometimes/Rarely/Never)

54% in 2023/24 | 55% in 2024/25

=

Overall, how well do you feel lately physically and mentally?

(Very/Quite well)

41% in 2023/24 | 41% in 2024/25

=

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

(Completely/Very)

47% in 2023/24 | 47% in 2024/25

Role overviews

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Role Overviews

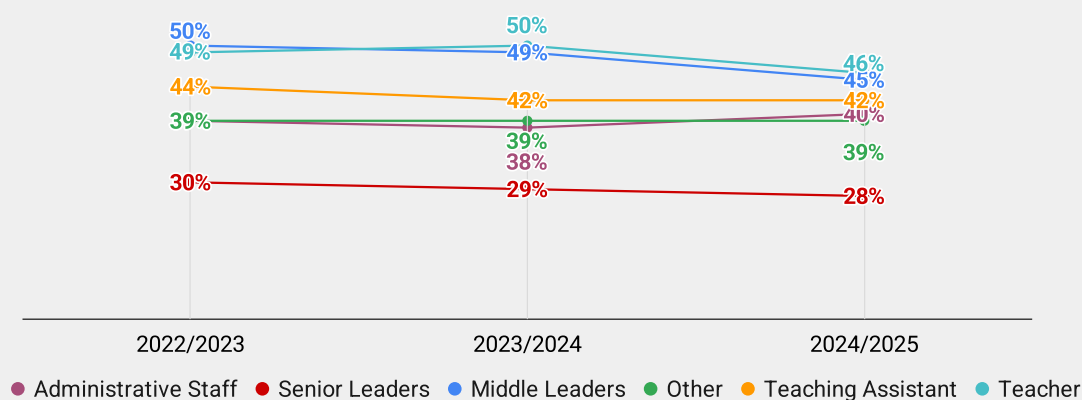
As highlighted earlier in this report, the staff experience has shown signs of improvement compared to the 2023/2024 academic year, including in matters relating to retention. However, this improvement isn't consistent across all roles. Not every position experiences the same level of workplace satisfaction, nor are all roles equally likely to consider resignation.

Retention by Role

Retention has improved for those in a teaching or leadership role, most notably for teachers and middle leaders, who have historically been the group most at risk of resignation. Whilst they remain the most at-risk groups, the proportion has dropped from half of all teaching staff considering resigning in 2023/24, to 46% in 2024/25, and from 49% to 45% for middle leaders. The proportion of administrative staff at risk of resignation has increased marginally, from 38% in 2023/24 to 40% in 2024/25; the proportion has not changed for teaching assistants (42%) or those in "other" roles (39%). Leaders are consistently the group least likely to resign: 28% considered doing so in 2024/25.

Proportion of staff considering resignation

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



Experience by Role

In this section of our Staff Experience Report, we take a role-specific view to better understand how school staff in different positions experience their work, exploring the staff experience and wellbeing survey questions that most closely relate to retention.

We look at positive responses to the following key questions:

- In the past three months, how often have you considered resigning from your post?
- Why have you considered resigning from your post?
- How often do you feel overworked?
- How often have you felt stressed lately?
- How often do you feel excited by the work you do?
- How appreciated by leadership do you feel for the work that you do?
- How well have you felt lately, physically and mentally?

By comparing role-based responses to the overall staff experience, we aim to identify where additional support is most needed across different roles within schools and trusts.

Teachers

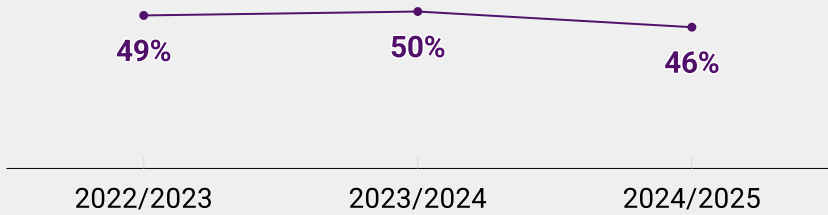


Number of Teachers
Surveyed: 26,966

Teachers consistently report less positive experiences, and this remained the case in the 2024/25 academic year. However, the proportion of teachers who responded positively to these key questions increased, and the proportion who were considering resigning decreased materially last year compared to the previous academic year. Whilst they remain the least positive group, the gap between teachers and their colleagues is decreasing.

