

The logo for the Educational Institute of Scotland (EIS) features the lowercase letters 'eis' in a stylized, blue, serif font. The 'i' has a dot, and the 's' has a distinctive shape.

The Educational
Institute of Scotland

EIS Member Survey 2021: Workload findings

Member Survey Results

December 2021

The Educational Institute of Scotland

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 engagements as well as through the use of member surveys.

For just short of 2 years, teachers in Scotland have been battling COVID-19 infections within schools, continually adjusting policies and practices to implement safety mitigations, as well as continuing to provide blended learning to support the large number of pupils who have been absent due to the COVID-19 pandemic. Our members within the secondary school sector have also performed herculean efforts to prepare students for national qualifications with ever-changing requirements.

The past 21 months have undoubtedly put a strain on our teachers and our education system as a whole. However, even before March 2020 teachers in Scotland had raised the alarm on high levels of stress, unsustainable levels of workload and poor wellbeing within the profession.¹

This survey looks at the key issues facing teachers in Scotland today: workload, COVID-19 and their health and wellbeing at work.

Methodology

The EIS school sector survey was opened on Thursday 11th November and closed on the morning of 29th November. The survey has a total of 32 questions, but owing to survey design, most members were not required to answer all questions.

In total 16,056 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 8 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 website and the EIS social media pages. Prior to the survey going live to members, it was issued to a small test sample of members for peer review.

The survey was broken down into 4 sections: About You, COVID-19, Workload, and Health and Wellbeing. There was also an opportunity at the end 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.

¹ EIS, Value Education, Value Teachers Survey Results (2019) <https://www.eis.org.uk/Time-To-Tackle-Workload/SurveyResults>

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.”²

Using the full eligible membership as our baseline figure, the margin of error with our sample of 16,056 is less than one percent³.

² 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

³ Ibid.

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.

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.

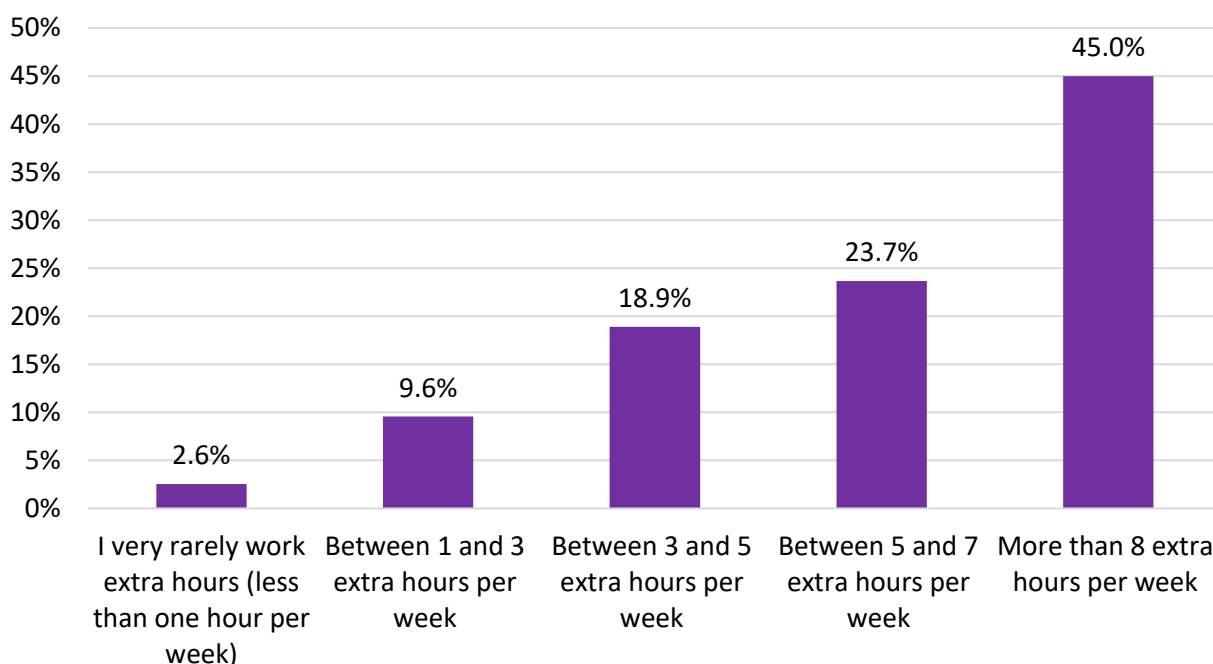
The questions on member characteristics were compulsory, to ensure that only eligible members filled in the survey, as well as ensuring that there was a large sample to allow for disaggregation. Where the sample size was lower than 1,000 these have not been disaggregated to ensure confidence in the results.

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.

Workload

Working during a global pandemic has further compounded the longstanding issues around teacher workload. The EIS continues to campaign for greater resources, higher staff numbers and an end to bureaucratic tasks that do not improve pupil learning or experiences. The views highlighted within this section demonstrate the urgency needed to tackle teacher workload.

Figure 8: How many hours a week outside of your contracted hours do you usually work? (35 for 1FTE)⁴



