

EXECUTIVE COMMITTEE 04/23
PAPER D1(a)

2023 EIS Member Survey

Workload, Health and Wellbeing,
and The Cost of Living Crisis

The Educational Institute of Scotland
April 2023

Background

The EIS is the largest teacher trade union in Scotland, representing over 80% of all teachers across nursery, primary and secondary education. With such a broad and expansive membership, the EIS is committed to seeking and representing the views of its members through direct engagement as well as through the use of member surveys.

Methodology

The EIS school sector survey was opened on Wednesday 21st December 2022 and closed on the 31st January 2023. The survey has a total of 37 questions, but owing to survey design, most members were not required to answer all questions.

In total 16,475 responses were gathered, with a return rate of 32%. This turnout shows just under a third of all members eligible have completed the survey. The average response time to complete the survey was 7 minutes; however, some members noted that it took them longer than this due to the extended answers that they gave.

Eligible members were emailed a link to the survey, which was also promoted on the EIS social media pages. Prior to the survey going live to members, it was issued to a small test sample for peer review.

The survey was broken down into 4 sections: About You, Workload, Health and Wellbeing and the Cost of Living. There was also an opportunity at the end of each section for members to note any further comments.

None of the questions were mandatory. This allowed respondents to skip questions as they progressed throughout the survey. This was done to ensure that there was no false recording within the survey, to improve confidence in the results. Some questions also had 'logic' applied, meaning that respondents would be redirected to different follow-on questions depending on the answers they gave. Details of how many respondents answered each question are included throughout this report.

All figures within this report have been rounded to the nearest one decimal place, meaning that some questions may not have a total exacting 100%, with other questions within the survey allowing for multiple responses.

There was considerable opportunity for members to record more detailed answers to the questions posed, either by using comment boxes, or by ticking an "other" option where appropriate. Throughout this report member comments have been included under the corresponding questions. As some questions within the survey elicited thousands of additional comments or responses, the quotes selected are only a snapshot of this wider data but have been chosen to reflect the majority of views captured.

Margin of Error

This survey was conducted on the Survey Monkey platform. Survey Monkey describes the margin of error as:

“Margin of error (also called confidence interval) indicates the level of certainty with which you can expect your survey results to reflect the views from the overall population. Surveying is always a balancing act where you use a smaller group (your survey respondents) to represent a much larger one (the target market or total population).

“Margin of error is often used as a way of measuring how effective a survey is. The smaller the margin of error, the more confidence you may have in your results. The bigger the margin of error, the farther they can stray from the views of the total population. One way in which to reduce the margin of error is to increase the sample size.”¹

Using the full eligible membership as our baseline figure, the margin of error with our sample of 16,475 is less than one percent².

¹ Survey Monkey, Margin of Error Calculator https://www.surveymonkey.com/mp/margin-of-error-calculator/?ut_source=mp&ut_source2=sample-size-calculator&ut_source3=inline&ut_ctatext=margin%2520of%2520error%2520calculator

² Ibid.

Section 1 – About you Findings

About You

The first section of the survey asked respondents to fill in key details about themselves. The answers given in these opening sections give an indication of who our members are and what they teach. Whilst these answers provide insight into EIS teacher members when looked at on their own, they can also be analysed alongside other questions within this survey to provide information on how different sections of EIS membership responded to certain issues. Where the sample size was lower than 1,000, these have not been disaggregated to ensure confidence in the results.

Within the survey, members were asked whether they taught in Primary, Secondary, Nursery, or Special schools (with the ability to select more than one option as appropriate), with Secondary school teachers then also being asked what subject(s) they taught. Members were asked, also, to state what their substantive post is from a range of options, and which local authority they worked in.

For the first time, members were asked to state if they identify as a woman, and if they identify as Black, Asian or Ethnic Minority (BAME). They were also asked if they identify themselves as being disabled, as well as asking if they had caring responsibilities.

Key findings from the about you section are:

- 55% of respondents work in Primary education, 34% in Secondary and 5% in Special education;
- 66% of respondents are main grade teachers;
- 82% of respondents identify as being a woman;
- 36% have a caring responsibility;
- 2% of respondents identify as Black, Asian or Ethnic Minority (BAME); and
- 4% identify as disabled

Where useful, results have been refined to illustrate nuances in response based on indicators such as sector worked in, post held or any other relevant characteristic.

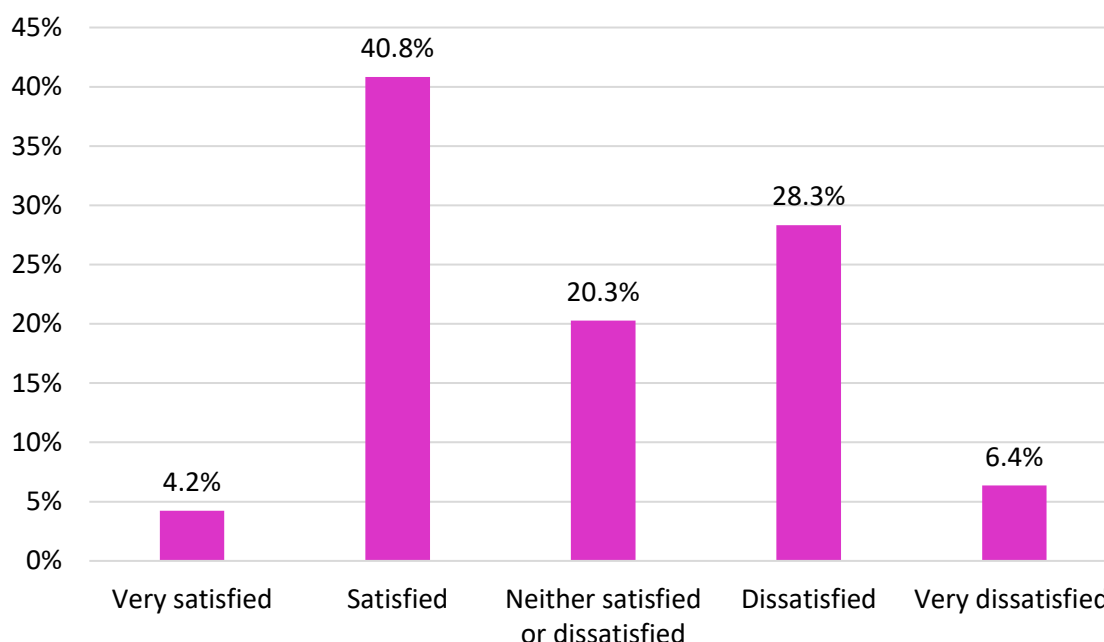
Section 2 – Workload

Workload has repeatedly been raised as a significant issue by EIS members. From the surveys we have carried out over several years now, we know that excessive workload continues to be a key source of stress and is pushing members into poorer health.

Within this section we asked members directly about their perceptions of workload, and if they felt they could achieve all that was expected from them within their contracted hours.

Figure 1 below shows that less than half of all respondents were satisfied or very satisfied with their job overall.

Figure 1: How satisfied are you with your job overall?



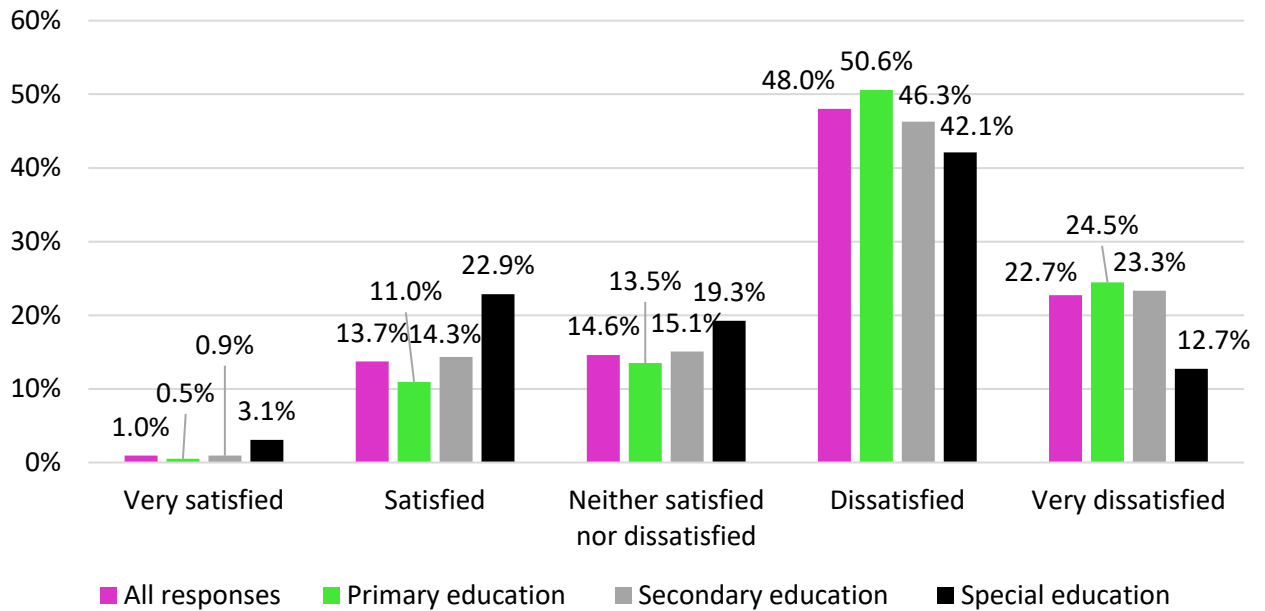
Total responses: 16,057

Members were then asked how satisfied they were with their workload levels generally. Figure 2 shows that only 15% of members are satisfied or very satisfied with their workload levels generally, with 71% saying they are either dissatisfied or very dissatisfied.

When comparing satisfaction levels between sectors, there isn't a considerable difference between the views of Primary or Secondary teachers, but there does seem to be higher levels of satisfaction from members working in the Special Education sector. Analysis was done to determine if part-time members were more satisfied with their workload and the findings did not indicate a significant difference between part-time and full-time workers' perceptions of their workload levels.

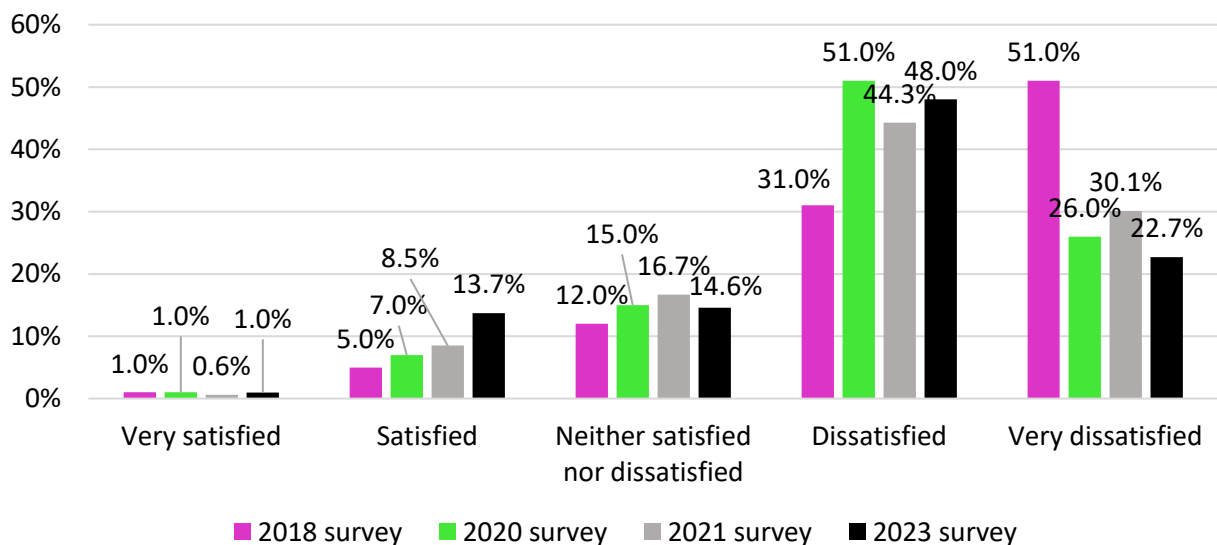
Figure 3 shows the findings from the 2021 member survey and shows that this most recent survey does demonstrate a slight improvement in workload satisfaction. It should be noted, however, that the 2021 survey took place when COVID management procedures and restrictions were still in place.

Figure 2: How satisfied are you with your workload levels generally?



