



TEACHER WORKLOAD IN 2017:

IS A WORK-LIFE BALANCE ACHIEVABLE?

A research report detailing teachers' and senior leadership teams' workloads and how the use of software and other tried and tested methods can aid those within the educational sector to achieve a better work-life balance.

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ACKNOWLEDGEMENTS

We would like to thank the schools and teachers who took the time to be part of this important study and our partners for contributing to this eBook & pledging to help the growing issue of teacher workload.

EXECUTIVE SUMMARY

Teacher workload can be a sensitive subject to talk about. There is no shortage of evidence about the extent of the problem, or 'crisis', as it is often referred to.

Existing research shows how much teachers are struggling:

- Working over 50 hours each week (UK average is 37.5 hours)^[1]
- Less than 40% of time spent on teaching^[2].
- 50% have seen a GP due to work-related mental or physical health problems^[3].

As a result, record numbers of teachers are leaving the profession, with 43% citing 'heavy workload'^[4] as the reason for wanting to leave within the next five years.

While this strain increases, schools have to employ more support staff. Since 2011, the number of full time teachers has increased by 4% to 456,900^[5]. In the same period, teaching assistants have also increased by 20% to 263,000 and the number of support staff has increased by 9%^[5].

There has also been a 10% increase^[5] in unqualified teachers (teachers without Qualified Teacher Status rose from 20,300 in 2014 to 22,500 in 2015). Candidates who five years ago would have been rejected are now being accepted onto teaching programmes.

Overall sentiment and enthusiasm for teaching has also dwindled, with more strikes looming as funding continues to be cut. While the DfE is attempting to reduce workloads by launching the Workload Challenge, it isn't clear if this is actually helpful^[6].

In order to investigate their workloads and to review suggested methods of reducing workload, Groupcall surveyed 2,497 UK teachers and SLTs to explore the following:

- Where this workload is originating from
- How teachers feel their workload is affecting their life
- If teachers and senior leadership individuals believe the DfE's recent guidelines & advice will reduce teacher workloads
- If technology is helping reduce workload
- If teachers themselves believe a work-life balance can exist

Key findings:

- Just 3% of teachers and 6% of SLTs believe they have a healthy work-life balance
- 97% of teachers are suffering, or have suffered, mentally or physically as a direct result of workload
- 80% of teachers have missed important life events due to workload
- 76% of teachers reported that senior leadership team expectations had a considerable impact on their workload
- SLTs acknowledge the pressures of workload on staff at their school, with 78% reporting workload has an impact on their teachers' family, 70% finding that their workload caused them to suffer from anxiety and 69% having sleep related issues
- 65% of teachers are positive about the potential afforded by the software to help them work more efficiently
- 91% of teachers and 66% of SLTs wanted to try to integrate staff work-life balance policies into the school development plan
- Only 13% of SLTs feel positive about the future of teaching.



INTRODUCTION

Over the last five years, the UK has been in the midst of the worst ever teacher shortage^[7]. This is due to a number of reasons: the number of pupils is increasing; would-be graduate teachers are finding better paid roles elsewhere; funding is being cut; and with large class sizes and additional admin, the burden on teachers is greater than ever before.

During this time, many schools have become sponsored academies, with the government pledging to convert more. Run in a similar way to businesses^[8], with greater targets and financial responsibility, teachers are being pushed to perform more administrative tasks to prove performance. While stagnant pay and an over-bearing accountability system have been cited as issues the education sector faces, time and time again teachers are leaving primarily due to workload and lack of work-life balance.

43% of teachers have cited workload as the reason they plan to quit within the next five years^[4]. Nearly half of the teachers under the age of 35 are planning to quit due to workload, poor work-life balance and concerns for their mental health^[9]. Experienced teachers too are feeling the pressure, being pushed out before retirement age due to being more qualified and therefore more expensive to keep on the school payroll^[10].

The level of workload expected of teachers is negatively impacting lives. It is now the norm for teachers to work on their weekends and holidays, with family time being the main thing they are sacrificing. Understandably, teachers' sentiment towards the profession isn't positive. Teachers are reaching a point where the unprecedented level of work commitment expected of them is becoming corrosive to the entire system.

As it stands, the matter of workload is still a great issue and with the government admitting no plans to tackle teacher shortages^[11] (and the burden it brings to existing teachers), is a work-life balance even achievable?

METHODOLOGY

The data for this study was collected through two online surveys; one focused on teachers' workloads and one focused on SLT members' workloads. In total, 2,497 education professionals participated in the survey.

There are several ways in which the survey participants are unique, which was considered when interpreting the results. 84% of teachers and 84% of SLTs surveyed worked in state schools; therefore the findings reflect that environment almost exclusively.

RESPONDENTS BY SCHOOL TYPE

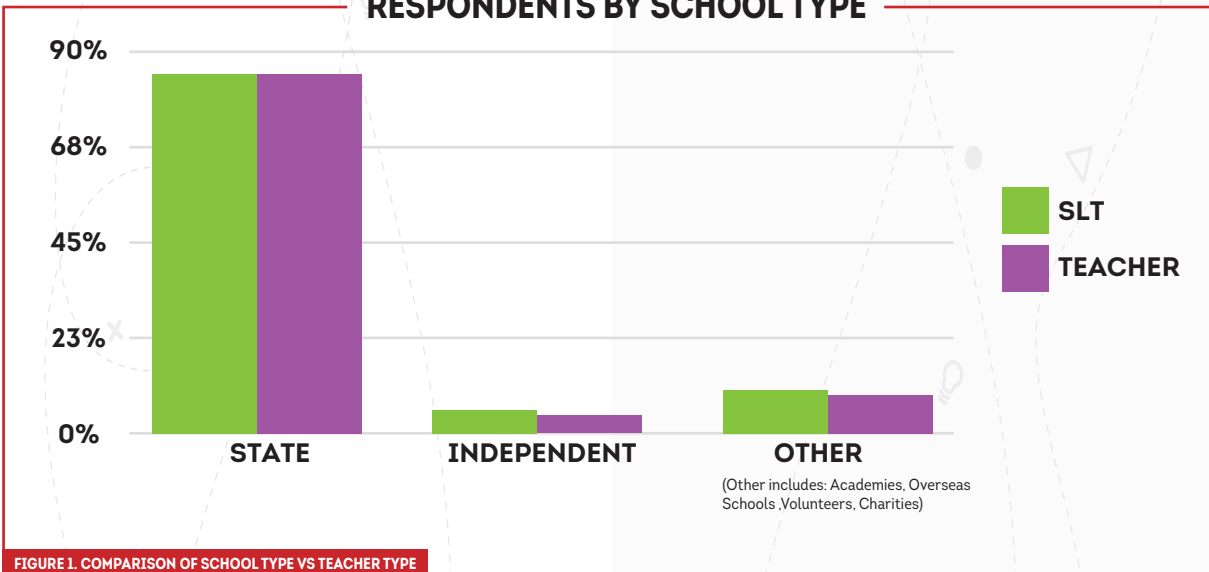


FIGURE 1. COMPARISON OF SCHOOL TYPE VS TEACHER TYPE

RESPONDENTS BY TEACHER TYPE

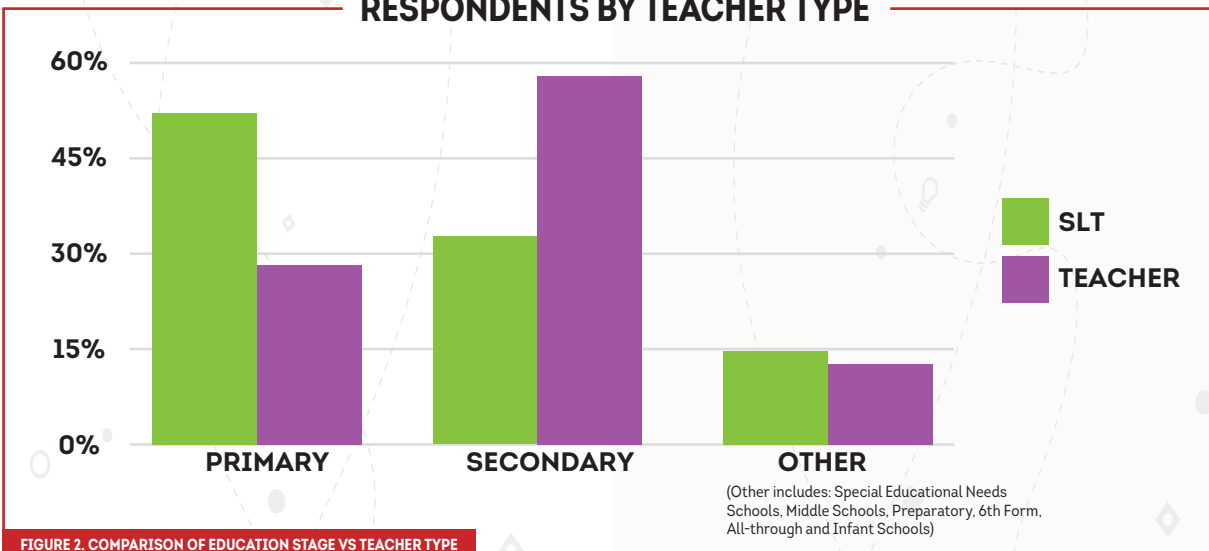


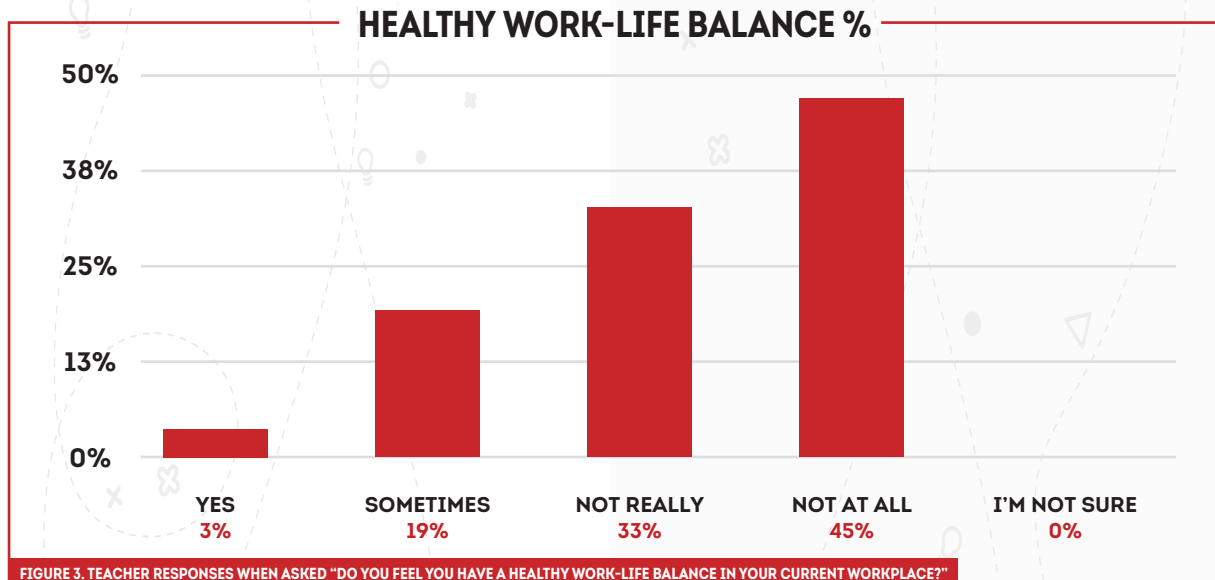
FIGURE 2. COMPARISON OF EDUCATION STAGE VS TEACHER TYPE

59% of teachers surveyed worked in secondary education compared to 33% of SLTs. The majority of SLTs worked in primary education (52%), compared to 29% of teachers, therefore there may be a slight bias in the overall results of teachers vs SLTs, as teachers may be representing secondary views more than SLTs, and SLT results may be skewed towards primary schools' views more accurately than secondary.

Teachers had spent an average of 18 years in the profession and SLTs spent 21 years, so have experienced these changes over time.

PART ONE: RESEARCH RESULTS - KEY FINDINGS

TEACHER WORKLOADS



In the current climate, just 3% of teachers believe they have a healthy work-life balance

45% believe their work-life balance is not healthy at all. This coincides with previous reports such as the NASUWT Teaching Union^[3], where 83% had reported stress and 89% had highlighted excessive workload as a problem.

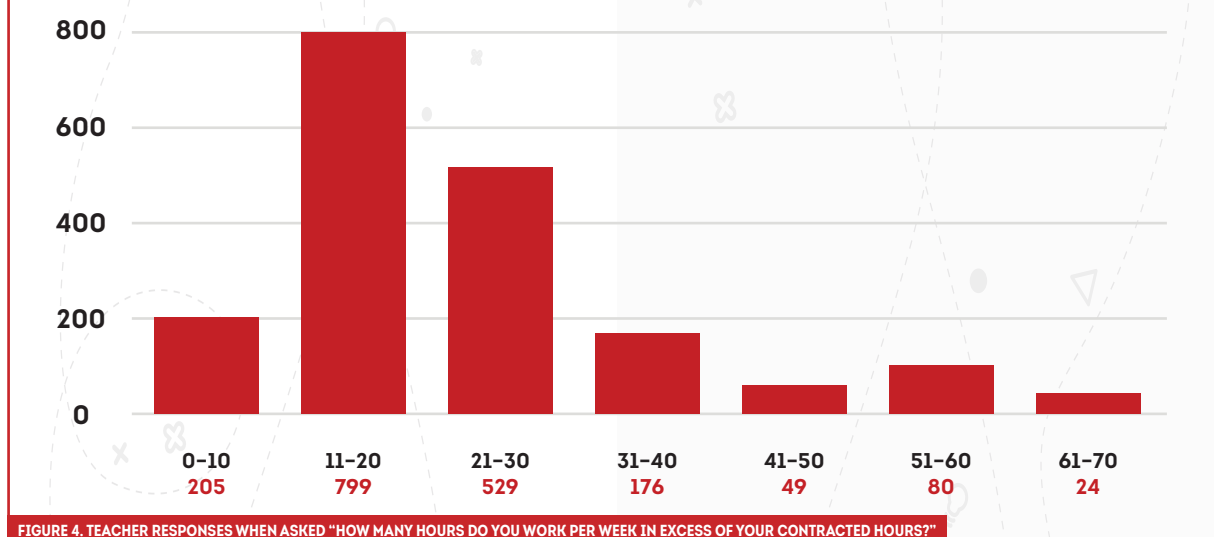
96% of teachers are suffering mentally or physically as a direct result of workload

Due to high workloads, there is little time for teachers to wind down, with 79% reporting sleep related issues, 70% reporting anxiety or depression, 36% reporting general ill health and 1 in 10 reporting weight loss/gain.