Risk of Resignation

Percentage of Teachers at Risk of Resigning



Reasons for Resigning:

Top 3

- Overwhelming workload
- Poor work-life balance
- Feeling undervalued

Points of difference compared to other roles:

- Government policies and attitudes
- Dissatisfied with SLT
- Pupil behavior

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	7% Rarely/Never	-6%	+2%
How often have you felt stressed lately?	9% Rarely/Never	-4%	=
How often do you feel excited by the work you do?	55% Very often/Quite often	-3%	+2%
How appreciated by leadership do you feel for your work?	42% Completely appreciated /Very appreciated	-5%	+1%
Overall how well have you felt lately, physically and mentally?	35% Very well/Quite well	-6%	+3%

Teaching Assistants

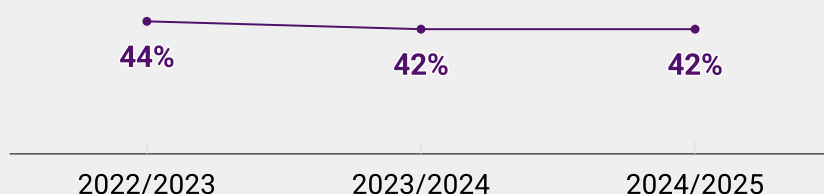


Number of Teaching Assistants Surveyed: 16,080

Teaching assistants are more positive than others about their workload, stress, and levels of excitement. However, they are below the national average on feeling appreciated by leadership, and their overall wellbeing. Their risk of resignation is the same in 2024/25 as it was the previous year. A number of reasons for resignation stand out for this group compared to others, from financial reasons to pupil behaviour.

Risk of Resignation

Percentage of Teaching Assistants at Risk of Resigning



Reasons for Resigning:

Top 3

- Lack of staffing
- Low morale in the workplace
- Feeling undervalued

Points of difference compared to other roles:

- Financial reasons
- Not enough resources for SEND support
- Lack of staffing
- Pupil behaviour
- Family reasons

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	19% Rarely/Never	6%	=
How often have you felt stressed lately?	15% Rarely/Never	2%	=
How often do you feel excited by the work you do?	61% Very often/Quite often	3%	+1%
How appreciated by leadership do you feel for your work?	44% Completely appreciated /Very appreciated	-3%	=
Overall how well have you felt lately, physically and mentally?	38% Very well/Quite well	-3%	-2%

Middle Leaders

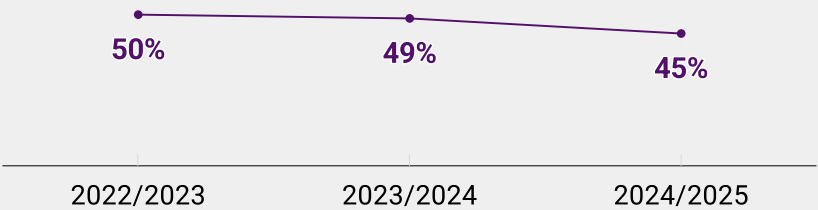


Number of Middle Leaders
Surveyed: 2,899

Middle leaders are the least positive group for workload, stress and overall wellbeing. Despite this, they do feel more appreciated by leadership and excited by their work than some roles (particularly, teachers), and their risk of resignation decreased in 2024/25 compared to the previous academic year.

Risk of Resignation

Percentage of Middle Leaders at Risk of Resigning



Reasons for Resigning:

Top 3

- Overwhelming workload
- Poor work-life balance
- Feeling undervalued

Points of difference compared to other roles:

- Government policies
- Dissatisfaction with SLT

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	4% Rarely/Never	-9%	=
How often have you felt stressed lately?	8% Rarely/Never	-5%	=
How often do you feel excited by the work you do?	61% Very often/Quite often	3%	+1%
How appreciated by leadership do you feel for your work?	51% Completely appreciated /Very appreciated	4%	+1%
Overall how well have you felt lately, physically and mentally?	34% Very well/Quite well	-7%	+1%

Senior Leaders

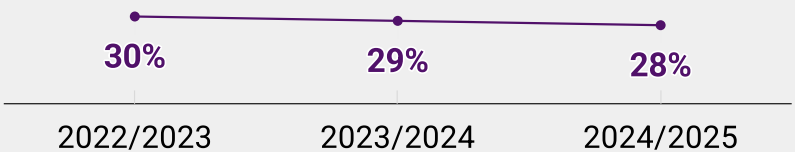


Number of Senior Leaders
Surveyed: 5,735

Senior leaders are by far the most positive group, for all factors except workload. Their mental health, feelings of excitement and feelings of appreciation from other leaders is significantly above that of any other group. They are also the group least likely to resign.

