

Jersey Teachers' Survey 2021 - 2022

Department for Children, Young People,
Education and Skills

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1. Introduction

About the survey

This report presents the results of the Jersey Teachers' Survey 2021. The survey is run by the Government of Jersey Department for Children, Young People, Education and Skills (CYPES) in partnership with trade unions. The survey collects information on a range of topics relevant to the teaching profession in Jersey. Results of the 2021 survey will be used to inform policy and decision making, particularly in the areas of Education Reform and Covid-19 recovery.

The survey deals broadly with issues relating to job satisfaction, resources, pupil behaviour and teacher workload. It also asks Teachers to provide information about their health and wellbeing and in the latest round of the survey, a suite of questions regarding the impact of Covid-19 on working life was also included.

The Teachers' Survey has been run every two years since it was first introduced in 2015. However, due to the onset of the Covid-19 pandemic in 2020 and the additional workload that it brought for both schools and for Government departments, the results of the 2019 survey were not published. The 2019 results are included throughout this current report, allowing a picture to be presented of how things have changed for teachers over the last few years.

Sample size and response rate

For the first time in 2021, the Jersey School Teacher's Survey was administrated fully online. This method was chosen to improve efficiencies and reduce the amount of paper resources used.

All qualified teaching professionals working in schools (reception year and above) and colleges (including Highlands College) in Jersey were sent an email invitation asking them to complete the survey online. This also included teachers working in the CYPES Department, Supply Teachers and zero-hours lecturers working at Highlands College. Teachers in all sectors were given the opportunity to complete the survey i.e., in the Government non-feepaying, Government feepaying and non-provided (private) schools and colleges.

For an online survey, the response rate was good, with 38 per cent of all qualified teachers and lecturers completing the survey online (over 500 teachers). The response rate for Government of Jersey schools (primary and secondary) was higher than for non-provided schools, with response rates ranging from 41 per cent to 65 per cent for school types in this sector.

Weighting and rounding

As mentioned above, the likelihood of responding to the survey varied for different subgroups of the teaching population. For example, primary school teachers working in the Government non-feepaying sector were more likely to respond to the survey than supply teachers or those working in non-provided schools. Therefore, statistical weighting techniques have been used to compensate for different patterns

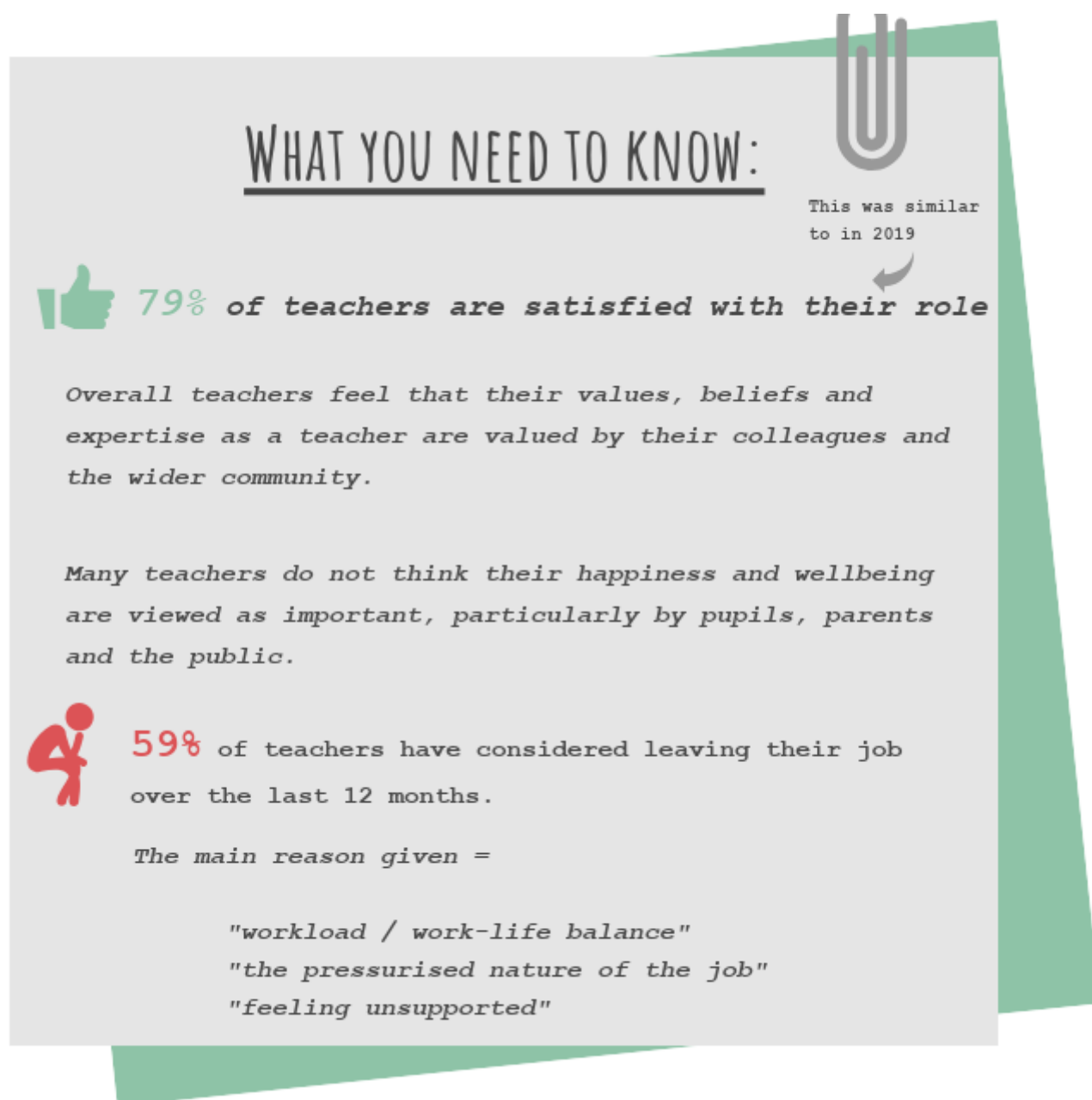
of non-response. This means that the survey results can be considered broadly accurate and representative of Jersey's entire teaching population. All analysis presented in this report uses weighted responses.

See the background notes section of this report for more detail on the process, weighting and definitions used in this survey.

All numbers presented in this report have been rounded independently to the nearest integer. This means that in some cases, figures presented in a graph or table may not add up to the corresponding column or row total.

The Department for Children, Young People, Education and Skills wishes to thank all the respondents who took the time to take part in the survey.

2. Job satisfaction and perceptions of value

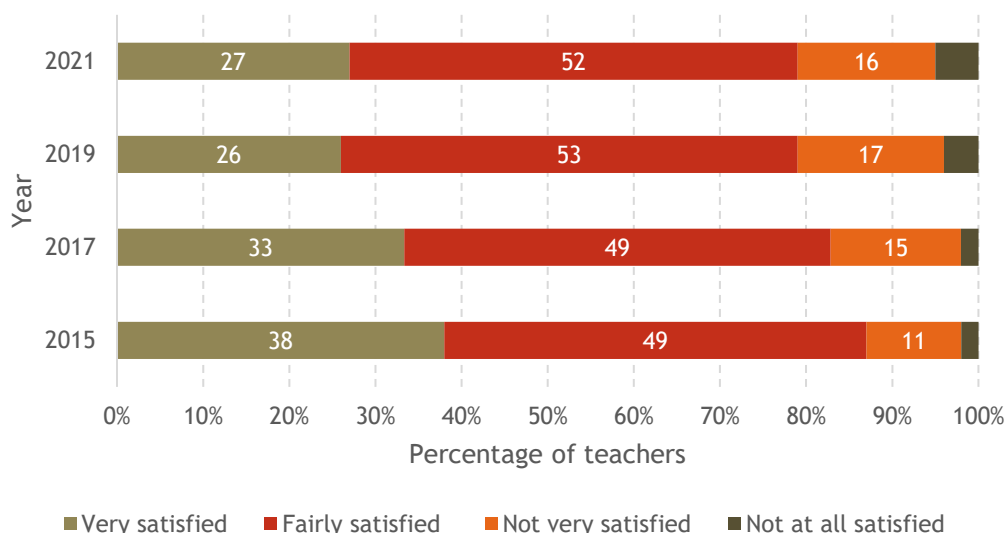


Job satisfaction

Jersey teachers were asked to rate how satisfied they are in their current role. At the time of the survey, 79 per cent of teachers reported being satisfied (fairly or very) with their role, compared with only 5 per cent of teachers who reported they were 'not at all satisfied'.

As can be seen in Figure 1, the overall percentage of teachers who were satisfied with their role in 2021 was almost identical to that observed in 2019, however this has decreased when compared to six years ago (in 2015), when the percentage of teachers who were satisfied with their role was close to 87%.

Figure 1: “Overall, how satisfied are you in your current role?” 2015 to 2021



Overall job satisfaction was found to vary by sector. In 2021, around 9 out of 10 teachers working in the non-provided schools and colleges and in the ‘other’ sector (which includes teachers working in the CYPES Department, zero-hour lecturers and supply staff) reported being satisfied to some extent with their roles, compared to around 7 in 10 teachers working in the Government non-fee-paying sector. This is broadly similar to results obtained in 2019.

Job satisfaction was also found to vary by role type, with a higher proportion of classroom teachers being satisfied with their role (80%) compared to senior leaders (74%). This is a different picture to that seen in 2019, when Senior Leaders were reported to be more satisfied with their roles (87%) than middle managers (79%) or classroom teachers (81%).

Table 1: “Overall, how satisfied are you in your current role?”, by role held, 2019 and 2021

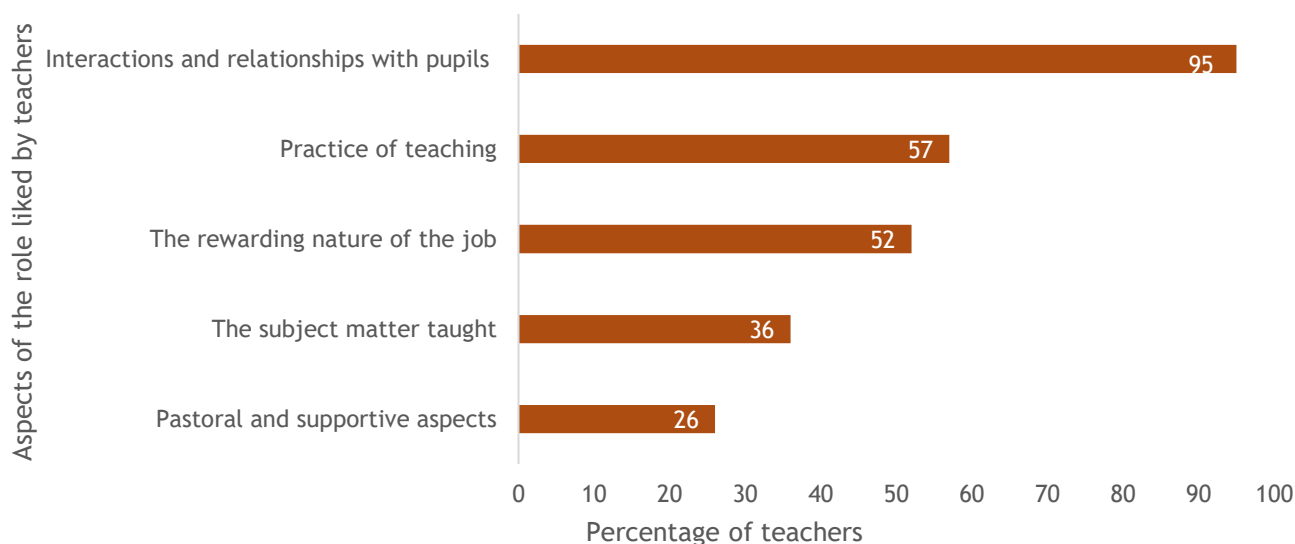
	2019			2021		
	Classroom teachers	Middle managers	Senior leaders	Classroom teachers	Middle managers	Senior leaders
<i>Fairly or very satisfied</i>	81	79	87	80	78	74
<i>Not very satisfied</i>	14	18	11	16	16	21
<i>Not at all satisfied</i>	5	3	1	4	7	5

In the 2021 survey, teachers were also asked to report whether they were more or less satisfied in their role since the beginning of Covid-19. Of those teachers who had held their roles since before the pandemic started, around two-fifths (44%) reported being less satisfied. This compares to almost half (49%) of all teachers who said they didn’t feel any different. Only 7% of teachers reported being more satisfied since the onset of Covid-19.