PART ONE: RESEARCH RESULTS - KEY FINDINGS

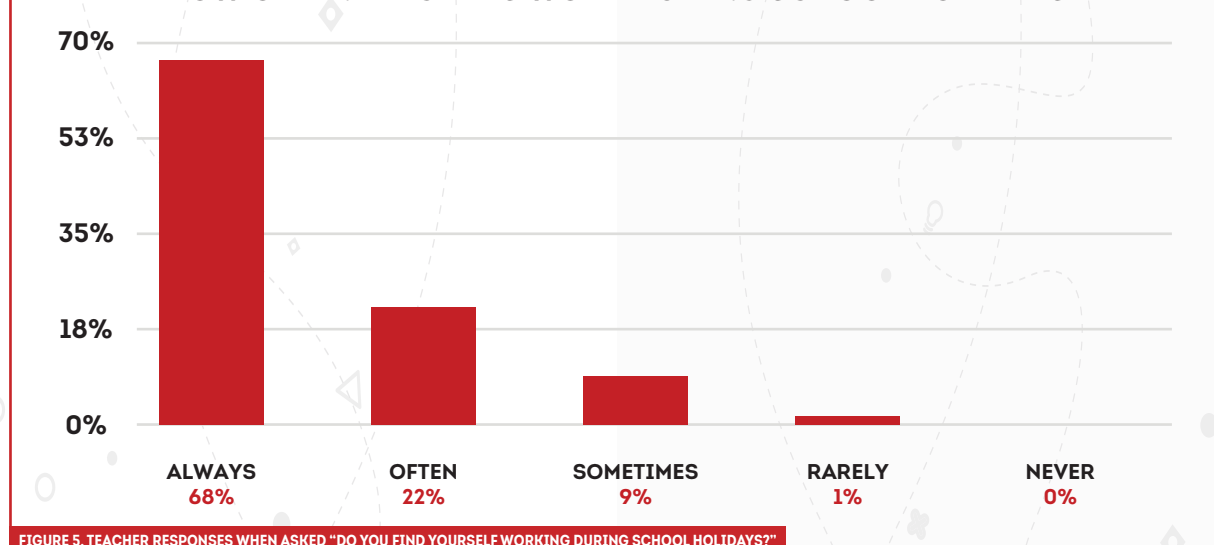
TEACHER WORKLOADS

HOURS WORKED PER WEEK IN EXCESS OF CONTRACTED HOURS



In a typical week, teachers said, on average, they work 24 hours over their contracted terms. Considering the average working week in the UK is 37.5 hours, teachers are working more than three days over their contracted terms.

HOW OFTEN TEACHERS WORK DURING SCHOOL HOLIDAYS

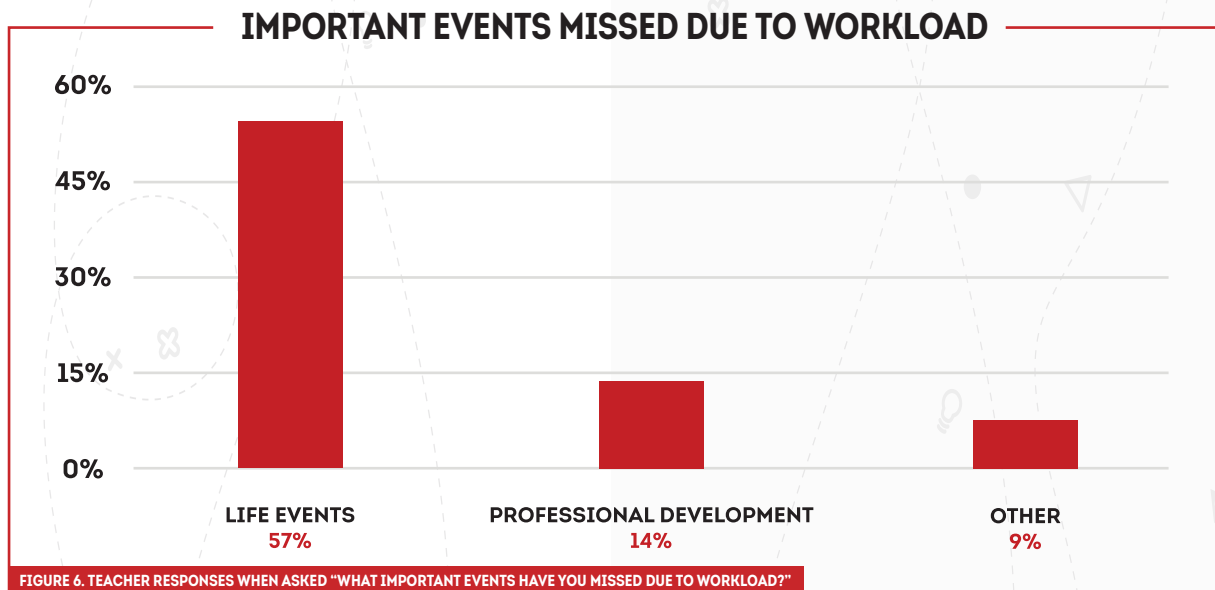


22% of teachers say they regularly work in school holidays and 9% sometimes work during the holidays. Only 1% said they rarely did it and fewer than 1% of teachers said they never work during school holidays.

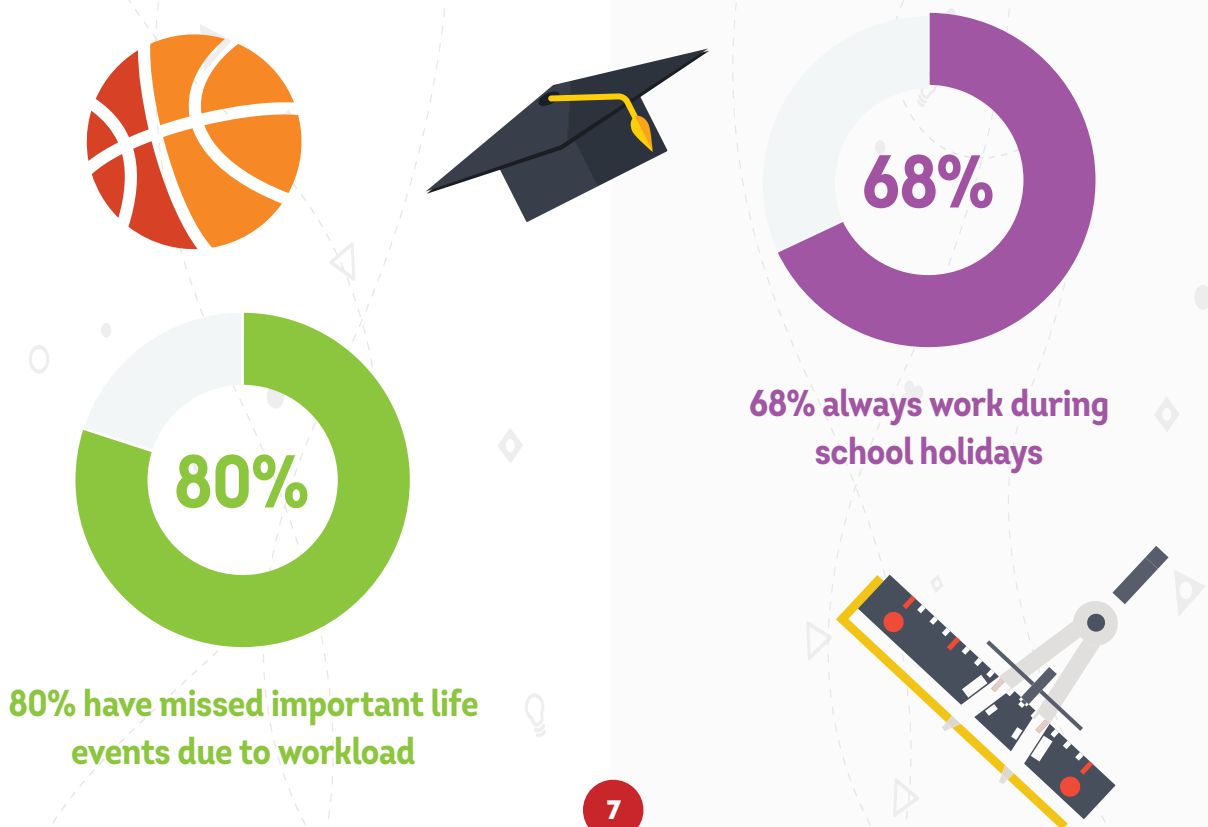
PART ONE: RESEARCH RESULTS - KEY FINDINGS

TEACHER WORKLOADS

The fact that teachers are having to work for long periods with little time to relax and recover is having a detrimental effect on their lives and wellbeing. Due to workload, 14% of teachers have missed out on professional development opportunities, suggesting that the rise in workload could be having a detrimental effect on standards.



Over half of teachers claim to have missed important life events; as a consequence of high workloads, many are missing out on leisure time and time with friends and families, with relationships, health and wellbeing suffering as a consequence.



PART ONE: RESEARCH RESULTS - KEY FINDINGS

TEACHER WORKLOADS

WHAT IMPORTANT EVENTS HAVE YOU MISSED DUE TO WORKLOAD?

"I only see my 1 year old for 1-2 hours in the week. General socialising with friends in the week, I wouldn't consider going out on a school night."

"Never feel I have enough time for myself and family in general. I have school always on my mind and feel that if I allow myself time then I'm stressed to complete other tasks for school. I find that at family gatherings my mind wanders onto the list of things I need to do for school and I find myself having to leave early!"

"Spending time with family and friends like a normal human being."

"I have to miss my own children's parents evenings, plays and sports days."

"I rarely have the opportunity to spend time with friends as I always have something that 'needs' to be done. My friends have started to anticipate this and have taken to not inviting me because they already know I can't come. I love my job so much but it is ostracising me from life."

"My Grandson's first football match for his team. Joining the family for Sunday lunch. Not big things, just spending time with family."

It seems like there is nothing protected from workload, with every aspect of life suffering. Other teachers said they'd missed out on weddings, funerals, volunteering, holidays, physiotherapy, church attendance, medical appointments and time off to recover from illness.

The most common things sacrificed included spending time with friends and family, exercise, hobbies and generally time for themselves.

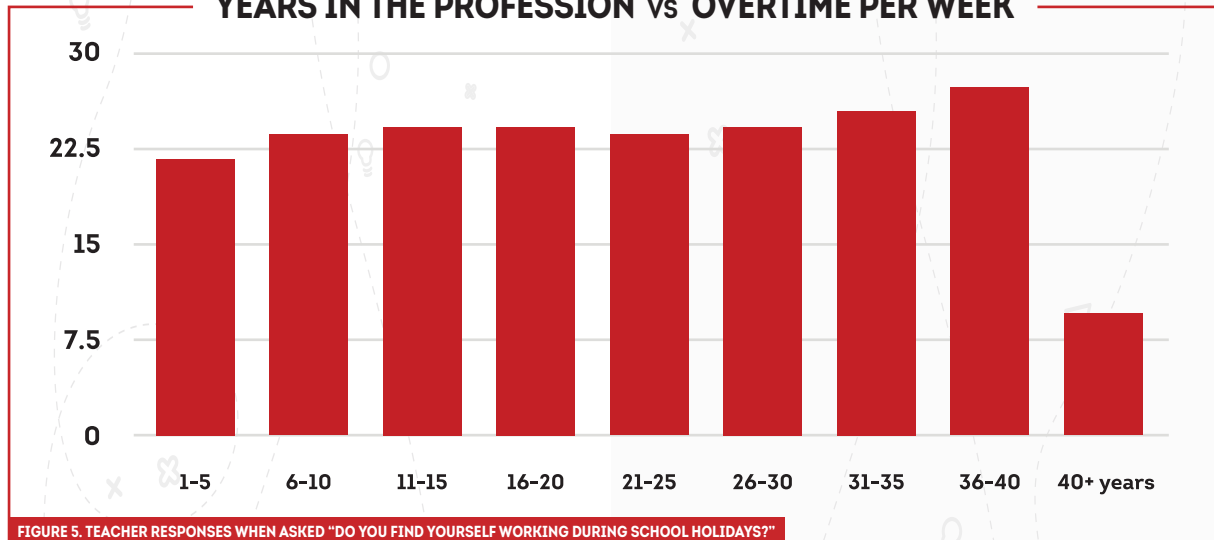
Experienced teachers tell their juniors that it does get easier^[12] in terms of planning and marking, yet our survey found that the longer you spend in the profession, the more hours' overtime you work per week, perhaps implying that the change is not in workload per se but the mindset about tackling it.



