Staff Experience Report

2026

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September 2026

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Introduction

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Introduction

September marks the start of a new academic year, and with it, a natural moment for schools and trusts to take stock of how their staff are feeling. It's a chance to build on what's working and address what isn't before the pressures of another year set in.

This is the next instalment of the annual Edurio Staff Experience Report, and it stays grounded in the same principle that shaped the first: decisions about staff wellbeing and retention should be based on evidence. This year's report draws on responses from our staff dataset of 110,673 staff across 221 trusts and 2,187 organisations. Together, these responses build a national picture of how staff are experiencing their roles and what is driving them to stay or leave.

Wherever possible, this year's findings are set against last year's. This lets trust and school leaders see where staff experience stands today and how it has shifted over the past 12 months.

What You'll Find in This Report

This report brings together insights from our annual Staff Experience dataset to explore how people working in schools feel about their roles, their workload and their future in the profession. New this year, we've asked staff directly what makes them want to stay, alongside what might make them leave, and added a dedicated look at belonging, a factor Edurio's data shows is the single biggest reason staff give for remaining in post.

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?
- What factors most influence your decision to remain in your current position?
- 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?
- To what extent do you feel like part of a team with your colleagues?

Retention has held broadly steady this year, but that stability sits on top of a more complicated picture: staff report feeling more overworked and stressed than last year, even as their overall wellbeing and sense of belonging improve, and no two roles or demographic groups are experiencing this in the same way.

This report is a starting point for spotting where the pressure is building, and for knowing which levers, such as line management, belonging and workload, are most likely to make a difference for the people holding schools together.

Leading through Listening

Strengthening Schools Through Stakeholder Voice

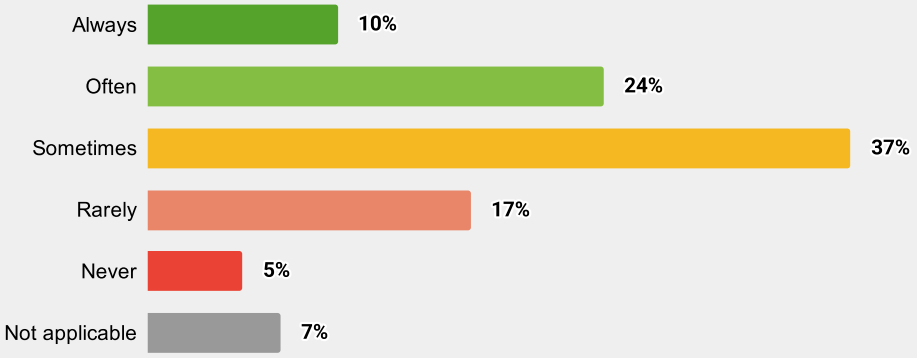
Schools and trusts are continuously seeking input from their stakeholders, evident in the range of survey platforms and forums now used across the sector. But capturing voice isn't enough on its own for stakeholders to feel its impact. Without the systems and culture to back it up, the act of listening falls flat. Done properly, listening isn't just about making people feel good — it gives organisations a genuine strategic advantage, closing the gap between how leaders see their organisation and how everyone else experiences it, and helping them direct effort where it matters most.

As this report will show, feeling undervalued and low morale are among the top three reasons staff give for considering resignation. These are relational problems, which means the solutions need to be relational too — strengthening the ties that hold an organisation together. Listening is one of the most practical tools leaders have for building those ties and supporting their staff. Treating listening as a driver of organisational improvement means deliberately practising its four elements — voice, understanding, action, communication — and building the mindsets that make them work: openness, empathy, responsiveness, inclusiveness and psychological safety. Together, these build belonging for individuals and resilience for the organisation.

The Edurio Listening Framework, published with the Confederation of School Trusts earlier in 2026, gives leaders a foundation for a more relational approach to leadership — one that balances the transactional demands of running a school or trust with the human connection needed to lead it well.

The clearest way to check whether listening is working is to ask staff directly: how often do you see your feedback to leadership having an impact? This question matters because it measures outcome, not activity — whether people can trace a line from what they said to something that changed, not just whether a survey went out. Edurio data shows us that we have a way to go, even among schools that are running surveys to capture the experiences of staff. In the 2025/26 academic year, 34% of staff say they see their feedback to the leadership has an impact always or often.

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

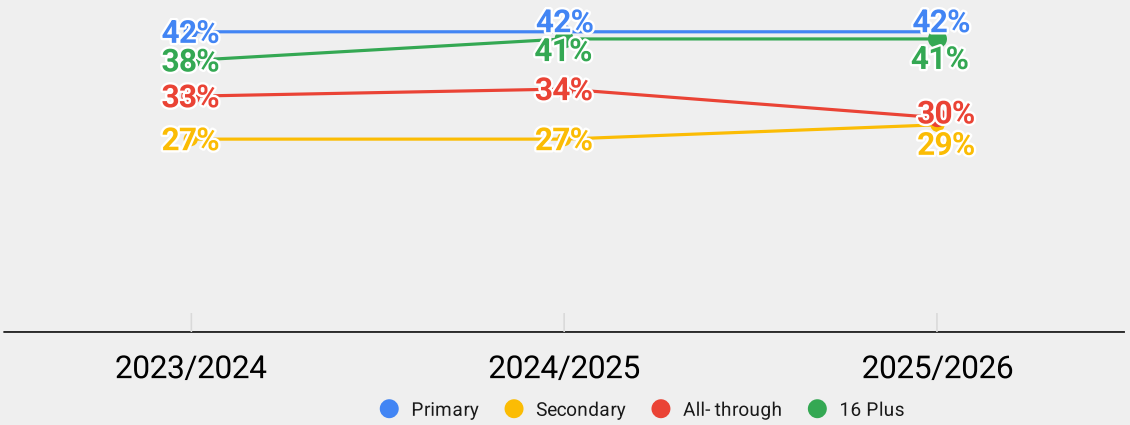


% of staff respondents (2025/2026)

While the trend has stayed steady the past three years overall, so have the differences among staff groups working in different phases of education. In the 2025/26 academic year, 42% of staff in primary schools see that their feedback to the leadership has impact always or often, and only 29% of staff in secondary feel the same.

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

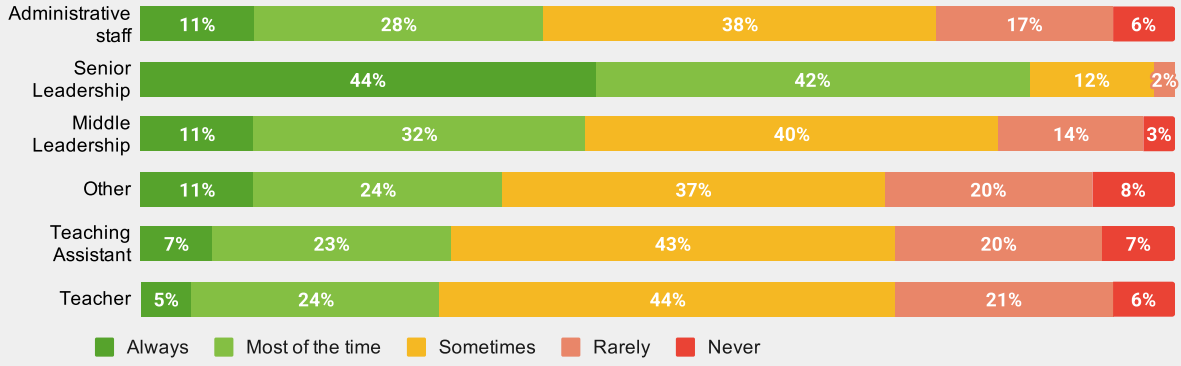
Phase (Over time)



When looking at the data by role, the gap between perception and reality shows: 86% of senior leaders say they see their feedback having an impact, compared with just 29% of teachers. That gap is the listening problem, as leaders can run every process correctly and still miss it, because closing the loop depends on whether staff experience it as closed, not on whether leadership believes it is. It's why this one question tells you more about the quality of listening in a school or trust than any amount of survey volume.

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

By Role (2025/2026)



Staff, pupils and parents rarely feel listened to in the same way or to the same degree, so as you read the data that follows, the useful question to hold onto is “how am I listening to each of these groups, and where could I listen better?”

We hope you find the insights in the coming pages valuable, and we would love to discuss them in more detail. Contact hello@edurio.com for more information.

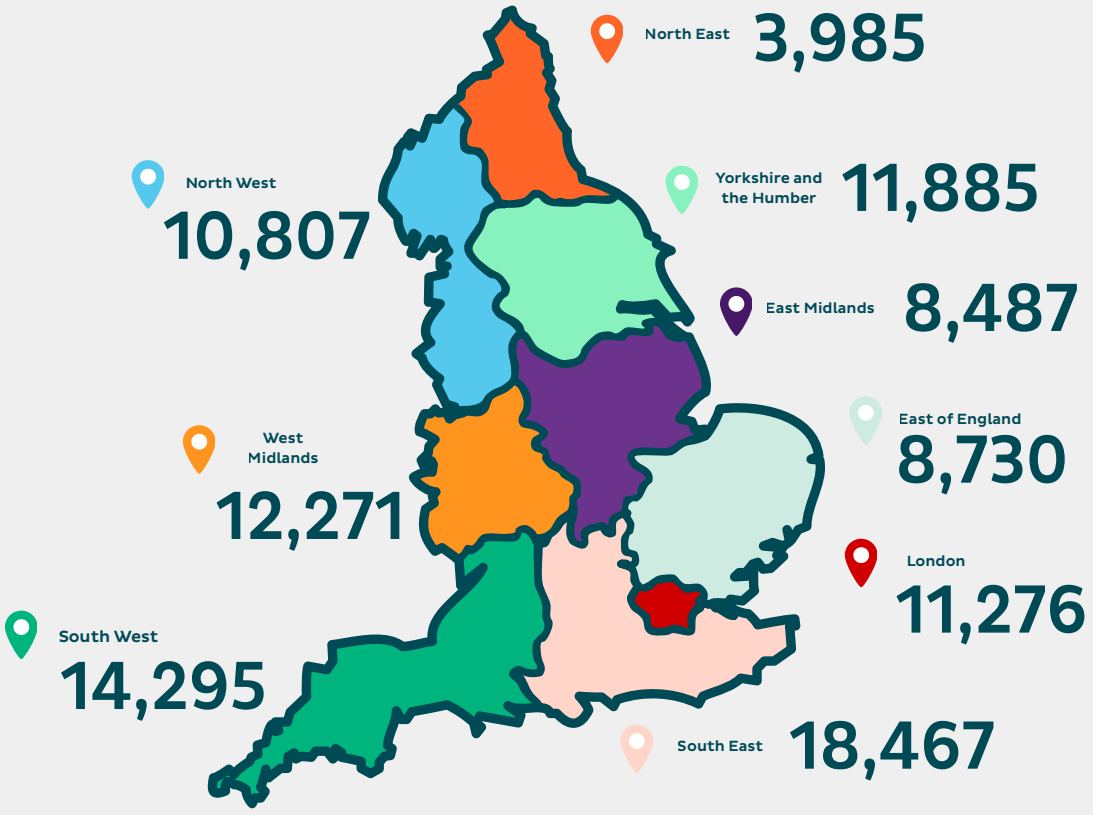
2025/2026 Survey Sample

Trusts: 221

Organisations: 2,187

Staff: 110,673

Administrative Staff:	7,463
Senior Leaders:	7,953
Middle Leaders:	5,088
Other:	13,229
Teachers:	33,835
Teaching Assistants:	18,596



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

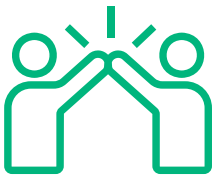
For more detailed breakdowns about our data sample please see the appendix.