Positive and negative aspects of the role

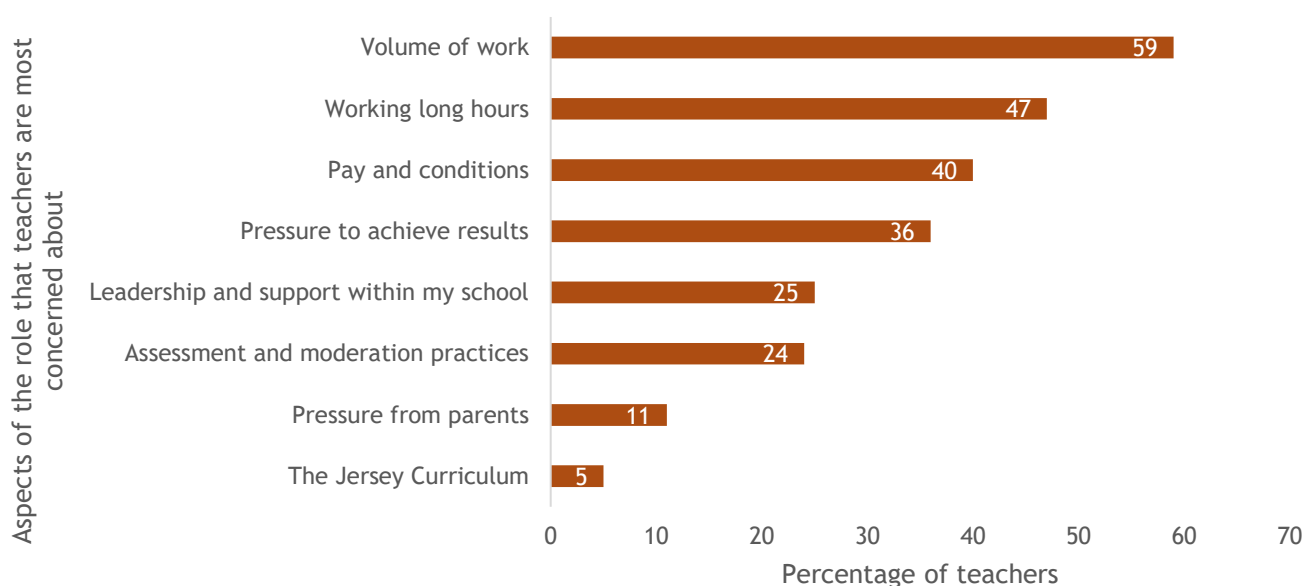
In 2021, ‘Interactions and relationships with pupils’ was the most common aspect of the role that teachers liked, with 95 per cent of teachers citing this as a favoured aspect. The ‘practice of teaching’ (57%) and the ‘rewarding nature of the job’ (52%) were other commonly liked aspects of being a teacher.

Figure 2: ‘What aspects of your job do you like the most?’, 2021



In comparison, the top three aspects of the role that teachers felt most concerned about were the ‘volume of work’ (59%), ‘working long hours’ (48%) and ‘pay and conditions’ (40%). This is similar to 2019 when the ‘volume of work’ and ‘working long hours’ were the two most commonly cited aspects of the job that teachers were concerned about. In comparison, almost half of all teachers (49%) in 2019 reported feeling concerned about the pressure to achieve results. This was lower in 2021, when around a third (36%) of teachers agreed they were concerned about this aspect.

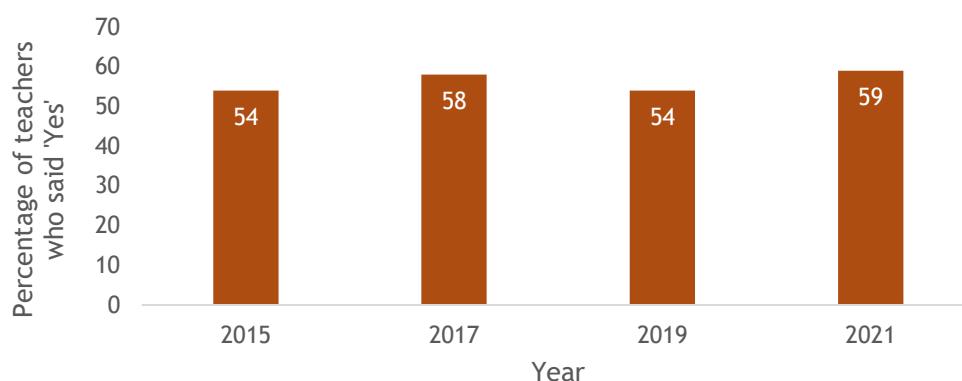
Figure 3: ‘What aspects of your job are you most concerned about?’, 2021



Considered leaving current job

Respondents to the survey were asked if they had considered leaving their role in the last 12 months. Almost three-fifths (59%) of teachers reported they had considered leaving. This is similar to results observed in previous rounds of the survey (2015, 2017 and 2019).

Figure 4: “During the last 12 months have you considered leaving your job?”, 2015 to 2021



In order to explore this further, the survey included a follow up question asking whether respondents had considered leaving their profession, role or school. Around three-quarters (71%) of all teachers who answered ‘yes’ to having considered leaving their job, indicated they had considered leaving the profession, whilst around two-fifths (38%) said their school and a quarter (27%) said their role.

Teachers were asked to provide further information about why they had considered leaving their job. The most common answer was workload/work-life balance. Other common responses were stress (including anxiety and mental health conditions), feeling unsupported and undervalued.

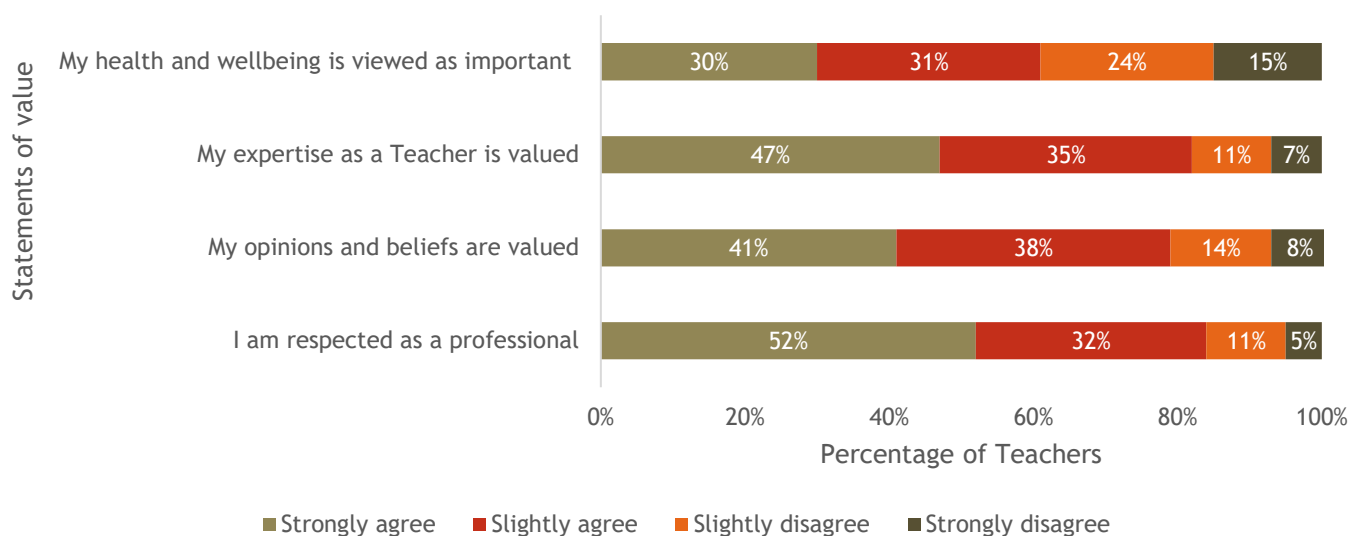
Figure 5: “What is your reason for considering leaving?”, 2021



Perceptions of value

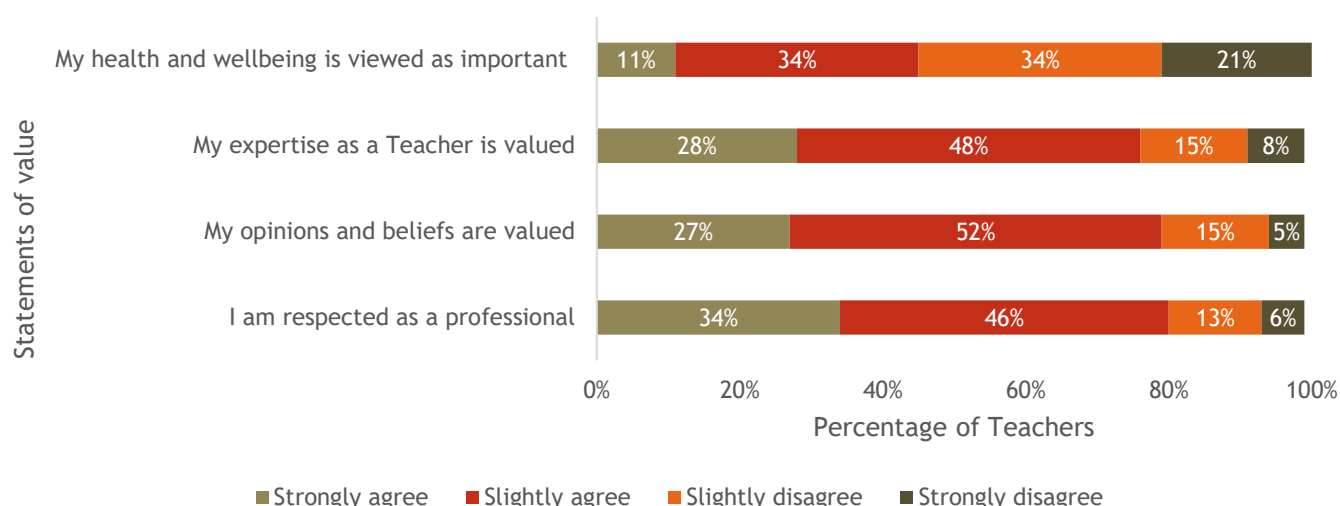
In the survey, teachers were asked to what extent they felt valued by their colleagues. Overall, teachers were positive, with around four-fifths of teachers agreeing they felt respected as a professional (84%), and that their expertise (83%) and opinions and beliefs (79%) were valued by their co-workers. In comparison, only three-fifths of teachers (61%) agreed their health and wellbeing was viewed as important by their co-workers (Figure 6).

Figure 6: “Thinking about the people you work with, please indicate how much you agree or disagree with the following statements”



Teachers were also asked to consider to what extent they felt valued by the wider community, including pupils, parents, and members of the public. Teachers reported similar perceptions of value, with around four-fifths agreeing they felt respected as a professional, and that their expertise and opinions and beliefs were valued. In comparison, less than half (45%) of teachers felt that their happiness and wellbeing was viewed as important by the wider community.

Figure 7: “Thinking about the wider community, please indicate how much you agree or disagree with the following statements”, 2021



Attitudes towards the school

Around three-quarters (71%) of teachers in Jersey would recommend their school to their friends, to send their children to. This was similar in 2019, but less than that observed in earlier rounds of the survey (2015 and 2017).

Table 2: “Would you recommend your school to your friends, to send their children to?”, 2015 to 2021

	2015	2017	2019	2021
Yes	83	76	68	71
No	5	10	11	13
Not sure	12	14	21	16

In 2021, responses to this question were found to vary depending on sector, with 85 per cent of teachers working in non-provided schools reporting they would recommend their school to their friends, compared to 67 per cent in the Government non-fee-paying sector.

It was also found that a higher proportion of Senior Leaders (82%) would recommend their school to their friends to send their children to, compared to middle managers (73%) and classroom teachers (67%).