Total responses: 15,886

Figure 3: How satisfied are you with your workload levels generally? Comparisons between 2021 and 2023³ surveys

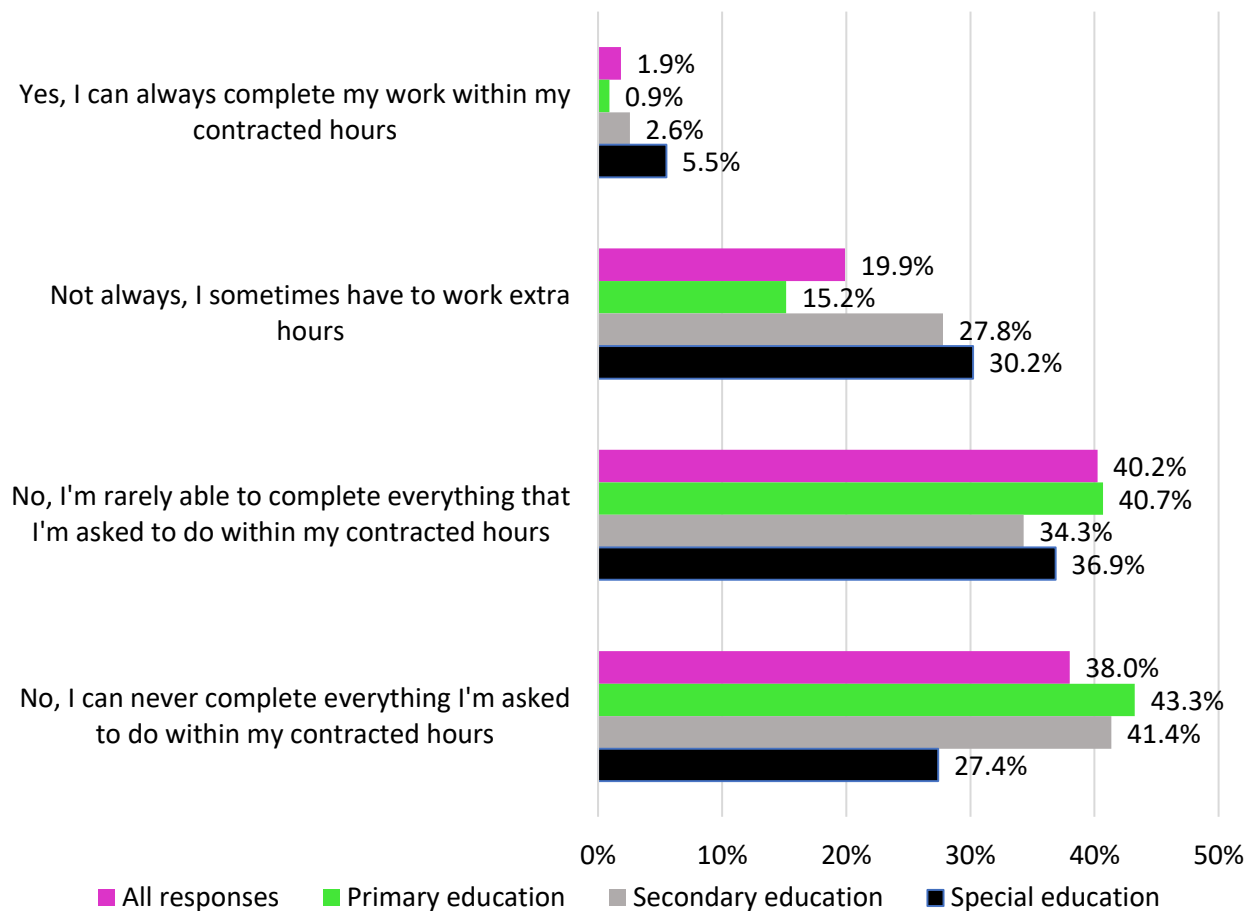


³ EIS Member Survey 2021: Health and Wellbeing Findings (December 2021)
<https://www.eis.org.uk/research/survey2021>

Workload demands

When asked if members felt they could complete all of the tasks that are given to them, only 2% of respondents said they could do so within their contracted hours. Over a third, 38%, said that they can never complete everything they are asked to do within their set hours, and a further 40% said they are rarely able to. Figure 4 below shows the full breakdown of responses, including the responses gathered from those working in the Primary, Secondary and Special Education sectors.

Figure 4: Do you feel that you can complete all of the tasks that are given to you within your working week?

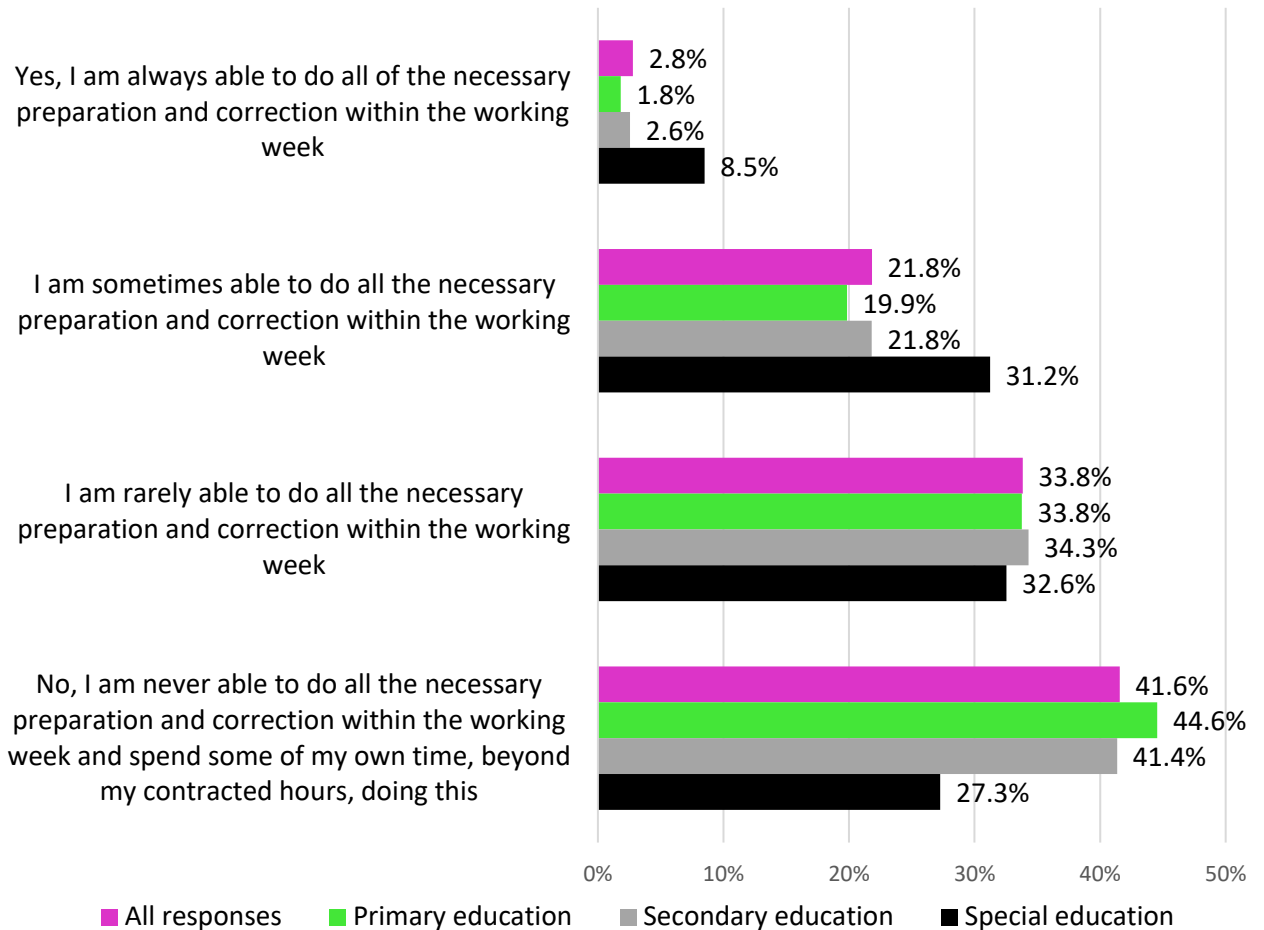


Total responses: 15,920

Figure 5 below also shows the extent of the workload pressures placed on members. In this graph, it shows that only 3% of all respondents said they had enough time for the necessary preparation and correction within their working week. 42% said they never have enough time for preparation and correction, and spend some of their own time, beyond their contracted hours doing this. This shows the extent of the workload burden that is placed on members and the extent to which members are carrying out unpaid work in order to fulfil the demands made of them.

Those working in the Special Education sector were more likely to say that they had enough time for all of their preparation and correction, but this figure was still very low with only 9% saying they were always able to complete this within their working week.

Figure 5: Do you think that you have enough time each week for preparation and correction?

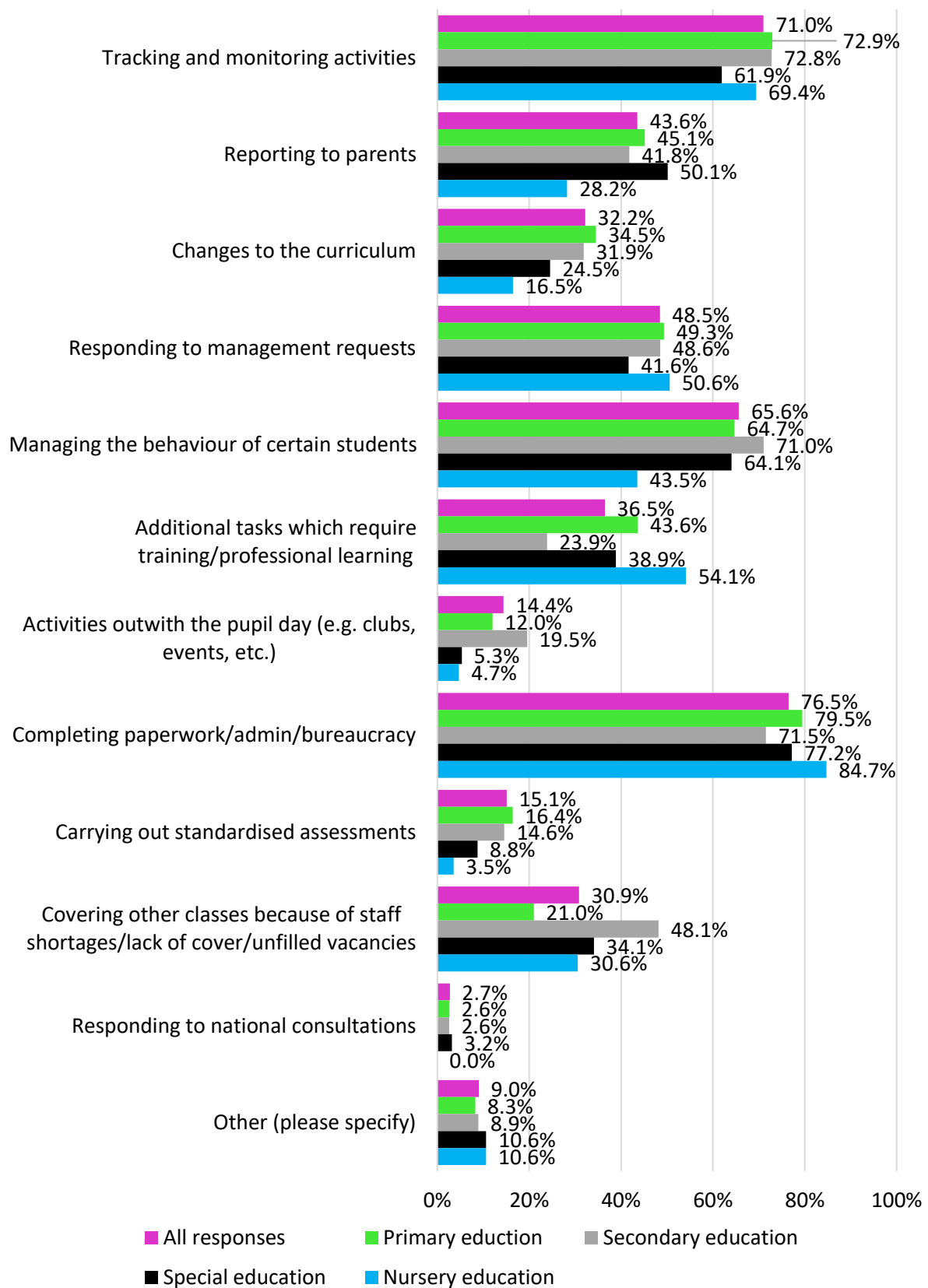


Total responses: 15,658

EIS members were then asked what the biggest drivers of their workload were, beyond teaching classes, preparation and correction. Figures 6 shows that the 5 biggest drivers of workload for teachers are: completing paperwork/admin/bureaucracy; tracking and monitoring activities; managing the behaviour of certain students; responding to management requests and additional tasks which require training/professional learning. Figure 6 also shows the difference between Primary, Secondary, Special and Nursery settings.

Figure 7 breaks down the workload pressures of members by their substantive post. From this table, there is a clear divide between probationers and main grade teachers who cite tracking and monitoring activities as the biggest driver of their workload, and principal teachers and head/depute head teachers who were most likely to report completing paperwork/admin/bureaucracy as their main driver of workload.

Figure 6: Beyond teaching, preparation and corrections, what are the biggest drivers of your workload? (Please tick the top 5)



Total responses: 15,551

Figure 7: Beyond teaching, preparation and correction, what are the biggest drivers of your workload?