PART ONE: RESEARCH RESULTS - KEY FINDINGS

TEACHER WORKLOADS

YEARS IN THE PROFESSION vs OVERTIME PER WEEK

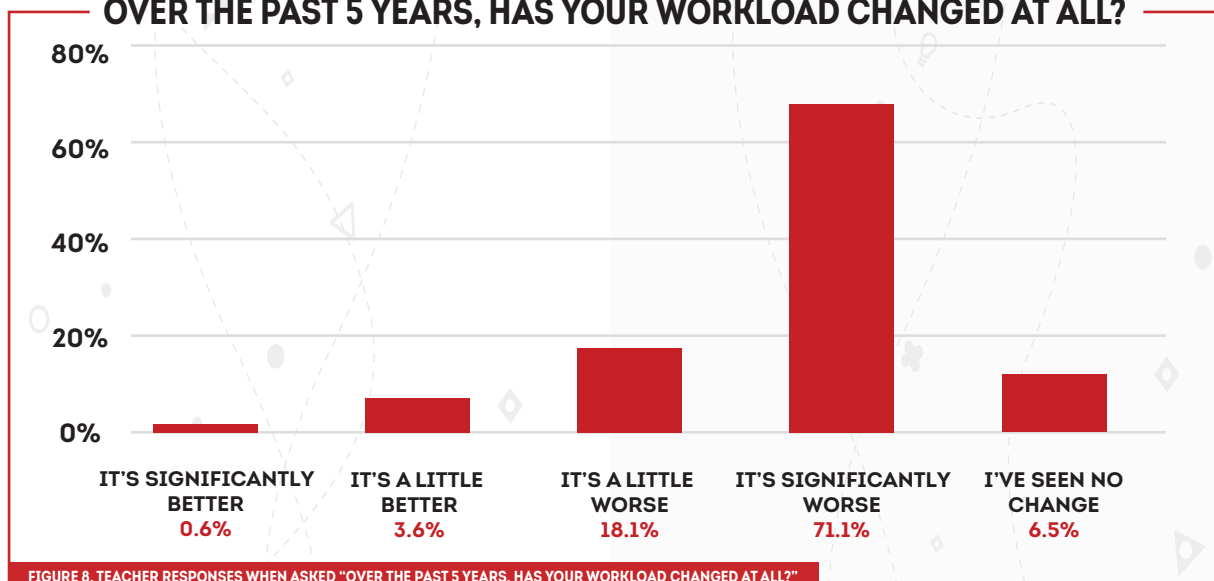


This isn't uncommon, as generally responsibility grows over time, but new teachers (1-5 years) still work over 20 additional hours per week. First year teachers reported working an average of 16 hours' overtime. Unsurprisingly, 43% of England's teachers want to leave the profession within the next five years^[4] for this reason.

WHAT'S CHANGED?

71% of teachers have found that over the past five years, teacher workload has become significantly worse.

OVER THE PAST 5 YEARS, HAS YOUR WORKLOAD CHANGED AT ALL?



Responses suggest that it hasn't always been this way. It's an unfortunate climate as 56% of respondents acknowledged that workload hasn't always been an issue. Teachers have said their workload has changed due to a number of reasons:

PART ONE: RESEARCH RESULTS - KEY FINDINGS

TEACHER WORKLOADS

ADMINISTRATIVE TASKS

- Too much admin
- Increased paperwork
- More time on tracking, planning, reporting
- More time marking
- Writing moderation

EVIDENCE FOR SLT & OFSTED

- More reporting
- New strategies for marking and feedback due to Ofsted
- Requiring more evidence to protect yourself
- Accountability and government pressure
- Having to provide evidence

STUDENT SUPERVISION

- Having to deal with individual issues
- Monitoring students
- Bigger class sizes

OTHER

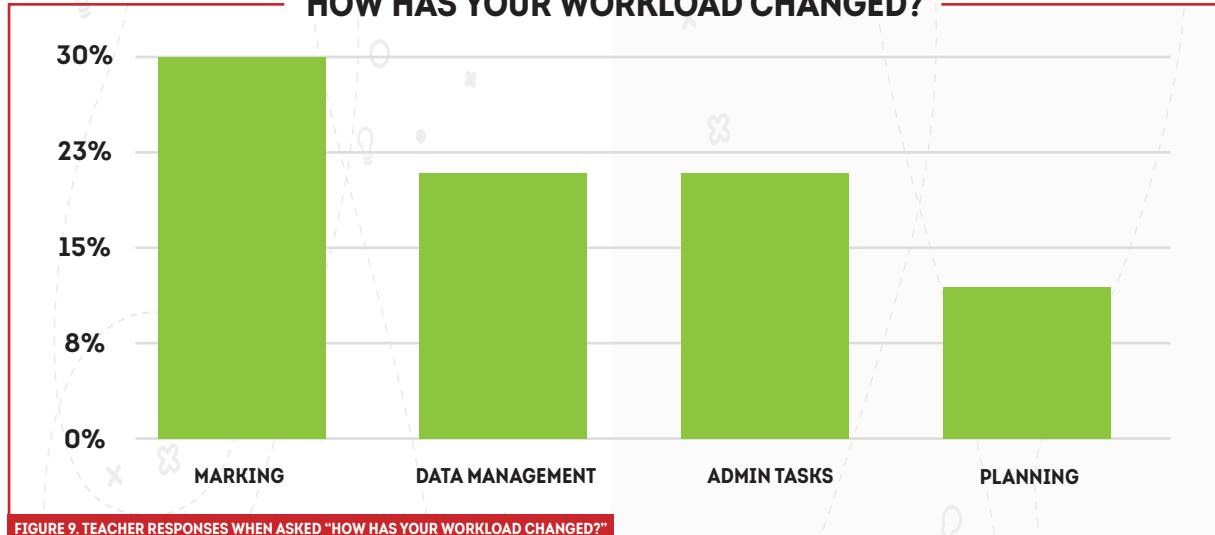
- Changes to the curriculum
- Commitments outside the classroom
- Parental contact



PART ONE: RESEARCH RESULTS - KEY FINDINGS

TEACHER WORKLOADS

HOW HAS YOUR WORKLOAD CHANGED?



Our findings reflected recent reports^[13] from the DfE, with 30% citing a rise in marking as the main reason for an increased workload. 22% said the issues were to do with the amount of data management. Another 22% cited admin tasks as the reason for their increased workload, including planning (13%).

SENIOR LEADERSHIP TEAM WORKLOADS

Only 6% of SLT respondents felt they had a healthy work-life balance

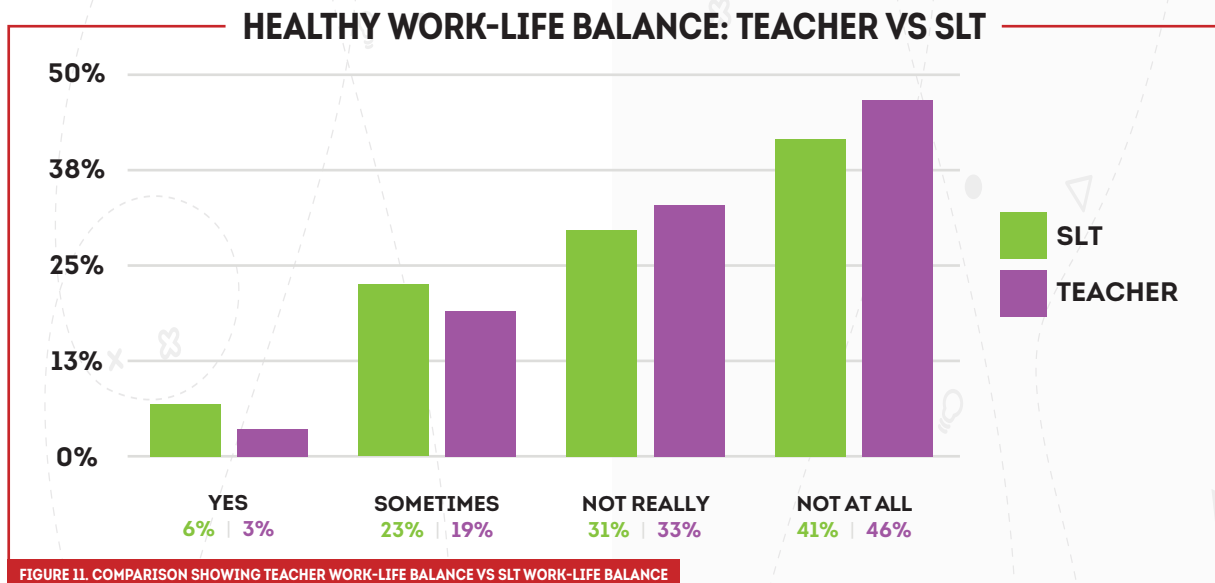
HEALTHY WORK-LIFE BALANCE %



PART ONE: RESEARCH RESULTS - KEY FINDINGS

SENIOR LEADERSHIP TEAM WORKLOADS

Over 70% of SLTs responded that they did not have a work life balance, which is reflective of teachers' responses. While more SLTs believed they have or sometimes have a work-life balance, the majority still don't believe their work-life balance is a healthy one.



Other symptoms reported include: stress, weight gain, alcohol dependence, depression, loss of confidence, low mood, hair loss, stomach ulcers and breakdowns, both mentally and in relationships and marriages. SLTs do however acknowledge the pressures of workload on staff at their school, with 78% reporting workload has an impact on teachers' families as well as their own, 70% finding that their workload caused them to suffer from anxiety, 69% having sleep related issues, 49% having ill health and 12% reporting weight loss.

HOW HAVE YOU & YOUR STAFF BEEN AFFECTED AS A RESULT OF WORKLOAD?

"I have actually suffered from weight gain! My school does not see the link between workload and ill health and tends to put more pressure on us to 'frighten' us into not being off sick."

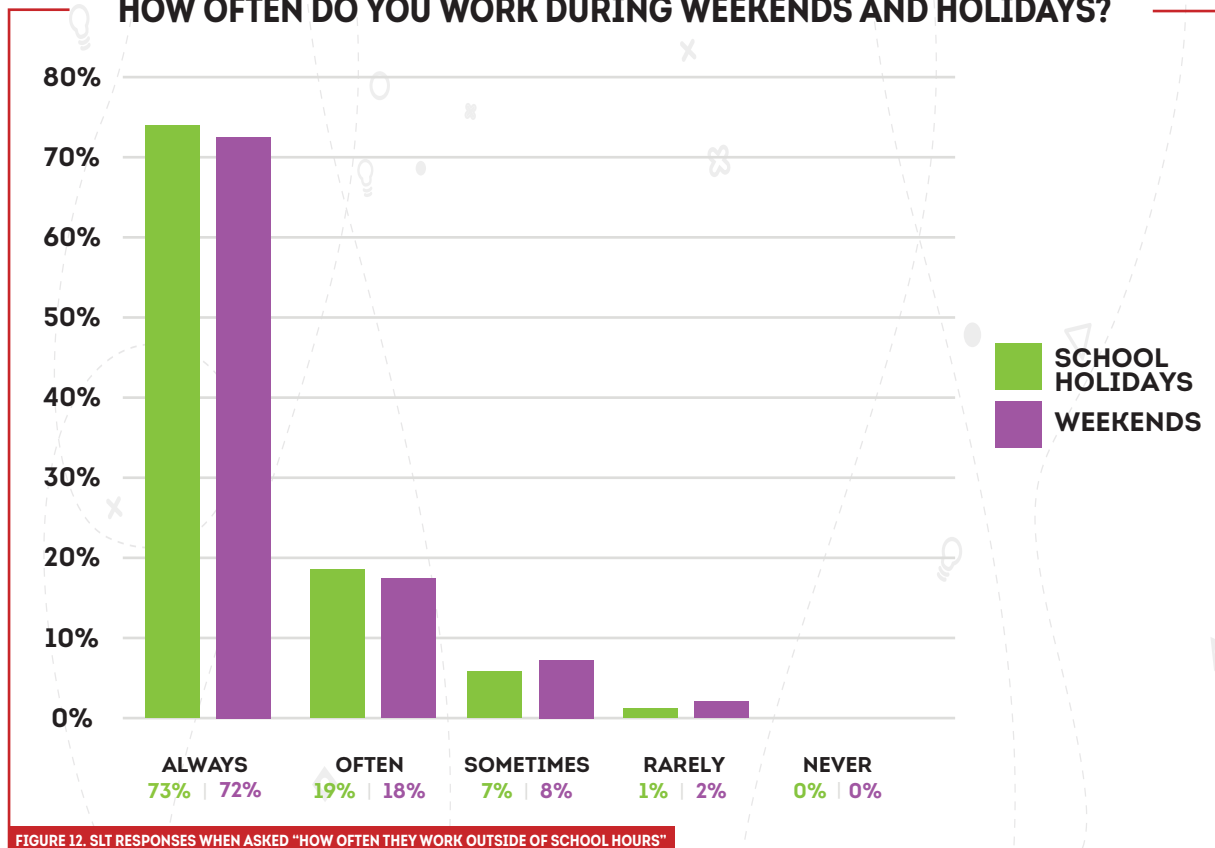
"Frustration at not being able to do more fun things in free time because work days are so long. It is also really hard to relax when you know there is still work you should be doing at the end of an 11-12 hour day."

Like teachers, SLTs' most time-consuming tasks are marking (43%), planning (32%) and data (27%), with 21% including meetings in their most time-consuming tasks, as well as assessments (18%) and staff issues (18%).