Table 3: “Would you recommend your school as a good place to work?” by role and by sector, 2021

	Yes	No	Not sure
Role type			
Classroom teacher	67	14	19
Middle manager	73	12	15
Senior leadership team	82	11	7
Sector			
Non-provided	85	2	12
Government fee-paying	81	11	7
Government non-fee-paying	67	16	16

3. Working conditions

WHAT YOU NEED TO KNOW:



*Teachers reported working **53** hours in the last complete week, on average*

Main tasks included:

*Face to face teaching = **20** hours*

*Lesson planning = **7** hours*

*General admin = **6** hours*

*Marking = **5** hours*

*Teamwork = **4** hours*

Experiences of unacceptable behaviour have increased since 2015



1 in 2

teachers reported being verbally abused by a pupil



2 out 5

teachers reported being verbally abused by a parent or threatened (with physical harm) by a pupil

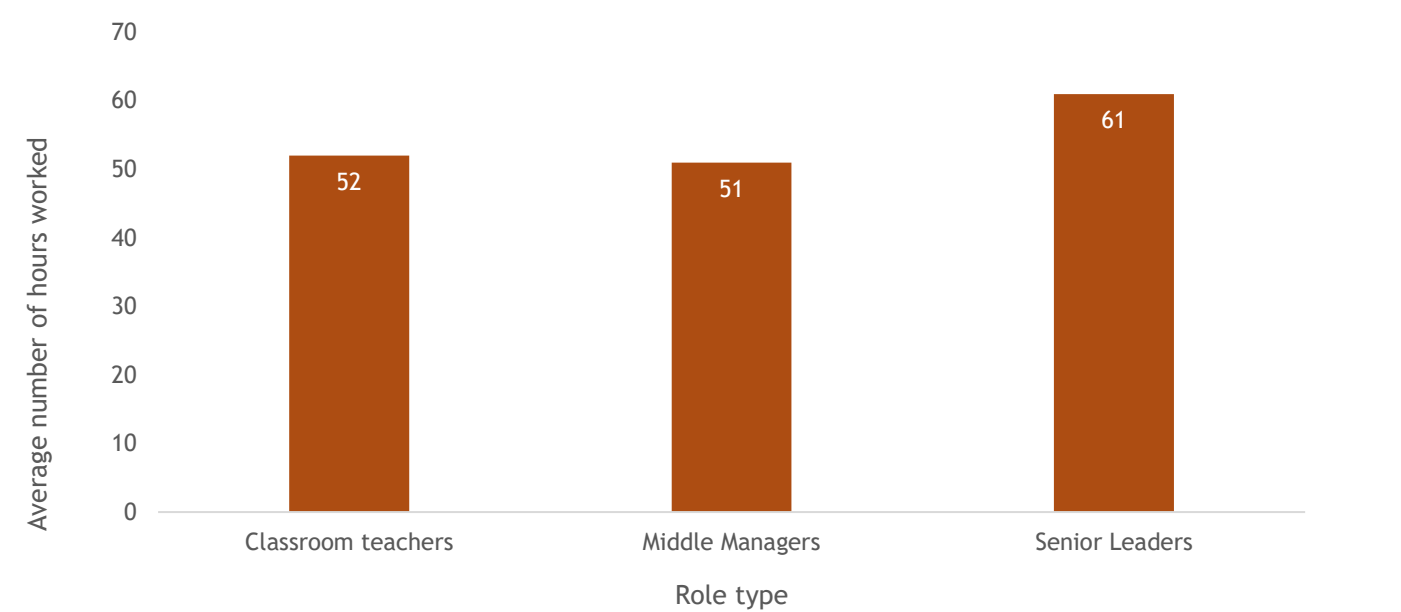
Working hours

In the 2021 survey, Teachers were asked to report the total amount of hours they had worked over the most recent complete week and were asked to include all time they had spent teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and all other tasks related to the job.

The average number of hours worked by full-time teachers was reported to be 53 during the most recent complete week. This was relatively consistent across school types (primary, secondary and special schools) and sectors (Government non-fee-paying, Government fee-paying, non-provided schools and other).

There was a difference in the reported number of hours worked by role type. Whilst the average number of hours worked by classroom teachers (52 hours) and middle managers (51 hours) was consistent, on average senior leaders reported working 10 more hours a week than their colleagues.

Figure 8: “During your most recent complete week, approximately how many hours did you spend in total on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and other tasks related to your job?”, by Role type, 2021



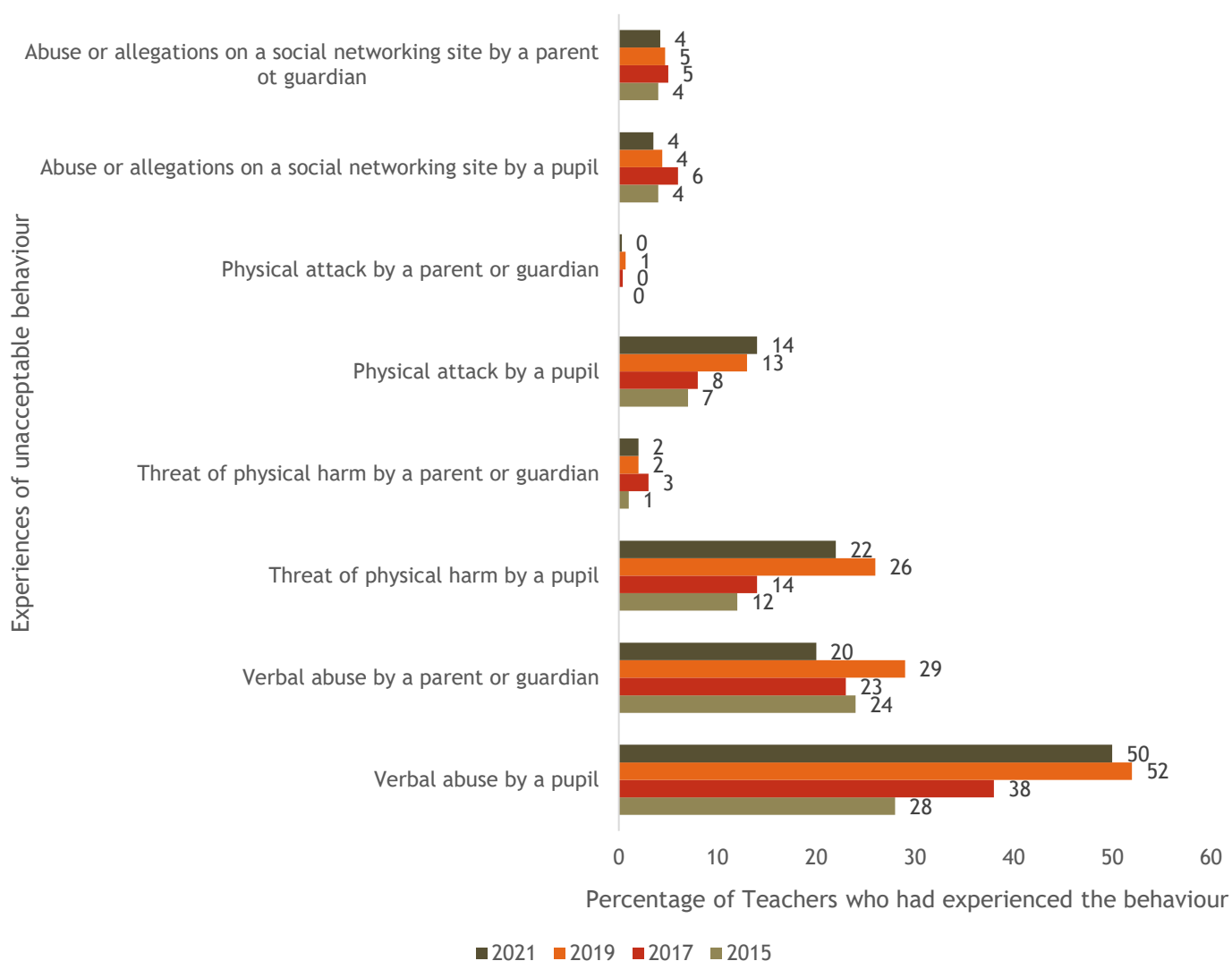
In a follow up question, teachers were asked to break down the total number of hours worked into various tasks, including face to face teaching. On average, full-time teachers reported 20 hours of face-to-face teaching time in the most recent week. Other tasks that contributed significantly to overall hours worked included lesson planning (7 hours), general administration (6 hours), marking (5 hours) and teamwork/dialogue with colleagues in school (4 hours).

Experiences of unacceptable behaviour

Teachers were asked to report whether they had been subject to various forms of unacceptable behaviour in the last year. In 2021, half (50%) of teachers reported being verbally abused by a pupil, whilst a fifth (20%) said that they had experienced verbal abuse by a parent or guardian. Similarly, around a fifth (22%) of teachers reported experiencing a threat of physical harm by a pupil in the last year.

Experiences of unacceptable behaviour reported in 2021 were largely consistent to those in 2019, however the percentage of teachers experiencing verbal abuse, threats of physical harm and physical attacks, by pupils in 2021, are higher than those seen in earlier rounds of the survey (2015 and 2017). The trend in reported experiences of unacceptable behaviour can be seen below in Figure 9.

Figure 9: “During the past year, have you been subject to any of the following”? 2015 to 2021

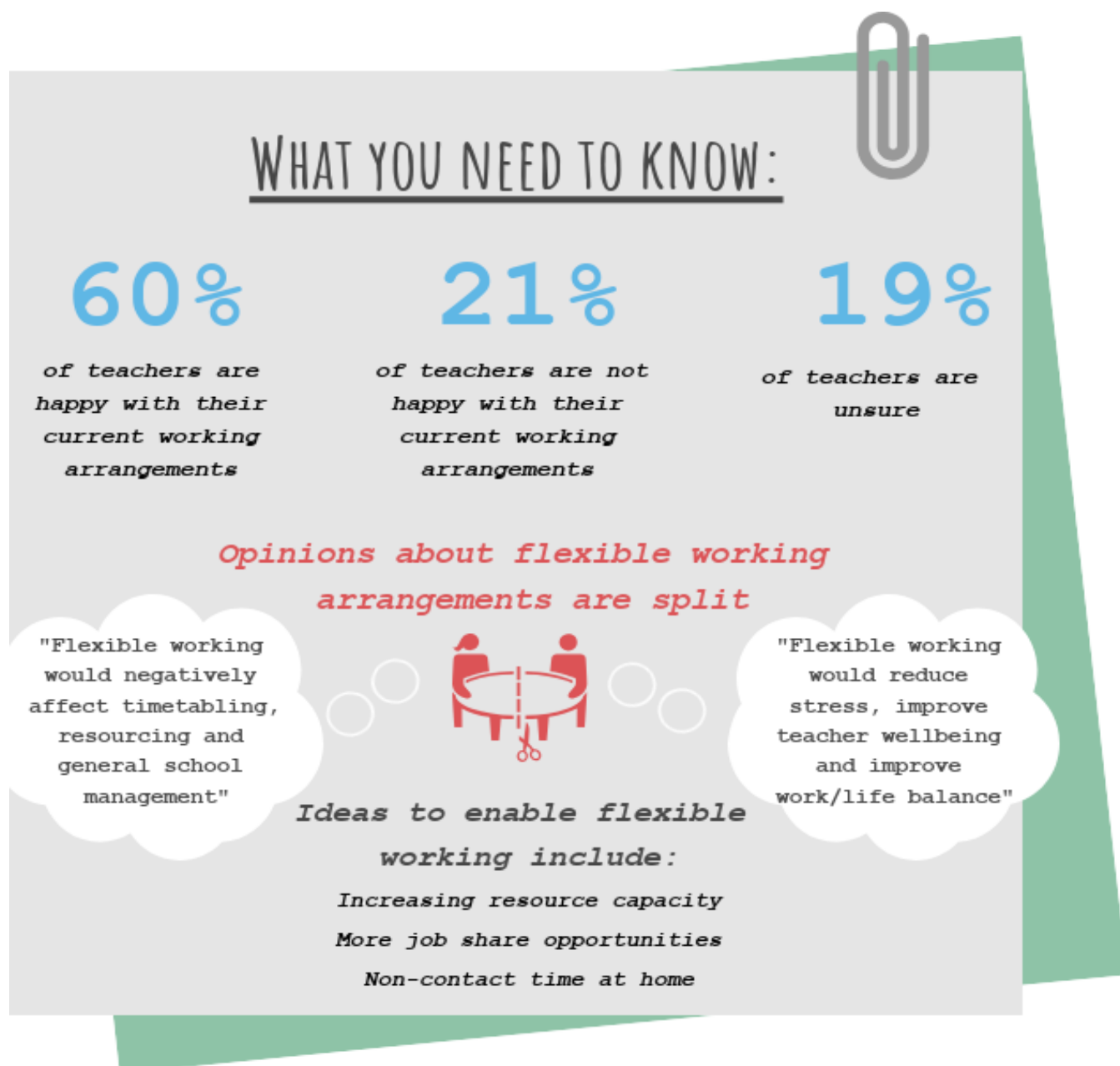


In the latest year, reported levels of unacceptable behaviour varied across sectors. In 2021, a higher proportion of teachers working in Government non-fee-paying schools reported being verbally abused by a pupil or a parent/guardian than those working in other sectors. Similarly, a higher proportion of teachers working in the Government non-fee-paying sector reported threats of physical harm and physical assaults by a pupil.