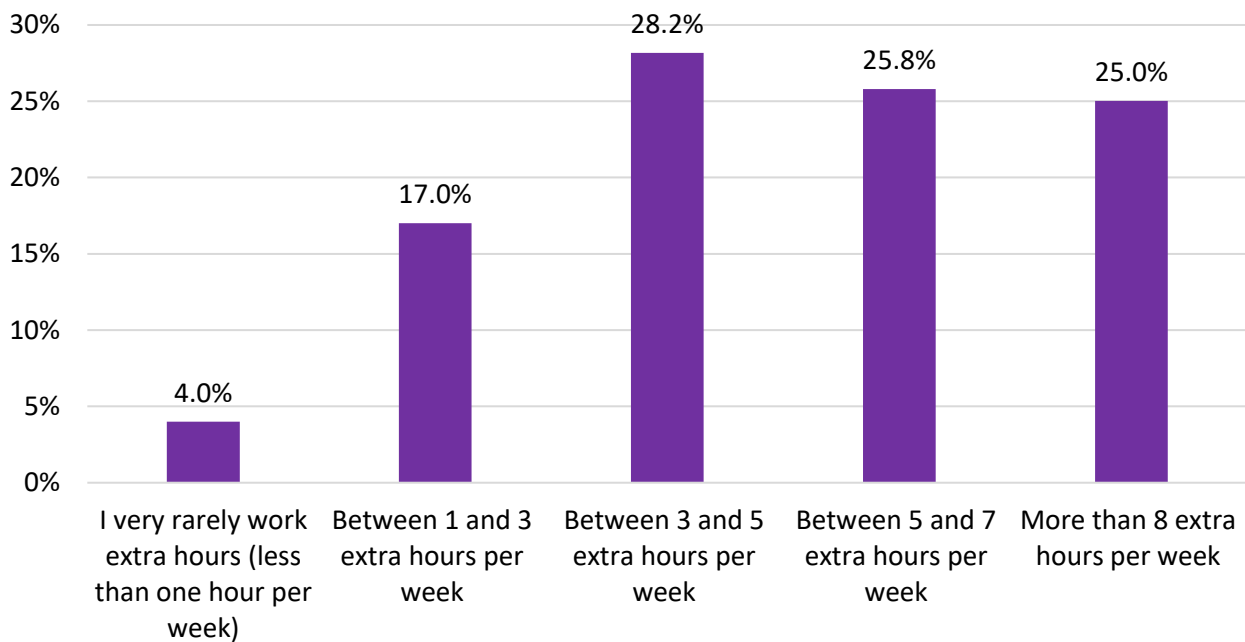
Total responses: 14,464

When asked how many extra hours a week outside of their contracted hours they carried out, almost half of respondents indicated that they work more than 8 extra hours per week. This would equate to more than an extra day of work, every week, for a considerable number of our members.

Members were asked to identify if they worked part-time. When this is cross referenced with the question above, we can see that part-time members are also working considerably longer hours than they are contracted for. 26% of those working part-time said they worked more than 5 extra hours, and a further 25% said they worked more than 8 extra hours per week as shown in figure 9.

⁴ A “not applicable” option was available for this question. The small number of respondents who selected this option have not been included, and all totals have been adjusted to reflect the percentages of eligible members only.

Figure 9: How many hours a week outside of your contracted hours do you usually work? (35 for 1FTE) responses from those working part-time⁵



Total responses: 3,129

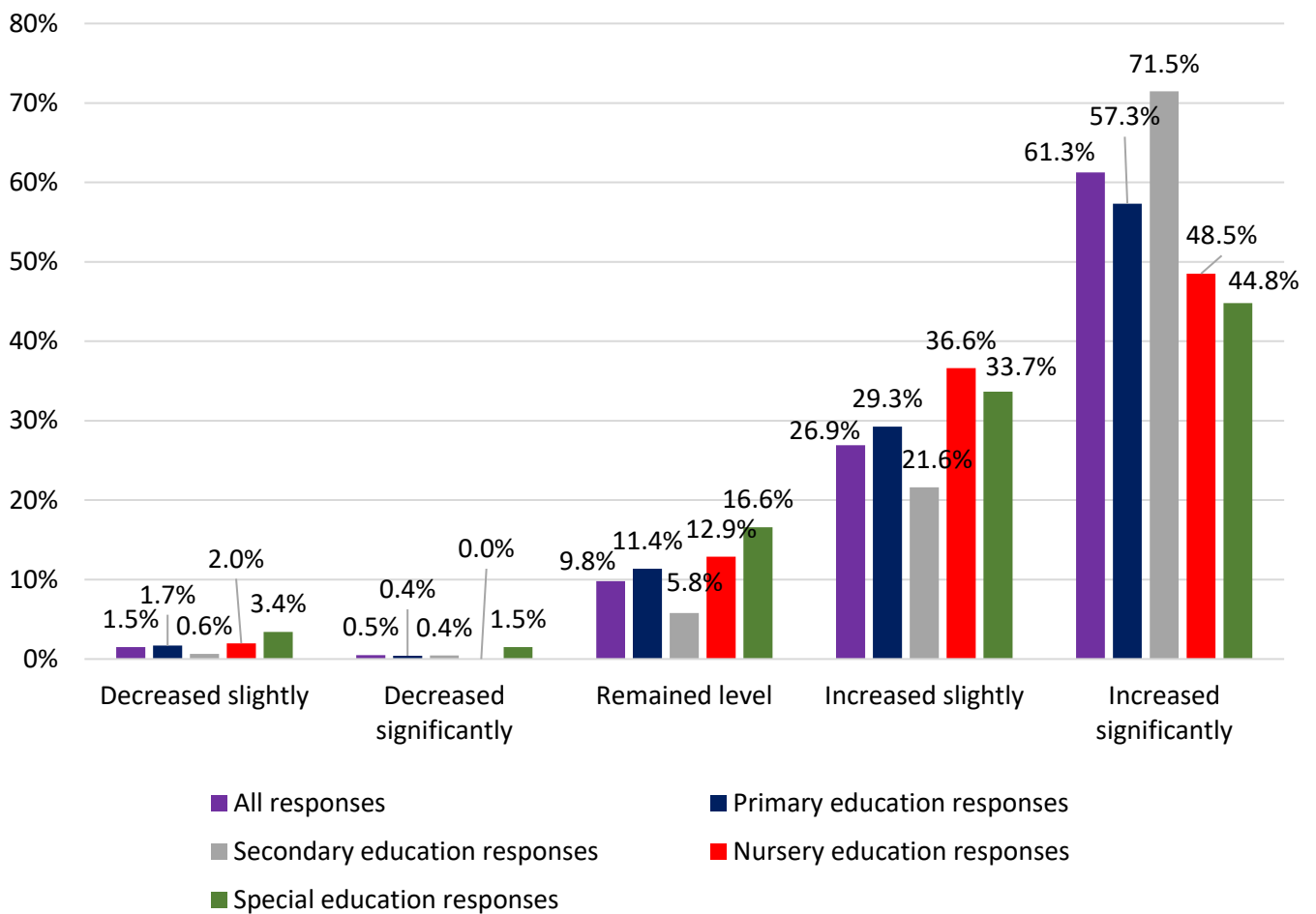
When asked specifically how the pandemic had affected their workload, just over a quarter said that it has slightly increased their workload, and just over 60% said that it had increased significantly. When broken down by sector, it is clear that there has been an increase in workload across all sectors. Those working in the secondary sector were most likely to describe the increased workload as “significant”, as shown in figure 10 below.