PART ONE: RESEARCH RESULTS - KEY FINDINGS

SENIOR LEADERSHIP TEAM WORKLOADS

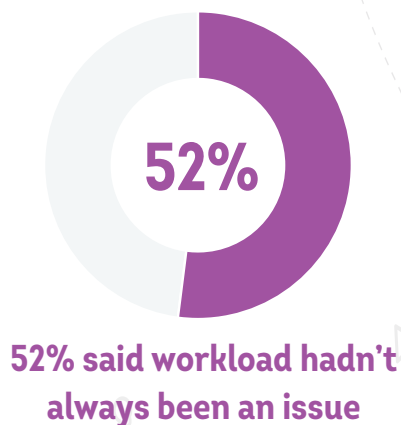
HOW OFTEN DO YOU WORK DURING WEEKENDS AND HOLIDAYS?



The majority of SLTs also find themselves working through school holidays - 73% 'always' do, 19% 'often' work throughout the holidays and 6% 'sometimes' work during school holidays. Less than 1% of respondents said 'rarely'; just one SLT member replied saying they 'never' work through school holidays.

Asked if they found themselves working at weekends, 90% said they 'always' or 'often' worked at weekends. 8% said 'sometimes', 2% 'rarely' and again, just one SLT said 'never'.

The average time in the role from SLTs that responded was 21 years. During this time:



PART ONE: RESEARCH RESULTS - KEY FINDINGS

SENIOR LEADERSHIP TEAM WORKLOADS

DURING YOUR CAREER, HAS WORKLOAD ALWAYS BEEN AN ISSUE?

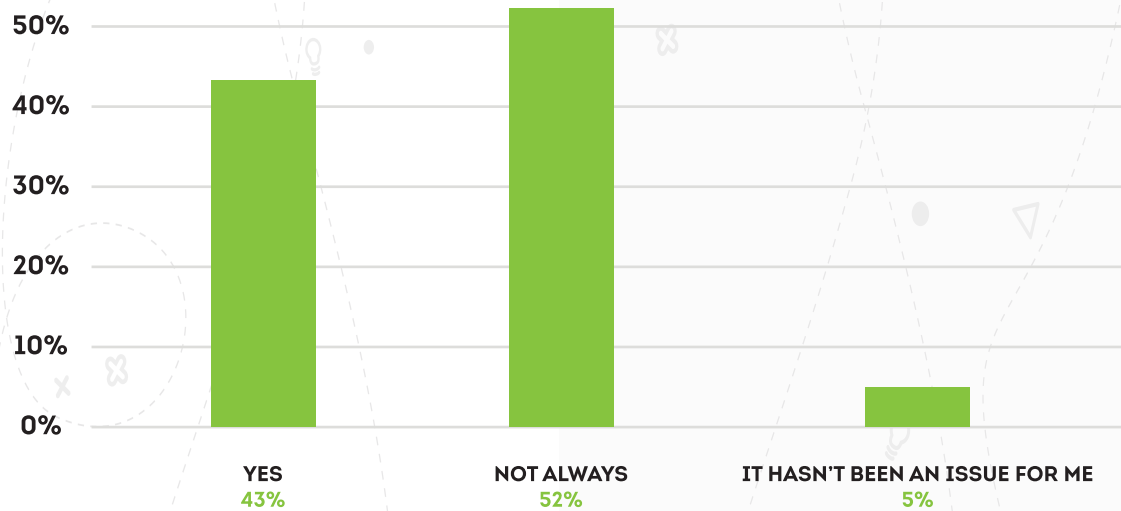


FIGURE 13. SLT RESPONSES INVESTIGATING IF WORKLOAD HAS ALWAYS BEEN AN ISSUE

OVER THE PAST 5 YEARS, HAS YOUR WORKLOAD CHANGED AT ALL?

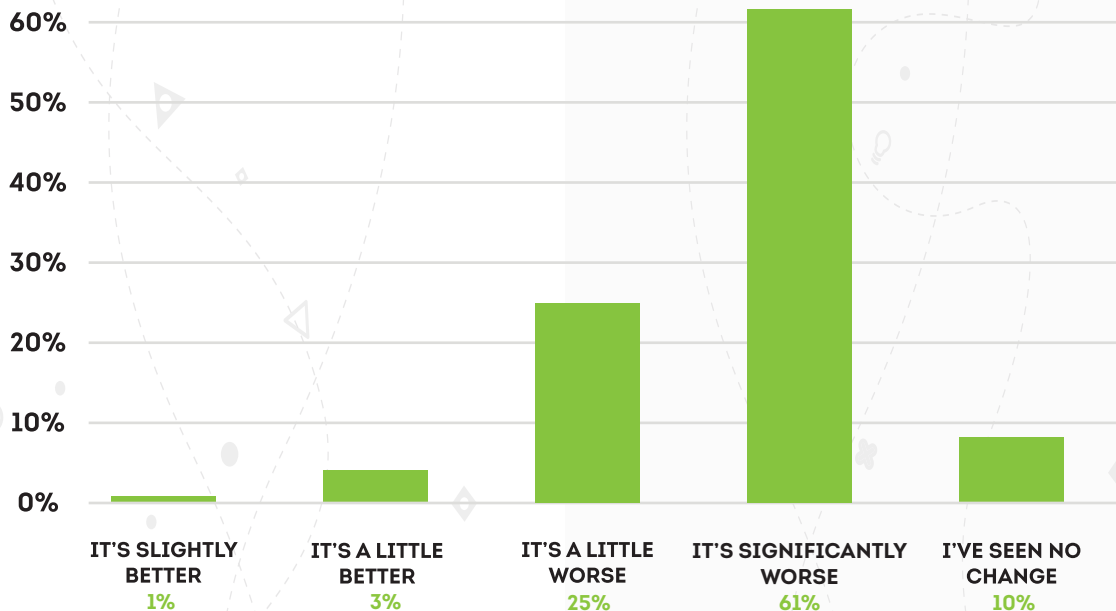


FIGURE 14. SLT RESPONSES INVESTIGATING OVER THE PAST 5 YEARS, HAS WORKLOAD CHANGED AT ALL

The majority of SLTs (61%) perceived workload to be significantly worse compared to five years ago; in comparison, less than 1% reported it was significantly better. While 52% say that they have had no issue in the past, over the last 5 years, the problem has intensified.

PART ONE: RESEARCH RESULTS - KEY FINDINGS

SENIOR LEADERSHIP TEAM WORKLOADS

Those who said there had been a change said the following issues contributed to their workloads.

WHAT ABOUT YOUR WORKLOAD HAS CHANGED?

- Constant paperwork, in-depth planning, in-depth marking and feedback
- A greater amount of assessment data
- Increased pressure of student outcomes
- Parents' attitudes and expectations have meant more work to be done
- Day to day urgent staffing issues
- Reductions in staff mean increase in workload on those who are left

The responses SLTs gave were similar to teachers, as they too struggle the most with marking, planning and data management. One of the other reasons teachers' workloads had increased was due to SLT expectations. Investigating SLT responses, it is apparent that they too also have to manage the following expectations:

- Uncertainty around what is expected e.g. to meet Ofsted requirements, deadlines & expectations
- Increased pressure from government
- Changes to the curriculum
- More external demands
- More evidence to support accountability

REDUCING TEACHER WORKLOADS

Key tasks that are affecting workload were addressed by the Department of Education in 2016: The Workload Challenge survey^[1] asked teachers to share their experiences, ideas and solutions on how to tackle unnecessary and unproductive workload. The report surveyed senior leaders, who said they used different strategies to manage and plan professional time.

Following the Workload Challenge, the DfE launched three independent workload review groups which produced detailed reports offering advice for teachers on the tasks that were the biggest contributor to their workloads:

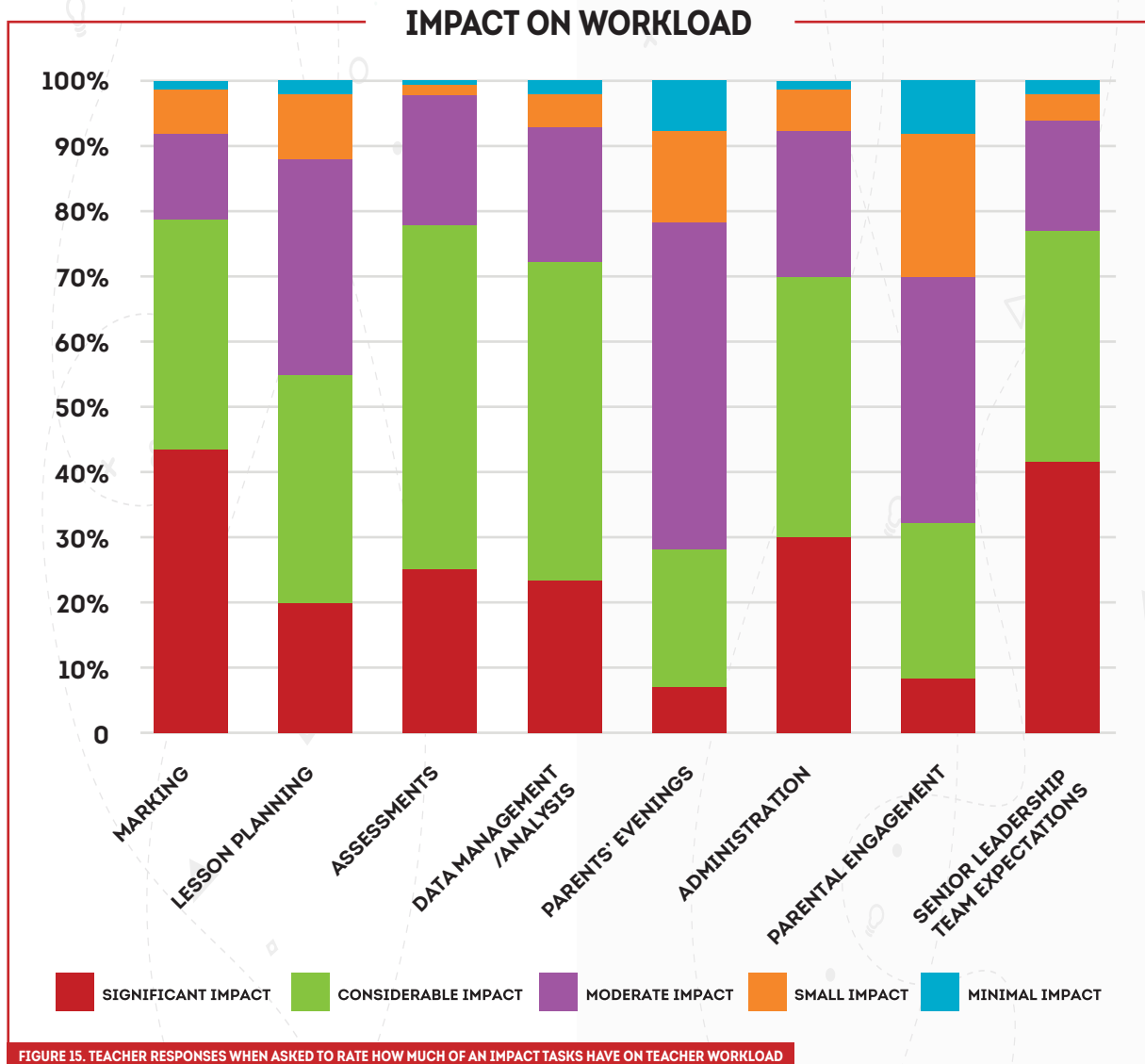
- Marking policy
- Planning and teaching resources
- Data management

Our survey confirmed that these were indeed the biggest tasks for teachers, with 79% saying marking has considerable impact on workloads. 78% also said assessments impacted their workload considerably.

76% of teachers reported that senior leadership team expectations had considerable impact on their workload. After that, 72% said data management caused a considerable amount of work for them, and 55% agreed lesson planning also contributed to their workload.

PART ONE: RESEARCH RESULTS - KEY FINDINGS

REDUCING TEACHER WORKLOADS



The DfE report surveyed senior leaders, who said they used different strategies to try and manage and plan professional time. The most common mechanisms included:

- Protected blocks of non-teaching time
- Working collaboratively with other staff to plan work and using existing schemes of work
- Associated lesson plans which can be adapted by teaching staff

Senior leaders also agreed that their school working environment allows them to collaborate effectively and that teaching assistants are effectively deployed. As a result of this feedback, the DfE provided suggestions to help unnecessary aspects of teachers' workloads. We asked teachers whether they had tried these methods and whether they worked, or whether they would like to try the suggested solutions.