Table 4: “During the past year, have you been subject to any of the following?”, 2021

	Non-provided school	Government feepaying	Government non-feepaying
Verbal abuse by a pupil	18	35	61
Verbal abuse by a parent or guardian	17	15	26
Threat of physical harm by a pupil	0	6	31
Threat of physical harm by a parent or guardian	0	0	4
Physical attack by a pupil	0	4	21
Physical attack by a parent or guardian	0	0	1
Abuse or allegations on a social networking site by a pupil	4	7	3
Abuse or allegations on a social networking site by a parent or guardian	3	0	6

4. Flexible Working



Ideal working arrangements

For the first time in 2021, teachers were asked about their ideal working arrangements. Three-fifths (60%) of respondents said they were happy with their current working arrangements, whilst a further fifth (19%), said they were unsure. Only one in five teachers (21%) reported being unhappy with their current working arrangements. The proportion of teachers who reported being happy varied by role held within the school.

Classroom teachers were found to be more satisfied with their current arrangements (67%), compared to Middle Managers (53%) and Senior Leaders (49%).

As a follow up question, teachers were asked what their ideal working arrangements would be, bearing in mind the requirements of their role. Teachers could select more than one answer. The most popular working arrangements included full-time hours, flexible hours and part-time hours.

Table 5: “What would be your ideal working arrangements, bearing in mind the requirements of your role, 2021

	Yes
Full-time hours	41
Part-time hours	18
Flexible start and finish times	20
Reduced working week (same hours but over less days)	17
Job sharing	7

Impact of flexible working in schools

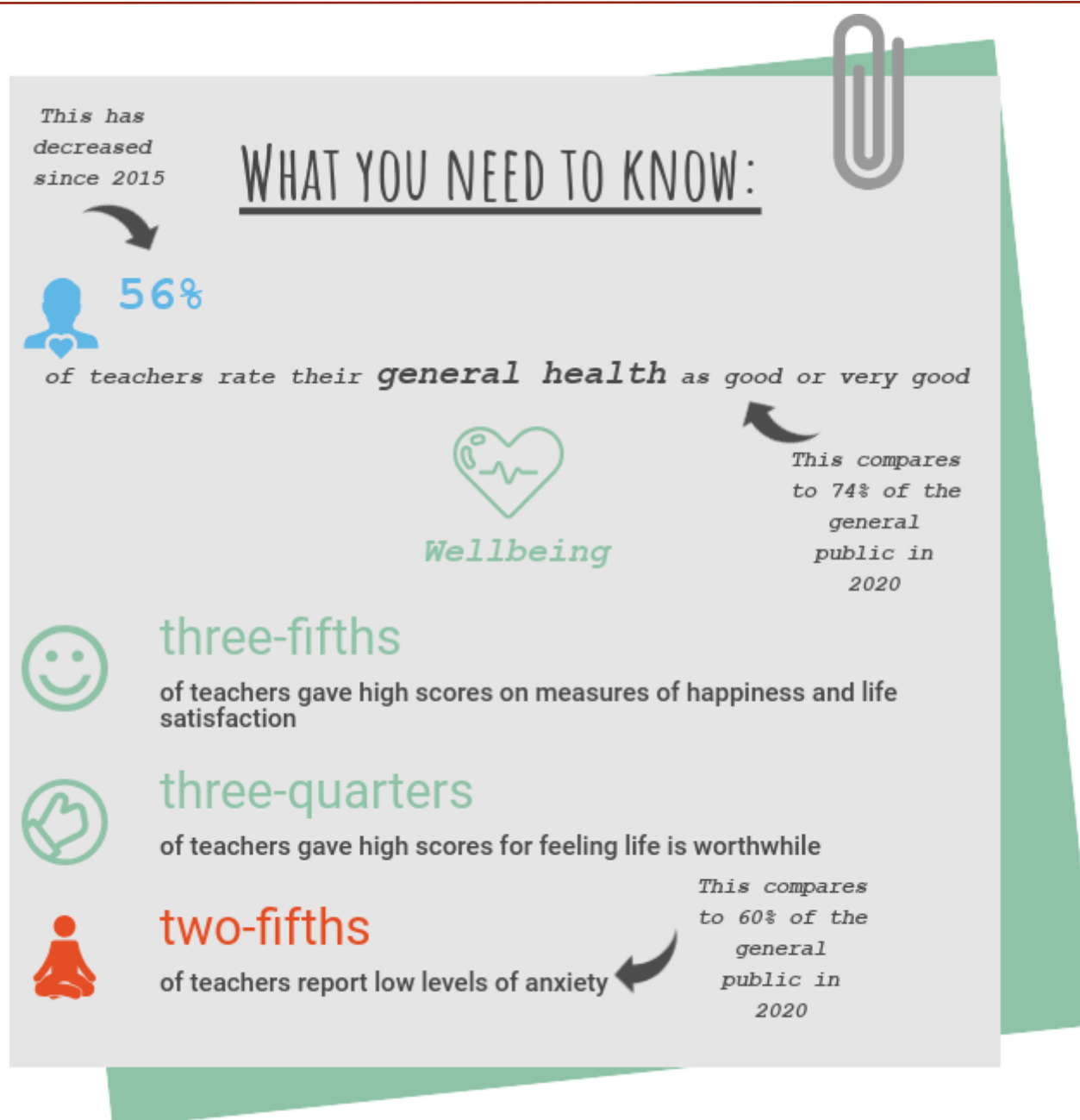
Using free-text, teachers were asked what they thought the impact (positive or negative) of flexible working arrangements could be in their school. Opinions were split, with a large proportion of teachers citing that flexible working arrangements would cause issues with resourcing, timetabling and the general management of their school. However, many teachers thought the impact of flexible working would be positive, improving overall teaching wellbeing and work-life balance, particularly for those teachers with young children.

Figure 10: “Thinking about the school you work in, what could be the impact (positive or negative) of flexible working arrangements?”, 2021



Teachers were also asked if they had any suggestions that would enable schools to offer more flexible working arrangements. Teachers had lots of good ideas. The most common suggestions included increasing the staffing capacity within schools i.e., by employing additional supply (or cover) staff, qualified teaching assistants and SLAs. Other popular suggestions included introducing more class sharing/job sharing opportunities and allowing teachers to work from home when conducting non-contact tasks such as admin, marking, etc.

5. Health and Wellbeing



General health

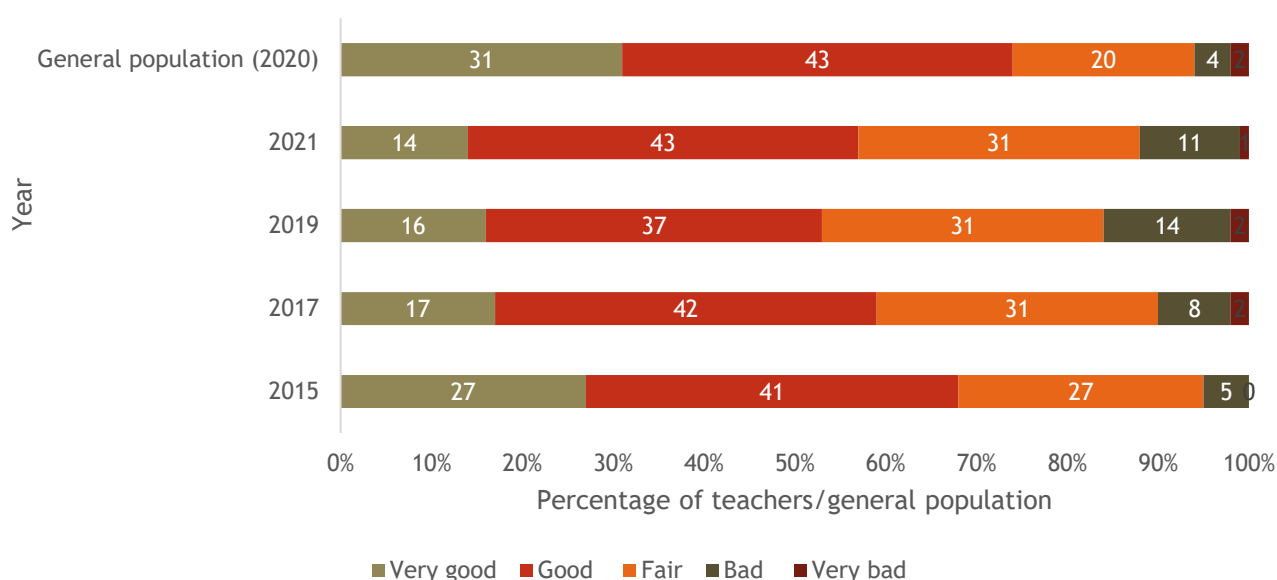
In all rounds of the survey, teachers have been asked about their general health and wellbeing using a standardised question set. Many of the questions are also asked of Islanders in the Jersey Opinions and Lifestyle survey, a general population household survey that is run by Statistics Jersey on a yearly basis. This allows for the comparison of self-reported health of teachers to that of Islanders more generally.

In 2021, 56 per cent of teachers reported their general health to be 'good' or 'very good'. This is similar to 2019 and 2017 but lower than in 2015 when 68% of teachers reported their health as good or better.

Results of the Jersey Opinions and Lifestyle Survey (JOLS) 2020¹ (the most recently published report) show that almost three-quarters (74%) of Islanders aged 16 and over consider their health to be ‘good’ or ‘very good’.

Figure 11 shows how the reported health of teachers has changed over the last 6 years and how it compares with the most recent results obtained for the general population.

Figure 11: “Thinking about the last 12 months, how would you describe your general health?”, Teachers 2015 to 2021, General Population 2020



Source: 2015, 2017, 2019 Teachers Survey, JOLS 2020

The proportion of teachers reporting ‘very good’ health has decreased with each round of the survey. The latest result obtained in 2021 is 13 percentage points lower than that reported by teachers in 2015 and some 17 percentage points lower than that reported by the general public (in 2020).

Differences in self-rated health were found between sectors, with a higher proportion of teachers working in non-provided schools (70%) reporting their health to be good or very good, compared to teachers in the Government fee-paying (57%) and Government non-fee-paying (51%) sectors (Table 6).

Table 6: “Thinking about the last 12 months, how would you describe your general health?”, 2021, by Sector

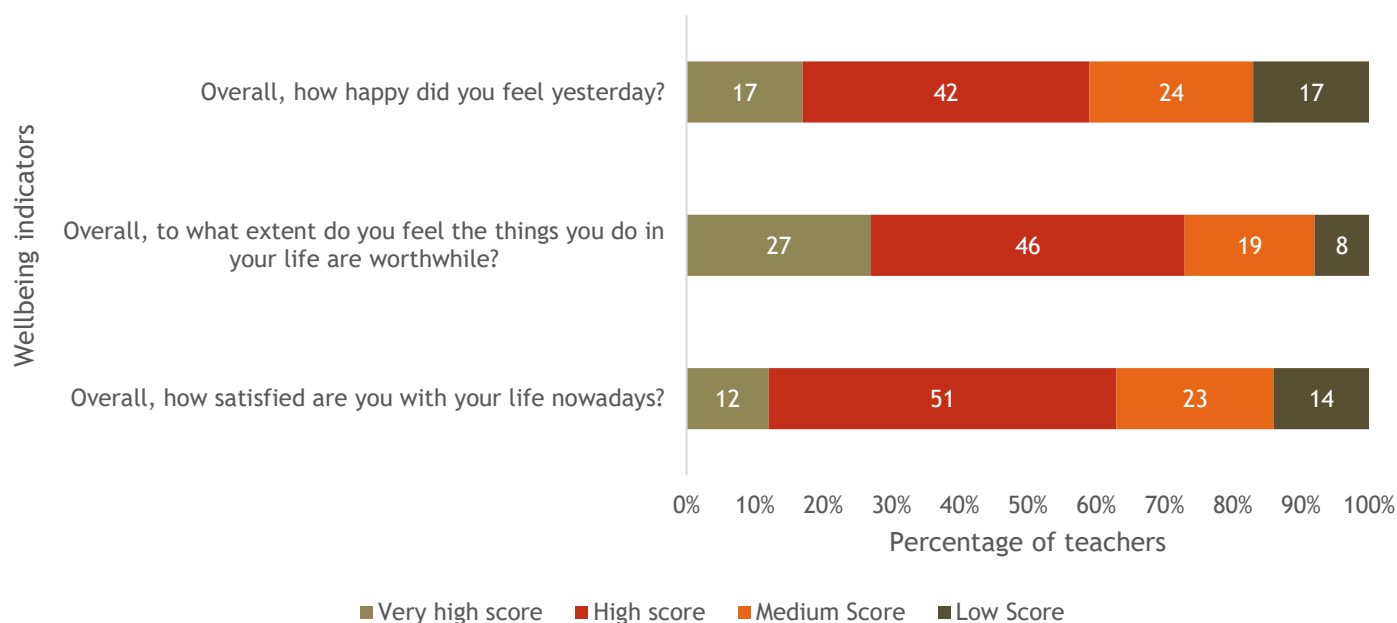
	Very good	Good	Fair	Bad	Very Bad
Non-provided	15	55	20	10	0
Government fee-paying	23	34	32	9	2
Government non fee-paying	9	42	35	12	2

¹ Statistics Jersey, Jersey Opinions and Lifestyle Survey 2020, available from www.gov.je

Wellbeing

Around three-fifths of teachers gave high or very high scores for happiness (59%) and life satisfaction (63%). In comparison, almost three-quarters of teachers (73%) gave high or very high scores for feeling life was worthwhile.