Members were also able to leave additional comments under this question. 2,168 further comments were left in response to the workload generated during the pandemic, with many members highlighting that moving to remote, or blended learning added a considerable amount of work as everything had to be made accessible online whilst schools were closed, or pupils were absent.

Members also highlighted that sanitising workspaces and ensuring that all COVID mitigations are followed often disrupts their lessons and adds to their workload. Some members also highlighted that their engagements from parents had increased, especially when pupils had missed time out of school. A selection of these comments has been included below.

⁵ A “not applicable” option was available for this question. The small number of respondents who selected this option have not been included, and all totals have been adjusted to reflect the percentages of eligible members only.

Figure 10: Over the period of the pandemic, has workload...



Total responses: 14,257

Member comments on workload during the pandemic

- “I have found it took time to adapt to online learning, I spent a lot of time feeling I had to be visible online for the kids outside of 'normal working hours' to cater for those who couldn't do school work when parents/carers were working. Then upon the return to school, changing the way we teach (e.g. no group work etc) has meant completely changing my style of teaching. Considering I'm only 1 year post probation, it has been a big learning curve. Now that we are returning to more 'normality', I find that there's extra school things (e.g. CATs, working groups/parties) on top of lesson planning, marking and professional learning (that were previously ceased) and I struggle to fit everything in.”
- “The level of engagement with parents has increased so the expectation is there, the feeling of responsibility and accountability means you want to respond straight away so the energy can be put on other things. The amount of attachment behaviour takes longer to manage and get the learner in a place they can learn. The anxiety felt by parents and carers also has increased so they are more demanding on your reassurance and communication. Despite the time missed and the blending learning provision given, the expectations for attainment and covering all we are expected has not changed.”
- “This is due to the fact that we have had to change our way of working. Putting more things online just in case and having everything ready to pick up and go just in case.”

- “So many extra expectations with no acknowledgement of the time. It’s stressful.”
- “Maintaining digital classrooms is now expected for pupils absent/isolating. Digital classrooms also being used for homework issue and correction.”
- “As a Head Teacher, I do not get to the daily tasks as I am continually trying to support staff. We are covering classes for absent staff, cover staggered breaks and lunch times, ensuring young people are wearing face coverings during period change over, dealing with poor behaviour, supporting young people with increased mental health issues, preparing for virtual parent evenings etc. It means majority of the strategic work is being done after the school day or at home.”
- “Staff are being asked to help more with pupil wellbeing. I’m currently doing lunch duty, learning Zone, wellbeing mentor UCAS reference writing – yes I can say no but really feel the school is under pressure just now. The biggest issue is that I’m starting to see pupil self-isolate again. The fact that different pupils miss different 10-day blocks means there is a lot of catching up to do and 1 supported study after school will not fix it as every pupil is missing a different block of lessons.”
- “Teachers assessing exams instead of the SQA massively increased teacher workload.”
- “During lockdown everyone got familiar with Google classroom. Now that we are back at school we still have Google classroom running to upload photos from children’s work, homework, etc. and this is all parallel to being back at school, so the workload is double.”
- “We have more cleaning, reading of guidance, risk assessments & policy changes, working harder to keep families involved, working on staff well-being, covering isolation and Covid illnesses, working in small pods, changing our routine constantly...”
- “For a practical subject, there’s so much more thought involved in how everything is done; a lot of sanitising; a lot of getting out/putting away of equipment.”
- “There is less distinction between work and life balance. We could be contacted by parents outwith working hours. Lessons took much longer to prepare online than in the classroom. The technology was challenging for me which meant work took me longer to prepare.”
- “Due to staffing shortages and COVID mitigations I am required to be in class or in the playground/dining hall during staggered playtimes/lunchtimes so my usual responsibilities have to often be completed at home or don’t get done at all.”
- “I enjoyed that during the last year, a lot of extraneous and frustrating extra jobs and initiatives were taken off our plates. Now they are back with a vengeance. Also, of course, the SQA work this year was ridiculous and the remuneration poor.”

Members were then asked what were the 3 main drivers of workload. When this is broken down by sector it is clear that some issues are far more pressing for some sectors than others, as Table 1 indicates.

The issue driving workload that was most reported by those in primary education was meeting the additional support needs of pupils, including meeting their mental health-related support needs, with 66% of respondents highlighting this. In secondary schools it was providing remote learning for absent pupils whilst also teaching in school, with 68% of respondents selecting this as a key driver of workload. 73% of those working in nursery education highlighted that keeping up to date with Scottish Government COVID safety guidance was a significant workload issue. Inadequate staffing levels was a top 3 issue across all 3 sectors, but it was the most noted issue within special education with 76% of respondents highlighting this.

Managing the behaviour of pupils was also flagged as a significant issue within the secondary sector as 64% of members stated it added significantly to their workload. This was also a concern for those in the primary and special education sectors with 49% and 43% of respondents noting this as a workload driver.