Answer choices	Probationer	Main Grade Teacher	Principal Teacher	Head and Depute Head Teacher
Tracking and monitoring activities	78.6%	76%	64.1%	48%
Reporting to parents	32.5%	45.8%	42.35%	39%
Changes to the curriculum	15.72%	35.4%	32.7%	22.1%
Responding to management requests	36.7%	50.6%	54.8%	27.6%
Managing the behaviour of certain students	68.6%	64.8%	71.7%	75.4%
Additional tasks which require training/professional learning	60.5%	38.2%	26%	24.2%
Activities outwith the pupil day (e.g. clubs, events, etc.)	22.9%	14.8%	13.9%	9.2%
Completing paperwork/admin/bureaucracy	70.1%	75.7%	81.8%	84.5%
Carrying out standardised assessments	20.7%	15.8%	10%	7%
Covering other classes because of staff shortages/lack of cover/unfilled vacancies	14.4%	25.34%	48.2%	63%
Responding to national consultations	1.1%	1.8%	4.1%	12.8%
Other (please specify)	7%	7.8%	10.7%	17.1%

Total responses: 15,551

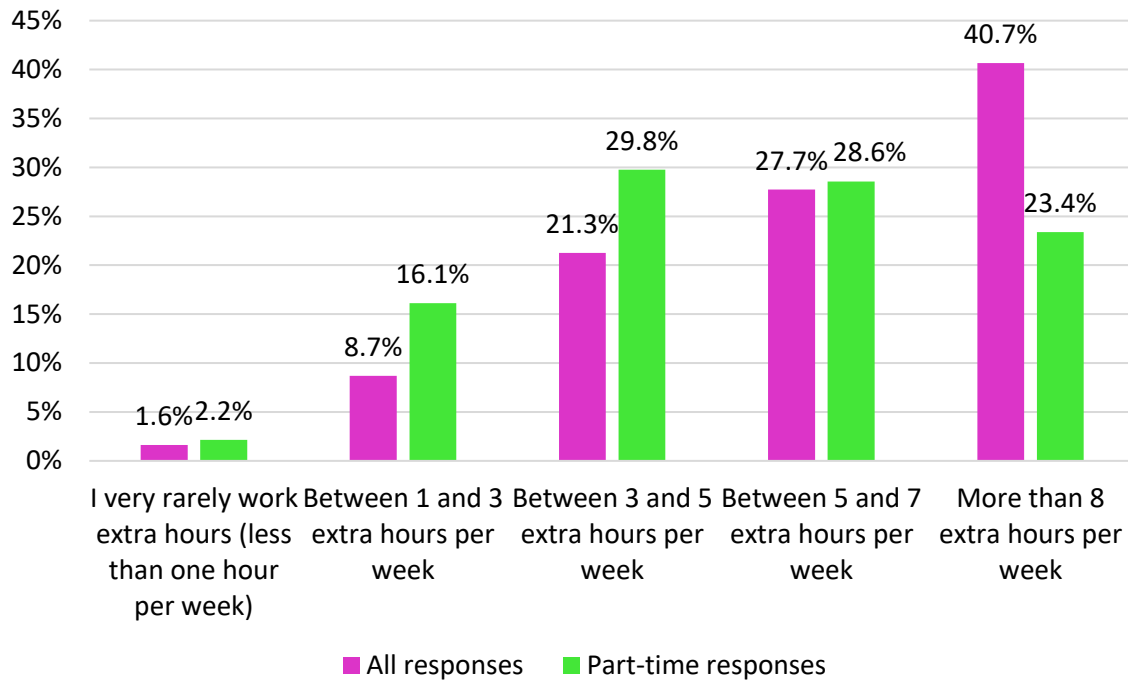
Within this question members were also offered the option of “other” as a response. In total 1,403 responses were gathered under this option. Within the comments gathered under this response option, there were various additional pressures that members listed. Additional Support Needs were mentioned numerous times, not just in terms of the demands in the classroom but also the referral processes and securing adequate additional support for pupils. There were also numerous comments highlighting the ICT challenges of lesson planning and reporting.

Additional Hours Worked

Alongside the challenges of their roles, members also reported that they regularly work additional hours in order to complete all that is demanded of them. Figure 8 below shows how many additional hours members report working in a typical week. More than 40% of members said that they work more than a full extra day each week, with only 2% saying that they very rarely work extra hours. Part-time workers also reported working many additional hours with, again, only 2% saying that they

rarely work extra hours, and almost a quarter saying they work more than 8 extra hours each week. 24% of all respondents reported working part-time.

Figure 8: How many hours a week outside of your contracted hours do you usually work? (by working pattern)

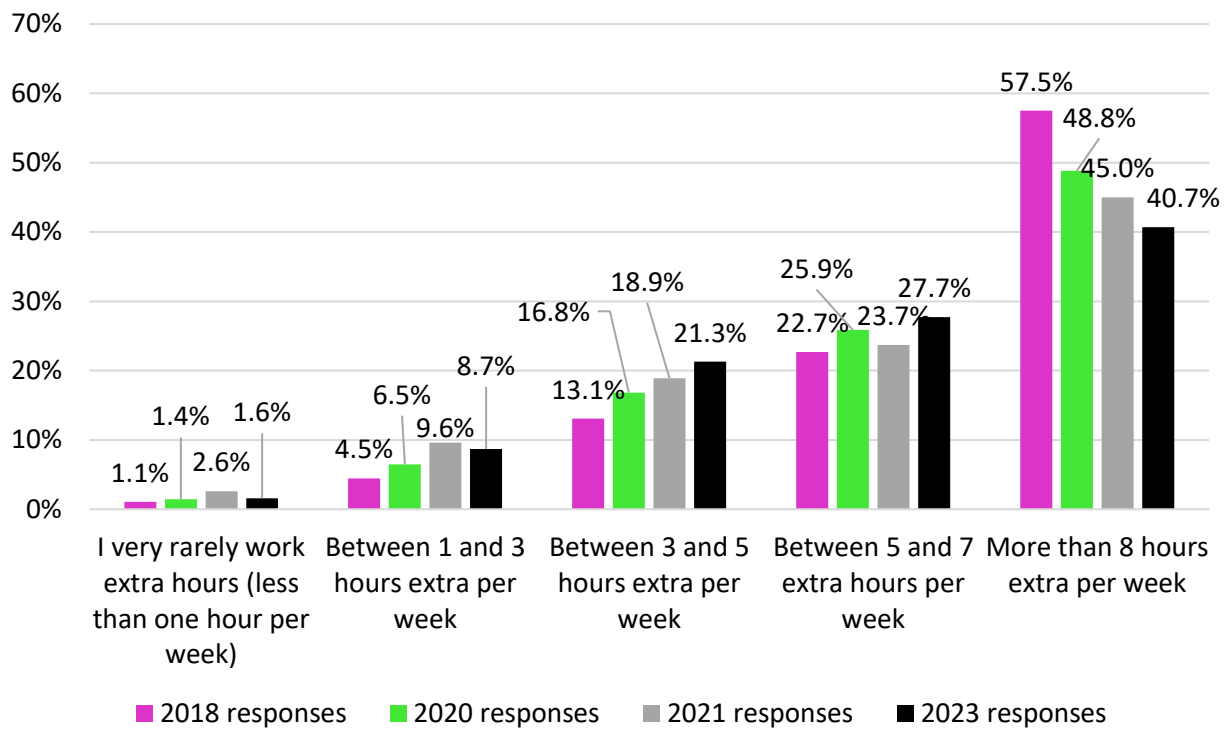


Total responses: 15,518⁴

Figure 9 looks at the longer-term trends of working additional hours. There has been a drop in the number of members working 8 or more hours extra in a typical week since 2018. However, there has been an increase in those working between 3 and 5 extra hours, and a general upward trend of members reporting they work between 5 and 7 additional hours per week.

⁴ There were 87 responses to the answer choice “not applicable” which have not been included in this graph. This figure represents all responses including those who ticked “not applicable” as an option.

Figure 9: How many hours a week outside of your contracted hours do you usually work? (longitudinal data)

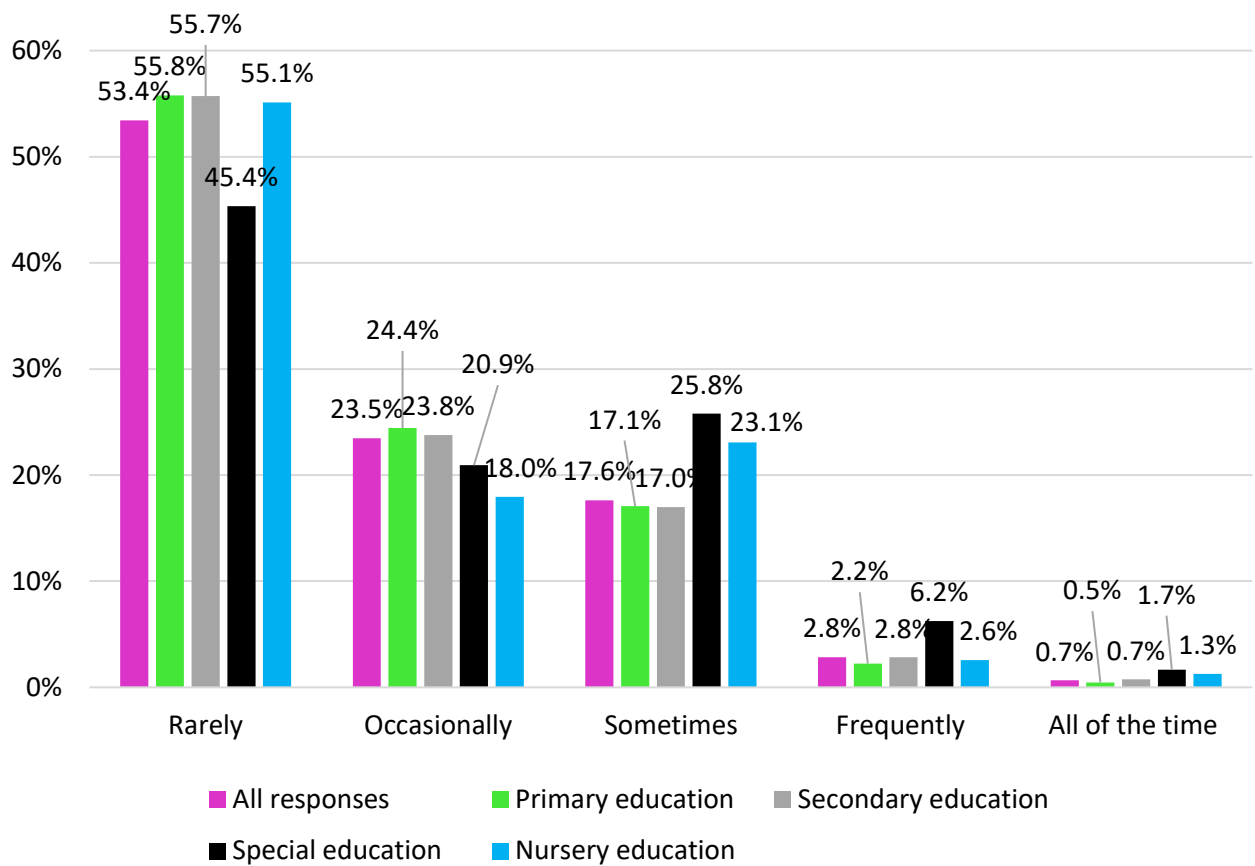


Additional Support Needs

The final questions within the workload section of the survey looked at member experiences of supporting pupils with Additional Support Needs. Figure 10 below explores to what extent members feel that they have sufficient time to complete paperwork, liaise with colleagues and external agencies, and attend meetings in relation to supporting pupils with Additional Support Needs. The results in figure 10 paint a worrying picture with only 4% of respondents saying they feel they have sufficient time for the activities listed, frequently, or all of the time. Over half of survey respondents said that they rarely have sufficient time, with a further quarter saying that they only occasionally have enough time for the workload associated with supporting pupils with Additional Support Needs.

When this question was broken down by sector those working in Special Education were the most likely to say that they sometimes, or frequently or all of the time felt that they had sufficient time for the tasks associated with supporting pupils with Additional Support Needs. Those working in the Primary sector were the most likely to report that they rarely or occasionally had enough time to meet this demand.

Figure 10: to what extent do you feel that you have sufficient time in a typical working week to complete paperwork, liaise with colleagues and external agencies, and attend meetings in relation to supporting pupils with Additional Support Needs? (by sector)



Total responses: 15,420⁵

There was an opportunity for members to share comments under this question, with a total of 541 responses gathered. Overwhelmingly, members reported that they often couldn't complete the activities listed in Figure 10 because they or their colleagues were overstretched. Finding time for meetings was a key pressure in supporting pupils with Additional Support Needs and many members said that workload associated with this support is expected to be completed outwith their Working Time Agreement. Below are a handful of the hundreds of experiences that members shared.