Figure 12: Scores out of ten for wellbeing measures (satisfied, worthwhile, happy) where ten is ‘completely’ and zero is ‘not at all’



When compared with the general population (JOLS 2020), results are relatively consistent, however a lower proportion of teachers (59%) report high or very high levels of happiness compared with the general public (68%).

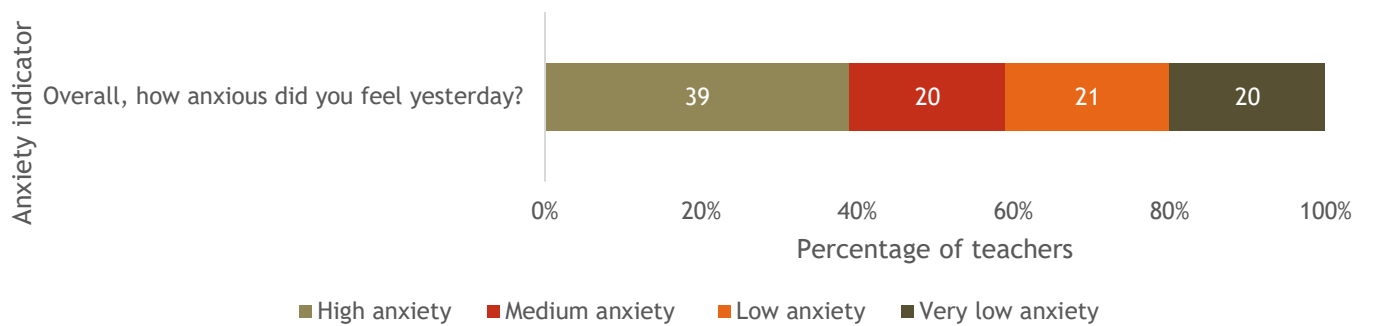
Table 7: Percentages scoring high or very high on indicators of life satisfaction, feeling worthwhile and happiness, Teachers’ Survey 2021 and general population in JOLS, 2020

	High and Very High	
	Teachers	General Population
Overall, how satisfied are you with your life nowadays?	63	64
Overall, to what extent do you feel the things you do in your life are worthwhile?	73	69
Overall, how happy did you feel yesterday?	59	68

Source: 2021 Teachers Survey and JOLS 2020

In 2021, almost three-fifths of teachers reported feeling high (39%) or medium (20%) levels of anxiety.

Figure 13: Overall, how anxious did you feel yesterday: where ten is ‘completely’ and zero is ‘not at all’



The percentage of teachers reporting low or very low levels of anxiety (41%) is 19 percentage points lower than that recorded for the general public (60%) in 2020.

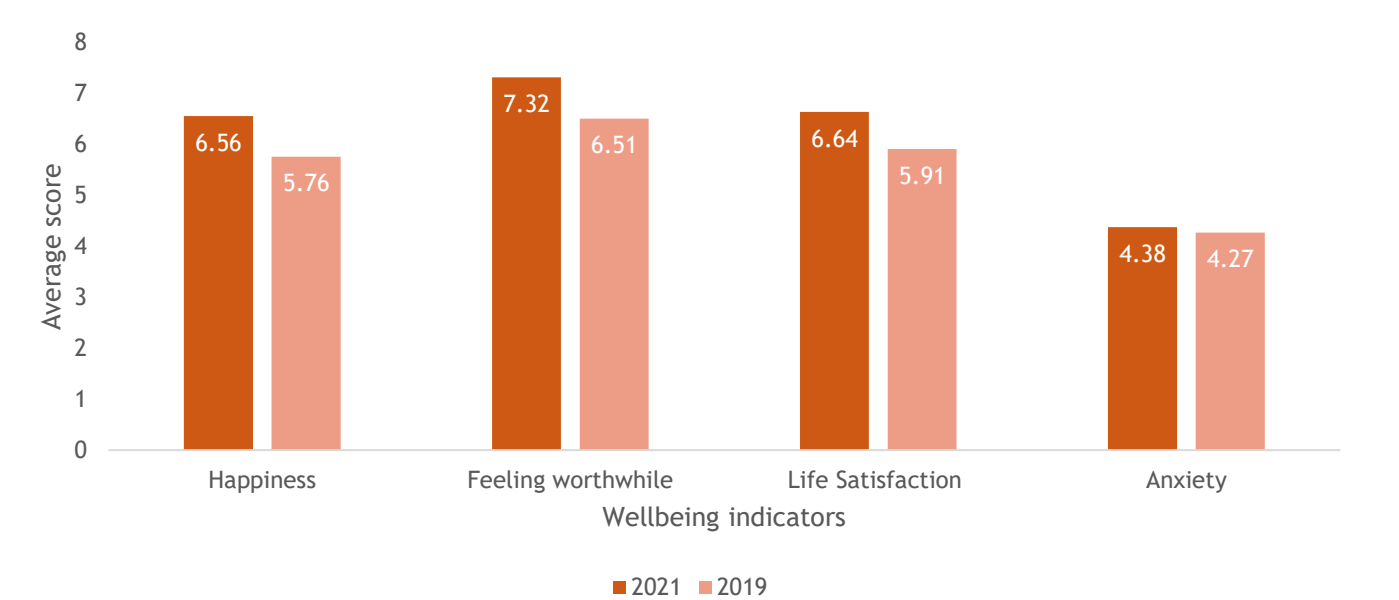
Table 8: Percentage of teachers and the general public reporting low or very low levels of anxiety, Teachers’ Survey 2021 and general population in JOLS, 2020

	Low or very low anxiety	
	Teachers	General Population
Overall, how anxious did you feel yesterday?	41	60

Source: 2021 Teachers Survey and JOLS 2020

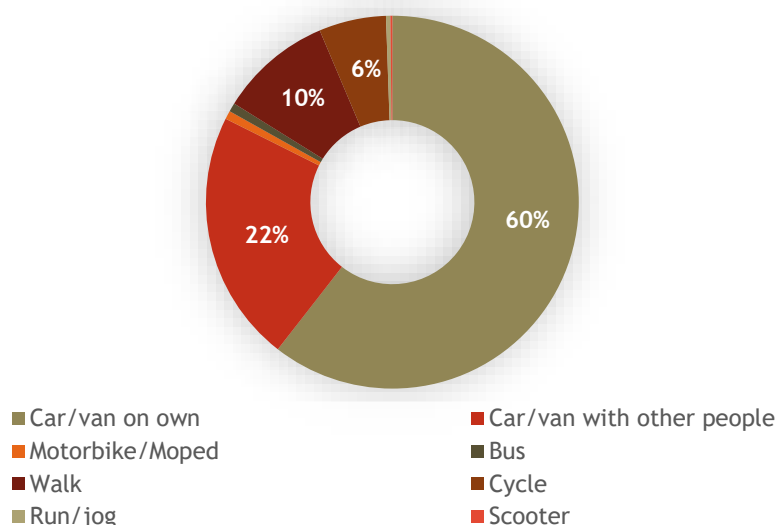
Results obtained on measures of wellbeing in 2021 are broadly in line with those recorded in 2019. In the latest year (2021), average scores out of ten for teachers on measures of happiness, feeling worthwhile and life satisfaction are marginally higher than those recorded two years previously (2019). Levels of anxiety have remained consistent on this measure.

Figure 14: Average (mean) scores out of ten for wellbeing indicators for Teachers in Jersey 2019 and 2021



Travelling to work

Figure 15: “How do you usually travel to work, (on a typical day)?”, 2021



Four-fifths of teachers (82%) usually travel to work by car or van and of those, around three-quarters travel alone. Around one in six teachers (16%) use a form of active travel (walk, run/jog, cycle, scooter) to get to work on a typical day and less than 1 per cent catch the bus.

In the 2019 Jersey Opinions and Lifestyle household survey (the latest household survey that asked Islanders about their modes of transport to work), it was reported that around half of Islanders (53%) travel by car to get to work and over a third (35%) adopt a form of active travel.

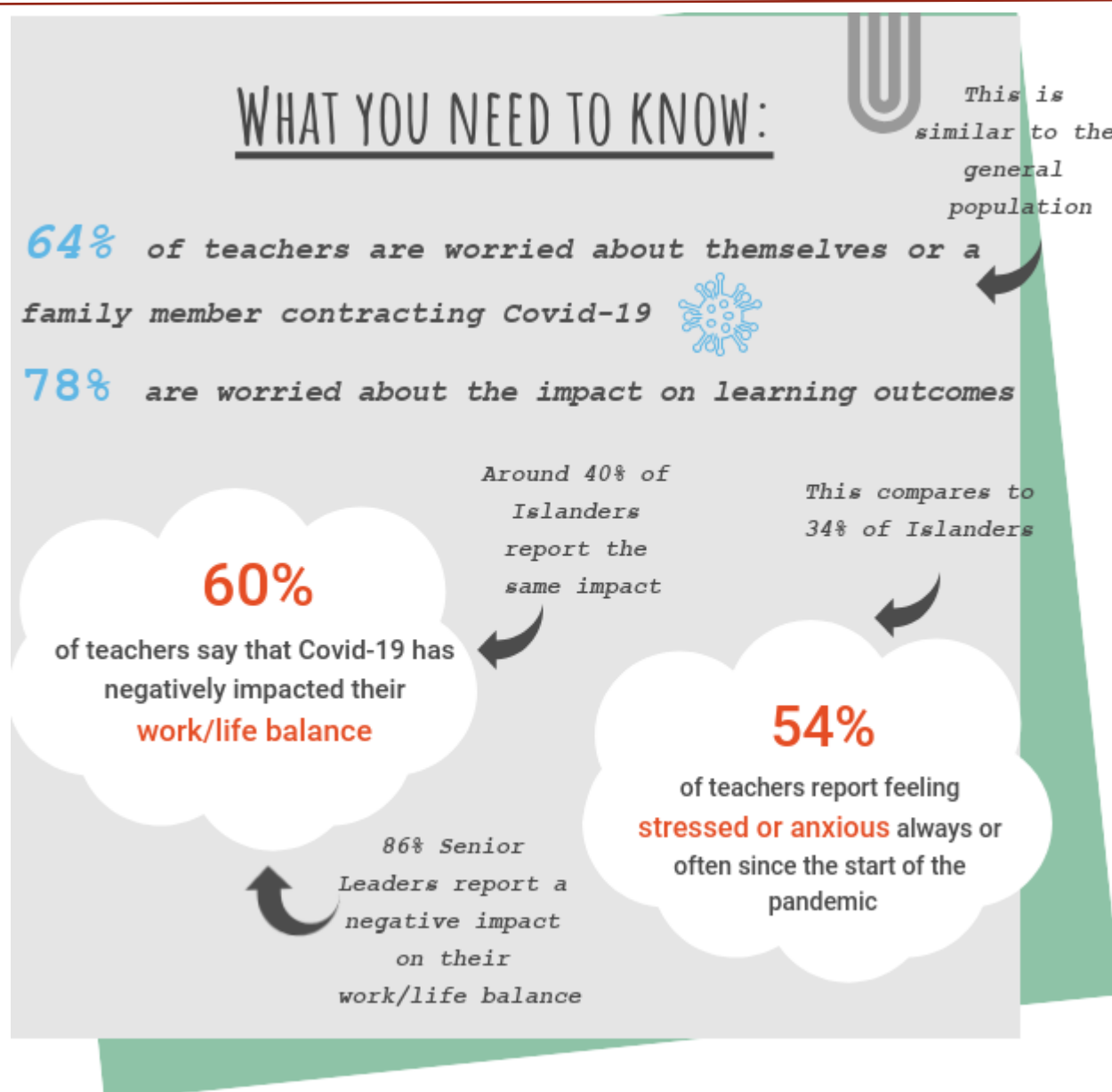
Table 9: “How do you usually travel to work, (on a typical day)?”, Teachers’ Survey 2021 and general population in JOLS, 2019

	Teachers	General Population
<i>Car or van on own</i>	61%	41%
<i>Car or van with other people</i>	22%	12%
<i>Motorbike/moped</i>	1%	4%
<i>Bus</i>	1%	6%
<i>Active travel (walk, jog/run, cycle, scooter)</i>	16%	35%

Source: 2021 Teachers Survey and JOLS 2019

Of those teachers who usually travel to work by car, van or motorbike, over half (54%) never use a more active form of travel. A quarter of teachers (25%) who usually travel by car, van or motorbike sometimes walk; a quarter (25%) sometimes cycle; 7 per cent sometimes run/jog.