Table 1: Which of the following have significantly added to your workload in the past 12 months? (Please tick the top 3 issues)⁶

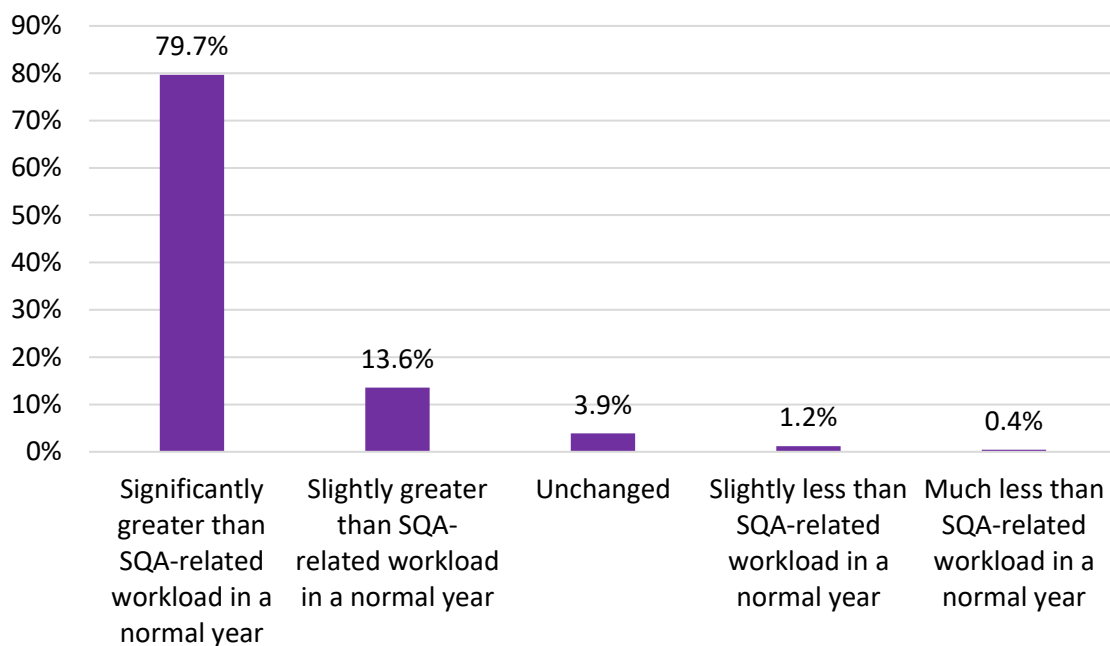
| | All responses | Primary education responses | Secondary education responses | Nursery education responses | Special education responses |
|---|---------------|-----------------------------|-------------------------------|-----------------------------|-----------------------------|
| Keeping up to date with Scottish Government COVID safety guidance | 33.3% | 35.5% | 28.0% | 72.5% | 35.9% |
| Managing COVID safety protocols | 36.8% | 34.7% | 39.8% | 55.9% | 37.4% |
| Changes to pedagogy as a result of COVID protocols | 49.5% | 48.9% | 52.8% | 50.0% | 40.5% |
| Responding to increased management requests related to the pandemic | 35.0% | 33.8% | 37.7% | 34.3% | 30.2% |
| Adoption of a 'business as usual' approach by management/local authority at the same time as responding to the pandemic | 53.0% | 57.3% | 48.7% | 34.3% | 46.0% |
| Managing the behaviour of students in the context of the pandemic | 52.9% | 48.7% | 63.5% | 24.5% | 43.1% |
| Providing remote learning for absent pupils, whilst also teaching classes in school | 45.8% | 34.9% | 67.6% | 22.5% | 31.6% |
| Meeting the additional support needs of pupils, including mental health-related support needs | 61.0% | 66.4% | 54.1% | 40.2% | 55.4% |
| Violence/abuse in the classroom | 21.0% | 21.6% | 19.7% | 5.9% | 29.8% |
| Additional COVID-related tasks which require training/professional learning | 12.8% | 12.8% | 11.8% | 27.5% | 14.0% |
| Completing additional paperwork/admin/bureaucracy | 39.3% | 39.1% | 41.2% | 35.3% | 32.3% |
| Inadequate staffing levels/ staff shortages/ lack of cover/ unfilled vacancies | 58.8% | 59.5% | 56.2% | 69.6% | 77.5% |
| The physical environment of my workplace e.g. ventilation, heating, lighting, sound, insulation | 20.5% | 20.0% | 20.3% | 15.7% | 23.9% |
| SQA procedures | 19.0% | 0.3% | 51.0% | 0.0% | 7.6% |
| Other (please specify) | 5.6% | 5.0% | 5.6% | 8.8% | 5.4% |
| Total responses | 14,300 | | | | |

⁶ Top 3 highest responses in each column have been highlighted.

Some additional workload concerns were highlighted within the “other” option. Comments left in response to this option included issues related to funding cuts to staff and services, supporting students in their placements during the pandemic, as well as the increase in paperwork demands. Many people left comments within this section highlighting the toll that this increased workload is having on their stress levels, mental health and wellbeing.

Those who identified themselves as secondary school teachers were then asked specifically about the workload generated from the Alternative Certification Model last session. Figure 11 below details their responses.

Figure 11: For Secondary teachers only: In helping to deliver the Alternative Certification Model last session, I found the amount of SQA-related workload to be...⁷



Total responses: 4,855

As figure 11 shows members have reported the Alternative Certification Model significantly increased their workload in comparison to a normal year. 93% of respondents noted an increase in their workload, with 80% describing this increase as significant.

As a follow up question, secondary school teachers were then asked to reflect on which aspects of the Alternative Certification Model were the most significant drivers of workload. Respondents were asked to highlight the top 3 areas. The most reported drivers of workload through the Alternative Certification Model were: marking assessments, school-based quality assurance (e.g. setting assessments and cross marking) and local authority-based quality assurance activity (e.g. cross-marking, moderation meetings, etc.). These insights should inform any future changes to national qualifications certification to ensure that teachers’ workload is not further impacted.