PART ONE: RESEARCH RESULTS - KEY FINDINGS

REDUCING TEACHER WORKLOADS

RECOMMENDED METHODS TO REDUCE WORKLOAD

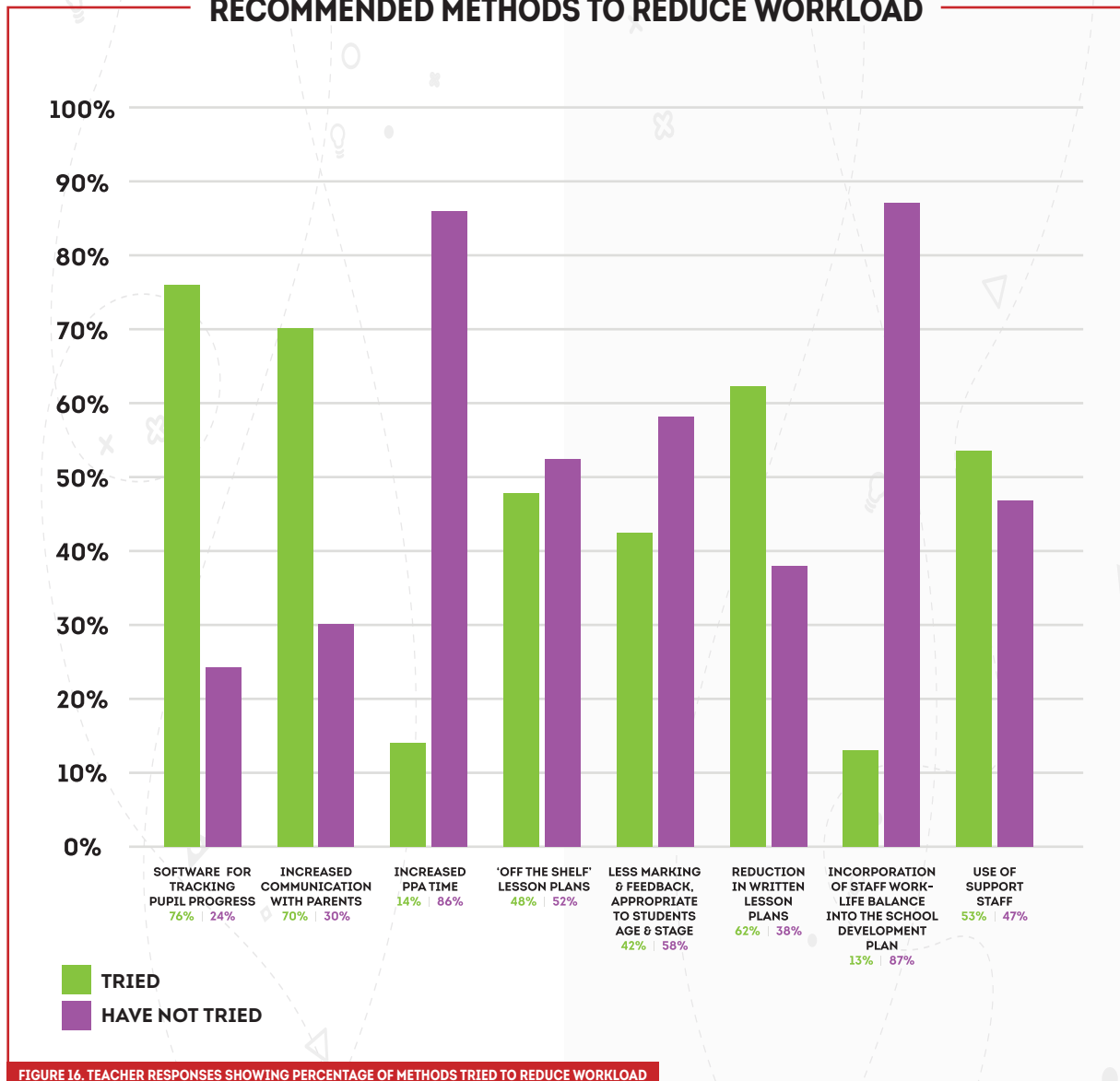
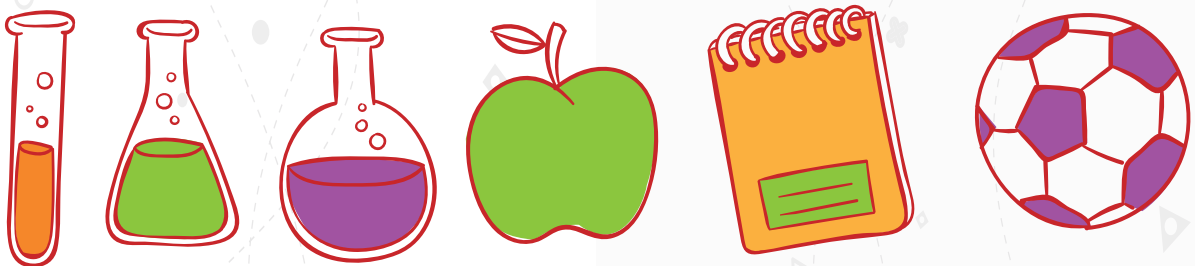
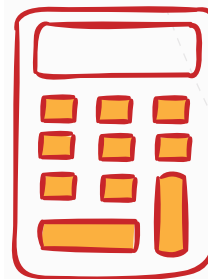
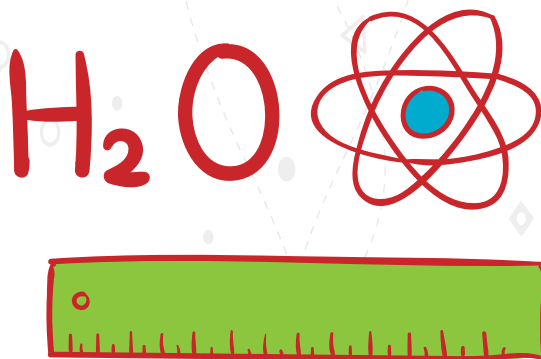
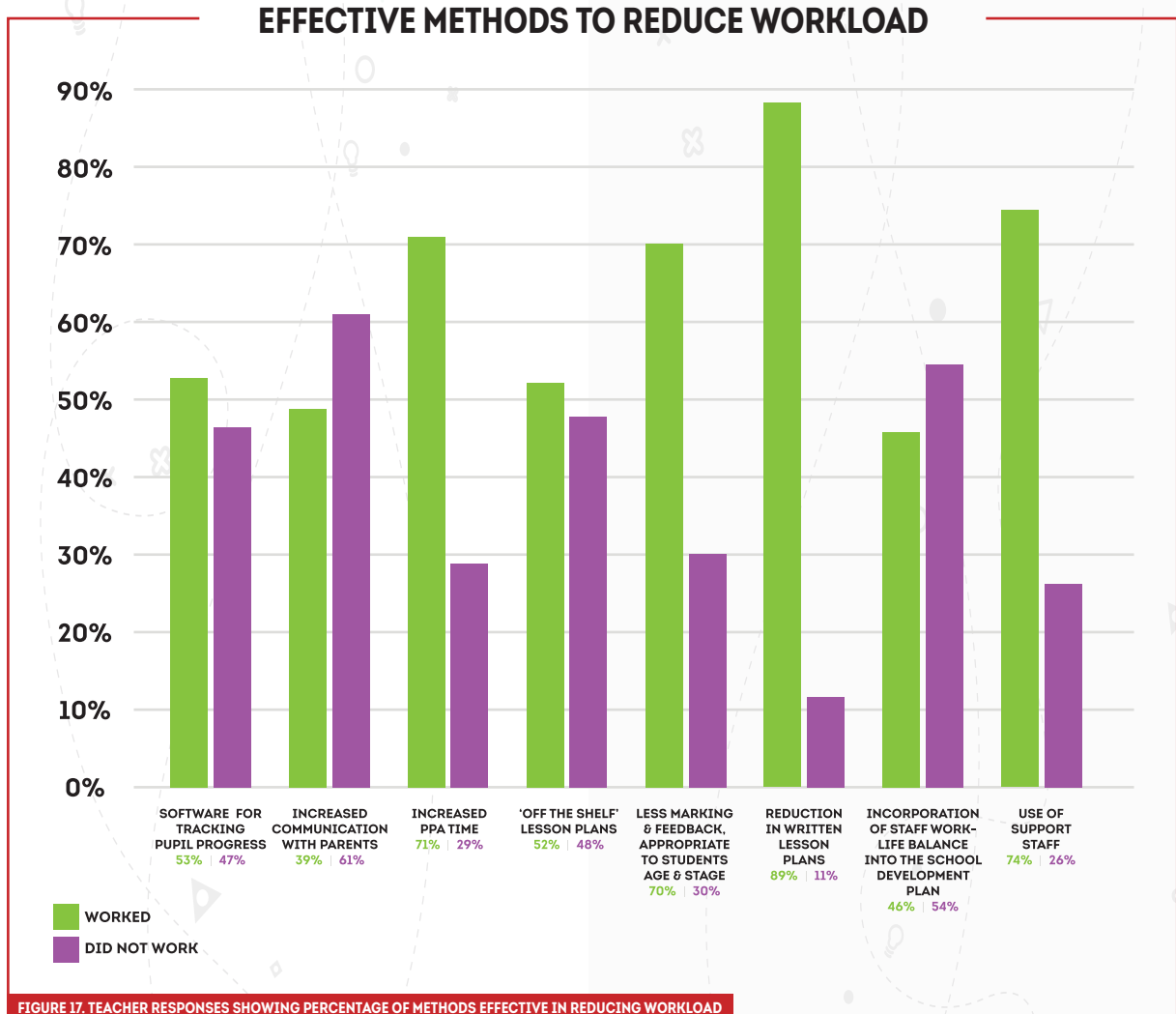


FIGURE 16. TEACHER RESPONSES SHOWING PERCENTAGE OF METHODS TRIED TO REDUCE WORKLOAD



PART ONE: RESEARCH RESULTS - KEY FINDINGS

REDUCING TEACHER WORKLOADS



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PART ONE: RESEARCH RESULTS - KEY FINDINGS

REDUCING TEACHER WORKLOADS

TEACHERS' INTEREST IN TRYING THE RECOMMENDED DfE METHODS

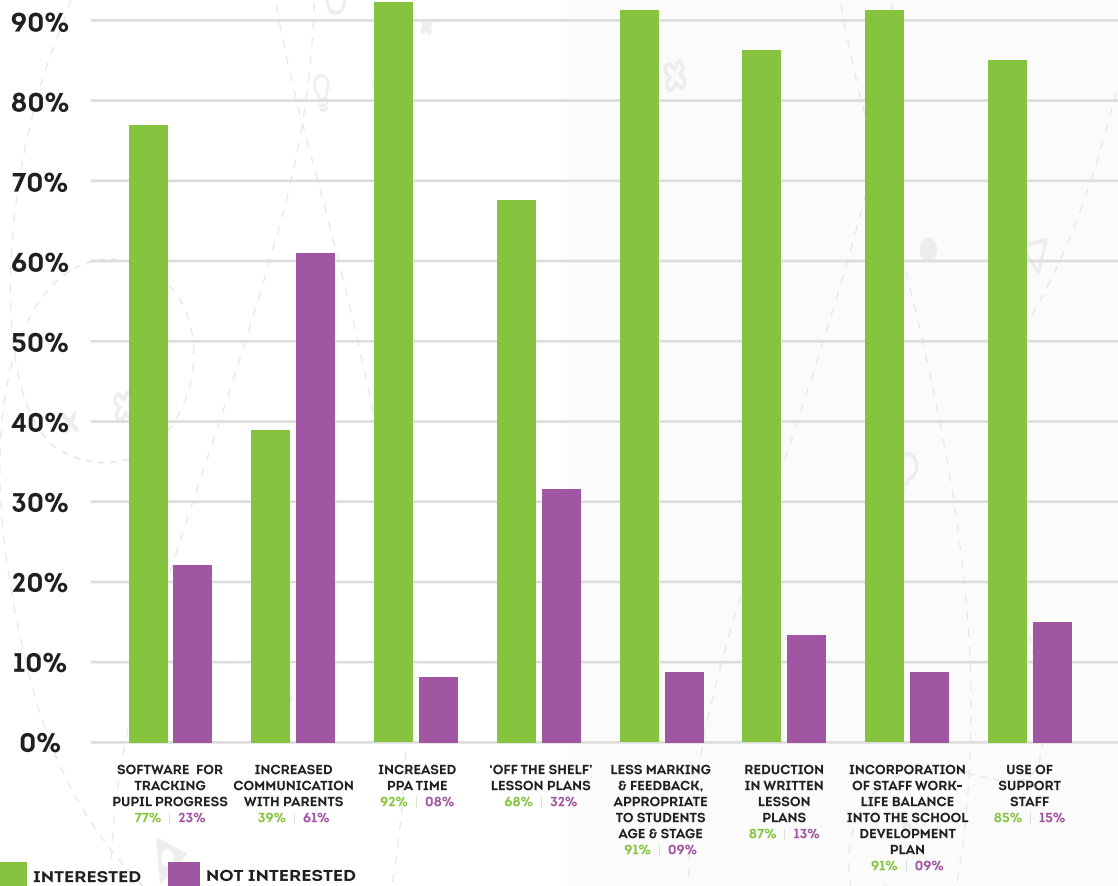


FIGURE 18. TEACHER RESPONSES SHOWING PERCENTAGE OF TEACHERS INTERESTED IN TRYING RECOMMENDED DfE STRATEGIES TO REDUCE WORKLOAD

The survey found that on the whole, schools that had tried the suggestions that DfE recommended had experienced success.

WORKLOAD STRATEGIES THAT WERE THE MOST SUCCESSFUL INCLUDED:

- Reducing written lesson plans
- Use of support staff
- Increased PPA time
- Less marking & feedback, appropriate to students' age and development stage

THE STRATEGIES THAT TEACHERS WERE MOST EAGER TO TRY INCLUDED:

- Increased PPA time
- Less marking & feedback, appropriate to students' age and development stage
- Incorporation of staff work-life balance into the school development plan
- Use of support staff

STRATEGIES THAT DIDN'T WORK INCLUDED:

- Increased communication with parents

PART ONE: RESEARCH RESULTS - KEY FINDINGS

REDUCING TEACHER WORKLOADS

The survey found that while the suggestions weren't completely successful, there were a few that had been trialled and were deemed effective. One thing to note was that these suggestions were created from a survey that was sent exclusively to senior leadership members, rather than teachers.