6. Coronavirus (Covid-19)



In the latest round of the survey, teachers were asked about the impact of the Covid-19 pandemic on their health and wellbeing, their working life as a teacher, and the learning outcomes of children.

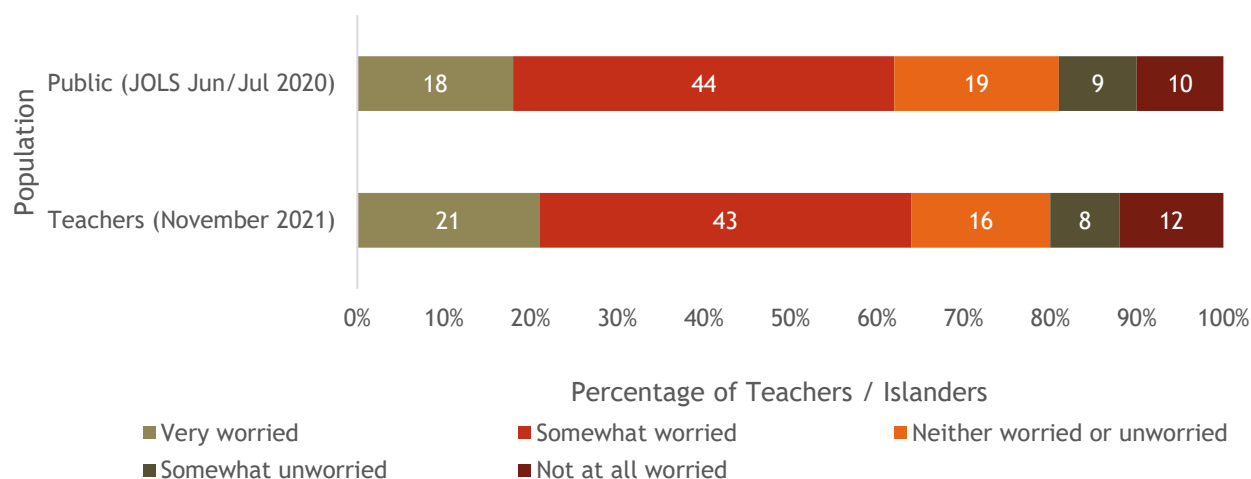
Many of the questions on Covid-19 asked in the Teachers' Survey have also been asked of the general population in the Jersey Opinions and Lifestyle Survey. This allows for a direct comparison between teachers and the wider community on some measures.

It should be noted that statistics for the general population (referenced from the Jersey Opinions and Lifestyle Survey 2020) reflect data collected in June and July of 2020. However, the most recent Teachers' Survey was administered during November of 2021. During these two time periods, Jersey was moving through different levels of government interventions and restrictions implemented in response to the COVID-19 pandemic.

Worries

Sixty-four per cent of teachers reported they were very worried (21%) or somewhat worried (43%) about themselves or someone in their family catching coronavirus (COVID-19). This is very similar to the proportion observed for the general population in 2020, when 62 per cent of Islanders reported being worried.

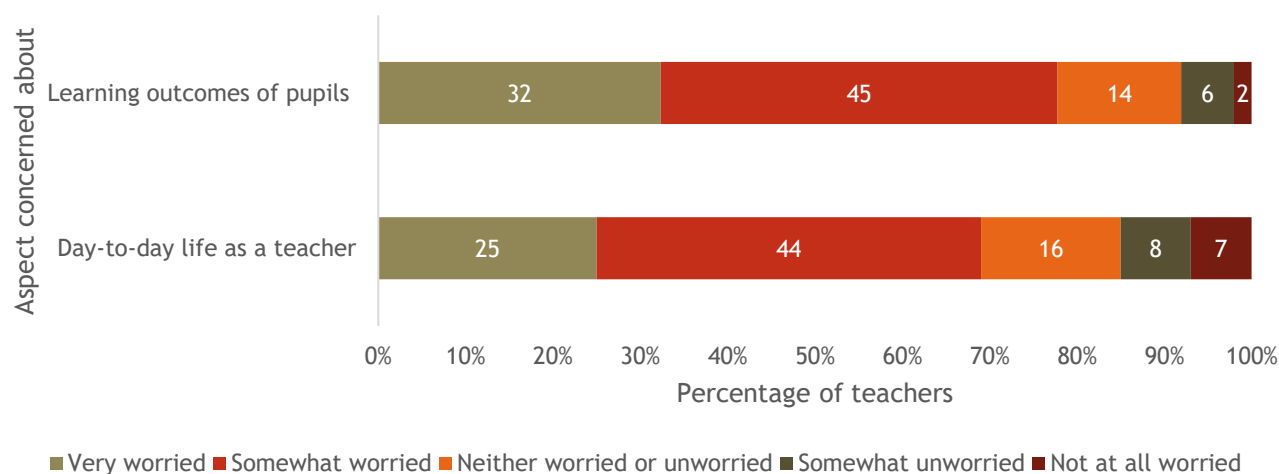
Figure 16: “How worried are you that you or someone in your family will contract coronavirus (COVID-19)?”, Teachers’ Survey 2021 and JOLS 2020



Source: 2021 Teachers Survey and JOLS 2020

Teachers were also asked how worried they were about the impact of Covid-19 on their day-to-day life as a teacher and on the learning outcomes of pupils.

Figure 17: The proportion of teachers who are worried or unworried about the impact of Covid-19 on their day-to-day life as a teacher and the learning outcomes of pupils, 2020



Around two-thirds (69%) of teachers reported being worried about the impact of the Covid-19 on their working life as a teacher. This was largely consistent across sectors and school types.

Almost four-fifths (78%) of teachers reported being worried (very or somewhat) about the impact of Covid-19 on the learning outcomes of pupils. Concern was greatest for teachers in the Government non-fee-paying sector (83%) compared to the Government fee-paying (69%) and non-provided (66%) sectors

Impact of Covid-19

Table 10: “Since March 2020, what impact has the coronavirus (COVID-19) outbreak had on the following aspects of your life?”, Teachers’ Survey 2021 and JOLS 2020

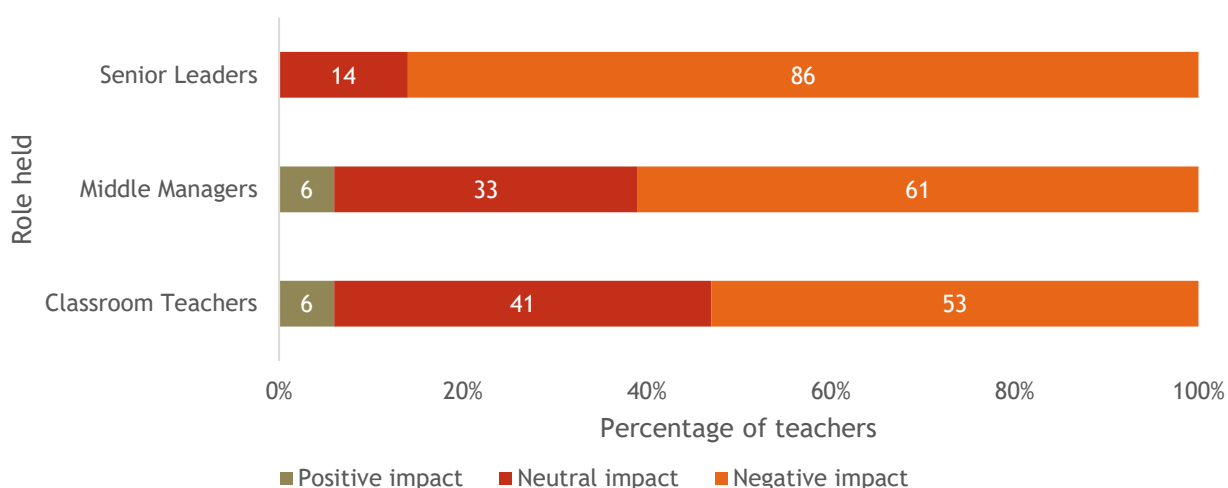
	Teachers’ Survey 2021			General Public (JOLS) 2020		
	Positive impact	Neutral impact	Negative impact	Positive impact	Neutral impact	Negative impact
Physical health	9	56	34	16	54	30
Mental health	2	41	57	8	50	43
Work/life balance	5	35	60	25	35	40
Relationships	10	59	31	21	52	27

Source: 2021 Teachers Survey and JOLS 2020

Around three-fifths of teachers reported that Covid-19 had negatively impacted their work/life balance (60%) and mental health (57%) since March 2020. This compares to around two-fifths of the general public who reported a negative impact on their work/life balance (40%) and mental health (43%) in the summer of 2020.

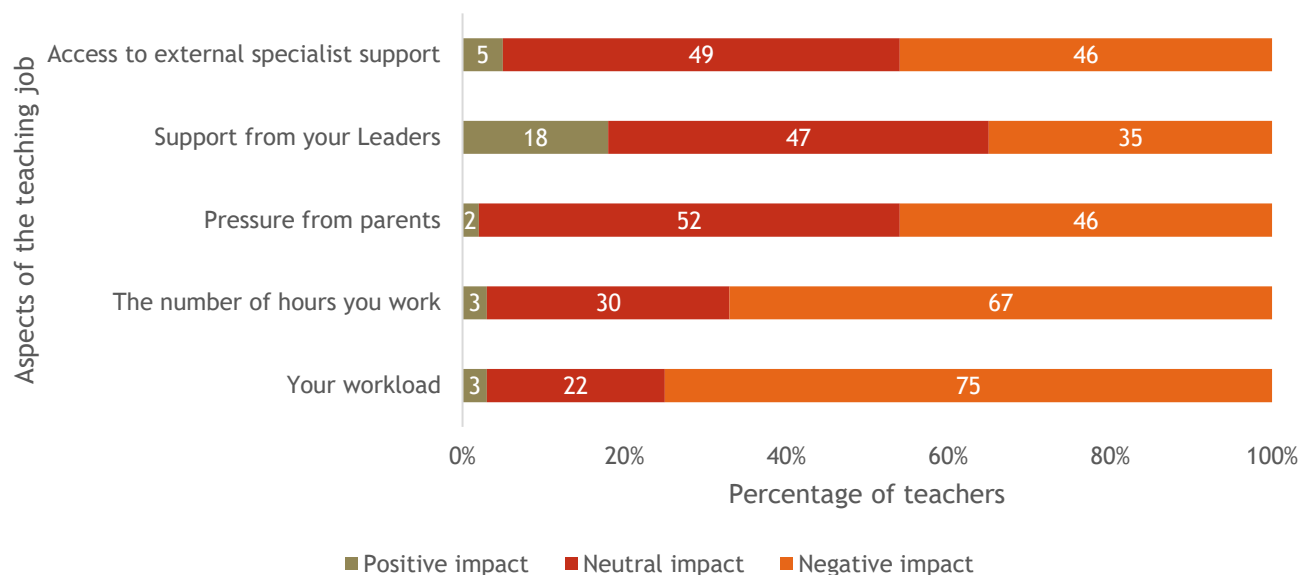
The reported impact of Covid-19 on the work/life balance of teachers was found to vary significantly by role. In 2021, almost 9 out of 10 senior leaders (86%) reported that Covid-19 had had a negative impact on their work/life balance. This compares to three-fifths (61%) of middle managers and around half (53%) of classroom teachers.

Figure 18: The percentage of teachers who report a positive or negative impact of Covid-19 on their work/life balance, by role, 2021



Teachers were also asked about the impact of Covid-19 on different aspects of their working life as a teacher. Three-quarters of teachers reported a negative impact on their workload (75%) and two-thirds (67%) reported a negative impact on the numbers of hours they worked. Almost a fifth of teachers (18%) reported that Covid-19 had positively impacted the support they received from their senior leaders.