⁷ A “not applicable” option was available for this question. The small number of respondents who selected this option have not been included, and all totals have been adjusted to reflect the percentages of eligible members only.

Table 2: Where you have identified a greater level of workload in response to Q19, which aspects of the Alternative Certification Model were the most significant drivers of additional workload? (Select the top 3)⁸⁹

| | All responses |
|--|---------------|
| Taking part in Understanding Standards PL | 32.2% |
| Preparing assessments | 61.4% |
| Marking assessments | 79.9% |
| Recording assessment outcomes | 47.9% |
| School-based quality assurance- e.g. setting assessments and cross marking | 73.8% |
| Local authority-based quality assurance activity- e.g. cross-marking, moderation meetings, etc. | 64.5% |
| SQA-led national sampling- i.e. sending assessment evidence to the SQA, considering feedback and making any necessary adjustments to assessment approaches | 15% |
| Sharing of provisional results with students | 22.8% |
| Liaison with parents regarding their children’s provisional results | 16.5% |
| Submitting provisional results to the SQA | 18.8% |
| Handling SQA follow up after the submission of provisional results | 8.7% |
| Total responses | 4,744 |

Figures 12 and 13 below look at how satisfied members are with their workload. 74% of all respondents said they were either dissatisfied or very dissatisfied with their workload levels generally. Those working in the secondary, and special education sectors reported higher levels of dissatisfaction than those in nursery and primary education.

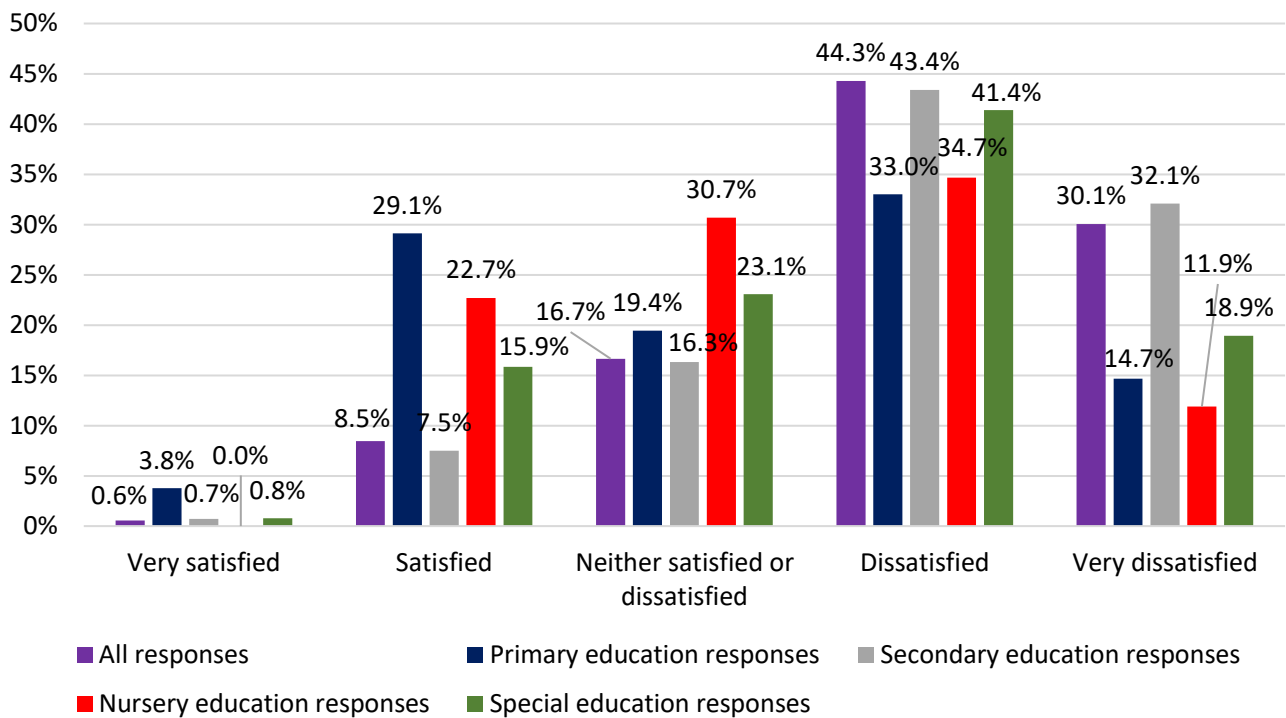
When broken down by those working part-time we can see there are ever so slightly higher levels of satisfaction, however there are still high levels of dissatisfaction, with 69% of part-time workers stating they are dissatisfied or very dissatisfied with their workload levels generally.

There were a total of 1,633 comments left in response to this question. Many highlighted that workload only seems to be getting worse, despite raising concerns for some time. Others reiterated the additional workload that has been created through the pandemic. With teacher absences high many members reported the strain that this has put on their working week, and them as individuals as they try to balance too many commitments. There were also comments from members who had made a choice to go part-time but found that their workload levels were still unmanageable. A selection of the comments submitted have been included below.

⁸ A “not applicable” option was available for this question. The small number of respondents who selected this option have not been included, and all totals have been adjusted to reflect the percentages of eligible members only.