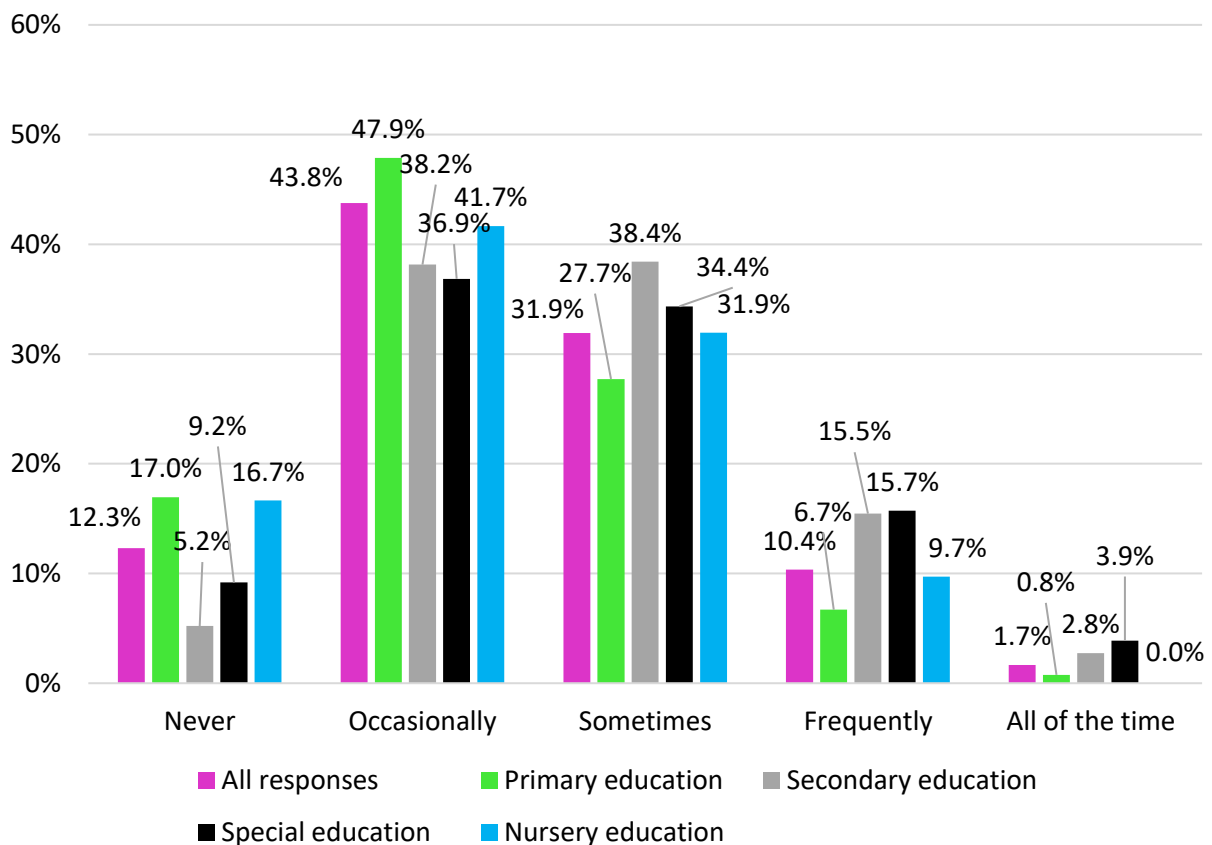
- “I am constantly keeping order, managing behaviour. Most days I can only start my paperwork & lesson prep when students have left the building.”
- “There just never is enough time to do everything I need to do. The demands are endless, the workload is completely unmanageable. I was planning on handing my notice in at the end of this academic year due to the effects of the stress, however the cost of living crisis has made me realise I have no choice but to stay. I am now working on survival strategies to protect my health.”
- “As this is for the pupils, you make these things happen and other tasks have to slide.”

⁵ There were 310 responses to the answer choice “not applicable” which have not been included in this graph. This figure represents all responses including those who ticked “not applicable” as an option.

- “This usually falls outwith contracted hours as you can't complete what's necessary to teach a class within 35 hours never mind all that goes with supporting children with additional needs.”
- “Vast majority of this kind of work is unplanned and so no time is ever actually allocated to it. Often it's very short notice and the expectation is that we will just fit it in.”
- “I am a Support for Learning Teacher and most of the consultation is in my own time now.”

Members were then asked to what extent children and young people in their settings were able to access front line services, when the support need is identified. 12% of all respondents said they were never able to access front line services when the need is identified (17% in Primary and Nursery), and 44% said they could only access this occasionally at the point of first need (48% in Primary and 42% in Nursery). These figures are deeply worrying as this type of support is often vital to enable a child or young person to participate fully in education, as well as providing external support for any issues outside of school.

Figure 11: To what extent are children and young people in your setting able to access frontline services at the point when the support need is identified? (by sector)



Total responses: 15,173⁶

⁶ There were 703 responses to the answer choice “not applicable” which have not been included in this graph. This figure represents all responses including those who ticked “not applicable” as an option.

Figure 12: Which of the following do you think would make the biggest impact in reducing your workload? (please tick top 3) by sector

Answer Choices	All responses	Primary education	Secondary education	Special education	Nursery education
Smaller class sizes	51.1%	60.0%	43.5%	25.3%	38.3%
Less paperwork/bureaucracy	49.1%	50.6%	45.5%	56.6%	48.1%
Realistic expectations regarding digital learning	12.2%	11.0%	13.6%	14.4%	7.4%
Fewer contact hours with pupils	29.5%	20.2%	46.4%	26.6%	16.0%
Fewer changes to the curriculum and new initiatives	26.8%	28.8%	24.7%	24.8%	30.9%
More curriculum support	12.5%	12.5%	12.4%	14.0%	12.3%
More resources/funding to support pupils' learning	37.9%	39.8%	32.2%	47.6%	42.0%
More staff/supply cover (including access to subject specialists)	33.7%	31.1%	37.3%	39.8%	43.2%
More classroom assistants/support for inclusion and pupils with additional support needs	59.8%	70.0%	45.1%	53.8%	63.0%
Professional autonomy/being left to do my job	20.1%	19.1%	20.4%	23.2%	34.6%
More supportive management/leadership	14.2%	11.1%	17.9%	19.4%	14.8%
Improved pupil behaviour in the classroom	36.9%	32.5%	47.3%	22.5%	32.1%
Other (please specify)	4.6%	4.4%	4.3%	4.6%	6.2%

Total responses: 15,173

Figure 13: Which of the following do you think would make the biggest impact in reducing your workload? (please tick top 3) by substantive post

Answer Choices	All responses	Probationer teacher	Main grade teacher	Principal teacher	Head and Depute Head Teacher
Smaller class sizes	51.1%	49.4%	56.9%	39.5%	24.7%
Less paperwork/bureaucracy	49.1%	40.9%	49.7%	50.4%	47.4%
Realistic expectations regarding digital learning	12.2%	10.6%	12.5%	11.4%	7.7%
Fewer contact hours with pupils	29.5%	33.7%	31.1%	34.8%	8%
Fewer changes to the curriculum and new initiatives	26.8%	11.9%	28.0%	28.0%	26.3%
More curriculum support	12.5%	19.6%	12.5%	12.8%	11.8%
More resources/funding to support pupils' learning	37.9%	40.7%	36.2%	38.9%	46.9%
More staff/supply cover (including access to subject specialists)	33.7%	29.7%	30.4%	42.7%	60.7%
More classroom assistants/support for inclusion and pupils with additional support needs	59.8%	66.3%	59.7%	54.8%	76.4%
Professional autonomy/being left to do my job	20.1%	10.6%	20.9%	18.1%	17.6%
More supportive management/leadership	14.2%	9.7%	15.2%	13.1%	4.2%
Improved pupil behaviour in the classroom	36.9%	41.8%	36.2%	41.5%	35.1%
Other (please specify)	4.6%	2%	3.9%	5.8%	8.5%

Total responses: 15,173

Reducing Workload Demands

Figure 12 above highlights EIS members' views on what they believe would have the biggest impact in reducing their workload. 60% of all respondents said that more classroom assistants/support for inclusion and pupils with additional support needs (ASN) would make a big impact in reducing their workload. This was followed by smaller class sizes (51%) and less paperwork/bureaucracy (49%).

When this question was broken down by sector, more classroom assistants/support for inclusion and ASN was the top response in Primary and Nursery sectors (70% and 63% respectively). However, in Secondary schools improved pupil behaviour in the classroom was the response that garnered the most responses, and in Special Education it was less paperwork/bureaucracy.

When this question was broken down by substantive post, there was unity across probationer, main grade, principal and head/depute head teachers as more classroom assistants/support for inclusion and ASN, was the top response given when asked what would make the biggest impact to reducing their workload.

There were 703 responses collected under the "other" answer choice. Additional comments under this response included greater support from senior leadership and their local authorities. Some commented that whilst initiatives were well meaning, they often added significantly to their workload without an immediate impact on pupils' learning. This was also reflected in some comments that expressed concern that the promised reduced contact hours could be eaten up by even more new programmes and initiatives, rather than freeing up the time that is needed for the workload as it stands.

Some members also mentioned that greater support from outside agencies to support children and young people would make a significant impact to their workload. Many of the comments within this section also expanded on the answer choices available, as many respondents reiterated the immediate need for additional resources to support the mainstreaming agenda, as well as the continuing pressures of pupil behaviour.

Member Comments on Workload

At the end of this section members were asked if there was anything further that they would like to raise in relation to their workload. Over 4,321 responses were gathered under this question, with many highlighting how desperate they are for some relief in their working week. Below is a very small sample of the experiences that members shared:

- "Much of my time is spent supporting colleagues struggling due to their own tiredness, mental health worries or frustration due to feeling overwhelmed and undervalued within education. Although they know I, and senior management, support them they often don't feel that from pupils, parents and society in general, which can focus them on the negatives of the job, rather than being able to strive as they would want to on the positives and improving things. Too often the job feels like firefighting and keeping afloat (to mix metaphors)."
- "The workload is never ending and completely unmanageable. I feel like I can never do enough to support the needs of the learners as I spend so much of my time doing paperwork and other time consuming tasks. I feel guilty for not managing to complete the colossal amount of paperwork, marking and prep in school so I do it at home. But then I also feel guilty for spending so much of my evenings and weekends working too instead of

resting and spending time with my family. I should be working to live, not living to work! My physical and mental health is suffering due to the stress of workload.”

- “They’re far too many “priorities” and meetings to discuss meetings/ meetings for training when we really just need to be able to teach the pupils in front of us. Also large class sizes (32/33) with a wide range of pupil needs (EAL, dyslexia, behaviour, ASN, socio-emotional, SIMD 1/2) makes it very difficult for one teacher to meet all needs all the time regardless of how much time, effort and preparation is put in to meet all those needs.”
- “It is very hard to have a good work/life balance in this profession. Often time is given over to council initiatives to the detriment of preparing for the class in front of you. Increasingly there is less support for children who really need it, there are many more children with behaviour issues which has a negative impact on other children in the class. It’s so unfair!”
- “Support for Learning Teachers being expected to cope with a bigger workload with less resourcing and support than previously. Too many children with ASN in mainstream schools without sufficient or adequate support. This is unfair on those learners, the pupils around them and the Class Teachers. Most of the SLA support in school now directed at supporting behaviour and those with other learning needs being overlooked. This results in more pressure/workload being put on classroom teachers and support for learning teachers.”
- “Many tasks that were previously carried out by management, especially principal teachers, are being increasingly expected to be carried out by class teachers. This increases an already heavy workload.”
- “A lot of my frustration is down to the fact that so much of what I am expected to do in paperwork and management directed training is not directly impacting on teaching and learning or benefitting either myself as a teacher or my pupils as learners. It feels pointless, yet it takes up so much of my time and energy. I would much rather put this time and energy into planning my lessons and classroom organisation and my own professional development.”

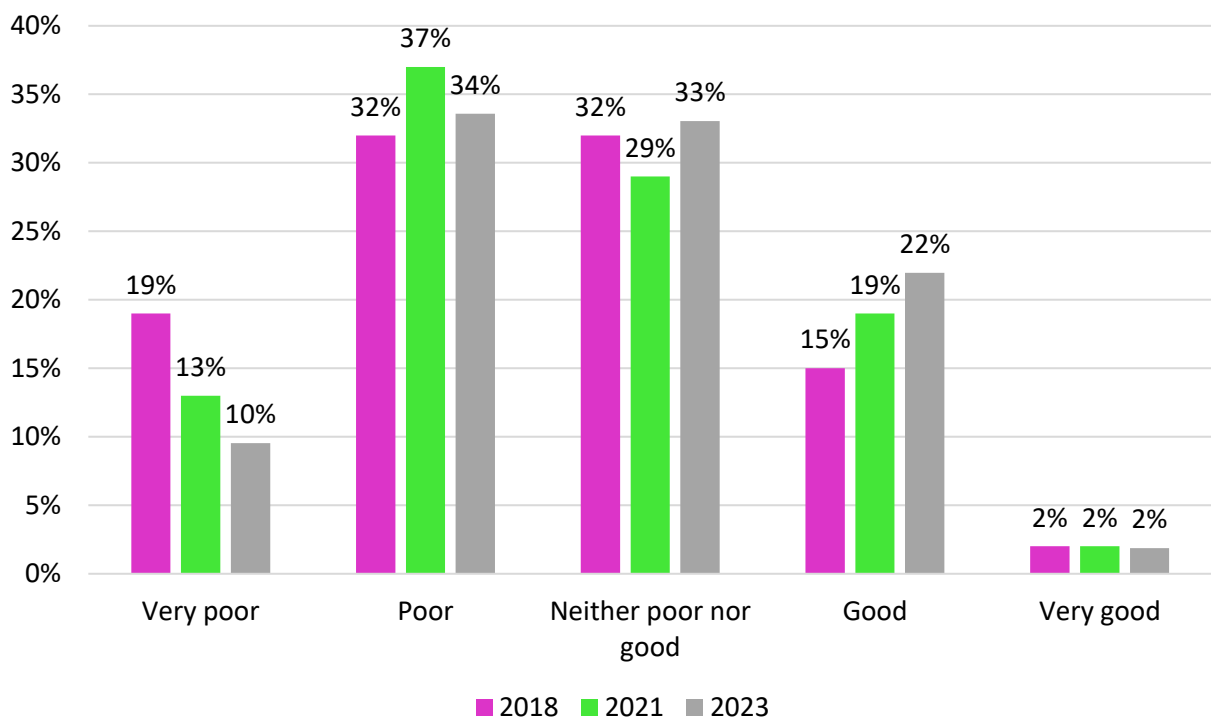
Section 3 – Health and Wellbeing

Member health and wellbeing is perhaps the most important factor when looking at the sustainability of the education workforce. It is imperative that EIS members feel well at work and that their work environment is not driving them to the point of poor health. This section explores the key questions that we asked our membership about how they feel about their health at work.