Executive Summary



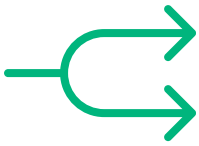
Retention holds steady, but daily experience is more mixed

Resignation risk has held flat at 41% for the second year running, after falling from 43% two years ago. It's important to note that no role's resignation risk moved in the wrong direction: teachers, middle leaders, senior leaders and administrative staff all improved or held steady. The day-to-day drivers behind that number tell a more complicated story, though: a greater proportion of staff report feeling overworked (up two points to 47% feeling overworked very or quite often) and stressed (up one point to 46% feeling stressed very or quite often) than last year, even as overall physical and mental wellbeing improved by three points, the largest single movement of the year.



Colleague relationships are the strongest lever for retention, even though they rarely come up as a reason to leave

For the first time, this year's survey asked staff directly what makes them want to stay, alongside existing questions asking them what might make them leave. Support from colleagues is the single biggest reason staff give for remaining in post, cited by 68%, ahead of pay, leadership and career progression. The same pattern holds for belonging: 73% of staff feel fully or largely part of a team with their colleagues. The issue of belonging has relevance across the sector: the Department for Education's 2026 white paper makes pupil belonging a priority. Only 8% of staff considering resignation blame a poor relationship with their line manager: it's noteworthy that while a good relationship is a key driver of retention, a poor one may not be as big of a factor in someone's decision to resign.



Experience still diverges sharply by role, tenure and ethnicity

Senior leaders remain both the most positive group and the least likely to resign. Resignation risk among them fell again this year, to 27%. New teachers report the strongest start of any group, most excited by their work and most appreciated by leadership in their first year, but that experience drops off sharply after year one, while feeling overworked worsens steadily with every year of service. Reviewing protected characteristics, we see that staff from a mixed/multiple ethnic background, staff who are expecting or without children, and staff outside the gender binary are the only groups scoring below benchmark on any of the key retention drivers.

The National Picture

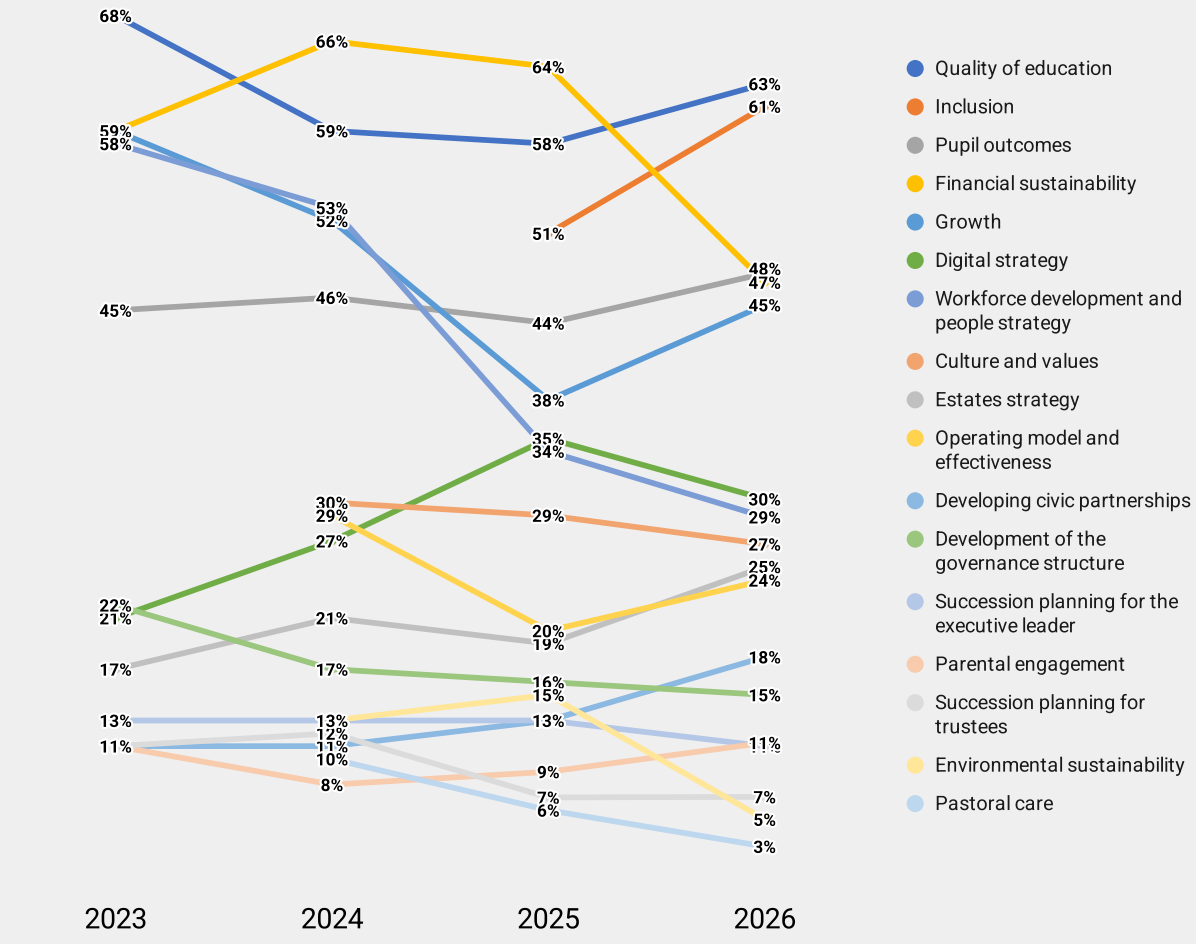
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National Overview

Turbulence in the sector hasn't let up since last year's report. Schools and trusts are now absorbing the government's Every Child Achieving and Thriving white paper and its SEND and inclusion reforms, on top of the funding and workforce pressures already carried over from previous years. Edurio has tracked sentiment across the sector throughout. Most of this report focuses on staff experience, but it's important to see that in the wider context, so we're releasing it alongside similar summaries for pupils and parents, and alongside the National School Trust report produced with CST, to give a complete picture of the sector as trusts head into the next academic year.

Using the annual CEO survey as a starting point to set our staff focus in context, we begin with a review of CEOs' overall priorities for the year ahead. Now in its fifth year, the survey shows some of the sharpest re-prioritisation we've recorded. Quality of education is back on top at 63%, recovering after two years of decline from 68% in 2023 to a low of 58% in 2025. Inclusion, tracked only since 2025, has risen from 51% to 61% in a single year to become the second most common priority nationally. Financial sustainability tells the opposite story: having peaked at 66% in 2024, it fell 17 percentage points in a single year, from 64% to 47%, the largest drop of any priority, pushing it out of the top three for the first time in four years. Workforce development and people strategy continues the decline flagged in last year's report, down from 58% in 2023 and 53% in 2024 to just 29% now. Less than a third of CEOs name it as a top-five priority. Quality of education, inclusion and pupil outcomes now make up three of the top four national priorities, while financial sustainability and workforce strategy fall further down the list. Trust growth has also rebounded as a priority, after a few years of decline. This matches the wider trend of consolidation within the sector.

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



The Parent Experience

This year's parent report shows a more balanced picture than last year, rather than one improving across the board. Three of the six measures tracked rose (engagement, respect, and confidence that teachers can keep children safe), two held flat (communication and behaviour), and one continued to decline (clarity of the trust's role), with the year's biggest gain and biggest drop both just two percentage points, a much tighter spread than last year's.

Key findings:

- Parents' satisfaction with how schools engage them has risen to 63%, up from 61% last year, and feelings of respect have grown to 73%, up from 71%. Confidence that teachers can keep children safe also improved slightly, to 77%.
- Communication has held flat at 59% for a third consecutive year. Clarity about the trust's role has fallen for a second year running, down to 41%, the only measure moving in the wrong direction.
- Primary parents remain more positive than secondary parents on almost every measure, with gaps as wide as 22 percentage points on ease of contacting the school. The one exception is ease of attending school events, where secondary parents are slightly more positive (57%) than primary parents (54%).

In their own words, parents praise the school's general communication, the weekly email or newsletter, but ask for more news about their own child specifically. Parents' evenings come up on both sides too: parents are grateful for them but want a second one each year, longer slots, and a return to meeting in person.

The Pupil Experience

This year's pupil report shows small but meaningful improvements in how pupils experience school. Secondary pupils report the biggest gains, feeling happier, safer and clearer about what their teachers expect of them than they did last year, and wellbeing continues to rise too. Post-16 pupils in particular say they're enjoying their lessons more. Alongside this progress, two issues stand out: primary pupils' happiness still falls the older they get, and inclusion remains a concern, with very few secondary pupils saying they often see themselves reflected in what they're taught.

Key findings

- Overall pupil experience has improved: of the 11 measures we track across primary and secondary school, 7 improved this year, 2 declined and 2 stayed the same.
- Happiness and wellbeing show different patterns depending on age. 78% of primary pupils say they're happy at school, but this falls the further through primary school they are. In secondary school, happiness has risen to 51%, up from 42% three years ago, and wellbeing has improved to 46%, up from 37% over the same period.
- Engagement with learning varies hugely by age. 64% of primary pupils find their lessons interesting, compared with just 28% in secondary school. In post-16 education, interest rises sharply again, with 62% of Year 12 pupils and 57% of Year 13 pupils saying they often find their lessons interesting.
- Safety has improved. 71% of primary pupils feel safe in school, up slightly from 69%, and secondary safety has risen more clearly, to 68% from 61% three years ago. As in previous years, boys report feeling safer than girls, and pupils with another gender identity report feeling considerably less safe than either group.
- Teaching and inclusion are moving in different directions this year. 87% of primary pupils say their teachers explain clearly what they need to work on, unchanged from previous years. In secondary school this has improved to 55%, up from 48% last year, reversing a previous decline. Inclusion remains a challenge: only 16% of secondary pupils say they often learn about people like themselves in class, down from 19% three years ago.