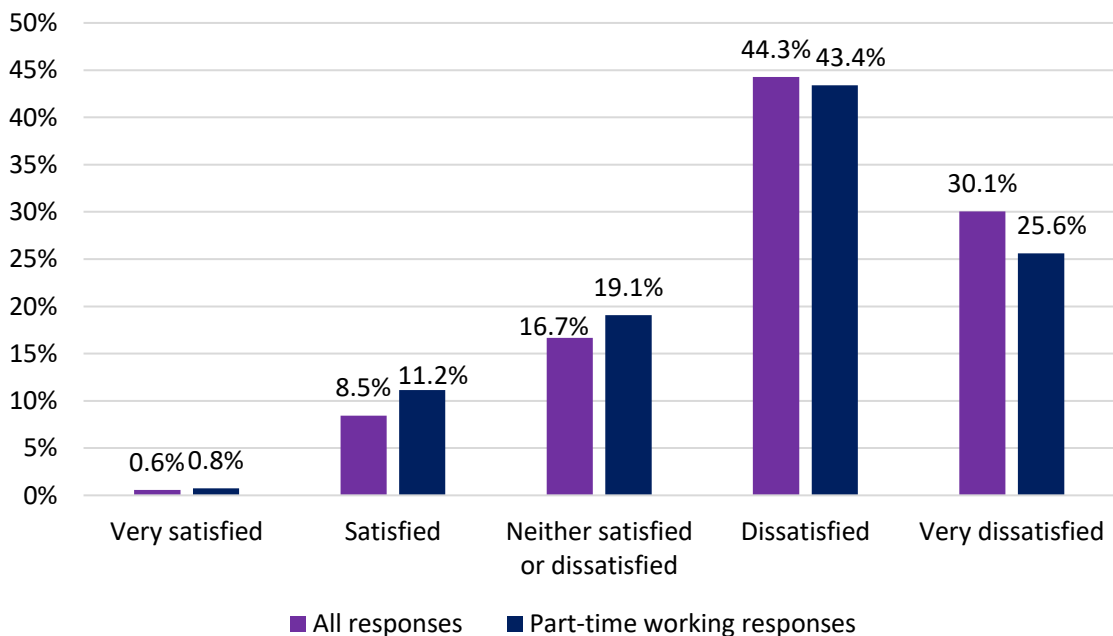
⁹ Top 3 highest responses have been highlighted in the responses column.

Figure 12: How satisfied are you with your workload levels generally? By sector



Total responses: 14,123

Figure 13: How satisfied are you with your workload levels generally? Responses from those working part-time.



Total responses: 3,082

Member comments on workload levels

- “Workload is even worse than a few years ago, when we first tried alerting the Scottish Government to issues. (GIRFEC is one particular issue.)”
- “I have had to cover classes on an almost daily basis recently and cannot meet my own learning support remit, which is impacting upon pupil support required.”
- “Even working part-time I regularly work 7/8 hours more each week trying to complete required paperwork as well as plan for multi-composite (P1-7class) teaching and learning.”
- “I feel the job is now becoming an admin job and we have much less time for planning and resourcing quality lessons.”
- “The amount of reporting to parents on a weekly basis is not manageable. Phone calls, meetings. Seesaw, Google Classrooms and Twitter posts.”
- “It is not possible to do my work within my working hours, I never feel on top of things. I am in a management post in nursery class and we have had our nursery teacher taken out permanently and this extra work load has landed on me with no support, help or advice from Early Years. This was not in my remit we are in a large nursery and my responsibilities have increased significantly over the last few years.”
- “I find keeping up with targets in learning (which are of course, crucial) stressful when children are off, staff have been absent including myself... Including trying to 'catch up' from previous lockdown periods, is stressful. You absolutely do not want your children to be behind in their learning and trying to plan, deliver learning and support emotional needs is difficult.”
- “I regularly consider leaving the profession.”
- “Expectation on teachers is far too high, every member of staff feels under pressure and is unhappy. I have yet to meet a happy staff member.”
- “I am at an all-time low in terms of workload. I am tired of working at home and the expectations are definitely there to do that. I currently have 3 meetings a week after school which only leaves me very limited time for planning and reporting. The 35-hour week does not feel achievable with the current expectations from my establishment.”
- “More and more is expected on less and less. We have minimal non-contact, short notice cover demands, heavy paper trail to complete for underachieving pupils, poor resources and no budget for new materials or even a repair budget and yet more new initiatives come. And despite token recognition of the pandemic on pupil behaviour, attitude and mental health there still feels like a culture of poor behaviour therefore it must be your poor lessons. Very demoralising.”

Table 3: In the past 12 months have you seen an improvement in any of the areas below? (please tick all that apply)¹⁰

| | All responses | Primary education responses | Secondary education responses | Nursery education responses | Special education responses |
|--|---------------|-----------------------------|-------------------------------|-----------------------------|-----------------------------|
| Greater professional autonomy | 7.1% | 7.4% | 5.7% | 11% | 9.3% |
| The ability to network with and beyond your school | 14.2% | 9.9% | 19.9% | 23.1% | 13.3% |
| School control of finances | 2% | 2.3% | 1.7% | 1.1% | 1% |
| More diverse career pathways | 1.4% | 0.7% | 2.3% | 3.3% | 1.2% |
| Greater school freedom from local authority control | 1.2% | 1.4% | 1.1% | 0% | 0.7% |
| More opportunity for collaborative practice | 11.7% | 9.7% | 13.9% | 27.5% | 10.3% |
| Collegiate practice | 11.7% | 11.0% | 13.3% | 12.1% | 9.9% |
| Distributive leadership model | 6.2% | 6.7% | 4.9% | 12.1% | 7.8% |
| I have not seen an improvement in any of these areas | 64.5% | 67.6% | 61.1% | 47.3% | 66.8% |
| Other (please specify) | 4.2% | 3.8% | 4.1% | 5.5% | 5.0% |
| Total responses | 13,447 | | | | |

Respondents were then asked if they had seen any improvement in some areas within the workplace. Overwhelmingly respondents noted that they had seen no improvement in the areas listed within table 3 above. Respondents across all sectors did note a small improvement in the ability to network with and beyond their school. This was highlighted more keenly from those in the nursery education sector with just under a quarter of respondents noting this improvement. Those working in the nursery education sector were also more than twice as likely to report more opportunity for collaborative practice than their counterparts in primary, secondary or special education.