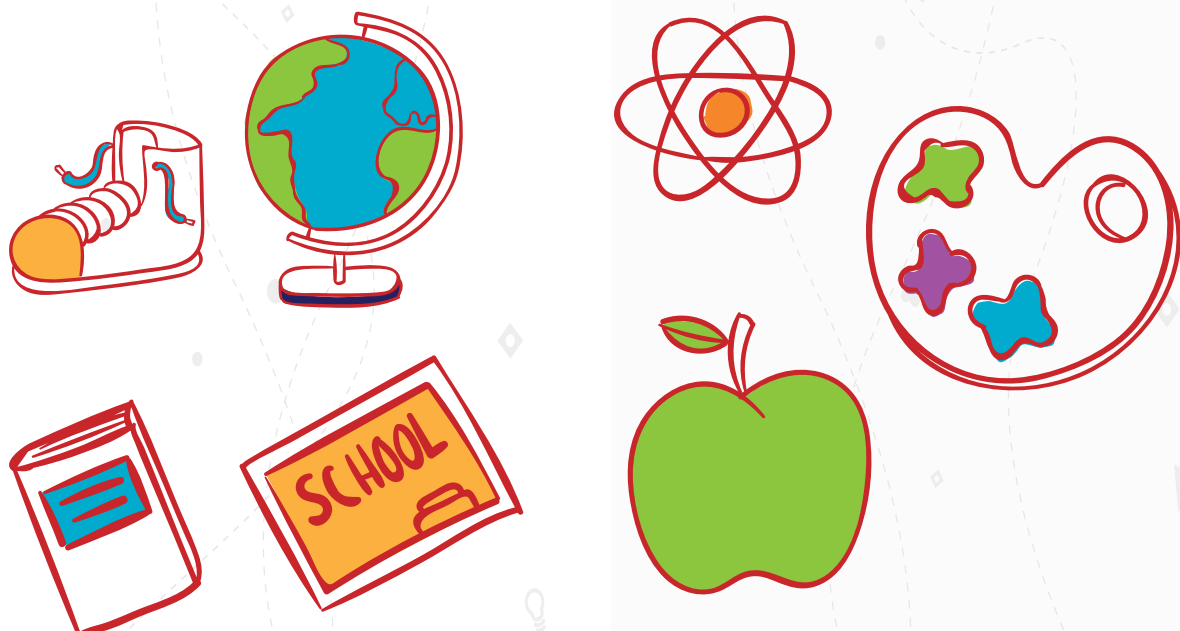
While the majority of teachers agreed with the recommendations the senior leaders put forward, including the use of the support staff – when teachers were asked if their working environment allowed them to collaborate effectively and that teaching assistants were effectively deployed – the majority of teachers disagreed. These findings show a slight difference in perception between teachers and SLTs.

STRATEGIES TEACHERS WEREN'T INTERESTED IN

Out of the recommendations that teachers hadn't yet tried, 61% of teachers weren't interested in increasing communication with parents – despite not testing this strategy. Often parental communication doesn't work due to inefficient strategies and practices. Schools that have implemented effective parental engagement strategies^[14] found that it actually reduced workloads.

SLT EXPECTATIONS

One recurring theme that teachers reported but wasn't addressed in the DfE Workload Challenge findings was SLT expectations. Many teachers feel their workloads are greater due to having to provide more reports and evidence for the senior leadership team. However, SLTs recognise that teachers are struggling and are also experiencing excessive workloads too.



PART TWO: RECOMMENDATIONS

The tasks contributing the most to an increased workload were identified as: marking, planning, data management, assessments and SLT expectations.

STRATEGIES SLTs & TEACHERS WOULD LIKE TO IMPLEMENT TO REDUCE WORKLOAD

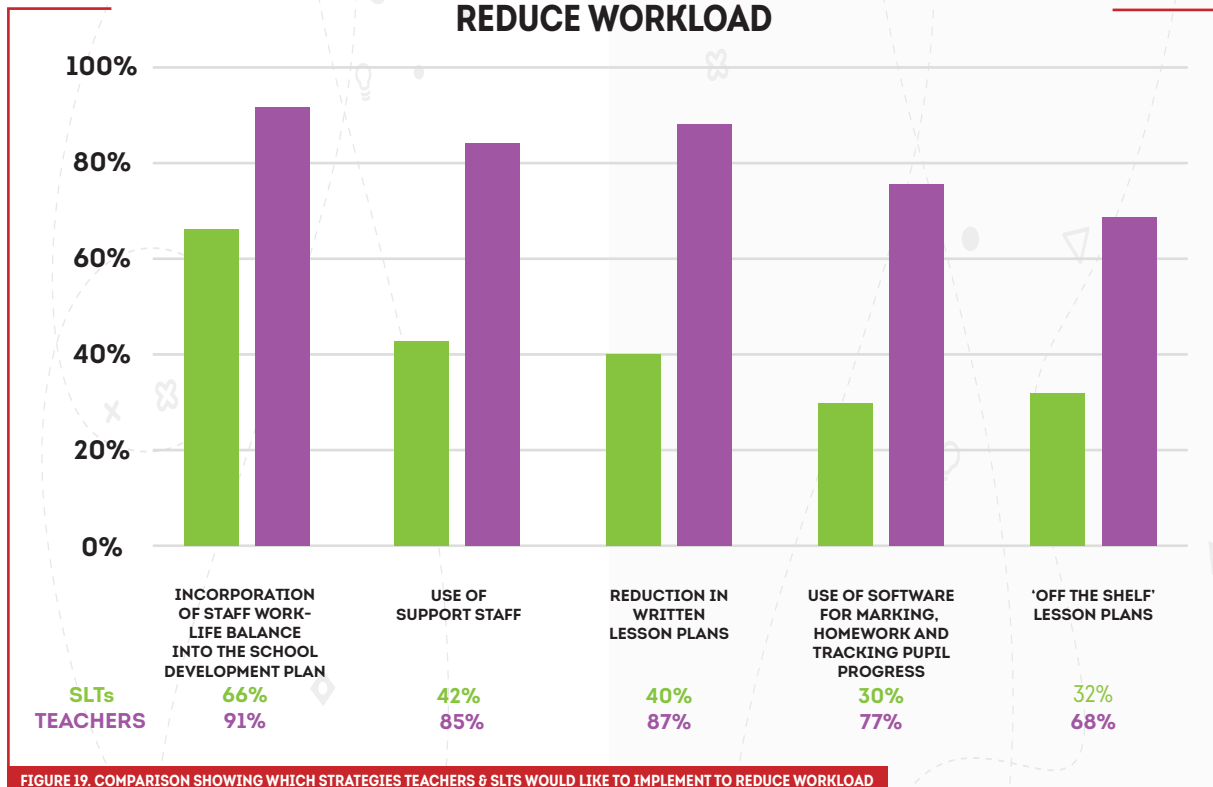
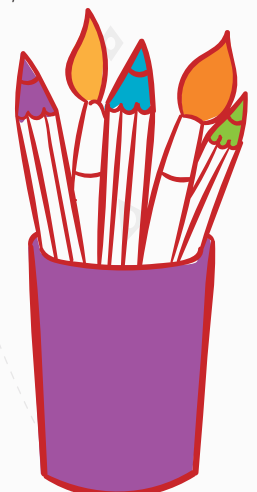
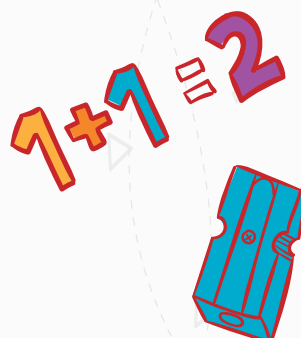
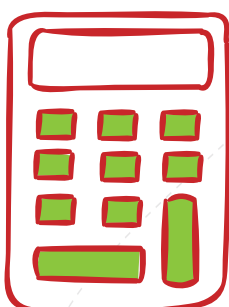


FIGURE 19. COMPARISON SHOWING WHICH STRATEGIES TEACHERS & SLTs WOULD LIKE TO IMPLEMENT TO REDUCE WORKLOAD

In order to help reduce the amount of time these tasks are taking, SLTs would consider implementing several different tactics such as incorporating staff's work-life balance into the school development plan and use of support staff.

Teachers seem more enthusiastic to try new suggestions, whereas SLTs appear to be slightly more hesitant. Respondents said they were reluctant to try software, but only because there are often several different systems, with little training and little consistency within the school. If teachers were able to record everything in one program, with sufficient training and consistency, the benefits of software could be seen quicker.

Other strategies that SLTs suggested including reduced teaching time to allow for more planning & preparation, more responsibility for students and parents for their exam results, the option to take PPA at home and improved ICT resources, with training.



PART TWO: RECOMMENDATIONS

STRATEGIES TO REDUCE WORKLOAD

THE FACTS

- In the current climate, just 3% of teachers & 6% of SLTs currently have a healthy work-life balance
- 61% of teachers feel workload has become worse over the last five years
- 65% of teachers are positive about having more software to help them work more efficiently
- 91% of teachers and 66% of SLTs want to try to integrate staff work-life balance policies into the school development plan

TRIED & TESTED METHODS TO REDUCE TEACHER WORKLOAD

TEACHERS REPORTED THE STRATEGIES THAT WORKED THE BEST INCLUDED

STRATEGY

REDUCTION IN WRITTEN LESSON PLANS
USE OF SUPPORT STAFF
INCREASED PPA TIME
LESS MARKING, FEEDBACK APPROPRIATE TO STUDENTS' AGE & STAGE
SOFTWARE FOR TRACKING PUPIL PROGRESS

TRIED METHOD?



GETTING A WORK-LIFE BALANCE

MARKING: If you find yourself marking for the sake of internal expectations rather than because it will benefit your students, then stop. Using a combination of peer & self-assessed tasks in addition to verbal feedback will help cut down written feedback.

ADMIN: Teachers spend an overwhelming amount of time on administrative tasks, however this can be made more efficient by integrating technology to automate certain tasks, as well as creating systems that integrate with one another to avoid doubling up on work.

PLANNING: Teachers can become overloaded from creating more resources and rich detail than is necessary. Five minute lesson plans are effective and sharing plans between colleagues can help reduce workload throughout your department.

REPORTING: Reports are frequently requested at short notice for multiple teaching groups. The only solution is to be prepared and let others know if you're struggling. Dedicated programmes can help you bring together lots of information over a set period.

SAYING "NO": Committed teachers can find it difficult to push back and find themselves involved in clubs, extra-curricular activities and pastoral care... sound familiar? These responsibilities are incredibly rewarding and motivating, however can be too much to handle in addition to a demanding job. Know your limits and if you're feeling stretched, it's easier to express enthusiasm but explain you're struggling; people will understand.

FINDING YOUR FREEDOM: Teachers are often burdened by being over-directed. It is a case-by-case basis, but teachers do have a lot of autonomy and freedom to teach in your own style. Your enjoyment is important, as well as your students; teach the fun stuff in a way you are comfortable with. Good schools support putting family-first, especially with important events like graduations and one-off family events. Teaching is a demanding profession but ensuring you have a healthy work-life balance and know what is required of you will stop resentment and burnout, help you relax and continue your teaching career for many years.

PART TWO: RECOMMENDATIONS

STRATEGIES TO REDUCE WORKLOAD

OFSTED MYTH BUSTERS^[16]

LESSON PLANNING: Ofsted does not require schools to provide individual lesson plans to inspectors. Equally, Ofsted does not require schools to provide previous lesson plans. Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.

SELF-EVALUATION: Ofsted does not require self-evaluation to be provided in a specific format. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes.

GRADING OF LESSONS: Ofsted does not award a grade for the quality of teaching or outcomes in the individual lessons visited. It does not grade individual lessons. It does not expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.

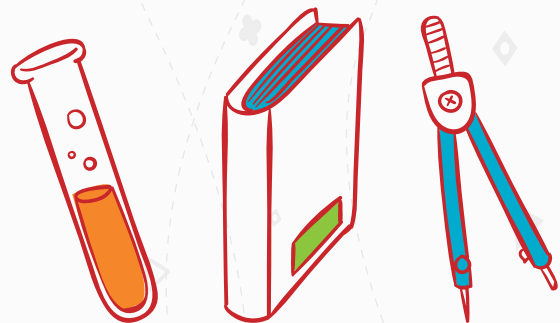
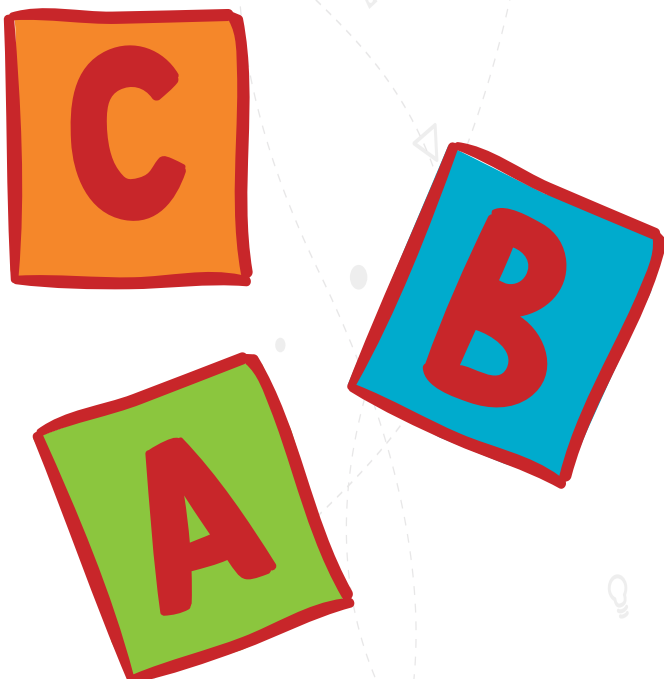
LESSON OBSERVATIONS: Ofsted does not require schools to undertake a specified amount of lesson observation.

PUPILS' WORK: Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

EVIDENCE FOR INSPECTION: Ofsted does not expect schools to provide evidence for inspection beyond that set out in the inspection handbook. Ofsted does not require teachers to undertake additional work or to ask pupils to undertake work specifically for the inspection.

STATUTORY PROVISIONS: Ofsted will report on any failure to comply with statutory arrangements, including those relating to the workforce, where these form part of the inspection framework and evaluation schedule (Part 2 of the 'School inspection handbook').