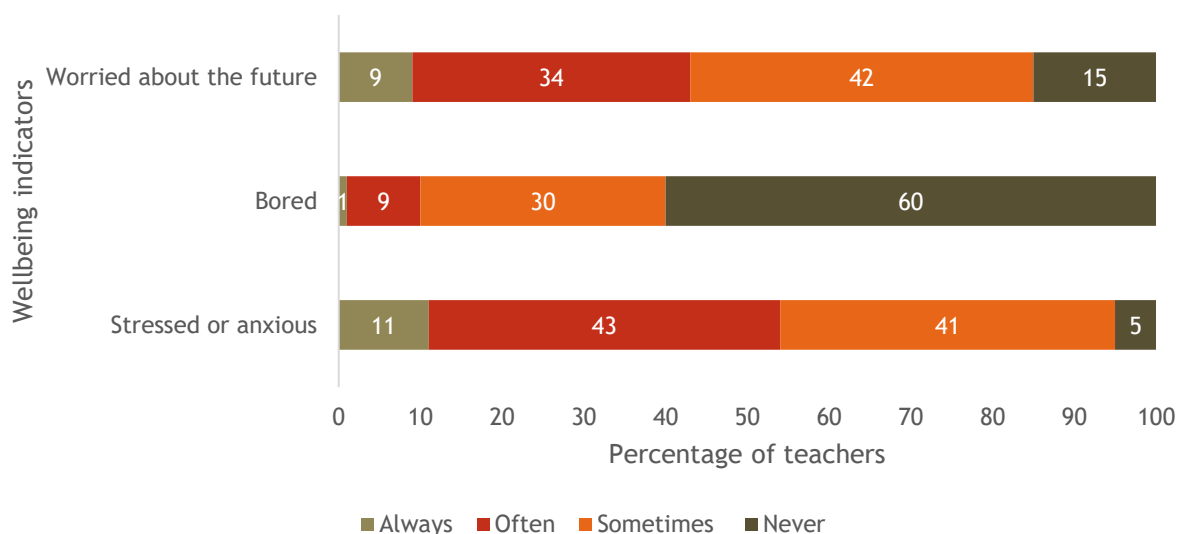
Figure 19: “Since March 2020, what impact has the coronavirus (COVID-19) outbreak had on your job as a Teacher?”, 2021



Wellbeing

More than half of teachers reported that since the start of Covid-19 they had felt stressed or anxious always (11%) or often (43%). This compares to a third of Islanders (34%), as reported in the Jersey Opinions and Lifestyle Survey 2020.

Figure 20: “Since the start of the coronavirus (COVID-19) outbreak, how often have you felt...?”, 2021



7. Pupil Wellbeing

Teachers in non-provided schools were more likely to report an increase in negative behaviours and conditions in pupils

WHAT YOU NEED TO KNOW:

Since the start of Covid-19

80% of teachers have noticed an increase in 'stress, anxiety and panic attacks' amongst pupils

59% of teachers have noticed an increase in relationship/friend problems

57% of teachers have noticed an increase in fear of academic failure

The greatest pressures on pupils today =



Social media



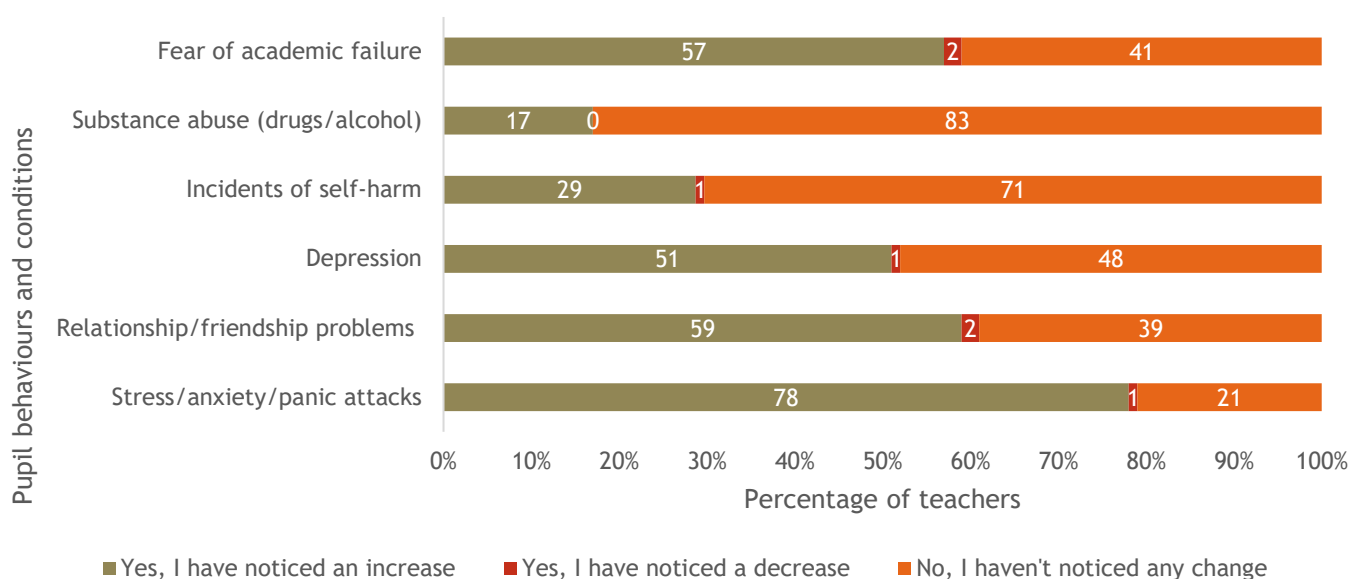
Assessment



Peers

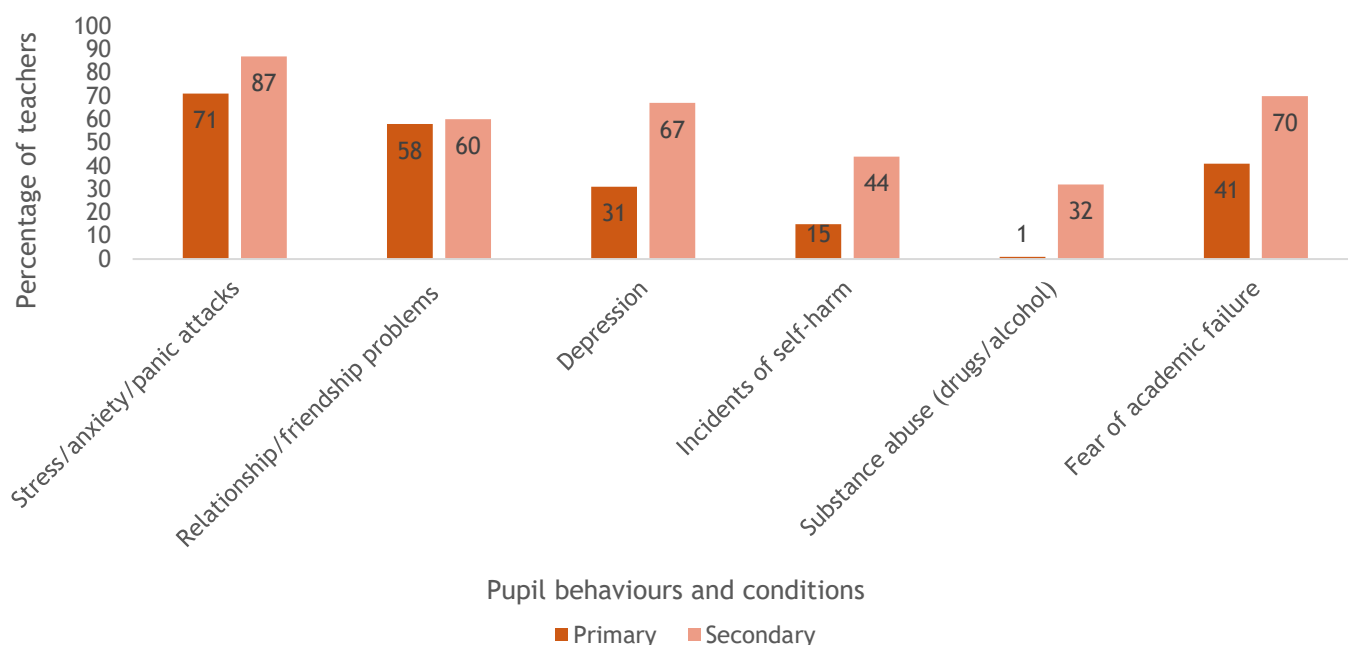
In 2021, 8 out of 10 (78%) teachers said they had noticed an increase in 'stress, anxiety and panic attacks' amongst pupils in their school since the start of the pandemic. Around three-fifths of teachers said they had noticed an increase in 'relationship/friendship problems' (59%) and 'fear of academic failure' (57%).

Figure 21: “Since the start of the coronavirus (COVID-19) outbreak, have you noticed any change in the following behaviours and conditions amongst pupils?”, 2021



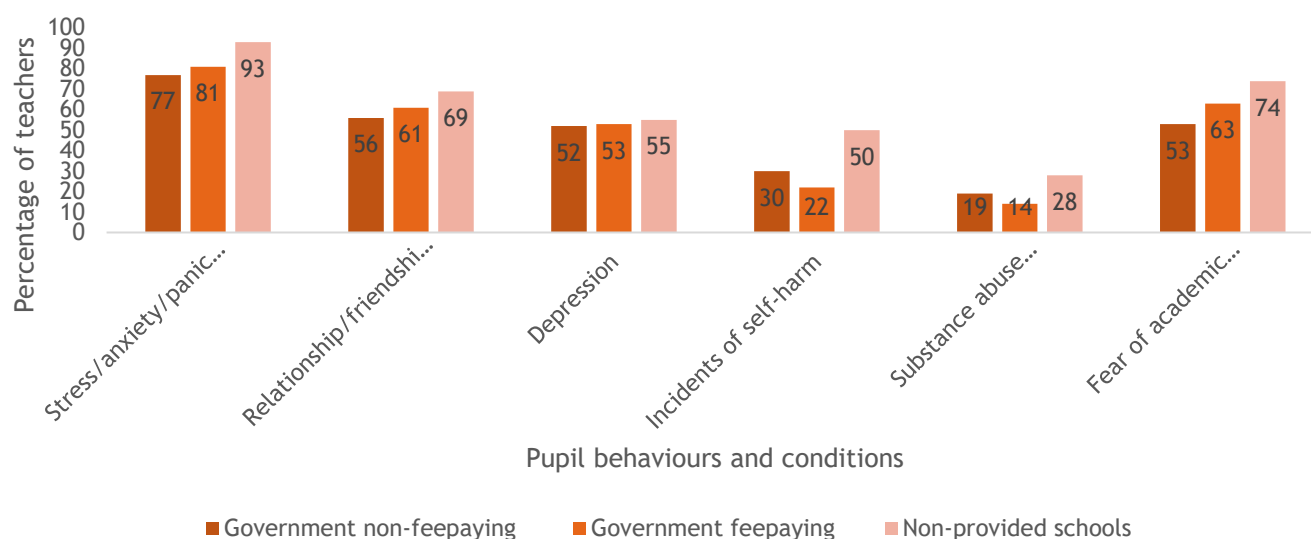
Teachers working in secondary schools were more likely to report an increase in negative behaviours and conditions amongst pupils, including ‘stress/anxiety/panic attacks’, ‘depression’, ‘incidents of self-harm’, ‘substance misuse’ and ‘fear of academic failure’, when compared to their counterparts in primary schools.

Figure 22: Percentage of Teachers who reported they had noticed an increase amongst pupils, by school type (primary and secondary), 2021



A higher proportion of teachers working in non-provided schools reported noticing an increase in ‘stress/anxiety/panic attacks’, ‘relationship issues’, ‘incidents of self-harm’, ‘substance misuse’ and ‘fear of academic failure’ amongst pupils in their schools.

Figure 23: Percentage of Teachers who reported they had noticed an increase amongst pupils, by sector, 2021



Pressures on students

Teachers were asked what they thought the greatest pressures were on pupils today. In the latest round of the survey (2021), ‘social media’ was cited as the greatest pressure on pupils (84% of teachers highlighted this option), followed by ‘examinations and tests’ (50%) and ‘peers’ (44%).

Table 11: “What do you think is the greatest pressure on pupils today?”, by sector, 2021

	Government non-fee-paying	Government fee-paying	Non-provided	Other	All teachers
Social Media	86	90	90	60	84
Assessment	46	50	54	59	50
Peers	48	40	42	34	44
Parental expectations	19	46	40	34	28
Worry about the future	42	26	32	31	37

There was some variation between sectors with a greater proportion of teachers in the non-provided (40%) and Government fee-paying sectors (46%) identifying ‘parental expectations’ as one the of the greatest pressures on pupils today. Whilst a higher proportion of teachers in Government non-fee-paying schools (42%) identified ‘worry about the future’ as a major concern compared to the Government fee-paying (26%) and non-provided (32%) sectors.