Those working within the special education sector were the most likely to record no improvements in any of the listed options. They were also the least likely to record any improvement in collegiate practice.

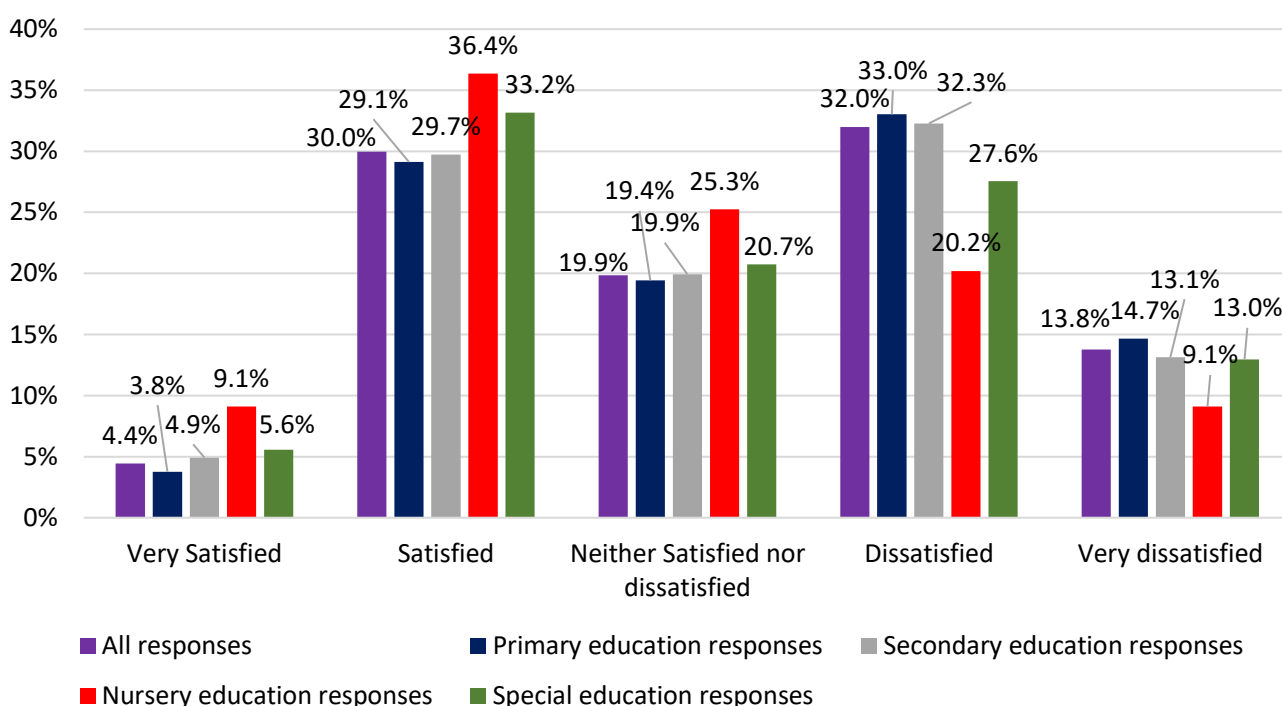
Within the “other” option the comments received reflected largely on the huge commitments in place for all staff, making time for development and improved practice much more difficult. Some also noted a top-down effect – as the pressure and workload had mounted from those above them, this then spilled across the workforce making collegiate practice more challenging. A few respondents noted that not only had they seen no improvements, they believed that some of the progress made previously had been rolled back with the current working environment and workload demands.

¹⁰ Top 3 highest responses in each column have been highlighted.

The final question within this section looked at the overall levels of job satisfaction. 46% of all respondents said that they were either dissatisfied or very dissatisfied with their job overall. Figures 14 and 15 examine the levels of job satisfaction broken down by sector and by length of service. Figure 14 shows that across all sectors, those working in the nursery education sector are most likely to be satisfied with their job overall (46%), with those working in primary education the least likely to say they are satisfied or very satisfied with their job overall (33%).

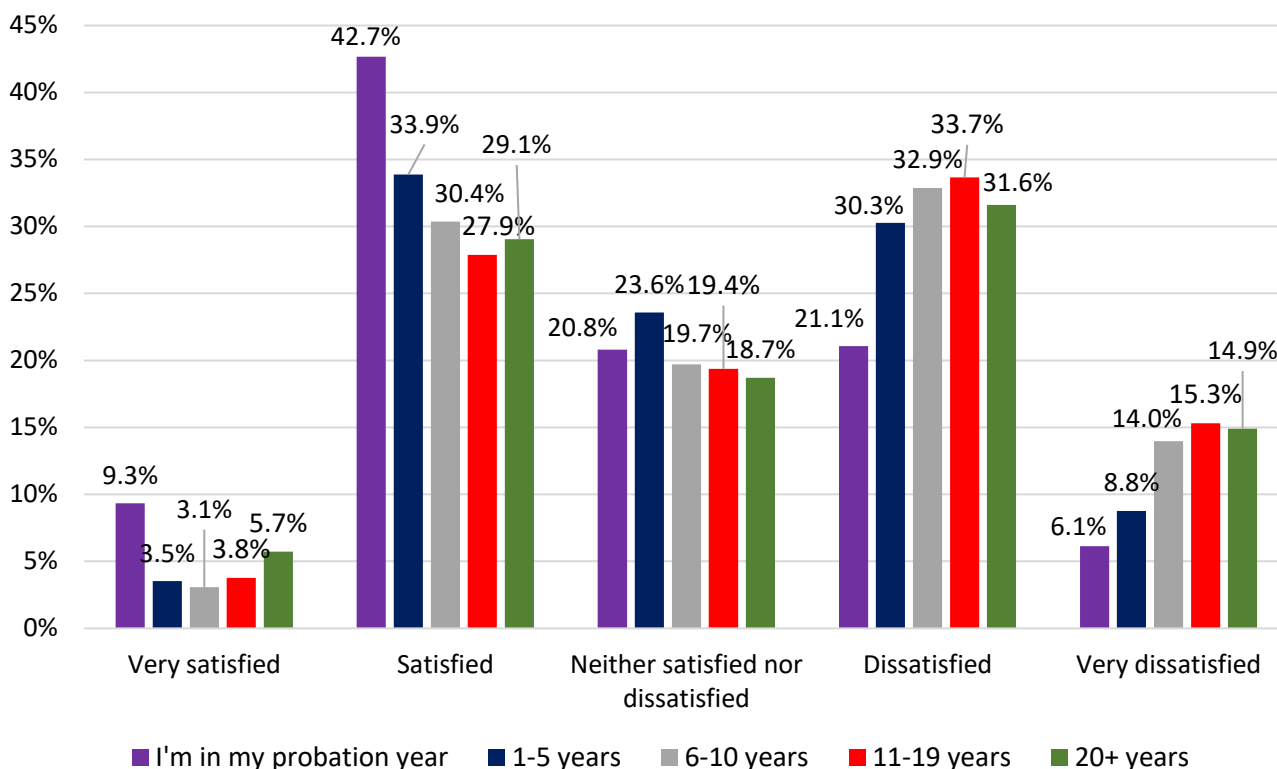
When looking at job satisfaction by length of service (figure 15) there is a clear decline in satisfaction beyond probation year and a general trend of decreasing satisfaction for each gradient between 1 and 19 years of teaching experience.