Risk of Resignation

Percentage of Senior Leaders at Risk of Resigning



Reasons for Resigning:

Top 3

- Overwhelming workload
- Poor work-life balance
- Feeling undervalued

Points of difference compared to other roles:

- Government policies

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	11% Rarely/Never	-2%	+3%
How often have you felt stressed lately?	16% Rarely/Never	3%	+3%
How often do you feel excited by the work you do?	79% Very often/Quite often	21%	+1%
How appreciated by leadership do you feel for your work?	78% Completely appreciated /Very appreciated	31%	+2%
Overall how well have you felt lately, physically and mentally?	60% Very well/Quite well	19%	+3%

Administrative Staff

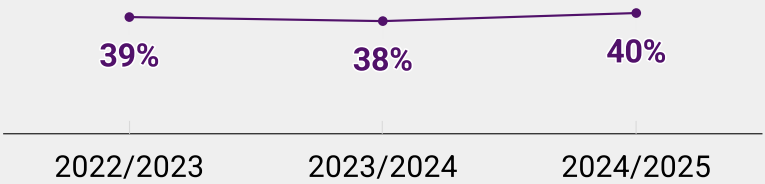


Number of Administrative Staff Surveyed: 6,587

Administrative staff are the only group for whom the proportion of staff considering resigning increased in 2024/25, compared to the previous academic year. They are the group least excited about their work. Career progression and professional development are unique issues for this group: a higher proportion of administrative staff selected these two issues as reasons for resigning than any other group.

Risk of Resignation

Percentage of Administrative Staff at Risk of Resigning



Reasons for Resigning:

Top 3

- Feeling undervalued
- Overwhelming workload
- Low morale in the workplace

Points of difference compared to other roles:

- Lack of career progression activities
- Lack of professional development

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	13% Rarely/Never	=	=
How often have you felt stressed lately?	14% Rarely/Never	1%	-3%
How often do you feel excited by the work you do?	44% Very often/Quite often	-14%	=
How appreciated by leadership do you feel for your work?	53% Completely appreciated /Very appreciated	6%	-2%
Overall how well have you felt lately, physically and mentally?	46% Very well/Quite well	5%	=

Other Roles

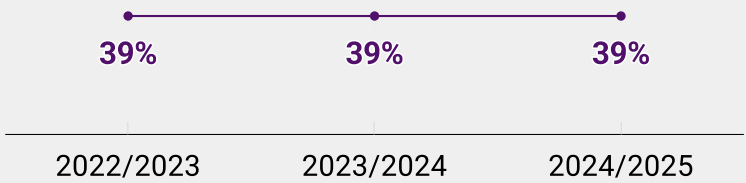


Number of Other Staff
Surveyed: 12,772

This group contains anyone who doesn't hold one of the above roles, and, therefore, contains a wide variety of different roles. As a result, it is harder to draw conclusions about this group. However, the risk of resignation has not changed in the last three years, and they are in line with, or more positive than, their colleagues in other roles for all of the key retention drivers except excitement about their role.

Risk of Resignation

Percentage of Other School Staff at Risk of Resigning



Reasons for Resigning:

Top 3

- Feeling undervalued
- Low morale in the workplace
- Lack of staffing

Points of interest:

- Financial reasons
- Dissatisfaction with line manager

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	21% Rarely/Never	8%	=
How often have you felt stressed lately?	20% Rarely/Never	7%	=
How often do you feel excited by the work you do?	54% Very often/Quite often	-4%	-1%
How appreciated by leadership do you feel for your work?	48% Completely appreciated /Very appreciated	1%	=
Overall how well have you felt lately, physically and mentally?	45% Very well/Quite well	4%	-3%

What Staff Think About Their Schools

Analysis of open answer
question responses

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What Staff Think About Their Schools

Please name two things that you appreciate about your workplace.

The 47,000 written responses to this question highlight the following themes most frequently.

Theme	Examples
Colleagues & Teamwork	"Good communication, shared vision." "I appreciate the trust and communication within our team. "
Working with Pupils (Purpose & Impact)	"I love my job. The people we work with are all lovely and friendly and have the best interest for students." "Children are actively involved in their school life." "The opportunity to be able to make a difference to pupils' education and wellbeing on a daily basis."
Support from SLT and line managers	"The leadership team and the Continuous Quality Improvement model." "Very friendly and approachable leadership, everyone is treated fairly and with understanding." "Being able to communicate feelings openly with leadership. Good morale between all staff, we all look out for each other."
Supportive Culture & Community (Inclusive, Friendly, Caring)	"A positive and loving learning environment for the children." "Positive, caring ethos." "The culture is one of caring and working towards equity for all students. The passion of my colleagues for always seeking the best outcomes for our students."
Work-Life Balance & Flexibility	"Flexible hours and working, co-worker positivity." "I work in a great team that is very supportive, the work life balance, flexibility and autonomy is great."