Wellbeing

The first question asked members what level of wellbeing they feel within their job overall. Figure 14 outlines the responses given to the 2023 survey, as well as those responses collected from the 2018 and 2021 member surveys.

Figure 14: What level of wellbeing would you say you feel within your job overall? (longitudinal data)⁷



Total responses in 2023 survey: 15,151

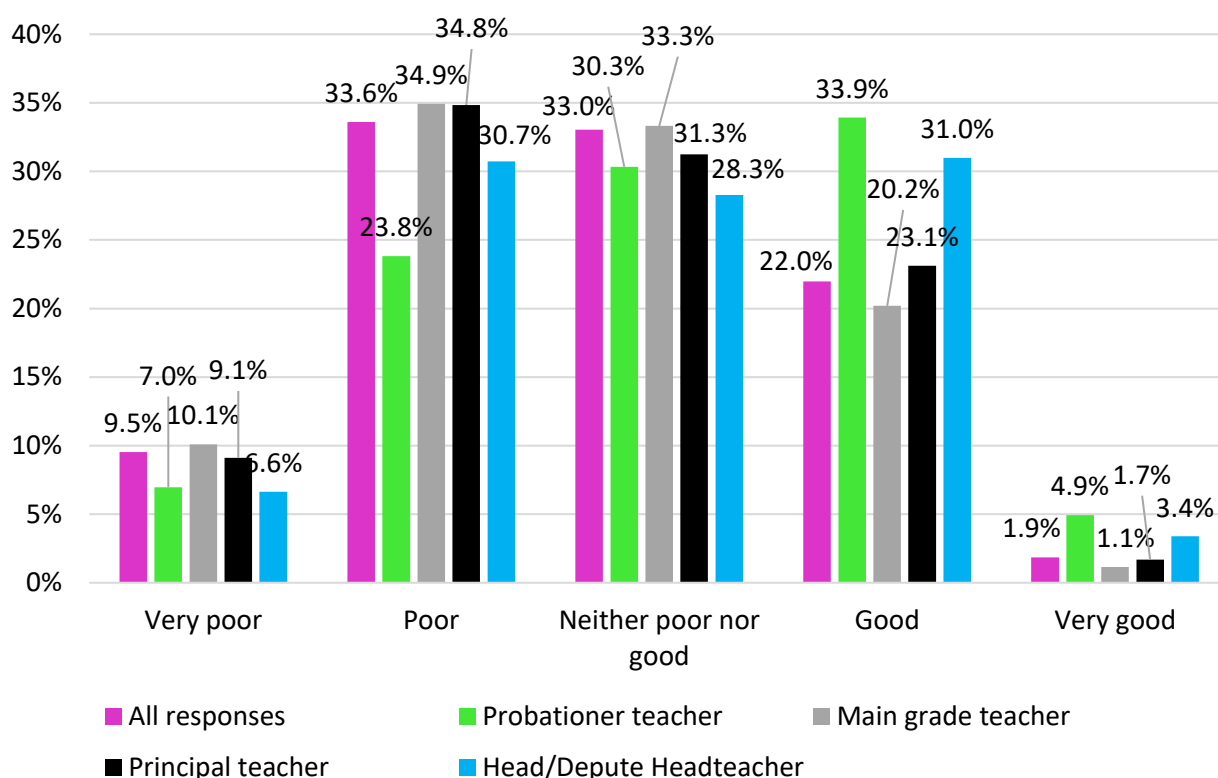
Encouragingly there has been a consistent reduction in the number of teachers who said that they have very poor wellbeing since 2018. There has also been a corresponding increase in the number that says that they feel good in their job overall, from 15% in 2018 to 22% in 2023. However, the responses overall are still deeply concerning with 44% of members saying that they feel poor or very

⁷ Figures in this graph have been rounded to the nearest percent to allow for direct comparison.

poor wellbeing at work, and only 24% saying they feel good or very good. This is worrying as there are considerable impacts to both physical and mental health when people experience poor wellbeing for sustained periods of time.

When this question was analysed in relation to substantive posts held, there were slightly higher levels of good or very good wellbeing at work reported by probationer and head/depute head teachers. However, 31% of probationers and 37% of head/depute head teachers still reported feeling very poor, or poor levels of wellbeing at work.

Figure 15: What level of wellbeing would you say you feel within your job overall? (by substantive post)



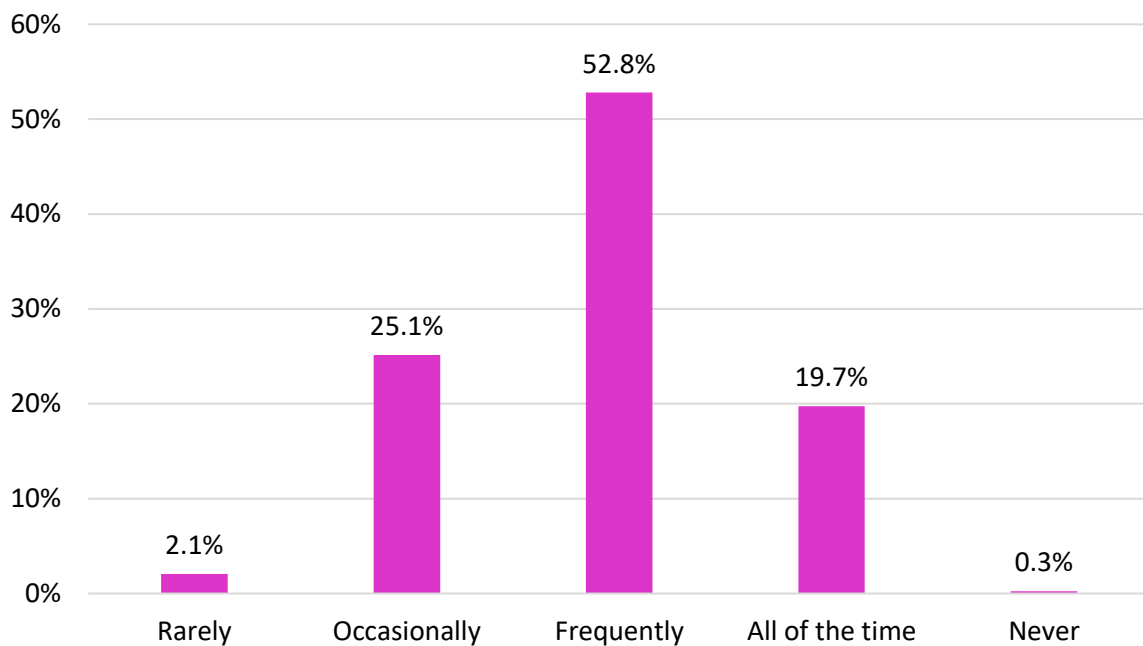
Total responses: 15,151

Stress at Work

The following data looks at members' experiences of stress at work. Within these questions, members were asked how often they felt stressed at work, as well as how they manage any workplace stress that arises.

Figure 16 below shows that over half of respondents felt stressed frequently at work, with a fifth saying that they felt stressed all of the time. When this data was examined by substantive post and by education sector, there was very little difference in the findings, suggesting colleagues at all levels and in all sectors are experiencing similarly high levels of stress on a regular basis.

Figure 16: In a typical week how often do you feel stressed within your job?



Total responses: 14,974

When asked if they felt that their stress at work is manageable, of the 15,094 responses to this question received, 1% said yes, they don't ever feel stressed, 65% said they feel stressed sometimes but they can cope, and 34% said that their stress at work wasn't manageable and that their stress levels were so high that they negatively affect their work and/or personal life. This finding is extremely concerning as high levels of prolonged stress have been attributed to a host of physical and mental health conditions, such as anxiety and depression, headaches, stomach problems, sleeping problems, dizziness and changes in weight⁸. Chronic stress at work and in private life is also associated with a 40–50% increase in the occurrence of coronary heart disease in prospective observational studies⁹

High stress levels are also known to exacerbate pre-existing medical conditions. 51% of members who identified themselves as disabled¹⁰ said that their stress levels were so high that they negatively affected their work and/or personal life. This is extremely concerning as within this survey, not only were disabled respondents more likely to say that they didn't feel they could manage their stress at work, but they are also more at risk of poor physical or mental health when exposed to high stress levels.

Figure 17 below shows how members manage their stress. Across all sectors 9% reported that they didn't know there was support available to manage stress at work. This indicates that awareness raising should be a key priority as there may be staff struggling at the moment who are unaware that support is available to them. There isn't a great variation across different substantive posts.

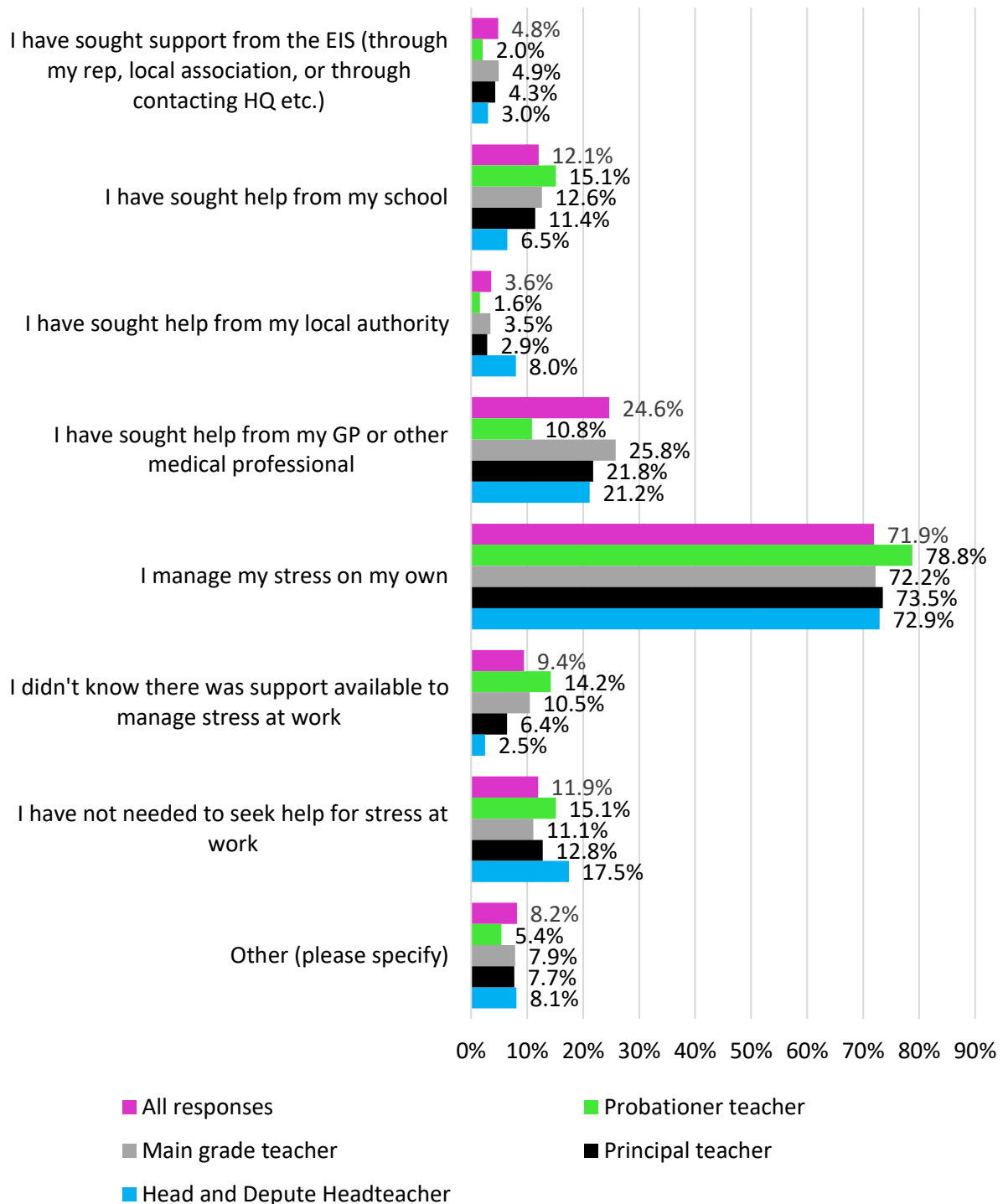
⁸ Mind, "Signs and Symptoms of Stress" <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/signs-and-symptoms-of-stress/>

⁹ Steptoe, A., Kivimäki, M. Stress and cardiovascular disease. *Nat Rev Cardiol* 9, 360–370 (2012). <https://doi.org/10.1038/nrcardio.2012.45>

¹⁰ 560 members who identified themselves as being disabled answered this question.