Figure 14: How satisfied are you with your job overall? By sector



Total responses: 13,993

Figure 15: How satisfied are you with your job overall? By length of time teaching



Total responses: 13,993

There were 2,033 additional comments left under this question. Repeatedly, the issues of workload and under-resourcing were cited as the reasons for diminishing job satisfaction. It’s also clear from many of the comments left that our members are still passionate about the job they do, and have real affection for their students. However, not feeling equipped to support pupils with additional support needs and increasing demands from their employers has become a key source of stress for many.

Member comments on job satisfaction

- “I love my job and the pupils, but the workload is making my job increasingly undoable.”
- “This is due to the fact that we are dealing with more and more additional support needs that we aren’t properly trained for. It is affecting the teaching and learning within the class and I feel we are just left to get on with it. It is very exhausting at times.”
- “I am just trying to do the best, to find my groove so I am not so deflated, talking myself down or focusing on what I haven’t done yet.”
- “Finding it more and more stressful.”
- “I feel like probationers are treated like they have no value as human beings. This makes it hard to focus on the pupils and the teaching.”
- “The level of violence in the classroom and across the school (primary) is very concerning and causes me anxiety most days. I have been spat at, threatened with wooden sticks, pushed, verbally abused and threatened to be hit with heavy objects (only missed due to my hand being out). I am exhausted, anxious and emotionally and mentally drained.

- “The amount of cover that I have been providing makes it extremely difficult to keep on top of my own workload.”
- “Too many S1 pupils with significant social, behavioural and educational needs with very little class support; more and more each year. So hard to Get It Right for them all; very challenging, and management hide...”
- “This is very hard to answer, because, in essence, Guidance is the best job in the world. However, lack of supports and resources, and unmanageable workload is making it virtually impossible.”
- “I love my job and the children but the increased workload and stress on us from SMT to raise attainment after lockdowns as well as increased online learning expectations are making burnout a serious likelihood for me.”
- “I can’t see myself being able to do this job for another 30+ years if the increased workload pressures are maintained, or worse, added to.”
- “I have just finished my probation year and working full time and currently finding this year 10 times harder than last year. No support in place at all for NQTs.”

Final Comments

Finally, this survey ended with a comments box, for members to leave any closing remarks. There were 1,286 comments generated from this, drawing attention to the many struggles that teachers are facing at present. Many highlighted that they just don't feel their job is doable at the moment, as they become more and more fatigued trying to deliver all that is expected of them.

Final member comments

- “My colleagues and I are committed to delivering an equitable education to all. Sad this doesn't feel achievable currently.”
- “I am becoming very disenfranchised with a career I worked so hard to build. I feel guilty and upset about this. I am unsure of the solution at the moment and feel disappointed in myself for this too.”
- “Mandatory health and wellbeing sessions in school miss the point - it's lip service to be seen to be supporting staff. Recognise the efforts people make and don't create unnecessary bureaucracy in an attempt to be seen to be doing something. Too many gimmicks.”
- “Too many classes with many children needing additional or one to one help but only one teacher having to deal with behaviour problems and learning needs.”
- “We are increasingly confronted with behaviour issues and don't have enough staff (PSA) to support in class. With so many staff off all the time this pressure gets even worse, and the children don't get the support they would need. It often feels like firefighting instead of teaching.”
- “For the first time ever, I am seriously contemplating leaving teaching. The strain on physical and mental health is just overwhelming at the moment. I don't feel like a teacher. The pressure to cover absence is just unacceptable and one our authority needs to take responsibility for. What have they done with recovery funds? Certainly not supported staffing levels.”
- “With increased expectations, Leadership teams are on their knees.”
- “I feel that the EIS has been the leading source of Covid related procedure information during the pandemic and I hear from you before I hear from school about changes or updates. I am grateful for the work you do for us.”
- “Please address the increased teacher workload in relation to taking on students during these current times.”
- “We have not kept ahead of inflation enough. Moving forward I, and very many of my colleagues would welcome a good pay rise and take part in industrial action to make our point. Too many good people are leaving, we can't recruit nor retain, and the vicious circle is putting lives at risk.”
- “Teaching has completely morphed into an admin job. Huge, huge amount of time colour coding online tracking. Planning has become ridiculously complicated, so many things to underline and highlight that it is difficult to actually remember what you are covering. Half of it doesn't get done properly, as the amount to be covered is completely unrealistic.”

Further Information

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

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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:

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