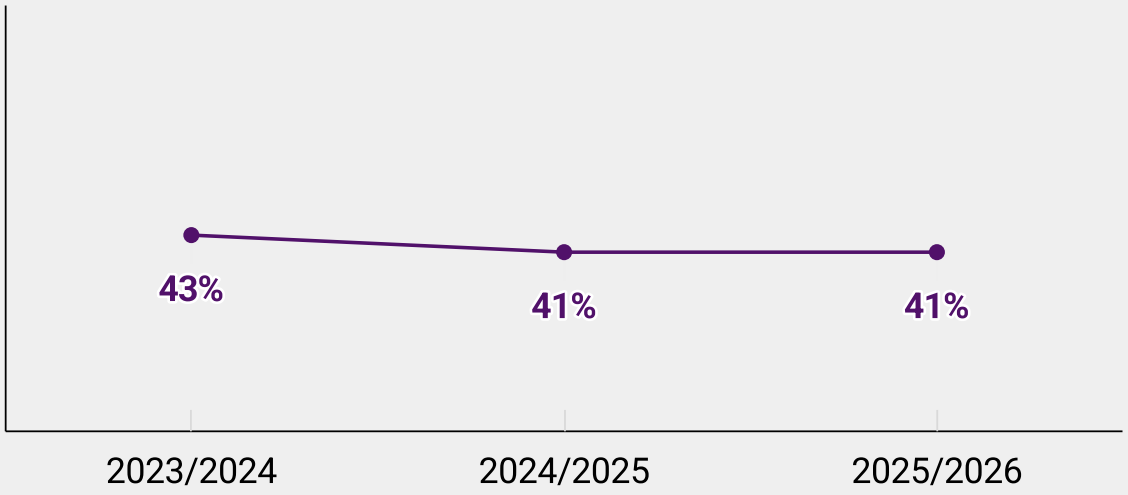
In their own words, pupils highlight the friends they've made and the teachers and staff who support them as the best things about school. They also point to what they'd like to see change: to be listened to and treated more fairly by staff, clearer and more proportionate rules, better and cheaper food, more comfortable uniform policies and a little more time at breaktime and lunch.

Retention

This section tracks how many staff have considered resigning in the past three months, both nationally and across different regions of England. The pages that follow look at what's driving that risk.

41% of staff reported that they had considered resigning sometimes, often, or constantly in the three months before participating in the Edurio survey. This has remained consistent over the last two academic years.

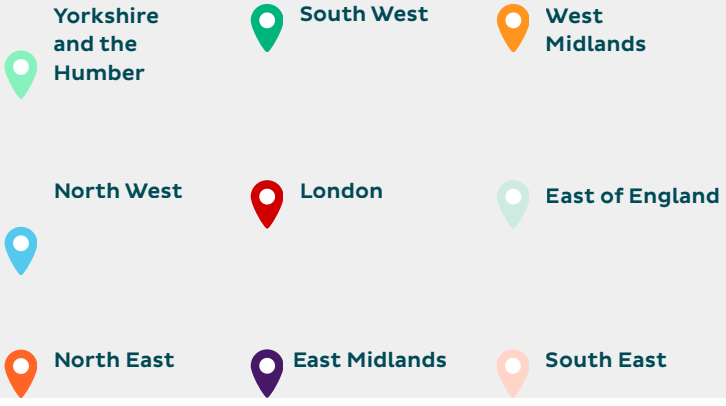
Percentage of School Staff at Risk of Resigning (overall)

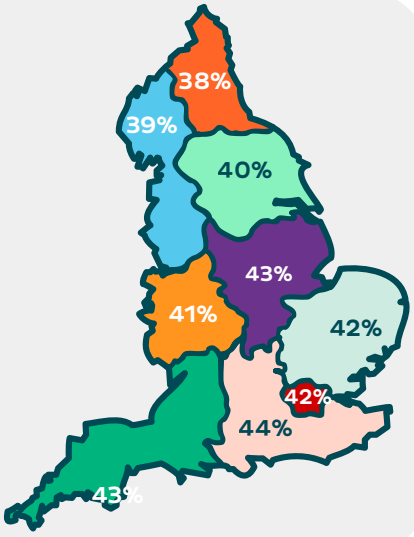


Retention by Region

Across the regions of England, the proportion of staff considering resigning ranges from 38% to 44%, with a national average of 41%. Staff in the South East are most likely to report constantly, often, or sometimes considering resigning compared to other regions in England. Staff in the North East and the North West were least likely to consider resigning. The East of England saw an increase of three percentage points compared to 2024/2025.

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

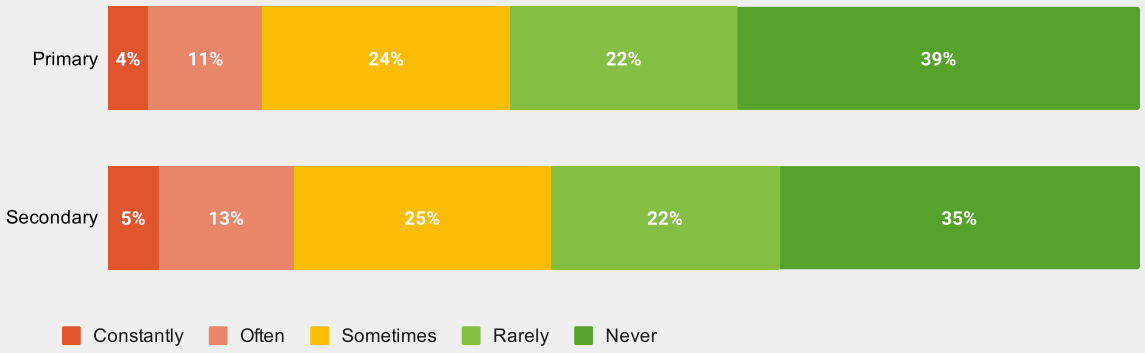




Retention by Phase

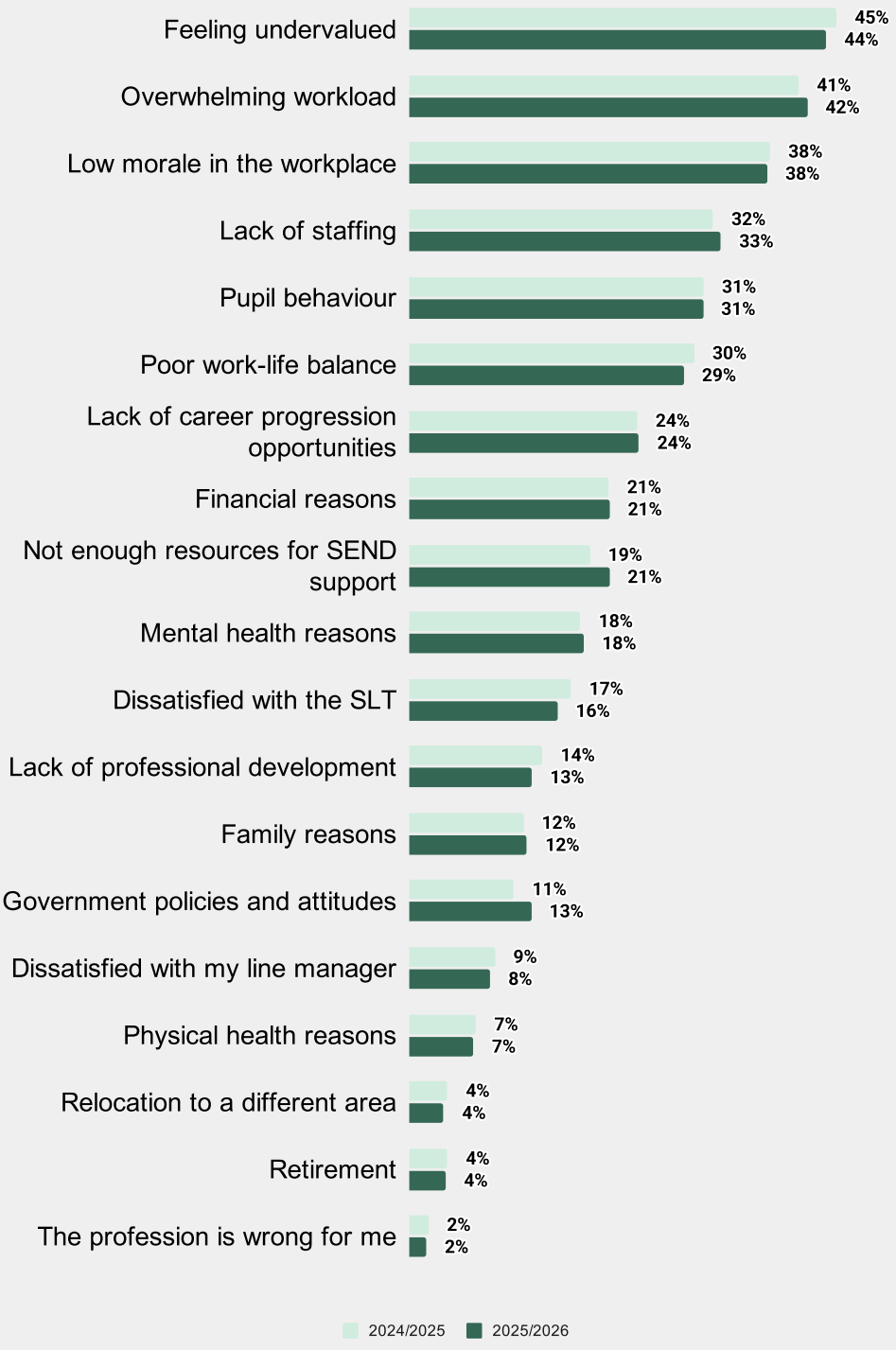
39% of primary staff said they had considered resigning from their post at least sometimes in the past three months, while 61% reported rarely or never doing so. The largest single response was never, selected by 39%, followed by sometimes at 24%. For secondary, 43% of staff said they had considered resigning from their post at least sometimes in the past three months, while 57% reported rarely or never considering resigning; the largest single response was never, selected by 35%. We see this trend for most questions in our national dataset, with primary staff more likely to respond more positively.