However, head and depute head teachers are the least likely to say they have not needed help for stress at work, and probationer teachers are most likely to seek support from their school.

Figure 17: How have you managed your stress at work? (by substantive post)¹¹



Total responses: 15,052

¹¹ Respondents could indicate multiple answer choices here which is why totals do not equal 100.

Within the “other” option, members detailed many of the coping mechanisms that they have introduced to help them manage the stresses of their job. Many highlighted exercise and being part of sports teams as a way to switch off at the end of the day. Others talked about the importance of establishing boundaries in their personal life to ensure that they are not taking on too many additional tasks whilst at home.

However, the majority of the comments left in this section talked about their difficulty in coping with their stress at work. Some mentioned that they regularly see a therapist, others that they are on medication to help with the symptoms created by prolonged emotional and physical stress. Others highlighted that whilst they do have outside coping mechanisms for example hobbies or being part of a club, they still have to do extra hours of work. This built-in time just helps them switch off for an hour or so before coming home to do more work. Below are some of the 1,229 comments that were left under the “other” option.

- “I took a secondment to central team to get me out of face to face teaching practice. Otherwise I would certainly have been absent with stress related conditions.”
- “I talk to my husband about the unmanageability of my job. My husband works in the private sector and has a different perspective on things. He is able to help me see that the demands being placed on me are not reasonable.”
- “I work with very supportive colleagues and we share how we feel and support each other.”
- “I am aware of a range of support around well-being and managing stress but I am yet to find something that is workable. I know what I need to do but nobody can actually describe how. Spending less time tackling my workload will not lead to less stress. The only workable solution is for the workload to be reduced to realistic levels somehow but no one has a meaningful solution for that.”
- “I cut my hours to work part time for a better work life balance.”

When members were asked what would make the biggest impact in improving their wellbeing at work more than half of all respondents said more classroom assistants/support for inclusion and pupils with additional support needs (figure 18) would make the biggest difference. This was the top response in all sectors apart from Secondary education which indicated improved pupil behaviour in the classroom was a top priority to improve their wellbeing (Figure 19).

The answer choices outlined in figures 18 and 19 were the same answer choices given when members were asked to outline the key drivers of their workload (figures 12 and 13). When comparing the key workload drivers and the factors that would make the biggest improvement to their wellbeing at work, respondents indicated that more classroom assistants/support for inclusion and pupils with additional support needs was both the factor that would most improve their workload and their wellbeing at work. This was also seen across the board when both questions were compared by substantive post and when looking at Primary and Nursery responses.

Those working in Secondary also showed parity across both questions with improved pupil behaviour being the factor to improve both workload and wellbeing. In Special education respondents indicated that less paperwork/bureaucracy would make the biggest impact to their workload, but that more classroom assistants/support for ASN would make the biggest improvement in their wellbeing at work.

Again, under this question there was an “other” option for members to select additional factors that would improve their wellbeing at work. 643 comments were collected under this answer choice, with many detailing the pressures that are placed on them. Within these comments members highlighted the pressures that the education system is under, as well as the individual pressures that they face. Below is a small sample of the comments that were gathered under the “other” section.

- “An appointed classroom assistant to the department to help with stock, set up of ingredients etc. Therefore I can ensure my focus can go on pupil wellbeing and further developing the curriculum.”
- “Mainstreaming of Instrumental music tuition to stop the constant threat of cuts/redundancy.”
- “We need a properly structured, progressive and realistic curriculum designed that works across Scotland, for better standardisation. This needs to be designed by a teacher who is currently teaching so that they have first hand experience and understanding of the pitfalls of the current curriculum. There also need to be facilities built to meet the needs of children who disrupt learning in the classroom and those that have learning needs that simply cannot be effectively accommodated in the ‘neuro-typical classroom’.”
- “Support for teachers who have pupils who are violent to staff and adults. There needs to be a plan in place which helps these pupils and also those hurt by the pupils. I want to protect my pupils but I feel I cannot; when my class has to evacuate for their protection they miss out on their learning. This missed learning time is a massive concern for me, as well as how scared and tense my children are on a regular basis. I do not feel supported by the council or management after an incident of violence and aggression. Management have had bones broken by a violent pupil, and they have continued work as normal. This sets a precedent for other injured staff, and management themselves should be supported by the council.”
- “Our HT is extremely supportive but we need supportive management at authority level. They are so far removed from the reality of all aspects the job that their expectations are unrealistic and unattainable, resulting in incredible stress.”
- “More opportunities for permanent employment. Lack of permanent jobs has caused a significant stress over the last 3 years and continues to do so for myself and many others.”

Figure 18: Which of the following do you think would make the biggest impact in improving your wellbeing at work? (please tick top 3) by sector

Answer Choices	All responses	Primary education	Secondary education	Special education	Nursery education
Smaller class sizes	45.6%	53.3%	39.8%	21.0%	26.6%
Less paperwork/bureaucracy	45.6%	47.4%	41.8%	50.4%	45.6%
Realistic expectations regarding digital learning	9.7%	8.8%	10.7%	10.9%	3.8%
Fewer contact hours with pupils	25.8%	18.2%	39.8%	22.9%	17.7%
Fewer changes to the curriculum and new initiatives	22.6%	24.2%	21.0%	21.4%	22.8%
More curriculum support	11.2%	11.2%	11.4%	14.4%	3.8%
More resources/funding to support pupils' learning	32.2%	33.1%	27.6%	44.5%	36.7%
More staff/supply cover (including access to subject specialists)	28.2%	25.7%	30.8%	36.6%	40.5%
More classroom assistants/support for inclusion and pupils with additional support needs	54.3%	65.2%	38.0%	51.0%	67.1%
Professional autonomy/being left to do my job	18.8%	18.2%	18.4%	22.4%	29.1%
More supportive management/leadership	18.9%	15.5%	23.1%	24.0%	21.5%
Improved pupil behaviour in the classroom	41.6%	37.4%	53.0%	22.9%	30.4%
Other (please specify)	4.3%	3.7%	4.2%	5.9%	6.3%

Total responses: 14,947

Figure 19: Which of the following do you think would make the biggest impact in improving your wellbeing at work? (please tick top 3) by substantive post

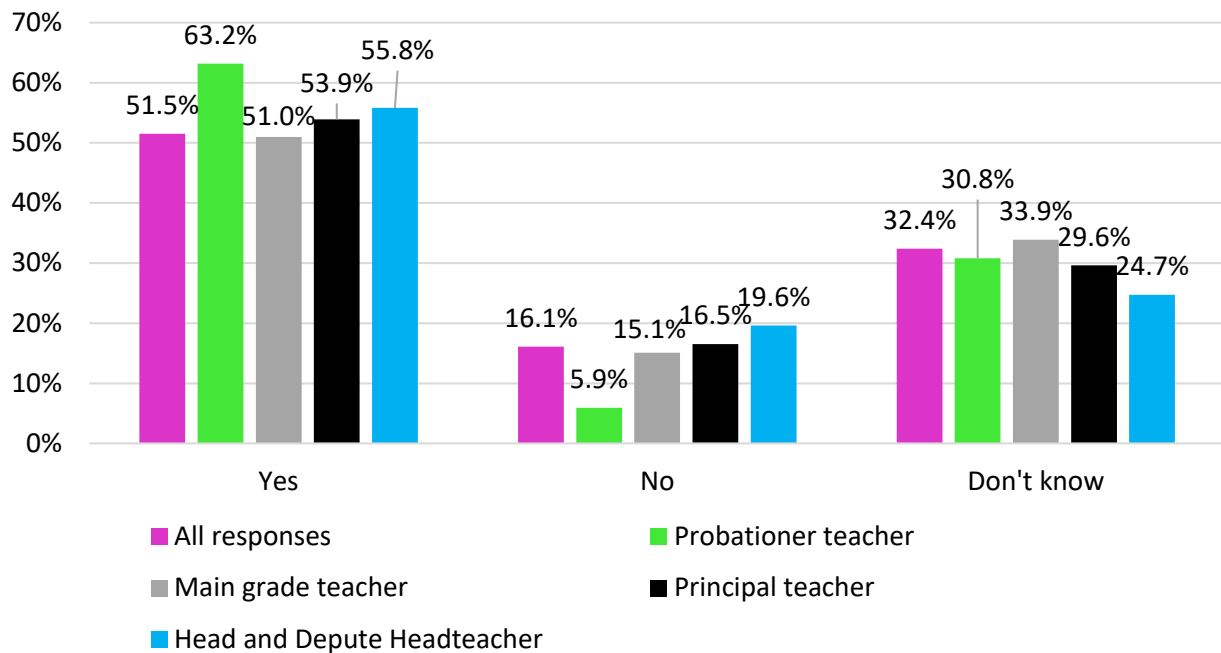
Answer Choices	All responses	Probationer teacher	Main grade teacher	Principal teacher	Head and Depute Head Teacher
Smaller class sizes	45.6%	48.5%	51.2%	34.7%	17.1%
Less paperwork/bureaucracy	45.6%	37.4%	45.6%	50.2%	43.7%
Realistic expectations regarding digital learning	9.7%	9.5%	9.9%	9.4%	4.4%
Fewer contact hours with pupils	25.8%	28.3%	27.3%	29.5%	6.6%
Fewer changes to the curriculum and new initiatives	22.6%	10.7%	23.6%	23.5%	21.4%
More curriculum support	11.2%	18.6%	11.2%	11.6%	8.8%
More resources/funding to support pupils' learning	32.2%	37.8%	30.3%	33.7%	41.9%
More staff/supply cover (including access to subject specialists)	28.2%	23.9%	23.9%	38.4%	59.3%
More classroom assistants/support for inclusion and pupils with additional support needs	54.3%	57.3%	54.2%	49.8%	72.0%
Professional autonomy/being left to do my job	18.8%	10.2%	19.5%	16.9%	18.2%
More supportive management/leadership	18.9%	14.6%	20.2%	17.1%	6.3%
Improved pupil behaviour in the classroom	41.6%	50.1%	41.8%	43.5%	35.3%
Other (please specify)	4.3%	2.8%	3.3%	5.2%	8.3%

Total responses: 14,947

The Teachers' Future

Within the health and wellbeing section of the survey, members were asked if they planned to stay in teaching for at least the next 5 years. Below are the responses to this question broken down by substantive post.

Figure 20: Do you plan to stay in teaching for the next 5 years? by substantive post