PART THREE: WILL A WORK-LIFE BALANCE EVER EXIST? THE GOOD, THE BAD & THE UGLY

In the current climate, just 3% of teachers and 6% of SLTs believe they have a healthy work-life balance. 47% of these individuals agreed their workload is worse over the past 12 months, yet they still believe their work-life balance is healthy.



These individuals have also suffered from physical and mental symptoms due to excessive workload, with 51% saying they have experienced anxiety due to workload, 48% saying they've experienced sleep-related issues and 30% saying they've missed out on life events. Some teachers accept that this career is more demanding than others and are simply tolerating it:

"IT IS THE NATURE OF THE JOB. MANY TEACHERS DO NOT HAVE THE RIGHT WORK LIFE BALANCE AS THEY ARE COMMITTED TO THEIR WORK AND THE SUPPORT OF THEIR STUDENTS. EDUCATION ATTRACTS PEOPLE WHO CARE AND WISH TO MAKE A DIFFERENCE."

It is evident that while teachers do feel pressure from their senior leadership team (which is the fourth biggest contributor to teacher workload), SLTs are also feeling the strain from governing bodies and Ofsted:

"INCREASED PRESSURE ABOUT OFSTED - ALTHOUGH NOT DIRECTLY ASKED FOR, YOU DO FEEL YOU HAVE TO HAVE LOTS OF EVIDENCE OF GOOD PRACTISE TO SHOW THEM."

Ofsted has tried to address excessive workload in the past by attempting to dispel common myths about inspections^[16], yet in the last 12 months teachers are reporting workload is worse, not better, so its effectiveness could be questioned.

Schools are evolving to be run like businesses, and with more challenging targets to hit, more is being demanded of teachers. Internally, SLTs need to have the willingness (and appropriate funding) to try strategies that will help teachers' workloads and help give them a better work-life balance.

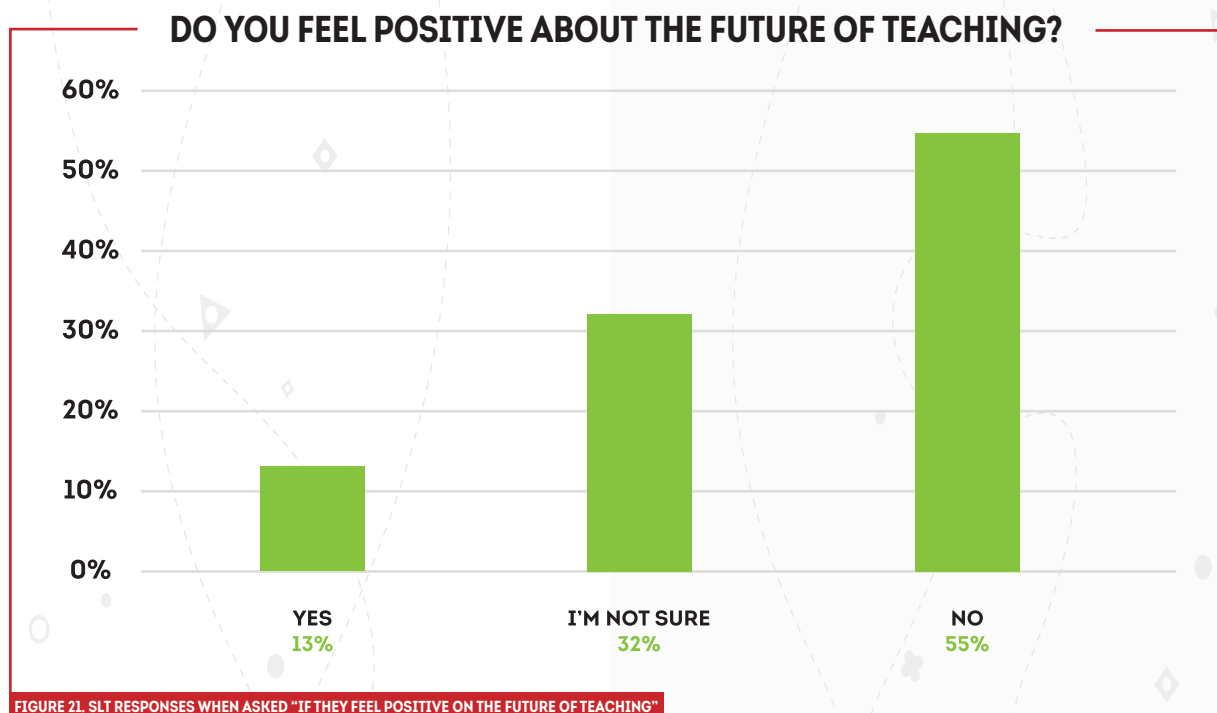
PART THREE: WILL A WORK-LIFE BALANCE EVER EXIST? THE GOOD, THE BAD & THE UGLY

“I WORRY ABOUT TEACHERS’ WELLBEING, PARTICULARLY THOSE WITH YOUNG CHILDREN. EXHAUSTED TEACHERS WILL NOT BE ABLE TO DELIVER EFFECTIVE TEACHING.”

The good news is that there are some strategies that teachers have tried that they have found helped reduce their workload, such as a reduction of written lesson plans. The bad news is that at the moment, many of those who say they have a better work-life balance now is because they have stepped down in their roles, or gone from full time to part time, which leads to the ugly – if teachers continue to feel pressure from above or if workloads continue to worsen, more and more teachers will be forced to leave the profession and the current system could collapse completely.

THE FUTURE OF TEACHING

At present, the current conditions would not appear to be sustainable. Previous reports have highlighted 43% of teachers are looking to leave in the next 5 years. Our survey found just 13% of SLTs felt positive about the future of teaching, leaving 87% unsure or feeling negative about the future.



PART THREE: WILL A WORK-LIFE BALANCE EVER EXIST? THE GOOD, THE BAD & THE UGLY

DO YOU HAVE ANY OTHER COMMENTS REGARDING TEACHER WORKLOAD?

"WE ARE ENTERING A PERIOD OF UNCERTAINTY IN EDUCATION, WHEN THE GOVERNMENT HAVE TAKEN THEIR EYE OFF THE IMPORTANT ISSUES FOR SCHOOLS. THEY ARE HELL-BENT ON INCREASING THE NUMBER OF GRAMMAR SCHOOLS, AND BREXIT."

"THE EXPECTATIONS ARE CONSTANTLY MOVING AND THERE IS NO VALIDATION OF WHAT IS RIGHT OR WRONG - MATCHED WITH THE MEDIA CONSTANTLY CRITICISING THE SCHOOL'S ACHIEVEMENTS IN WRONG CONTEXTS MAKES BEING A TEACHER SOMETHING I NO LONGER WANT TO ADMIT TO."

"SOMETHING NEEDS TO CHANGE. MANY OF MY COLLEAGUES ARE CONSIDERING LEAVING THE PROFESSION - AS AM I."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers said current figures were hardly surprising, but deeply worrying. The government^[17] has continued to fail to address the issues that make teaching less attractive as a profession. This puts the profession under pressure to change or risk the situation worsening further.

Malcolm Trobe, acting general secretary of the Association of School and College Leaders, said: "There are severe teacher shortages in schools across the country... Schools have to rely upon supply staff and non-specialists to teach many classes." He urged the government to address the issue urgently and make teaching a more attractive career option.

Kevin Courtney, the NUT's general secretary, said that prospective new teachers had to be confident to say that a 50-hour working week was "not acceptable". "Mental wellbeing is a key issue for young teachers and a decent work/life balance is therefore essential to facilitating good mental health." He added: "Young teachers are the future of the profession yet many talented and enthusiastic professionals are being driven away from teaching to the detriment of our children's education."

The NUT has campaigned over the years to establish effective limits to teachers' workloads. As well as establishing the maximum time teachers can work, NUT has also developed timesheets to log hours worked, checklists for workload targets and advice on how to develop policies on work-life balance. Within their policies, the NUT notes the responsibilities for head teachers:

"HEAD TEACHERS ARE REQUIRED TO ENSURE THAT TEACHERS EXPERIENCE A REASONABLE WORK/LIFE BALANCE. THE HEAD TEACHER HAS A DUTY TO 'LEAD AND MANAGE THE SCHOOL'S WORKFORCE WITH A PROPER REGARD FOR THEIR WELL-BEING AND LEGITIMATE EXPECTATIONS, INCLUDING THE EXPECTATION OF A HEALTHY BALANCE BETWEEN WORK AND OTHER COMMITMENTS. HEAD TEACHERS AND GOVERNING BODIES ALSO HAVE A DUTY TO HAVE REGARD TO THE DESIRABILITY OF TEACHERS AT THE SCHOOL BEING ABLE TO ACHIEVE A SATISFACTORY BALANCE BETWEEN THE TIME REQUIRED TO DISCHARGE THEIR PROFESSIONAL DUTIES AND THE TIME REQUIRED TO PURSUE THEIR PERSONAL INTERESTS OUTSIDE WORK."

Recent statistics show that while this currently isn't experienced by the majority, heavy workloads have been acknowledged as a problem by the DfE. With workload getting worse each year, higher numbers of teachers exiting the field and less funding for teachers, it will reach a make-or-break point. Ultimately, it will be future generations of children who will pay the price.

As one respondent puts it:

"WE SIMPLY NEED A JOB THAT IS POSSIBLE WITHIN WORKING HOURS, INVESTS IN FAMILY SUPPORT AND DOESN'T REDUCE FACILITIES AND RESOURCES AS THAT PUTS PRESSURE ON SCHOOLS. WE NEED A GOVERNMENT AND A SYSTEM THAT STILL HOLDS US RESPONSIBLE FOR DOING THE BEST WE CAN FOR EACH CHILD, BUT WITHOUT UNREALISTIC CHANGES AND EXPECTATIONS. I BELIEVE IN AIMING HIGH AND HAVING THE HIGHEST EXPECTATIONS BUT HIGH STANDARDS FOR ALL WILL ONLY COME WITH A HUGE INVESTMENT FROM PARENTS."

PART FOUR: TECHNOLOGY CONSIDERATIONS FOR WORKLOAD REDUCTION

REDUCING TEACHER WORKLOADS THROUGH TECHNOLOGY

Teachers were asked about their experience with software, both to help complete planning, marking and data tasks to reduce their workload as well as how flexible it allowed them to be.

65% of teachers are positive about having more software to help them work more efficiently.

64% of teachers said they had appropriate technology in place allowing them to work effectively from home. This gives them access to school systems to input the data into the school's MIS, allowing them some flexibility on where they work the approximate 24 hours over their contracted time.

70% of teachers who didn't have the right means to work from home and had to work during the school holidays said they would welcome technology to help increase flexibility. As the EdTech industry matures, more schools are benefitting from technology supporting their administrative tasks.

73% of SLTs said they have appropriate technology that allows them to work from home, should they wish, with access to the school's systems.

APPROPRIATE TECHNOLOGY THAT ALLOWS YOU TO HAVE A MORE FLEXIBLE WORKING LIFE

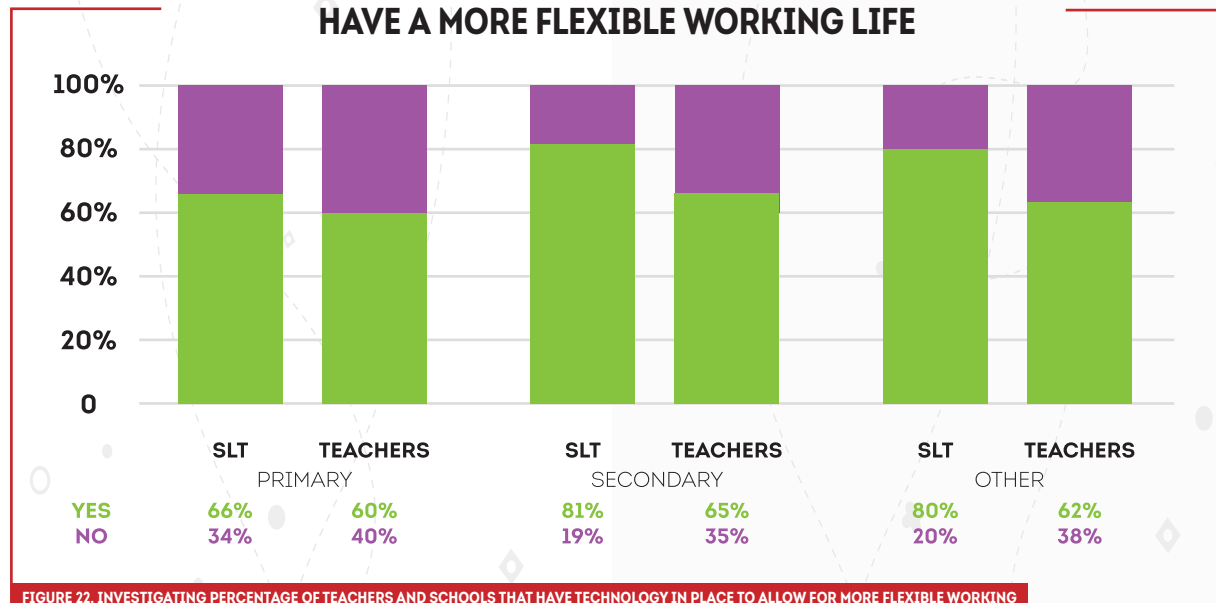
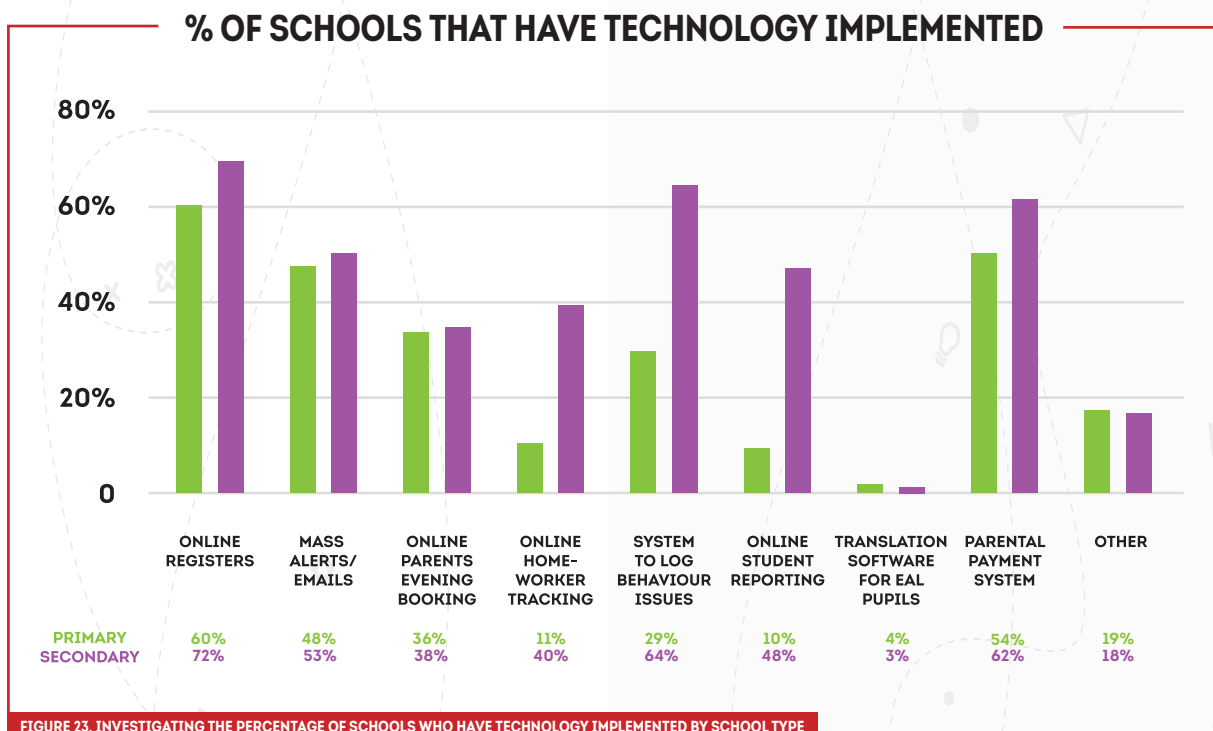