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



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 2024/25: 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 and 2 percentage points for every reason offered, a more stable picture than last year, when one reason moved by considerably more. The two largest movements were a rise of 2 percentage points in staff citing a lack of resources for SEND support (from 19% to 21%) and a rise of 2 percentage points in staff citing government policies and attitudes (from 11% to 13%). As in previous 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.

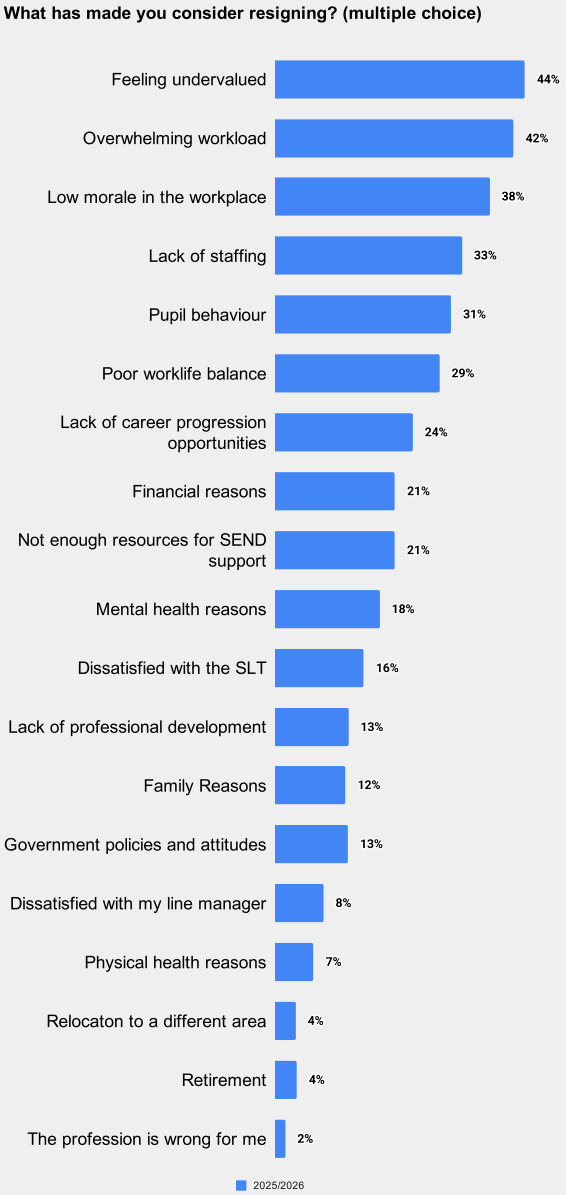
What has made you consider resigning? (multiple choice)



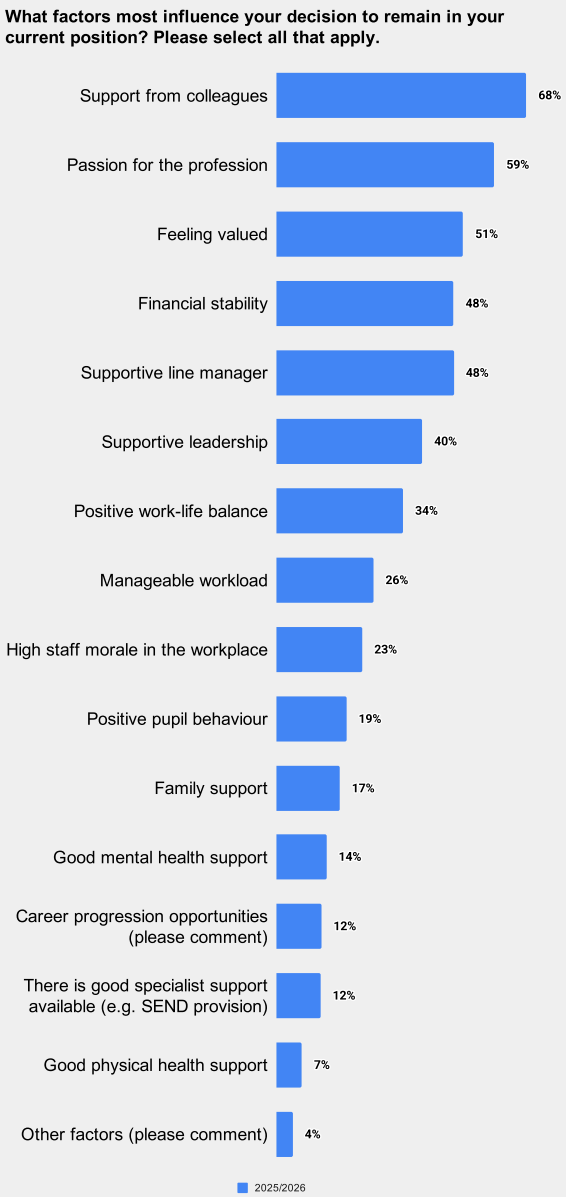
Comparing the two sets of drivers reveals a clear pattern: relationships and financial security motivate staff to stay far more powerfully than their absence motivates staff to leave. A supportive line manager is cited by 48% of staff as a reason to remain in post, yet only 8% of staff considering resignation blame a poor relationship with their line manager, the fifth-lowest reason on that list and the largest asymmetry in the data, a gap of 40 percentage points. Supportive leadership more broadly follows the same pattern (40% pull versus 16% push), as does financial stability (48% pull versus 21% push). For trust leaders, this suggests line management and leadership quality are retention levers worth investing in even where they rarely appear as a stated reason for leaving.

Operational pressures work the other way round: each is a considerably stronger reason to leave than to stay. Workload shows the largest gap in percentage point terms, cited by 42% as a resignation reason against just 26% citing a manageable workload as a reason to remain. Career progression shows the same pattern most starkly in relative terms: twice as many staff cite it as a reason to leave (24%) as cite it as a reason to stay (12%). Pupil behaviour (31% versus 19%), low morale (38% versus 23%) and a lack of SEND resources (21% versus 12% for good specialist support) follow the same shape. The one driver with real weight on both sides is feeling valued: feeling undervalued was cited by 44% of staff as a reason for considering resignation compared to 51% citing feeling valued as a reason to stay: this is the only factor that sits near the top of both lists at once. In some ways, this simplifies and adds focus to sector priorities: tackling workload, morale and career progression removes a reason to go without necessarily giving staff a reason to stay, whereas feeling valued cuts both ways.

Reasons to Consider Resigning



Reasons to Remain in Role



In addition to the reasons that staff provide to explain why they are considering resigning, this report draws on Edurio's 2024 analysis of the drivers of resignation among school staff, which identified the factors across the whole staff experience most strongly linked to leaving. Here, we look at how five of those factors – feeling overworked, feeling respected by leadership, stress levels, feeling excited by work and overall physical and mental wellbeing – have moved since last year.

Key Retention Drivers

Staff were slightly less positive about these core parts of the experience in 2025/26 than in the previous academic year: of the four directly comparable factors, two worsened by 1 to 2 percentage points, one stayed the same, and one improved by 3 percentage points. Staff reported feeling overworked more often, with the proportion who feel this way only sometimes, rarely or never falling from 55% to 53%, and felt stressed slightly more often too, down from 55% to 54%. The proportion who feel excited by their work held steady at 58%. The one clear improvement was in staff members' sense of their own physical and mental health, with 44% now reporting they feel very or quite well lately, up from 41% and the largest single movement of the five drivers. It is worth noting that the leadership appreciation question was updated in 2025/26, so this year's figure of 58% feeling very or quite appreciated is not directly comparable to last year's 47%.

-2%

How often do you feel overworked?
(Sometimes/Rarely/Never)
55% in 2024/25 | 53% in 2025/26

=

How often do you feel excited by the work that you do?
(Very/Quite often)
58% in 2024/25 | 58% in 2025/26

-1%

How often have you felt stressed lately?
(Sometimes/Rarely/Never)
55% in 2024/25 | 54% in 2025/26

+3%

Overall, how well do you feel lately physically and mentally?
(Very/Quite well)
41% in 2024/25 | 44% in 2025/26

=

How appreciated by the leadership do you feel for your work?
(Very appreciated/Quite appreciated)
47% in 2024/25
(question updated in 2025/26, not comparable to previous year)

Role overviews

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Role Overviews

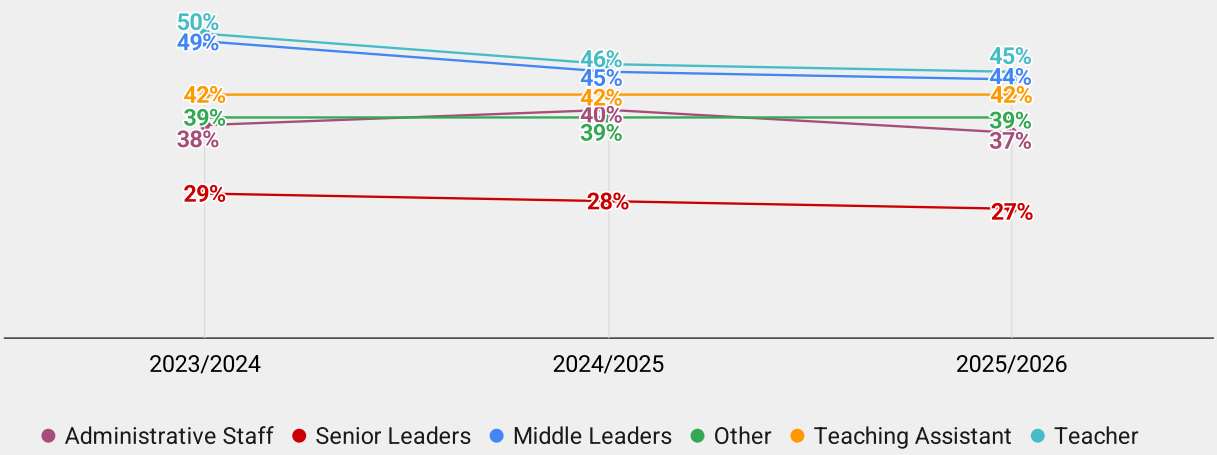
As highlighted earlier in this report, resignation risk has fallen or held steady for every role this year, a more consistent picture than in previous years. Day-to-day experience is more mixed: staff report feeling more overworked and stressed than in 2024/25, even as physical and mental wellbeing improves. Neither of these measures is distributed evenly across roles or demographics, which is what the rest of this section explores.