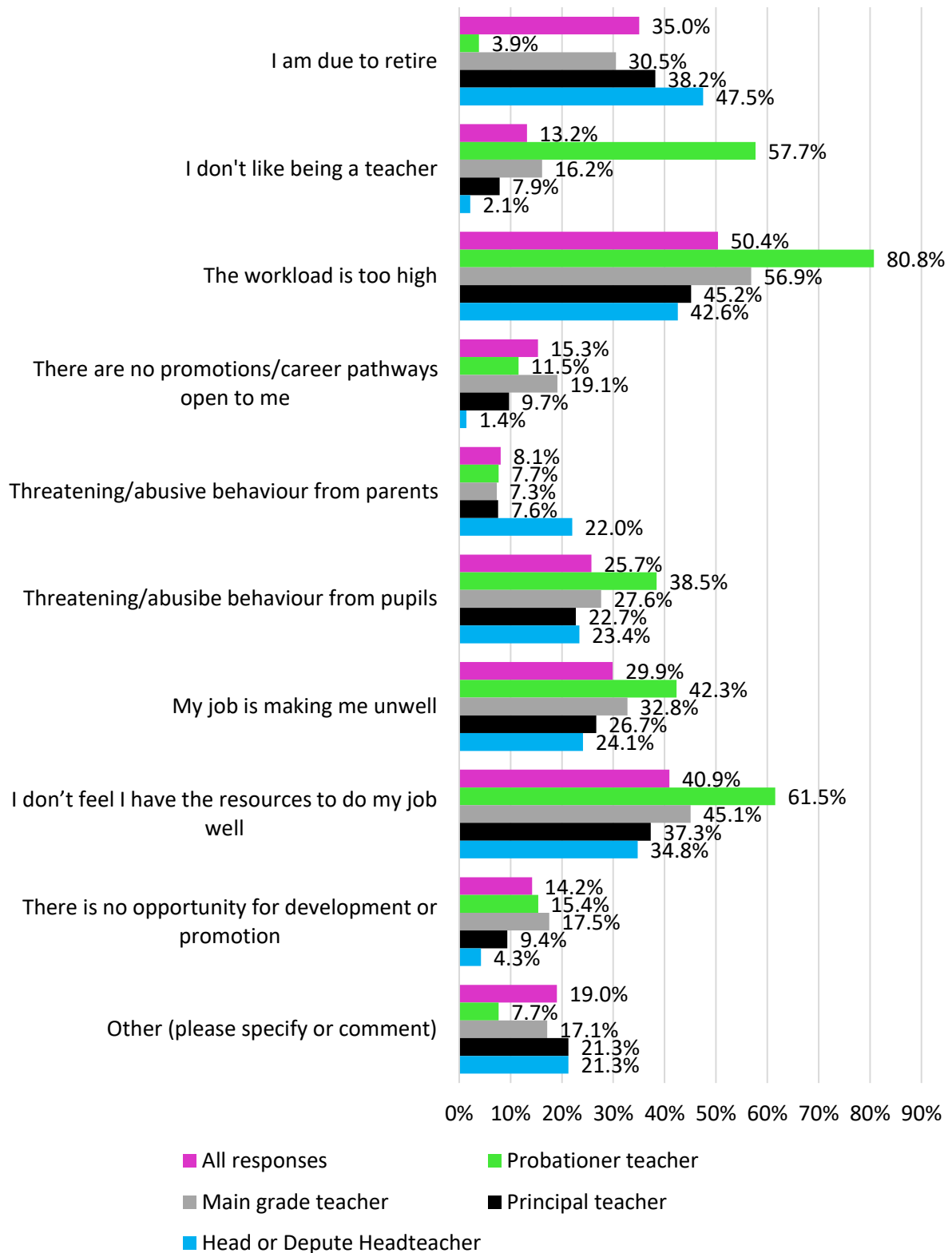


Total responses: 15,000

As shown in Figure 20, probationer teachers are the most likely to say that they are planning to stay in teaching for the next 5 years, with almost two thirds (63%) saying that is their intention. Head and depute head teachers are the least likely with a fifth (20%) saying that they don't plan to stay in teaching for the next 5 years.

Those who indicated that they were planning to leave teaching in the next 5 years were then asked to give their main reasons. Figure 21 shows the key reasons that respondents gave by their substantive post. Whilst workload was reported by half of all respondents, probationer teachers were most likely to report this, with 81% saying it was a reason that they didn't plan to stay in teaching. Resourcing was also a key factor in their decision to leave with 41% of all respondents saying that they don't feel they have the resources to do their job well – this was 62% for probationer teachers. Main grade teachers were more likely than all respondents to say that there were no promotions or career pathways open to them, and head and depute head teachers were more than twice as likely to cite threatening/abusive behaviour from parents as a motive to leave teaching.

Figure 21: If you indicated “no” please state why (please tick all applicable answers) by substantive post



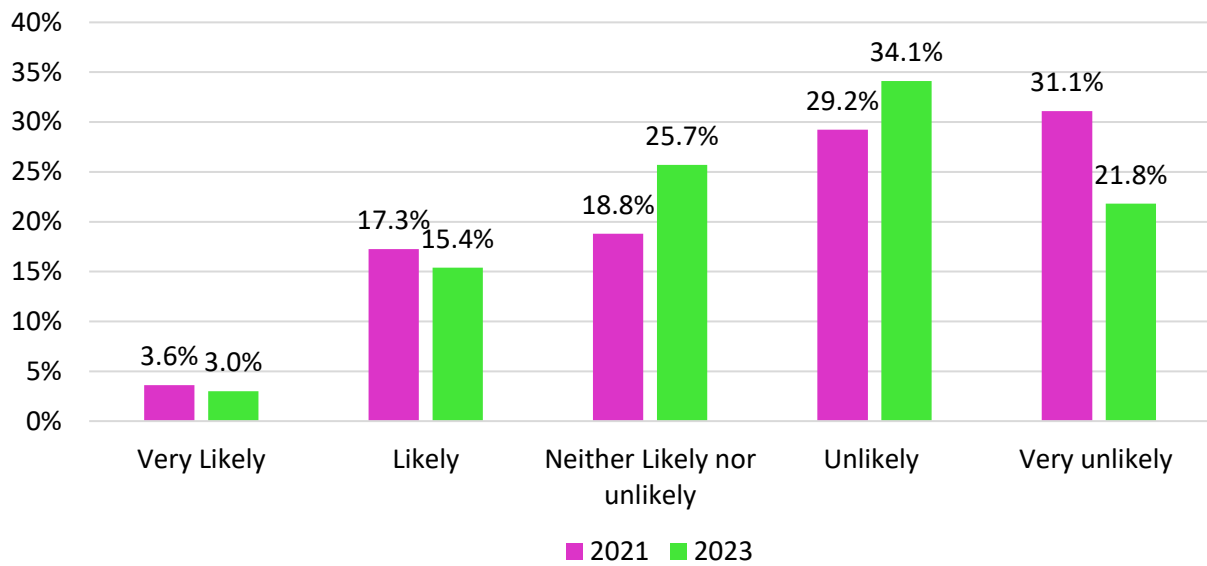
Total responses: 2,401

Under the “other” option 457 responses were gathered. In this section members highlighted their frustrations in their current working environment and outlined why they didn’t feel they could remain in teaching for more than 5 years. Below are some of the experiences that respondents shared.

- “I love my job as a teacher and am very passionate about education and working with children. At the moment, the workload is so high and I have to work many hours’ overtime. At the moment, I feel I am doing my job very well because I am working overtime and at weekends to keep up. I know that’s not sustainable so therefore I will have to leave the profession for something more manageable in the near future.”
- “I loved being a teacher before we became a faculty, I absolutely despise my job now.”
- “I don’t think the current system is allowing me to do a good job of teaching. I feel there are other jobs where I can make more of a difference and I am currently searching for the right one.”
- “The lack of respect from political leaders who simply don't recognise the value of the work that teachers do. This is not new to recent administrations but the trend since the last financial crisis has been interminably downwards. I am valuable. I deserve better than being left to sink or swim. Major investment in real terms is needed for the 21st century, not this race to the bottom culture where we pretend to resource our vital services.”
- “The 'going through the ranks' approach is unhelpful to the profession. I have significant management and leadership skills - these are never used (unless in my class) as teaching requires a stepping stone approach to promotions. The availability of promotion in my LA has dried up.”
- “The wage is not in line with the workload, qualifications required and further training required. Additionally there are fewer opportunities for promotion with large faculties combined and few opportunities to enhance your wages.”
- “I plan to take early retirement. I am a strong teacher and enjoy the job, but it is all consuming.”

Members were then asked how likely they would be to recommend teaching as a good profession for someone who was considering the profession. Only 18% said they were likely or very likely to recommend teaching as a good profession. This is a lower number when compared to the last time this question was asked in 2021 when 21% said they were likely or very likely to recommend taking up the teaching profession as shown in Figure 22.

Figure 22: How likely would you be to recommend teaching as a good profession to take up, to someone who is thinking of entering the profession? Longitudinal data¹²¹³



The final question within this section of the survey asked members if they had any additional comments they would like to share with regards to their health and wellbeing at work. There were 3,453 responses gathered under this question, many outlining just how exhausted and burnt-out they are feeling. So many members expressed their frustrations, reflecting that whilst they love being a teacher, and the difference they can make to the lives of children and young people, they feel that the job has become unmanageable with unrealistic workload expectations and poor resourcing within schools. Below is a small selection of the experiences that members shared.

- “Teaching is to me the greatest job, fulfilling and always interesting. I find it deeply saddening that so many colleagues across the country feel a real sense of dread or despondency. Given that virtually every teacher joins to fulfil a sense of vocation and to help make the world a better place, it is awful that so many find structures, behaviours, workloads and of course pay deals to be so harsh that teaching turns into a struggle for them. Even for teachers who feel the sense of vocation just as strongly deep into their career, the hope of making things better seems to be fading. That needs to be reversed, with pay and conditions improved to ensure recruitment and retention become expected than hoped for. Thank you.”
- “Teaching is a very difficult job to switch off from which is why our holidays are so important. Added pressures are making it impossible to get everything done within your working week which impacts on family time. This has a huge impact on health and wellbeing.”
- “I recommend this professional as I feel it is important to have people that truly care for making a difference for each child. However, I am realistic with sharing the expectations around teaching and this often leaves others shocked.”

¹² The 2021 survey included an “other/comments” option which is not included in the data in the chart to allow for direct comparison.

¹³ The 2023 survey received 14,957 responses to this question.

- “I am saddened to say that this job has destroyed my mental health. I feel like I have no life outside of it and have spent my breaks over the last year getting counselling and quite often, being very sick. Other teachers are in the same boat.”
- “The atmosphere in school is so negative, I dread going into work most days and that's me at a supposedly 'good' school. I dread to think what other teachers are going through!! There are days where I am waking up in the middle of the night panicking about what needs to be done the next day. Being so tired is not helpful to the pupils and that is disheartening to think that my ability to be the best is compromised so much by the demands placed on me. It is not fair for the pupils or for me to be in this state of high anxiety/stress. This is so far from 'Getting It Right For Every Child'!!”
- “Having previously had a career in HR, I feel my health and well-being at work is much improved now that I am teaching, compared to my previous roles. However, I can already see changes that are impacting on both pupils and staff negatively, in the 6 years I have been teaching. The cuts need to stop & priorities of the Local Authority and Scottish Government need to change!”
- “As Autistic and with ADHD, I am having cyclical burnouts since I started. I raised the problem with my supporter and the council but as a probationer I am afraid to be failed if insisting for adjustments. It is a very hard position and I have never got so stressed in my life. I spend my weekends and week nights working, on top of the full day in school (8.30 to 6).”
- “I am considering reducing my hours just to manage my stress. This will hopefully allow me time to recover before returning to my workplace. This is a difficult decision as I cannot really afford to. I am the main earner and need to support my husband who I have caring responsibilities for.”
- “I feel everything is at breaking point and staff at all levels are no longer able to cope. Head teacher and SMT are supportive to a point but our timetables are horrendous.”
- “My mental health has become worse year-on-year, partially due to workload, but also due to second-hand trauma from supporting children with their trauma recovery, and due to having to be constantly vigilant to protect myself and my pupils from distressed behaviour.”

Section 4 – The Cost of Living Crisis

The final section of the 2023 EIS Member Survey explored the current cost of living crisis that has been created by inflation which has soared well into double figures, and remained high, without corresponding wage increases for many workers.

The following questions asked members about their ability to pay for household bills as well as whether they were worried about paying for certain things in the future.

Figure 23: What impact has inflation has on your ability to pay for any of the following monthly costs?

	No impact	Some impact – I’m starting to struggle or am worried about paying for this in the coming months	Significant impact – I’m struggling to afford to pay for this	Not Applicable
<u>Rent/Mortgage</u> (14,788 total responses)				
All Respondents	26.1%	50.4%	12.9%	10.5%
BME Respondents	20.2%	49.8%	20.5%	9.5%
Women Respondents	25.9%	50.6%	12.4%	11.1%
Caring Responsibility Respondents	22.7%	53.7%	16.1%	7.6%
Disabled Respondents	22.6%	45.7%	23.2%	8.5%
<u>Weekly Food shop</u> (14,749 total responses)				
All Respondents	16.7%	65.1%	16.1%	2.1%
BME Respondents	13%	59.8%	24.1%	3.1%
Women Respondents	16.5%	65.6%	15.7%	2.3%
Caring Responsibility Respondents	12.1%	65.4%	21.1%	1.3%
Disabled Respondents	11.8%	58.3%	28.7%	1.3%
<u>Clothes for self and/or children</u> (14,709 total) responses				
All Respondents	25.0%	49.2%	19.0%	6.8%
BME Respondents	19.6%	45.4%	26.2%	8.8%
Women Respondents	24.5%	49.6%	19.1%	6.8%
Caring Responsibility Respondents	17.1%	55.8%	24.3%	2.8%
Disabled Respondents	19.6%	43.6%	30.5%	6.2%

<u>Childcare – including afterschool clubs and wraparound care</u> (14,646 total responses)				
All Respondents	19.6%	14.6%	7.9%	58.0%
BME Respondents	21.1%	16.8%	12.9%	49.2%
Women Respondents	18.6%	13.9%	7.6%	59.8%
Caring Responsibility Respondents	22.4%	25.2%	14.8%	37.7%
Disabled Respondents	19.1%	9.8%	10%	61%
<u>Running a car – including petrol, tax and insurance, and maintenance costs</u> (14,805 total responses)				
All Respondents	13.4%	57.7%	23.4%	5.5%
BME Respondents	9.9%	49.4%	31.9%	8.7%
Women Respondents	13.2%	58.7%	22.5%	5.5%
Caring Responsibility Respondents	10.4%	57.5%	28.4%	3.7%
Disabled Respondents	8.9%	46.3%	34.1%	10.7%
<u>Wellbeing activities – therapy sessions, gym memberships, wellbeing classes and apps etc.</u> (14,778 total responses)				
All Respondents	14.5%	35.7%	34.1%	15.8%
BME Respondents	9.5%	34.5%	42.8%	13.3%
Women Respondents	13.5%	35.7%	34.6%	16.2%
Caring Responsibility Respondents	10.5%	32.4%	41.7%	15.3%
Disabled Respondents	8.7%	27.4%	51.5%	12.3%

The table above shows that a significant number of EIS members are struggling with the cost of living with 50% of respondents saying they are starting to struggle or are worried about paying for their rent or mortgage, and a further 13% saying that they are already struggling to afford it. 65% said they are starting to struggle or are worried about their weekly food shop, and almost a quarter of respondents said they are already struggling to afford running a car. 70% said there has been some impact, or a significant impact on their ability to pay for wellbeing activities. This is especially concerning when examined alongside the health and wellbeing findings of this report.