FIGURE 22. INVESTIGATING PERCENTAGE OF TEACHERS AND SCHOOLS THAT HAVE TECHNOLOGY IN PLACE TO ALLOW FOR MORE FLEXIBLE WORKING

PART FOUR: TECHNOLOGY CONSIDERATIONS FOR WORKLOAD REDUCTION

REDUCING SLT WORKLOADS THROUGH TECHNOLOGY

Of those that didn't have appropriate technology which allowed them to work from home, 71% said they would welcome technology that helps them to do so more efficiently. In school, SLTs reported many types of software that has been implemented in their school:



There is a huge variety of software specifically for schools to help reduce teacher workload. There is a criticism of software in schools, which calls to question whether it actually reduces workload, or creates it. Teachers and SLTs found software difficult when there wasn't sufficient training for them, and when systems weren't intuitive or schools kept changing software providers.

SOFTWARE'S ROLE IN REDUCING WORKLOAD

Technology in education is changing; the majority of schools now have software in place to assist with their jobs on a daily basis. There are some barriers preventing technology advancing in this sector however, such as digital illiteracy, infrastructure and inoperability.

Survey respondents found technology to be helpful when it was of a high standard, when they had received suitable training and when their schools were consistent in their technology.

PART FOUR: TECHNOLOGY CONSIDERATIONS FOR WORKLOAD REDUCTION

REDUCING TEACHER WORKLOADS THROUGH TECHNOLOGY

Software provides major opportunities to optimise teachers' workflows in schools as well as allowing them to work more flexibly, which has become commonplace in the corporate environment. Of those who said they had a healthy work-life balance, 64% said they had the appropriate technology in place to allow them to work from home. Before significant changes can be seen in schools, the implementation of technology needs to be embraced.

EMBRACING TECHNOLOGY IN SCHOOLS

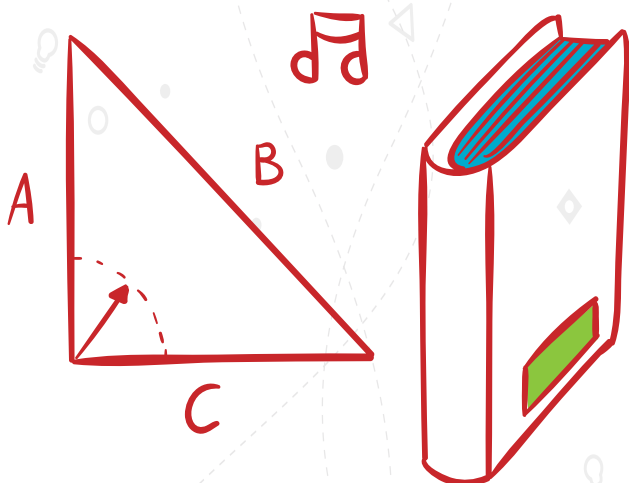
- Accept technology's positive influence in teaching and supporting staff
- Build the technical infrastructure to help technology run efficiently
- Develop a culture to help staff innovate and adapt to change
- Ensure sufficient training is given to staff to help them in their roles

ENSURE THE SOFTWARE SERVES A PURPOSE

- Would staff want to use the software out of choice if it wasn't a requirement?
- Which operational or workflow problem does the software solve?
- Will the software help teachers save time?
- Can it integrate well with existing software and processes?

USING TECHNOLOGY EFFICIENTLY TO REDUCE WORKLOAD

- Try not to enter data twice
- Refrain from manual data entry
- Where practical, automate data reporting
- Create consistent channels for communications



EDTECH TO ASSIST REDUCING TEACHER WORKLOADS

GROUPCALL



Tried, tested and trusted communications and data solutions in use in over 18,000 schools.

With over 15 years of experience in the education sector, Groupcall is positioned as one of the market leaders in communication and data integration software for schools, building systems to streamline the working lives of school staff across the country.

[Emerge](#) grants freedom from the confines of school machines to teachers, allowing MIS data to be accessed in an easy manner, wherever they are; be it at home or on the go. Its automatic synchronisation with MIS can save hours of administration time, allowing teachers to focus on the areas that need their attention most. By accessing it on any network connected device, [Emerge](#) can be used out in the field, on school trips, in emergency situations and more. Its mobility and accessibility makes it a must-have for helping to reduce teacher workloads.

[Messenger](#) allows school staff to easily use the data stored in their MIS to reach out to the parents of their students. Attendance, behaviour and achievements can all be communicated quickly and efficiently, keeping parents fully engaged with the school. Alongside [Messenger](#) is [Xpressions](#), the app built for parents to give visibility of the facts behind their child's education in real time.

FROG EDUCATION



An intuitive cloud-based platform helping teachers create highly interactive and engaging resources

Frog Education's company ethos is to make teacher's lives as easy as possible and this has resulted in a world class product used globally, and relied upon by 12 million UK and International users.

Frog enables teachers to focus their expert time on improving students' education by giving rich, formative feedback. By building an intuitive cloud-based platform where teachers can store and build resources, set homework, manage pupil progress, and manage their lessons they are helping teachers work more efficiently. By putting all of these things in one place along with countless seamless integrations Frog have helped thousands of teachers save valuable time whilst raising expectations and attainment.

Via Frog's self-marking homework tool, the company has saved teachers in the UK 2,305.55 days of marking so far in the 10 month period since September 2016, which works out to 6.3 years' worth of admin that can be better automated.

"Staff are also tapping into the fact that they can create or edit an exercise and then re-use it multiple times - so their teaching time is used much more efficiently"

Assistant Principal, Greenwood Academy

EDTECH TO ASSIST REDUCING TEACHER WORKLOADS

MERITEC – CPOMS



Producing safeguarding reports in seconds

When Ofsted, Local Authority or School Governors need a very particular report on school safeguarding (for example, the exact number of incidents of a specific type of bullying between two exact dates) or a child's chronology, it can take hours to collate the necessary information. When a school uses CPOMS, the required information can be filtered within seconds.

CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school's existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. Using CPOMS, schools can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration.

"I have worked for over 22 years in schools and admin for Safeguarding and Pastoral Support was an enormous challenge, especially regarding Transition. Two years ago we started using CPOMS and this proved to be an invaluable tool for the management of Safeguarding and well-being in school."

Deputy Safeguarding Officer, Woodhouse West Primary School

CSE EDUCATION SYSTEMS – MAGELLAN



Pulling all applications and resources into one place

Magellan saves teachers time by driving out inefficiencies in their everyday work, giving them time back to focus on what's most important. Schools are increasingly taking advantage of many different online systems and platforms – from teaching resources, to safeguarding, and learning platforms. Whilst each of these do a great job in their own right, teachers experience a huge amount of frustration – and wasted time – accessing so many different tools.

Magellan solves this in two ways: Magellan brings together apps, resources, files and more with personalised dashboards. Through their dashboards teachers can access all the applications they require, their personal and shared files, emails, personal timetable, homework planner, noticeboards, school information etc. all from one intuitive interface. Magellan also saves teachers time by letting them single-sign-on to anything. This means teachers need only login once to access all systems and resources, freeing them to utilise the great technology available to them without the hassles and disruption caused by multiple logins.

"I use it all the time; on my computer at home, on my iPad, and in school. It's a nice, one stop shop for everything we use in school which, looking forward, is going to be ever-expanding."

Assistant Housemaster and Director of E-Learning at St John's School

EDTECH TO ASSIST REDUCING TEACHER WORKLOADS

FORMATIVE DATA SYSTEMS - E2P+SEND



The only online assessment & reporting system in the UK that includes all children, regardless of need

E2P+SEND is committed to helping school leaders, teachers, parents and their children drive and take ownership of personalised learning. Record and save evidence instantly to the assessment package (video, photo, and audio) using the latest mobile App technology. Attribute evidence easily to children, including a description of learning outcomes and developmental stage to facilitate accurate EYFS, Primary and SEND assessment, with comprehensive live reporting and analysis.

"...the benefits have been enormous - reduction in paperwork for staff and easy access to qualitative and quantitative data for management, to name but a few. The main benefit has been to support staff knowledge about meeting childrens' needs and interests, in the right hands it actually increases the capacity of practitioners to support childrens' learning and development..."

Head of School, Midland Road Nursery School and Children's Centre

EPRAISE LIMITED – EPRAISE



Bringing rewards and incentives into a centralised, live online environment

Reducing teacher workload was and still is one of the core reasons for creating Epraise. Everything the company does is designed to meet three goals: motivate students, engage parents and save teachers' time. It's abundantly clear that teachers are facing some of the toughest times they've ever known and whilst companies such as us can't affect many of the changes being forced on them, we can do something to give them back some much-needed time to get things done.

Epraise was originally created so that teachers didn't have to manually calculate how many rewards points students, classes and years had. By bringing this system online in a live format, teachers' workload was very quickly reduced so they could spend more time having positive conversations with students rather than gathering statistics. After realising the impact that the new praise points system was having on teacher workload, this approach was replicated in other areas, such as seating plans, homework and parents evenings. Epraise is now used in 12 countries around the world.

"The Epraise system is one which brings a reward system to life and truly unifies parents, teachers and students in achieving this. It is a system which is simple to use and has already had a hugely positive impact on our school in many ways. The continual development to include assessment grades and feedback to classnotes is proving the value and impact of the system even further."

Vice Principal, International School of Monza

EDTECH TO ASSIST REDUCING TEACHER WORKLOADS

CENTURY TECH - CENTURY



Providing students with a truly personalised learning experience through AI

Providing differentiated lessons for each student is important, yet planning these lessons is incredibly time consuming. CENTURY reduces the amount of time that teachers need to spend planning lessons and preparing materials. Teachers have reported that the platform saves them up to one hour per class per week.

CENTURY's AI algorithms learn how each student learns and plots the most effective route through learning material, providing them with a unique learning path based on their individual needs. The insights gathered on each student are presented to the teacher in real-time via easy to use dashboards, allowing teachers to make timely interventions and evidence-based decisions in the classroom.

"CENTURY offers a truly individualised and tailored approach to the preferred and most effective learning techniques of each and every student. It is levelling the playing field for disadvantaged students by overcoming barriers that are often associated with their learning... It is highly effective at accelerating progress and reinforcing learning at a deeper level."

Director, UK Secondary Academy Trust Director

GROFAR – GROFAR CAREERS MANAGEMENT SOLUTION



Helping schools meet Statutory Guidance, satisfy Ofsted and achieve the Gatsby Benchmarks

Grofar reduces the time careers leaders and careers coordinators spend on administration and stores all information in one place. Grofar evidences careers service activity helping to improve the careers guidance programme within schools.

Encompassing everything from careers service planning, event organisation and feedback to destination data collection and work experience management. A pioneering student careers passport ensures every student evidences careers activity and has access to aspirational careers advice, action plans and careers resources. Grofar manages the time-consuming core administrative processes faced by careers departments ensuring less time is spent hunting through spreadsheets and more time is available to engage with students. Grofar produces reports and insightful overviews of a schools careers service and ensures schools are always Ofsted ready.

"By keeping all our information in Grofar and by using the tools they provide, I am happy we will always be 'Ofsted' ready and can easily demonstrate the service and careers guidance we are providing to our students. The careers service can provide more support to students with the resources available and I am able to put in place a legacy going forwards."

Careers Coordinator, Bristol

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**TEACHER
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