Retention by Role

The proportion of staff considering resignation has fallen or held steady across all roles this year, with administrative staff seeing the largest improvement. The proportion of administrative staff at risk of resignation dropped from 40% in 2024/25 to 37% in 2025/26, reversing the marginal rise seen the previous year. Teachers and middle leaders remain the most at-risk groups, but both continued their gradual improvement: the proportion of teachers considering resignation fell from 46% to 45% (down from 50% two years ago), and from 45% to 44% for middle leaders (down from 49% in 2023/24). The proportion has not changed for teaching assistants (42%) or those in "other" roles (39%), both unchanged for a second year running. Senior leaders remain consistently the group least likely to resign, with the proportion considering resignation falling again to 27% in 2025/26.

Proportion of staff considering resignation

% of all respondents who have 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?
- To what extent do you feel like part of a team with your colleagues?

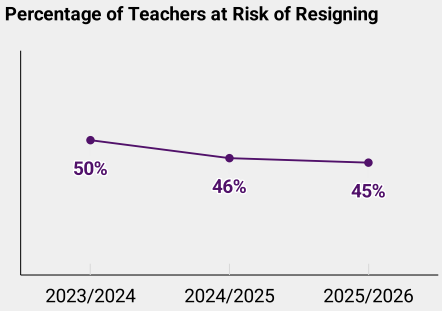
By comparing role-based responses to the overall staff experience, we aim to identify where additional support is most needed across different roles within schools and trusts.

Teachers

Number of Teachers Surveyed: 33,835

Resignation risk among teachers has eased for a second year running, falling from 50% in 2023/2024 to 45% in 2025/2026. Workload, poor work-life balance and feeling undervalued remain the top reasons teachers give for wanting to leave, while colleague support and passion for the profession are the reasons they stay. Teachers still trail the all-staff benchmark on every wellbeing measure in this report, though how well they feel overall, physically and mentally, has improved by three percentage points since last year.

Risk of Resignation



Reasons for Resigning:

Top 3

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

Points of difference compared to other roles:

- Not enough resources for SEND
- Mental health reasons
- Pupil Behaviour
- Government policies and attitudes

Reasons for Staying:

Top 3

- Support from colleagues
- Passion for the profession
- Financial stability

Points of difference compared to other roles:

- High staff morale in the workplace
- Positive pupil behaviour
- Family support

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	6% Rarely/Never	-7%	-1%
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%	=
How appreciated by leadership do you feel for your work?	55% Very appreciated /Quite appreciated	-3%	
Overall, how well have you felt lately, physically and mentally?	38% Very well/Quite well	-6%	+3%

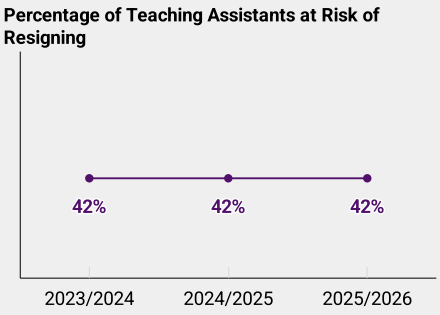
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Teaching Assistants

Number of Teaching Assistants Surveyed: 18,596

Resignation risk among teaching assistants has held steady at 42% for three years running. Lack of staffing, low morale and feeling undervalued remain the top reasons teaching assistants give for wanting to leave, while colleague support, passion for the profession and feeling valued are the reasons they stay. They feel less overworked and less stressed than the all-staff benchmark, but less appreciated by leadership, and their overall wellbeing, though up two percentage points on last year, still trails the benchmark by four points.

Risk of Resignation



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

Reasons for Staying:

Top 3

- Support from colleagues
- Passion for the profession
- Feeling valued

Points of difference compared to other roles:

- Good mental health support
- There is good specialist support available (e.g. SEND provision)

Key Retention Drivers

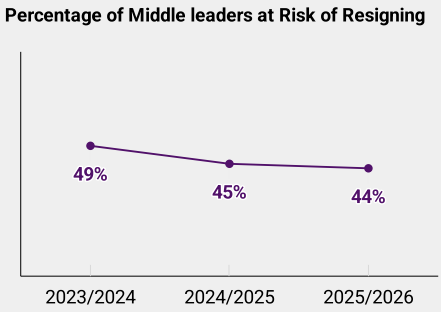
Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	17% Rarely/Never	+4%	-2%
How often have you felt stressed lately?	14% Rarely/Never	+1%	-1%
How often do you feel excited by the work you do?	60% Very often/Quite often	+2%	-1%
How appreciated by leadership do you feel for your work?	56% Very appreciated /Quite appreciated	-2%	
Overall, how well have you felt lately, physically and mentally?	40% Very well/Quite well	-4%	+2%

Middle Leaders

Number of Middle Leaders Surveyed: 5,088

Resignation risk among middle leaders has eased for a second year running, falling from 49% in 2023/2024 to 44% in 2025/2026. Overwhelming workload, poor work-life balance and feeling undervalued remain the top reasons middle leaders give for wanting to leave, while colleague support, passion for the profession and financial stability are the reasons they stay. They feel more overworked and more stressed than the all-staff benchmark, nine and five percentage points behind respectively, but more appreciated and more excited by their work, and wellbeing has climbed seven percentage points on last year, the sharpest improvement of any role in this report.

Risk of Resignation



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
- Relocation to different area

Reasons for Staying:

Top 3
- Support from colleagues
- Passion for the profession
- Financial stability

Points of difference compared to other roles:
- Career progression opportunities
- High morale in the workplace
- Supportive leadership

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?	60% Very often/Quite often	+2%	-1%
How appreciated by leadership do you feel for your work?	63% Very appreciated /Quite appreciated	+5%	
Overall, how well have you felt lately, physically and mentally?	41% Very well/Quite well	-3%	+7%

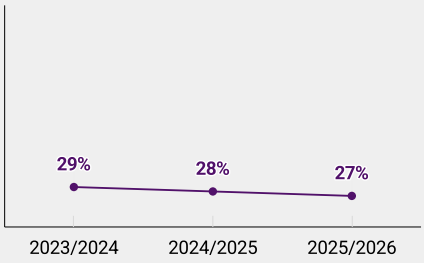
Senior Leaders

Number of Senior Leaders Surveyed: 7,953

Resignation risk among senior leaders was already the lowest of any role at 29% in 2023/2024, and has continued falling since, down to 27% in 2025/2026. Overwhelming workload, poor work-life balance and a lack of staffing are the top reasons senior leaders give for wanting to leave, while passion for the profession, colleague support and feeling valued are the reasons they stay. Senior leaders feel more excited by their work, more appreciated by leadership and better overall, physically and mentally, than the all-staff benchmark, by 21, 30 and 19 percentage points respectively, and being overworked is the only measure where they trail the benchmark, by three percentage points.

Risk of Resignation

Percentage of Senior Leaders at Risk of Resigning



Reasons for Resigning:

Top 3
- Overwhelming workload
- Poor work-life balance
- Lack of Staffing

Points of difference compared to other roles:
- Government policies

Reasons for Staying:

Top 3
- Support from colleagues
- Feeling valued
- Passion for the profession

Points of difference compared to other roles:
- Supportive leadership
- High staff morale in the workplace
- Career progression opportunities

Key Retention Drivers

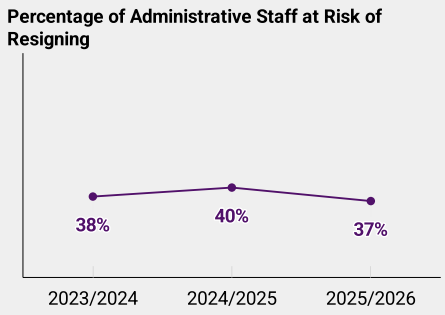
Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	10% Rarely/Never	-3%	-1%
How often have you felt stressed lately?	15% Rarely/Never	+2%	-1%
How often do you feel excited by the work you do?	79% Very often/Quite often	+21%	=
How appreciated by leadership do you feel for your work?	88% Very appreciated /Quite appreciated	+30%	
Overall, how well have you felt lately, physically and mentally?	63% Very well/Quite well	+19%	+3%

Administrative Staff

Number of Administrative Staff Surveyed: 7,463

Resignation risk among administrative staff fell to 37% in 2025/2026, reversing last year's rise to 40% and landing just below the 38% recorded in 2023/2024. Feeling undervalued, overwhelming workload and low morale remain the top reasons administrative staff give for wanting to leave, while support from colleagues, a supportive line manager and feeling valued are why they stay. Administrative staff feel less overworked, less stressed, more appreciated by leadership and better overall, physically and mentally, than the all-staff benchmark, by one, four, eight and seven percentage points respectively, and feeling excited by their work is the only measure where they trail the benchmark, by 12 points.

Risk of Resignation



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 opportunities
- Lack of professional development
- Retirement

Reasons for Staying:

Top 3

- Support from colleagues
- Supportive line manager
- Feeling valued

Points of difference compared to other roles:

- Manageable workload
- Positive work-life balance

Key Retention Drivers

Question	Positive responses	Vs all-staff benchmark	Vs Last year
How often do you feel overworked?	14% Rarely/Never	+1%	+1%
How often have you felt stressed lately?	17% Rarely/Never	+4%	+3%
How often do you feel excited by the work you do?	46% Very often/Quite often	-12%	+2%
How appreciated by leadership do you feel for your work?	66% Very appreciated /Quite appreciated	+8%	
Overall, how well have you felt lately, physically and mentally?	51% Very well/Quite well	+7%	+5%

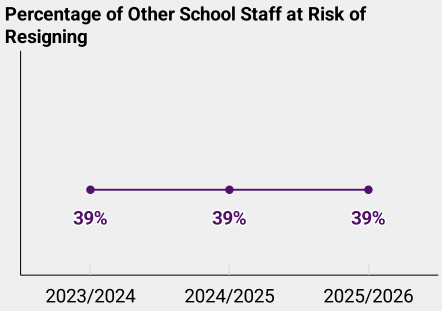
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Other Roles

Number of Other Staff Surveyed: 13,229

Resignation risk among other staff has remained flat at 39% across all three years, from 2023/2024 to 2025/2026. Feeling undervalued, low morale in the workplace and a lack of staffing remain the top reasons other staff give for wanting to leave, while support from colleagues, feeling valued, passion for the profession and a supportive line manager are why they stay. Other staff feel less overworked, less stressed and better overall, physically and mentally, than the all-staff benchmark, by eight, seven and four percentage points respectively. They feel about as appreciated by leadership as the benchmark, and the only measure where they trail it is how excited they feel by their work, by four points.