Disabled members were more likely than all other groups to notice a significant impact across all areas apart from childcare costs. There wasn't a considerable difference for members who identified as a woman, and this may be attributed to the fact that the vast majority of total responses gathered were from women.

Members were then asked if they were having to cut back on, or go without a range of social activities and seasonal spending. As the survey was open from the end of December, and this is usually a time of increased spending demands, the EIS was eager to see if the cost of living crisis affected their Christmas holidays as well as their ability to spend on leisure activities.

As Figure 24 below shows, a fifth of all respondents said that they are having to go without spending on social activities, and 29% said that they are having to go without spending on holidays.

Additionally, 76% said they had to cut back on Christmas presents for friends and family this year.

Figure 24: Are you having to cut back on, or go without any of the following:

	No, I can continue to spend on this as expected to	Yes, I'm having to cut my spending on this	Yes, I'm having to go without this as I can't afford it	I don't know	Not applicable
<u>Social activities - e.g. cinema, dining out, other night's out, Christmas celebrations etc.</u> (14,813 total responses)					
All Respondents	9.9%	67.4%	19.5%	1.2%	2.0%
BME Respondents	6.8%	64.6%	25.9%	1.1%	1.5%
Women Respondents	9.4%	67.7%	19.7%	1.2%	2.0%
Caring Responsibility Respondents	6.4%	64.6%	26.3%	1.0%	1.7%
Disabled Respondents	6.5%	54.2%	35.2%	0.5%	3.6%
<u>Christmas presents for friends and family</u> (14,754 total responses)					
All Respondents	14.7%	76.1%	5.9%	1.1%	2.2%
BME Respondents	7.6%	68.3%	12.6%	1.9%	9.5%
Women Respondents	14.0%	76.9%	5.7%	1.1%	2.2%
Caring Responsibility Respondents	10.7%	79.5%	7.2%	0.9%	1.7%
Disabled Respondents	10.5%	72.5%	12.5%	0.7%	3.8%
<u>Holidays</u> (14,769 total responses)					

All Respondents	9.3%	57.4%	29.3%	2.0%	2.0%
BME Respondents	5.3%	54.0%	36.9%	2.7%	1.1%
Women Respondents	9.1%	57.6%	29.3%	2.0%	2.0%
Caring Responsibility Respondents	6.7%	55.6%	34.5%	1.7%	1.5%
Disabled Respondents	6.5%	43.6%	45.7%	1.3%	2.9%

Again, similar to the responses examined in Figure 1, we can see in Figure 2 that disabled members were the most likely of all groups to report going without certain things as they couldn't afford them. This shows the impact of the cost of living crisis on disabled members especially; however Figure 2 also shows that BME members and those with a caring responsibility were more likely to report going without holidays, social activities and Christmas presents than members who did not highlight belonging to a protected group. Again there is little difference in responses gathered from women.

Health and Wellbeing Impacts

As we know, struggling to afford the necessities in life can have a significant impact on overall wellbeing. Under the question explored in figure 2 members were asked if they wanted to share any additional comments. In total 422 comments were left, many of which highlighting the personal toll that money pressures had placed on them. Below is a small, but representative sample of member views.

- "I'm very lucky as I'm a single person, so I don't have any dependents. I can see how hard it currently is for my colleagues who have children."
- "I can't afford to replace my work shoes which are falling apart. I also can't afford to buy a warm appropriate jacket for work."
- "We are having to watch our energy bills closely which is difficult when you are living in Scotland and it is dark by 4pm and minus 10 degrees outside."
- "We regularly have the heating off, or turned down to 10 degrees to try and counteract the energy prices. I'm concerned this will lead to damp in our home and cause health issues for my wife and sons."
- "I feel it is important to note that I am married and my husband has quite a well paid job which is why I able to say I can continue to spend normally. If this was not the case then I would definitely not be able to afford even the basics for my family."
- "As a teacher I had hoped for a higher quality of life, to feel more financially comfortable. This is not the case - have not been able to afford a holiday abroad once during my 15 year career."

"My children's Christmas was paid for by my dad as I couldn't afford any extra outgoings. Coming out from being a student and earning very little during my time studying, all reserves were used to retrain as a teacher.

Foodbanks

When asked, only 1% of respondents¹⁴ said that they have had to use a food bank in the last 6 months. The number is slightly higher for members who identified themselves as disabled, as 4% said they had used a foodbank in the last 6 months.

Of those who said they had used a foodbank in the past 6 months the majority, 79%, said they had done so for the first time¹⁵. This shows that whilst the number of EIS members who have used the services of a foodbank are small, they are being forced into using this support for the first time as a result of the cost of living crisis.

And while 1% is a small minority, it is indicative of the fact 191 members were using food banks at the time the survey was live.

Government Support

When asked, 5% of members said they have had to rely on Government support with the cost of living.¹⁶ This includes, but is not limited to, working tax credit, council tax rebate and income support. This number was slightly higher for those with caring responsibilities (8%) and disabled respondents (12%) showing the unequal impacts of the cost of living crisis according to protected characteristics and personal circumstances.

Resources for the classroom

The EIS has been aware of increasing numbers of teachers using their own money for classroom supplies since austerity policies were introduced after the last financial crash. When asked if they spent any of their own money to buy food, clothing, school equipment, or pay for pupils that they teach so they don't go without, the vast majority, 69%, said yes. Only 31% said they did not use their own money to support pupils.

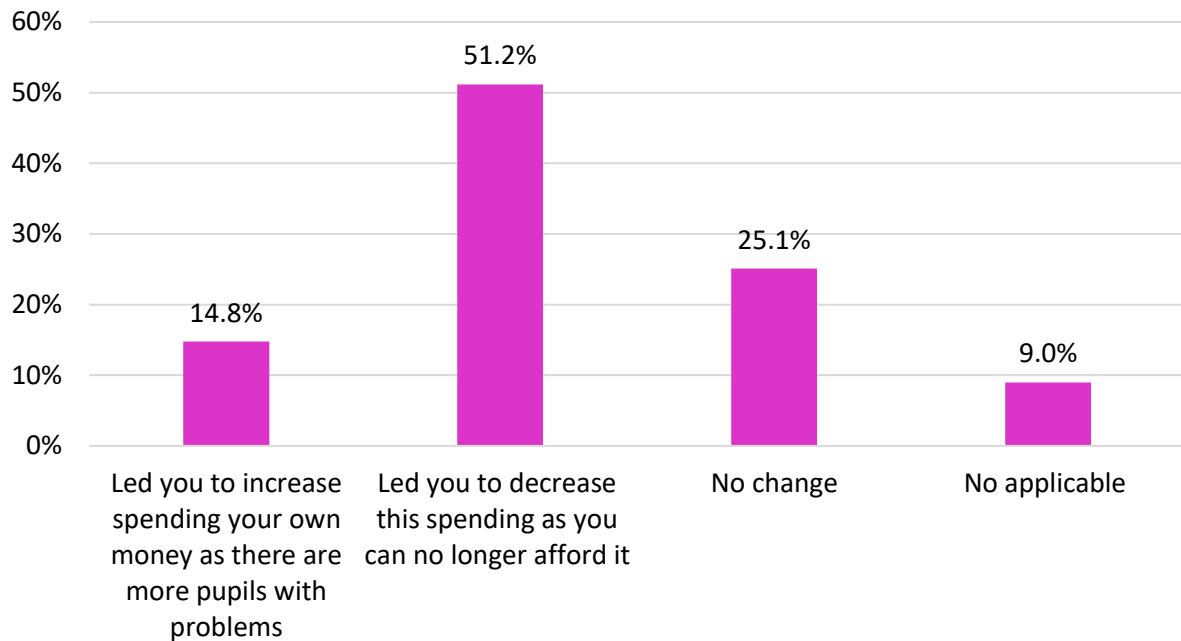
Additionally, when asked if the cost of living crisis has affected their spending on classroom resources, 51% said they spend less because they can no longer afford it, and 15% said they spend more because of greater need.

¹⁴ 14,849 responses were gathered under this question.

¹⁵ 199 respondents answered this question asking if this was the first time they had used a food bank.

¹⁶ 14,780 responses were gathered under this question

Figure 25: When it comes to buying materials or resources for your classroom (from your own money) has the cost of living crisis:



Total responses: 14,774

Finally, members were asked if there was anything further that they would like to add in relation to the cost of living crisis. Within the 2,851 comments left, members shared that they were struggling to pay for everyday costs and were worried about the future. Some members said they were having to borrow money from their family and others were saying that they were now reliant on the wage of another family member such as their partner. Below are some of the comments left by members under this section.

- “I don't think the public or the government realise the actual hours teachers work, and assume working hours are the same as the school day. I also don't think they realise the time, effort, personal sacrifice and money teachers spend on doing the best they can by their pupils.”
- “The pay does not reflect the work that we do and the qualifications that we have.”
- “We wish more people knew the expectations for teachers. My family and friends are so supportive but only because they know. I feel that a lot of the resentment from public is due to a severe misunderstanding of what being a teacher entails. It is not just a job, we can never switch off and our wages are always cut due to supplying essentials such as breakfast for children that do not have. This is only a small part of the expectations of teachers. Thank you.”
- “Very concerned about the erosion of salary, with its impact on standard of living and final pension. Cost of travel and potentially paying for work parking space (previously mentioned in some regions as a pollution limiting option) is a great concern.”
- “The devaluation of our salary has resulted in a devaluation of the profession.”
- “I am having to cut hours due to stress but realistically cannot afford to do so.”

- “I am constantly stressed about money. I have a lot of debt because of the cost of living. My children are going without trips at the weekend because I am always catching up on work load and can’t afford to take them to soft play. It doesn’t pay to be a teacher. No money no respect completely exhausted!!”
- “I worked really hard for my Pupils in lockdown and now feel like it's back to square one now that schools are back in. The Government takes us for granted and shovel anything that needs fixed in our society and expects us to solve it with less budget.”
- “We are so undervalued and we have been paying for and providing resources for our pupils for far too long.”

Survey Reflections

This survey reports on the key issues around teacher workload, health and wellbeing as well as the current pressures of soaring inflation. Many of the issues within this survey have been raised by thousands of members time and time again. Poor resourcing for Additional Support for Learning, behaviour issues within the classroom, workload demands that far exceed the working week, and a lack of support for the ever-mounting additional duties that are placed on teachers are not new issues. Where comparable data exists, it is also clear that member experiences are not improving despite political promises and relentless campaigning from the EIS and other interested parties.

Each one of the issues highlighted within this report is shocking in its own right. EIS members contemplating leaving the profession because their workload is too high, teachers worried about, or struggling to pay their rent or mortgage, and an education workforce that is being forced to work in environments so stressful that it is making them unwell.

The very poor levels of wellbeing and high levels of stress reported by our members show that the teaching profession is on its knees. We know that long term stress can have considerable impacts on both physical and mental health, and the shockingly high levels that our members are exposed to daily are neither sustainable for individual workers nor for the education system as a whole.

Workload is a key driver of this workplace stress and must be tackled as a matter of urgency by the Scottish Government and employers, both in the interests of health and safety, the attractiveness of the teaching profession, and sustainable, quality education for children and young people.

The EIS has been campaigning for years for reduced bureaucracy to allow teachers to use their time and talents teaching Scotland's children and young people rather than completing tasks that have no direct impact on learning. The EIS has also been clear that we must reduce class sizes, moving towards a maximum of 20, in order to bring Scotland in line with many OECD counterparts and deliver stronger outcomes for children and young people. The Scottish Government must also deliver on its manifesto promise to reduce class contact time and avoid pushing too many teachers to the point of burnout.

This survey data underscores the need for clear vision, an effective strategy and significant additional investment in Education from the Scottish Government, rooted in the understanding that teachers working conditions are young people's learning conditions, to which learner outcomes are inextricably linked.

Further Information

For more information on any of the themes within this report please contact:

Lesley Warren, Campaigns, Policy and Research Co-ordinator

Email: lwarren@eis.org.uk

Member advice and support can be found here:

<https://www.eis.org.uk/Member-Support/Advice>

For more information on the health and wellbeing support available:

<https://www.eis.org.uk/Member-Support/HWRResource>

Professional Learning Opportunities:

<https://www.eis.org.uk/Meetings-And-Events/Courses>

For more information on the Educational Institute of Scotland:

Website: www.eis.org.uk

Twitter: @EISUnion

Facebook: Educational Institute of Scotland

Email: enquiries@eis.org.uk

Phone: +44 (0)131 225 6244

Postal address:

The Educational Institute of Scotland

46 Moray Place

Edinburgh

EH3 6BH