Please name two things that your workplace could improve.

The 29,000 written responses to this question highlight the following themes most frequently.

Theme	Examples
Communication & Transparency	"Better communication between staff." "Communication areas for administration work." "Communication (between all staff) – sometimes things are said differently by different people."
Workload & Staffing Levels	"Less workload placed on the few staff, flexible working opportunities." "Staffing and prep/briefing time with teachers." "Managing workload, more resources/money."
Facilities & Working Environment	"More staff, better maintenance and cleaning of site." "Security of whole site and leadership support for staff."
Management & Leadership	"Staff wellbeing and a more appropriate leadership structure for the school." "Not apply so much pressure to staff. Improve staff morale by making them feel appreciated more."
Training & Development	"Feel more listened to and more professional development." "Induction programme for new employees to include some online training which includes the essential TA training."

It is noteworthy that leadership and management, along with workload and work-life balance, appear as responses to both questions: staff value these areas but also see room for improvement. This could highlight that no single approach to these common issues currently meets the needs of all staff in schools in the UK. It could also highlight that some schools are doing this well, and some schools aren't doing it so well. The best way to determine how you can support staff and enhance their happiness and engagement is to ask them. Regularly seeking feedback from your staff can help uncover some of these pain points or things that are working well in your school.

Conclusion

Reflections by Jack Worth

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Conclusion



Jack Worth

Education Workforce Lead,
NFER

Edurio's data on staff experience provides a range of wonderfully detailed insights into how staff are feeling about their job, workplace and life in general, and how those perceptions are changing over time. Improving staff morale and satisfaction is crucial to solving school recruitment and retention challenges and measurement is critical for assessing whether the sector is making progress. Edurio's insights about support staff are particularly valuable as they are a staff group that are often overlooked in surveys but make vital contributions to school life.

Pleasingly, the data shows some clear signs of positive progress in addressing key challenges, such as improvements to teachers' perceptions of their workload and resignation risk and lower levels of stress among senior leaders.

This mirrors some of the positive signs in NFER's annual analysis of the teacher labour market, which found that teacher workload perceptions and retention have been improving slowly.

Coupled with increased interest among potential trainees in joining the teaching profession this year and a wider labour market with fewer hiring opportunities, it is no wonder that teacher recruitment and retention has fallen as a strategic priority for trusts, when compared to other pressing challenges such as financial sustainability.

But national recruitment and retention challenges remain nonetheless, which is a continued risk to student outcomes. Many of the positive signs of progress identified in Edurio's data are also modest. While teacher workload perceptions have improved since last year, still only seven per cent say they are rarely or never overworked. While senior leaders report slightly lower stress levels, only 16 per cent report rarely or never being stressed. Teaching assistants are less likely than other staff to feel valued by leadership, which hasn't changed this year.

The data therefore confirms that much more work is needed to improve working conditions in the school workforce and make it an attractive and desirable workplace to build a long-term career. But I am hopeful that by interrogating the insights from staff data tools such as Edurio's, trusts leaders can develop approaches to continuous improvement in workforce development that mean the recruitment and retention challenges in their own trusts, as well as nationally, continue to ease.

About The National Foundation for Educational Research (NFER)



The National Foundation for Educational Research (NFER) is the leading independent provider of educational research, and holds the status of Independent Research Organisation (IRO) from UK Research and Innovation (UKRI).

Their unique position and approach deliver evidence-based insights designed to enable education policy makers and practitioners to take action to improve outcomes for children and young people.

NFER's key topic areas are:

- accountability
- assessment
- classroom practice
- education to employment
- social mobility
- school funding
- education workforce
- systems and structures.

As a not-for-profit organisation, they reinvest any surplus funds into self-funded research and development to further contribute to the science and knowledge of education research.

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Listening Organisations

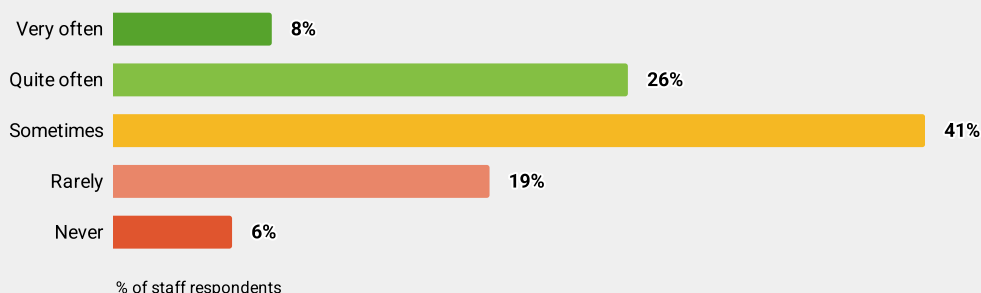
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Listening Organisations