Risk of Resignation



Reasons for Resigning:

Top 3
- Feeling undervalued
- Low morale in the workplace
- Lack of staffing

Points of interest:
- Financial reasons
- Dissatisfaction with line manager
- Lack of career progression opportunities
- Lack of professional development

Reasons for Staying:

Top Reasons
- Support from colleagues
- Feeling valued
- Passion for the profession
- Supportive line manager

Points of difference compared to other roles:
- Good physical health support
- Good mental health support

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%	=
How appreciated by leadership do you feel for your work?	58% Very appreciated /Quite appreciated	=	
Overall, how well have you felt lately, physically and mentally?	48% Very well/Quite well	+4%	+3%

Belonging in Schools

Analysis of Demographic Groups in Schools

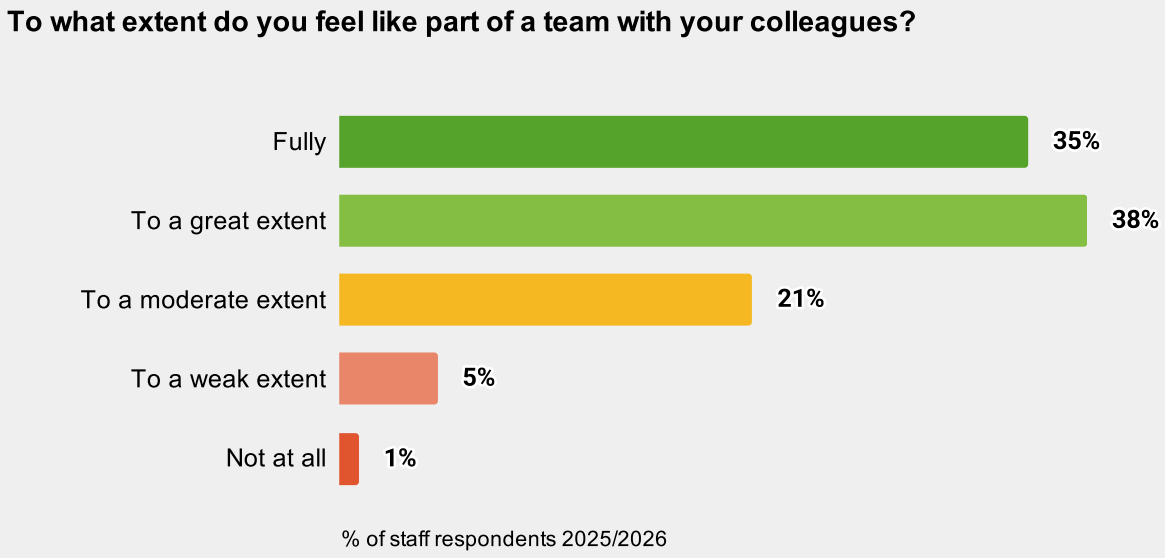
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Belonging in Schools

Support from colleagues is the single biggest reason staff give for staying in their current role, cited by 68% of staff, ahead of every other factor measured in this report. Belonging isn't a soft add-on to retention, it's the strongest lever available to school and trust leaders. This section measures where staff currently stand: 73% feel fully or largely part of a team with their colleagues. The pages that follow break this down by gender, parental status, ethnicity and length of time teaching, so leaders can see where that sense of belonging is strongest and where it needs attention. Belonging matters beyond retention too.

The Department for Education's 2026 white paper, Every Child Achieving and Thriving, makes pupil belonging a priority, expecting every school to monitor children's sense of belonging and engagement by 2029. Staff who feel connected to their colleagues are better placed to build that same sense of belonging for pupils, so the data on this page speaks to both agendas at once.

School Staff's Sense of Belonging



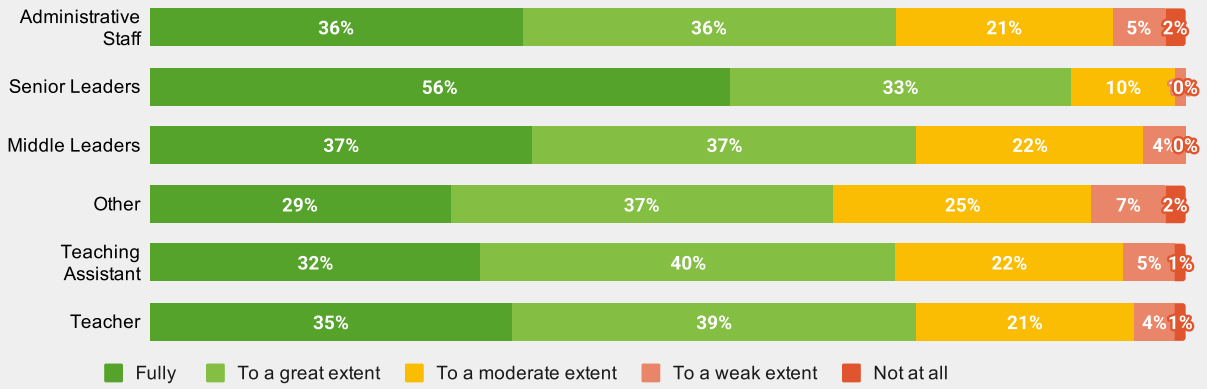
Demographics

This analysis is broken down by four demographic groups: gender, parental status, ethnicity and length of time teaching. Sample sizes vary considerably across these groups, and the appendix sets out the exact number of respondents behind each one. Some groups are smaller than others, but they are included throughout so that every group's experience is represented in the findings, not just the largest.

Worth keeping in mind when reading the tables that follow: a smaller group's percentage can move by several points on the strength of only a few responses, so a small group tracking uniformly above or below benchmark is as likely to reflect its size as a distinct pattern. Larger groups, such as White British/Irish staff on ethnicity or female staff on gender, make up close to a third of the benchmark itself, which is part of why they tend to track closer to it.

Belonging by Role

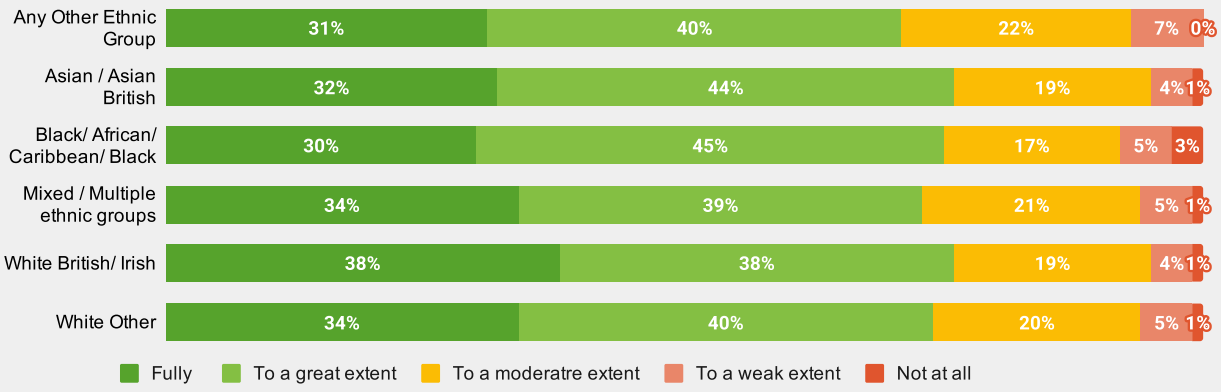
To what extent do you feel like part of a team with your colleagues?
By Role



Senior Leaders report by far the strongest sense of belonging of any role, with 56% feeling fully part of a team with colleagues and a further 33% to a great extent, a combined 89% against the 73% All Staff Benchmark. Middle leaders and teachers track close to that benchmark, both at 74% combined, while Administrative staff and teaching assistants sit just below it at 72%. Staff in other roles report the weakest sense of belonging of the six groups, with only 66% feeling fully or largely part of a team and the highest combined share feeling only weakly connected or not at all.

Belonging by Ethnicity

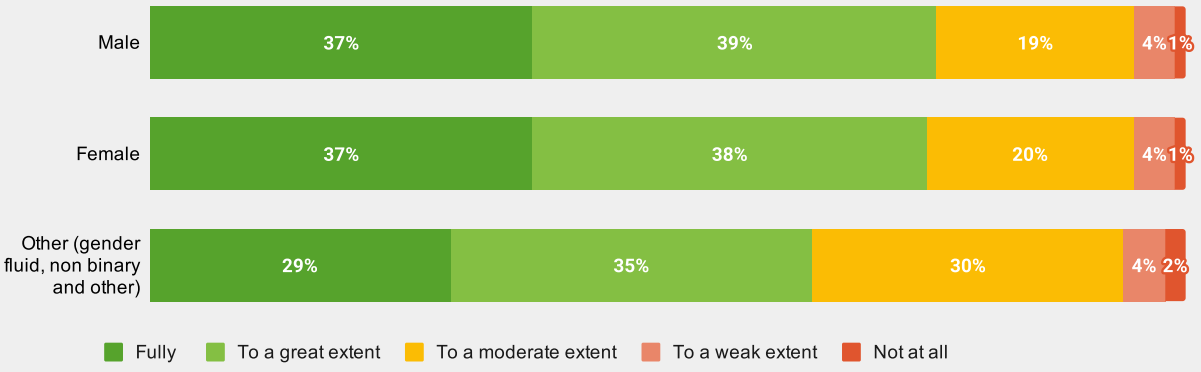
To what extent do you feel like part of a team with your colleagues?
By Ethnicity



Ethnicity shows the narrowest spread of any demographic in this report, with combined "fully" and "to a great extent" scores ranging from 71% to 76% against the 73% All Staff Benchmark. Asian/Asian British and White British/Irish staff report the strongest sense of belonging, both at 76% combined, while staff in the Any Other Ethnic Group category sit lowest at 71%. As some ethnicity groups make up a small share of respondents, these differences should be read with that in mind rather than as a definitive pattern.

Belonging by Gender

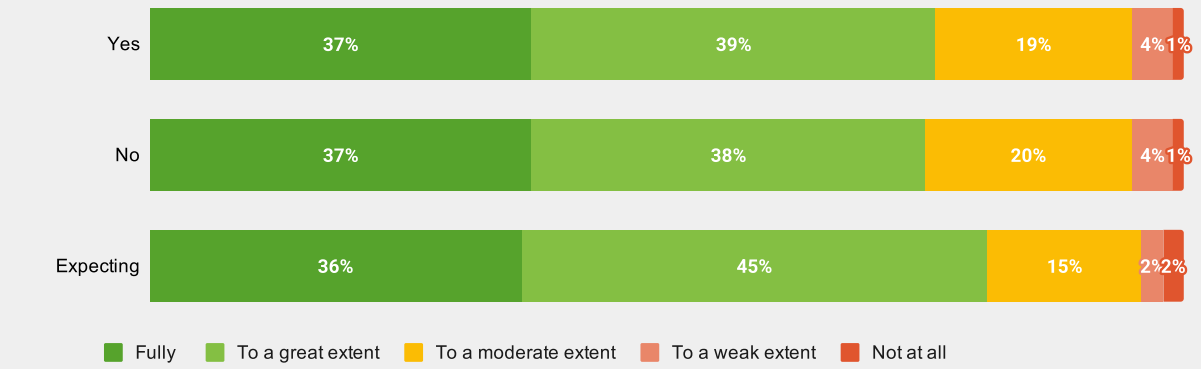
To what extent do you feel like part of a team with your colleagues?
By Gender



Belonging shows a similar pattern by gender to elsewhere in this report, with male and female staff both close to the 73% All Staff Benchmark at 76% and 75% combined "fully" and "to a great extent" respectively. Staff who identify as gender fluid, non-binary or another gender identity report a markedly weaker sense of belonging, at 64% combined, the lowest of the three groups. As this group makes up a small share of respondents, this gap should be read as indicative rather than a firm conclusion.

Belonging by Parental Status

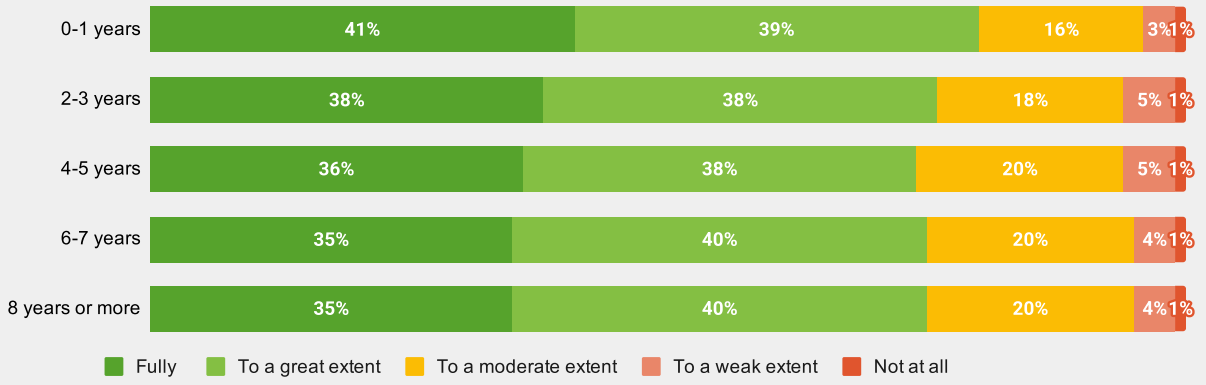
To what extent do you feel like part of a team with your colleagues?
By Parental Status



Parental Status shows all three groups above the 73% All Staff Benchmark, with expecting staff reporting the strongest sense of belonging at 81% combined "fully" and "to a great extent". Staff with parental responsibilities and those without track closely together, at 76% and 75% combined respectively. Not every staff member answers this demographic question, so these groups reflect only those who did, while the 73% benchmark includes everyone whether they answered it or not, which may partly explain why every group here scores above it. Expecting staff are also a small share of respondents, so their figure should be treated as indicative rather than definitive.

Belonging By Teaching Experience

To what extent do you feel like part of a team with your colleagues?
By Teaching Experience



Belonging by teaching experience peaks early and dips before recovering. Teachers in their first year report the strongest sense of belonging on the page, at 80% combined "fully" and "to a great extent", six points above the 74% teacher benchmark. That lead narrows through the early years, falling back to the teacher benchmark at 74% among teachers with four to five years' experience, before levelling out one point above it, at 75%, for everyone with six or more years in post.

The following pages break down staff experience by demographic group, from ethnicity and gender to parental status and teaching experience. Each one sets out where that group's experience sits against benchmark and which retention drivers need the closest attention.

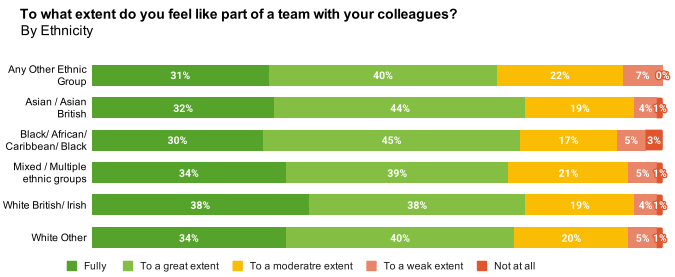
Ethnicity

Summary

Ethnicity shows the narrowest spread of any demographic in this report, with every group sitting within 3 points of the 73% All Staff Benchmark.

Any Other Ethnic Group sits 2 points below the benchmark at 71% combined "fully" and "to a great extent", while Asian/Asian British and White British/Irish sit 3 points above it at 76%.

As some ethnicity groups make up a small share of respondents, these differences should be read with that in mind rather than as a definitive pattern.



Key Retention Drivers

Question	All Staff Benchmark	Any Other Ethnic Group	Asian / Asian British
How often do you feel overworked?	13% Rarely/Never	+5%	+4%
How often have you felt stressed lately?	13% Rarely/Never	+1%	+7%
How often do you feel excited by the work you do?	58% Very often/Quite often	+6%	+10%
How appreciated by leadership do you feel for your work?	58% Very appreciated /Quite appreciated	+2%	+3%
Overall how well have you felt lately, physically and mentally?	44% Very well/Quite well	+2%	+8%

Ethnicity Continued

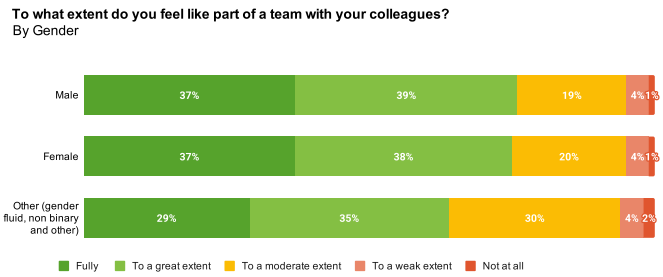
Question	Black/ African/ Caribbean/ Black British	Mixed / Multiple ethnic groups	White British/ Irish	White Other
How often do you feel overworked?	+4%	=	=	=
How often have you felt stressed lately?	+10%	=	=	=
How often do you feel excited by the work you do?	+10%	+5%	+1%	+4%
How appreciated by leadership do you feel for your work?	+2%	-1%	+3%	+1%
Overall how well have you felt lately, physically and mentally?	+7%	-2%	+3%	=

Gender

Summary

Male and female staff track close to the All Staff Benchmark across these drivers, both landing within a few points on every measure. Staff with another gender identity (gender fluid, non-binary and other) fall well behind on almost every measure: 18 points on feeling appreciated by leadership, 19 points on wellbeing and 10 points on feeling excited by their work.

Belonging follows the same pattern here rather than offering a contrast: this group also reports the weakest sense of belonging of the three, at 65% combined "fully" and "to a great extent" against the 73% All Staff Benchmark, while male and female staff sit above it at 76% and 75%.



Key Retention Drivers

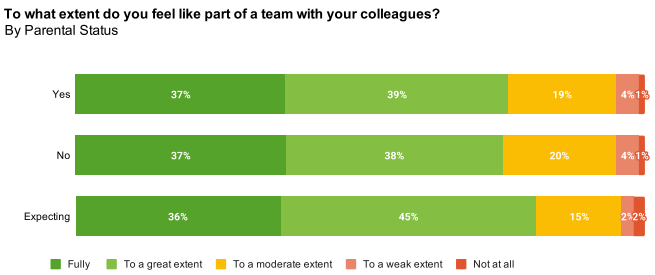
Question	All Staff Benchmark	Male	Female	Another identity
How often do you feel overworked?	13% Rarely/Never	=	=	-2%
How often have you felt stressed lately?	13% Rarely/Never	+6%	=	-6%
How often do you feel excited by the work you do?	58% Very often/Quite often	+2%	+2%	-10%
How appreciated by leadership do you feel for your work?	58% Very appreciated /Quite appreciated	+5%	+2%	-18%
Overall how well have you felt lately, physically and mentally?	44% Very well/Quite well	+5%	+1%	-19%

Parental Status

Summary

Parental status makes little difference to how staff experience work overall. Staff without children (No) sit closest to the All Staff Benchmark on every driver. Staff with children (Yes) show the widest gaps on this page among these drivers, 5 points above benchmark on both feeling excited by their work and feeling appreciated by leadership. Staff expecting a child are the only group below benchmark on workload and stress, by 2 points on each, though they sit at or above benchmark on every other driver.

Belonging follows a different pattern: all three groups score above the 73% All Staff Benchmark, with expecting staff highest at 81% combined "fully" and "to a great extent", and staff with children (Yes) and those without (No) close together at 76% and 75%.



Key Retention Drivers

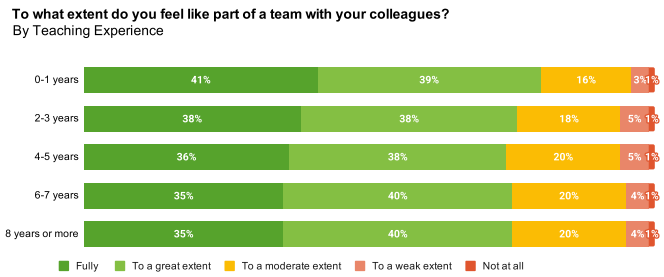
Question	All Staff Benchmark	Yes	No	Expecting
How often do you feel overworked?	13% Rarely/Never	=	=	-2%
How often have you felt stressed lately?	13% Rarely/Never	+2%	=	-2%
How often do you feel excited by the work you do?	58% Very often/Quite often	+5%	+1%	=
How appreciated by leadership do you feel for your work?	58% Very appreciated /Quite appreciated	+5%	=	+1%
Overall how well have you felt lately, physically and mentally?	44% Very well/Quite well	+4%	-1%	+1%

Teaching Experience

Risk of Resignation

New teachers report by far the strongest experience against the teacher benchmark, 15 points ahead on excitement. That lead fades quickly: appreciation turns negative by two to three years and bottoms out at 2 points behind from four to five years through six to seven years, before recovering by eight or more years.