Strengthening Schools Through Stakeholder Voice

In today's education landscape, leadership is less about having all the solutions and more about creating the conditions for others to thrive. The strongest leadership is relational—built on trust, openness, and the willingness to hear and act on what others say. Yet, too often, listening remains passive – occasional surveys, symbolic forums, or surface-level responses. Edurio data shows us that we have a way to go, even among schools that are running surveys to capture the experiences of their staff.

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



To truly flourish, organisations must move beyond transactional feedback and embrace **embedded listening**. Embedded listening transforms the way schools operate, a cultural shift where listening becomes the work itself. Leaders, staff, pupils, and parents co-create solutions, share responsibility, and build trust through continuous dialogue, resulting in stronger relationships, better decisions, and long-term resilience.

Why Embedded Listening Matters

Research highlights the benefits:

- For staff: Feeling heard increases motivation, retention, and engagement.
- For pupils: Valued voices nurture empathy, resilience, and confidence.
- For parents: Transparent communication fosters belonging and stronger connections with schools.

At the organisational level, embedded listening drives adaptability, reputation, and improved educational outcomes.

The Framework for Listening Success

The Edurio Listening Framework guides schools through four essential practices:

1. Voice – Creating diverse, regular opportunities for feedback, ensuring every voice is recognised.
2. Understanding – Looking beyond surface data to uncover meaningful patterns and emotions.
3. Action-taking – Turning feedback into visible, co-created change that builds trust.
4. Communication – Closing the loop with transparent updates on what has, and has not, changed.

But listening is not just about practices, it's about culture. When listening becomes the work itself, how you listen can supercharge the impact. Compassion, openness, responsiveness, empathy, psychological safety, and a commitment to equity and inclusion define how schools listen. These daily behaviours determine whether listening feels tokenistic or transformational.

Moving Beyond Basic Listening

Many organisations stop at basic listening: occasional surveys, patchy actions, and inconsistent communication. The framework shows the journey to embedded listening, where dialogue is continuous, leaders model openness, and stakeholders co-own solutions. Here, listening becomes a defining feature of the organisation's identity.

A Call to Lead with Listening

In an era of polarisation, disruption, and rapid change, schools and trusts can act as anchors of fairness, cooperation, and resilience. By embedding listening, leaders not only strengthen outcomes but also model the values our communities need most.

Because when every voice matters, the whole school community thrives.

Scan the QR code to discover how to use stakeholder feedback strategically and become a truly listening organisation.



Appendix

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All Questions

By Year

Question	2022/ 2023	2023/ 2024	2024/ 2025
In the past three months, how often have you considered resigning from your post?	46,513	65,248	69,532
What has made you consider resigning?			17,442
On a scale from 1-5, how would you describe pupil behaviour across the school?		53,023	48,527
How respected by pupils do you feel?		38,847	34,107
To what extent can you plan your day in a way that works for you?		39,557	44,662
How fair is your pay, compared to similar roles in the organisation?		15,445	16,063
When you have had to take care of life admin/personal appointments during working hours, how easy or difficult was it to take time off?		21,030	26,657
How often do you feel overworked?		51,367	53,407
How often do you feel excited by the work that you do?		48,474	54,674
How often have you felt stressed lately?		24,463	29,628
Overall, how well do you feel lately physically and mentally?		25,585	32,839
How appreciated by the leadership do you feel for your work?		54,973	54,928

Open Answer Questions

Question	2022/2023
Please name two things that you appreciate about your workplace.	47,254
Please name two things that your workplace could improve.	28,951

By Role

Question	Teachers	Teaching assistants	Middle leaders	Senior Leaders	Administrative staff	Other Roles
How often do you feel overworked?	18,784	11,068	1,973	4,242	4,390	8,881
How often have you felt stressed lately?	10,131	6,262	1,007	2,346	4,250	4,548
How often do you feel excited by the work you do?	18,866	11,451	2,121	4,163	4,617	8,917
How appreciated by leadership do you feel for your work?	20,727	11,788	2,171	606	4,915	9,982
Overall how well have you felt lately, physically and mentally?	11,216	6,764	1,240	2,639	2,731	9,982
In the past three months, how often have you considered resigning from your post?	22,506	13,171	2,298	4,696	5,465	10,427
What has made you consider resigning?	6,787	3,661	643	841	1,415	2,593



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