Belonging follows the same arc, from 80% combined at the start down to 74% at four to five years, and levelling at 75% from six years on, against a 74% teacher benchmark.



Key Retention Drivers

Question	Teacher Benchmark	0-1 Years	2-3 years	4-5 years	6-7 years	8 years +
How often do you feel overworked?	6% Rarely/Never	+6%	+1%	=	=	-1%
How often have you felt stressed lately?	9% Rarely/Never	+1%	-1%	-1%	=	-1%
How often do you feel excited by the work you do?	55% Very often/Quite often	+15%	+7%	-2%	=	=
How appreciated by leadership do you feel for your work?	55% Very appreciated /Quite appreciated	+6%	-1%	-2%	-2%	+3%
Overall, how well have you felt lately, physically and mentally?	38% Very well/Quite well	+6%	-2%	-3%	-1%	+1%

Conclusion

Reflections by Baasit Siddiqui

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Conclusion



Baasit Siddiqui
Educator, Speaker and TV Personality

The clearest message in these findings is how much of staff retention comes down to people. Asked for the first time what keeps them in post, staff put support from colleagues first (cited by 68%), with a supportive line manager and feeling valued close behind. As I touch on in my upcoming book, teaching can never be a solo performance; it is a community profession.

I was pleased to see that, across three years of data from more than 110,000 staff in England, resignation risk has fallen and then held at 41%, and that every role held steady or improved in 2025/26.

That stability stands out, because more staff feel overworked and stressed than a year ago. Yet, remarkably, very few think the profession itself is wrong for them: just 2% of those considering resignation say so. This stat hits hard. Most staff haven't fallen out of love with the job; it is the enormity of the day-to-day that pushes them away.

I spent ten years teaching and leading departments across two secondary schools and a sixth form, and I know firsthand what that relentless pressure feels like. When I speak to educators in my keynotes, I often share how I used to equate my value with the sheer volume of work I took on, saying yes to everything until burnout landed me in a GP's waiting room. My own wellbeing only improved once I accepted I could only do what I could in the time I had. That acceptance is far easier to find when you have colleagues who share the load.

Nearly three-quarters of staff (73%) feel fully or largely part of a team, but that figure varies a great deal across the workforce. Senior leaders—who carry a heavy, often lonely weight of school-wide accountability—are the most positive group, with resignation risk down to 27%. Meanwhile, staff in other support roles sit lowest on belonging at 66%. In my own classroom experience, I learned that support staff are worth their weight in gold, holding deep relational knowledge of our children. If they feel sidelined, we are failing our entire school ecosystem. We also see that new teachers start with the strongest experience of any group, which sadly fades after their first year as the cognitive load and feelings of being overworked grow with every year of service.

Trust leaders can make the biggest difference in three places. First, build line management into how roles are designed and developed across the trust, so managers in every school have the time and training to do it well rather than just spinning plates. Second, make recognition part of how the trust works for every role, since feeling undervalued is a top reason for considering leaving among teachers, teaching assistants, and administrative staff. I am blessed to work across the education landscape championing good people doing good work, through my talks and celebratory events. Across the board, staff want to know their effort and creativity are genuinely seen. And third, follow early-career teachers beyond their first year, using development routes that only a trust can offer across its schools.

It is vital that we foster an environment where vulnerability is modelled from the top down, so all staff can put a name to the parts of the profession they find most challenging. Ask staff what keeps them, as well as what might make them leave, and set their answers against the national picture. Keeping retention steady depends on the decisions trust leaders make about the day-to-day experience of the people in their schools. Ultimately, it comes back to community, collaboration, and communication. Creating spaces where our educators feel safe enough to try, to get it wrong, and to keep going.

Thoughts from the Sector

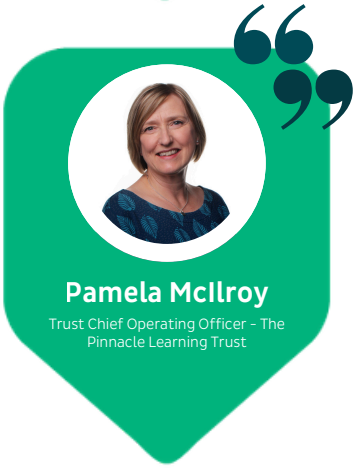


John Murphy

Educational Leadership Mentor and Advisor, John Murphy Education Ltd

Working closely with trusts and schools across the UK, I see every day how much we need evidence to shape our priorities and strategies. Edurio's latest Staff Experience Report draws on the voices of more than 110,000 school staff, and its message on listening is clear. Staff say their colleagues and a sense of belonging keep them in post, yet 86% of senior leaders see their feedback has an impact, compared with just 29% of teachers.

Trust leaders who want to know whether their staff feel heard should start here. If our organisations are going to flourish, we should use this report to make sure every member of staff has agency, knows they belong and feels supported to grow. Let's always remember listening comes first.



Pamela McIlroy

Trust Chief Operating Officer - The Pinnacle Learning Trust

One of the key benefits of using the Edurio survey is the ability to benchmark each category and question against a national picture. When analysing our results, we compare our positive response rates against our previous year's performance, together with the national benchmarks.

This extensive national dataset (broken down into trust, primary, secondary and trust central teams) provides an evidence base for our analysis, enabling us to identify priority areas for the coming year and to celebrate key successes.

Appendix

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All Questions

Question	2023/ 2024	2024/ 2025	2025/ 2026
In the past three months, how often have you considered resigning from your post?	65,248	69,532	78,882
What has made you consider resigning?		18,715	24,679
How often do you feel overworked?		53,407	70,741
How often do you feel excited by the work that you do?		54,674	65,709
How often have you felt stressed lately?		29,628	39,038
Overall, how well do you feel lately physically and mentally?		32,839	43,620
How appreciated by the leadership do you feel for your work?		55,294	52,835
To what extent do you feel like part of a team with your colleagues?		49,495	63,176
What factors most influence your decision to remain in your current position?			18,431

By Role

Question	Teachers	Teaching assistants	Middle leaders	Senior Leaders	Administrative staff	Other Roles
How often do you feel overworked?	24,057	13,652	2,524	5,261	5,216	8,851
How often have you felt stressed lately?	13,009	8,832	1,459	2,974	2,978	5,439
How often do you feel excited by the work you do?	22,178	13,194	2,416	4,915	4,634	8,043
How appreciated by leadership do you feel for your work?	19,776	11,159	2,112	633	4,222	7,453
Overall how well have you felt lately, physically and mentally?	14,996	9,710	1,614	3,384	3,401	6,131
In the past three months, how often have you considered resigning from your post?	26,670	15,566	3,439	5,894	5,634	10,353
What has made you consider resigning?	9,407	5,208	1,091	1,296	1,660	3,158
What factors most influence your decision to remain in your current position?	5,842	3,355	750	1,870	1,391	2,633

By Ethnicity

Question	Any Other Ethnic Group	Asian / Asian British	Black/ African/ Caribbean/ Black British	Mixed / Multiple ethnic groups	White British / Irish	White Other
How often do you feel overworked?	203	1,810	683	597	23,736	1,872
How often have you felt stressed lately?	123	1,082	412	322	13,581	1,083
How often do you feel excited by the work you do?	190	1,773	687	548	23,053	1,765
How appreciated by leadership do you feel for your work?	178	1,626	601	477	19,379	1,533
Overall how well have you felt lately, physically and mentally?	139	1,297	450	388	16,592	1,351
In the past three months, how often have you considered resigning from your post?	217	1,919	719	612	25,062	1,957
What has made you consider resigning?	69	521	197	188	8,146	639
To what extent do you feel like part of a team with your colleagues?	182	1,563	589	488	19,943	1,569

By Gender

Question	Male	Female	Other
How often do you feel overworked?	6,314	25,101	164
How often have you felt stressed lately?	3,867	15,898	104
How often do you feel excited by the work you do?	5,924	23,408	150
How appreciated by leadership do you feel for your work?	5,464	21,975	145
Overall how well have you felt lately, physically and mentally?	4,597	18,400	122
In the past three months, how often have you considered resigning from your post?	6,888	26,629	178
What has made you consider resigning?	1,991	9,079	83
To what extent do you feel like part of a team with your colleagues?	5,362	21,084	139

By Parental Status

Question	Yes	No	Expecting
How often do you feel overworked?	15,459	6,517	160
How often have you felt stressed lately?	9,376	3,953	99
How often do you feel excited by the work you do?	15,656	6,622	165
How appreciated by leadership do you feel for your work?	12,259	5,192	136
Overall how well have you felt lately, physically and mentally?	11,523	4,847	125
In the past three months, how often have you considered resigning from your post?	15,878	6,714	167
What has made you consider resigning?	4,980	2,221	49
To what extent do you feel like part of a team with your colleagues?	13,018	5,270	140

By Teaching Experience

Question	0-1 Years	2-3 years	4-5 years	6-7 years	8 years +
How often do you feel overworked?	1,572	2,450	2,758	2,287	14,283
How often have you felt stressed lately?	879	1,389	1,466	1,212	7,721
How often do you feel excited by the work you do?	1,484	2,275	2,593	2,121	13,314
How appreciated by leadership do you feel for your work?	1,233	1,992	2,239	1,855	11,476
Overall how well have you felt lately, physically and mentally?	968	1,534	1,655	1,362	9,009
In the past three months, how often have you considered resigning from your post?	1,597	2,466	2,803	2,302	14,408
What has made you consider resigning?	332	846	1,084	857	5,538
To what extent do you feel like part of a team with your colleagues?	1,187	1,972	2,207	1,817	11,869

About Edurio

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one of the largest school feedback datasets in England

Edurio helps trust and school leaders see what's really going on: through staff, pupil and parent feedback, benchmarked nationally so you know where you stand, not just what you've measured.



Michael Cowland, CEO
The Diocese of Coventry Multi Academy Trust

“In terms of the financial value of Edurio, I think it's a no-brainer.

If one survey's data gives you enough information to change something, which enables even just one staff member to stay, Edurio's service pays for itself.”

Alongside our Surveys platform, Edurio Evaluate supports trusts with self-evaluation, giving leaders a clearer, evidence-backed view to support governance and assurance conversations.

As a leader in education research, Edurio's national datasets shape key discussions in education policy. Explore our latest insights, including our National Experience Reports for staff, pupils and parents here: **Edurio Resources**.

To learn more about how Edurio can support your trust or school, visit our homepage **home.edurio.com** or contact us at **hello@edurio.com**.

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