School support for pupil wellbeing

Figure 24: “What does your school do to support pupil wellbeing?”, 2021



Around two-thirds of teachers reported that their school supported pupil wellbeing through ‘working with parents’ (69% of teachers cited this), ‘staff training to identify early indicators of mental health’ (65%) and through ‘counselling’ (60%). In addition to the commonly cited support strategies presented above in Figure 15, teachers also referenced use of ‘Emotional Literacy Support Assistants (ELSA)’, ‘clubs and groups’, and ‘zones of regulation’ as methods of wellbeing support.

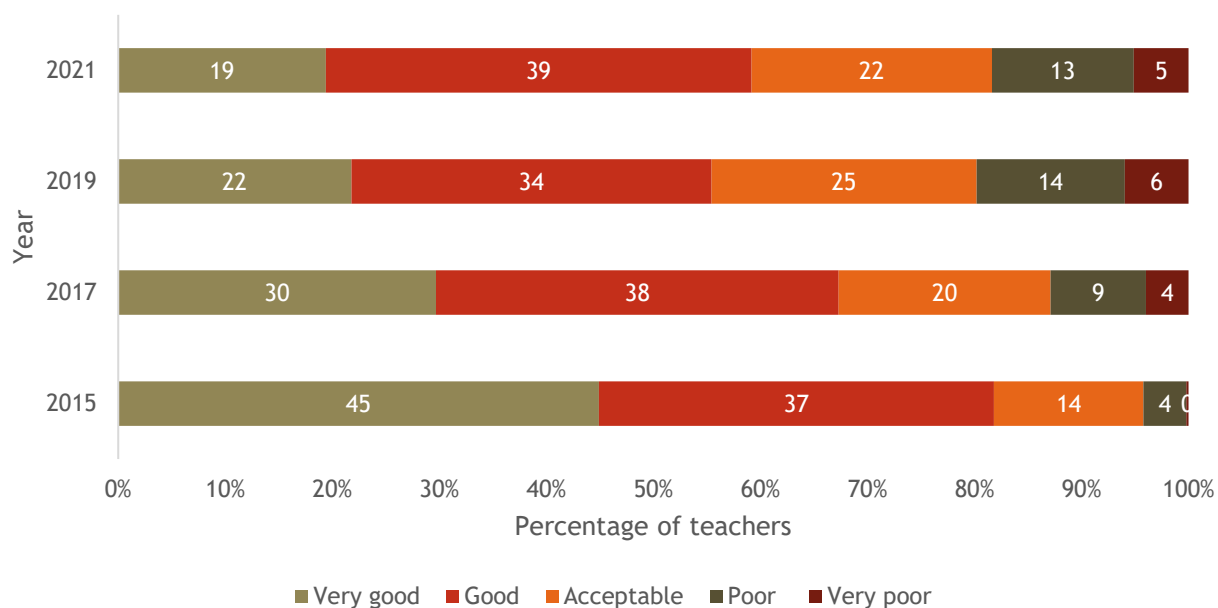
8. Pupil behaviour management



Perceptions of pupil behaviour

In the latest year, three-fifths (58 per cent) of teachers rated the behaviour of pupils in their school as either ‘good’ or ‘very good’, with a further 22 per cent describing pupil behaviour as ‘acceptable’. The percentage of teachers describing pupil behaviour as good or better in 2021 is similar to that observed in 2019 (56%) but significantly less than recorded 6 years ago. In 2015, 82 per cent of teachers described pupil behaviour as good or very good.

Figure 25: “Overall, how would you rate the pupil behaviour in your school?” 2015 to 2021



Perceptions of pupil behaviour were found to vary by sector and by role held in school. In 2021, 86 per cent of teachers in non-provided schools rated pupil behaviour as good or very good and 14 per cent rated behaviour as acceptable. No teachers in non-provided schools rated pupil behaviour as poor or very poor. This compares to 14 per cent of teachers in the Government fee-paying sector and 23 per cent in the Government non-fee-paying sector who rated pupil behaviour in their school as poor or worse.

Table 12: “Overall, how would you rate the pupil behaviour in your school?” by sector, 2021

	Very good	Good	Acceptable	Poor	Very poor
<i>Non-provided</i>	40	46	14	0	0
<i>Government fee-paying</i>	26	44	16	12	3
<i>Government non-fee-paying</i>	14	38	25	14	9

Senior leaders were found to be the most positive about pupil behaviour in their school, with 82 per cent reporting it to be good or very good in the latest year. This compares to 63 per cent of Middle Managers and 51 per cent of classroom teachers.

Table 13: “Overall, how would you rate the pupil behaviour in your school?” by role, 2021

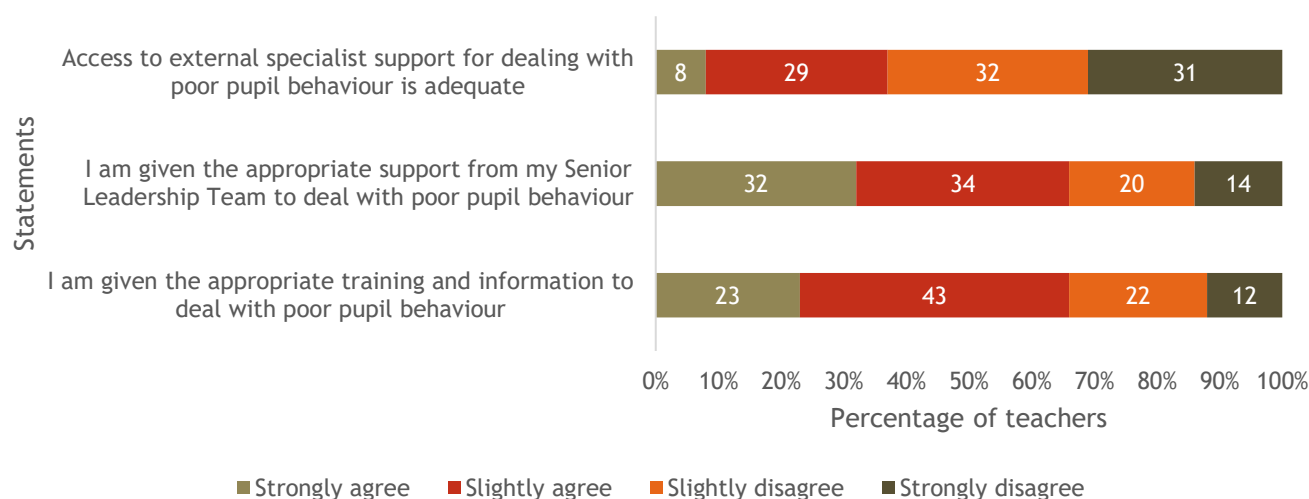
	Very good	Good	Acceptable	Poor	Very poor
<i>Classroom Teachers</i>	15	36	27	16	6
<i>Middle Managers</i>	23	40	22	11	5
<i>Senior Leaders</i>	31	51	9	5	4

In the latest round of the survey, teachers were asked about the impact Covid-19 on pupil behaviour. Results showed that half of teachers (50%) felt that Covid-19 had impacted negatively on pupil behaviour, whilst a similar proportion (48%) reported no difference. Less than 2 per cent of teachers felt there had been a positive impact.

Pupil Behaviour Management

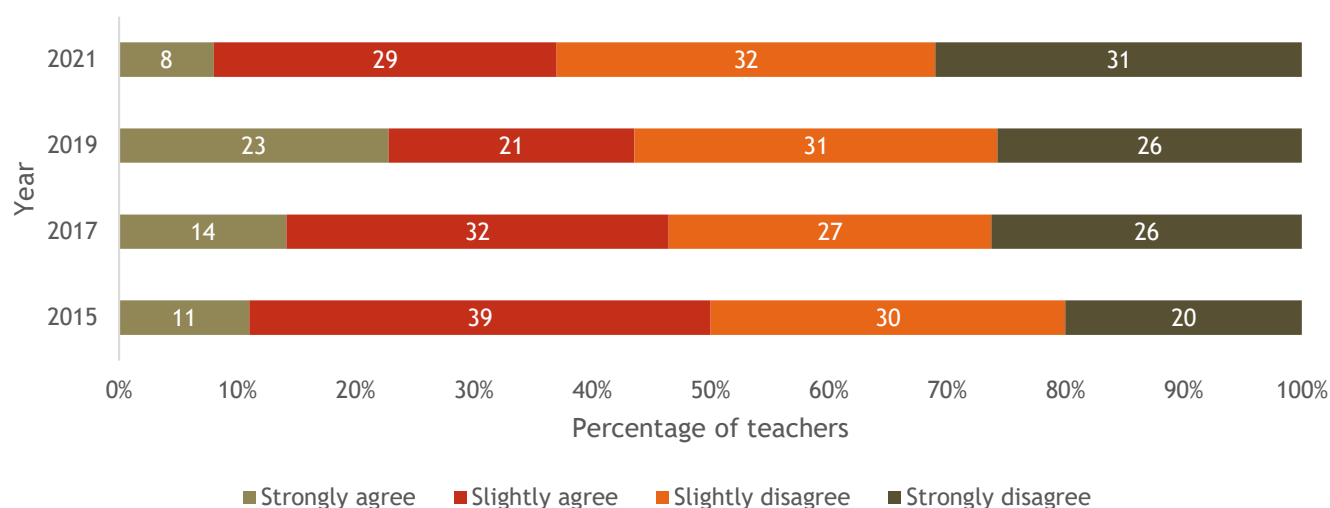
In 2021, around two-third (66%) of teachers agreed, to some extent, that they are given the appropriate training and information to deal with poor pupil behaviour in their school and appropriate support from their senior leadership team (66%). The proportion of teachers agreeing with these statements has remained broadly consistent over the last 6 years.

Figure 26: “Please indicate how much you agree or disagree with the following statements.”, 2021



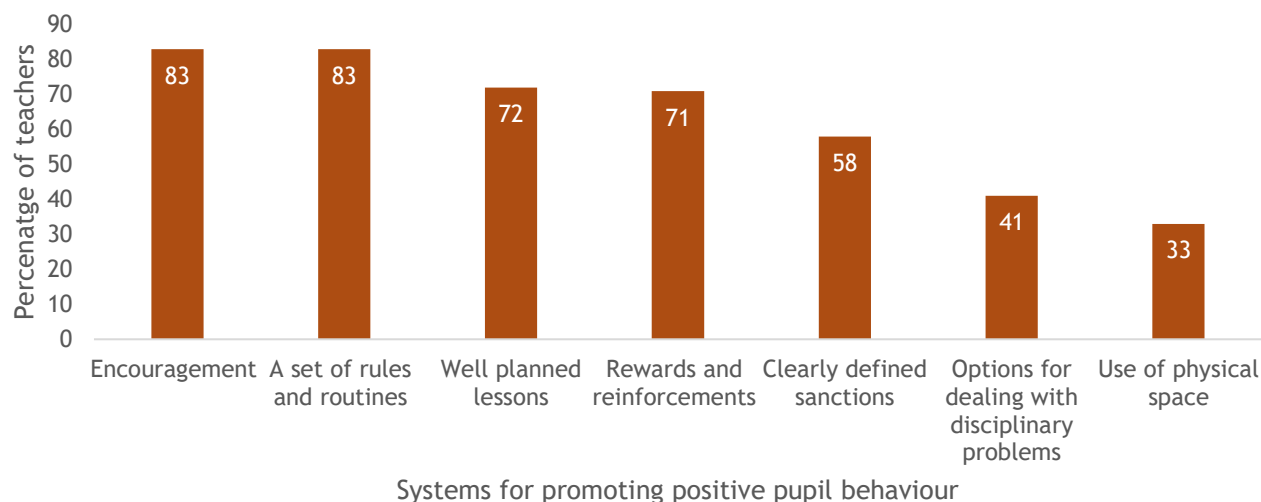
Around a third (37%) of teachers agree (slightly or strongly) that access to external specialist support for dealing with poor pupil behaviour is adequate in their school (2021). The proportion of teachers agreeing with this statement has fallen in each round of the survey since 2015.

Figure 27: Proportion of teachers who agree or disagree that access to external specialist support for dealing with poor pupil behaviour is adequate, 2015 to 2021



Teachers were asked about the systems employed in their schools to promote positive pupil behaviour. The most commonly cited systems included ‘encouragement to develop respectful and positive relationships’, ‘a set of rules and routines which are understood by all pupils’ and ‘well planned-lessons’.

Figure 28: “Please indicate which of the following systems are used in your school to promote positive pupil behaviour”, 2021

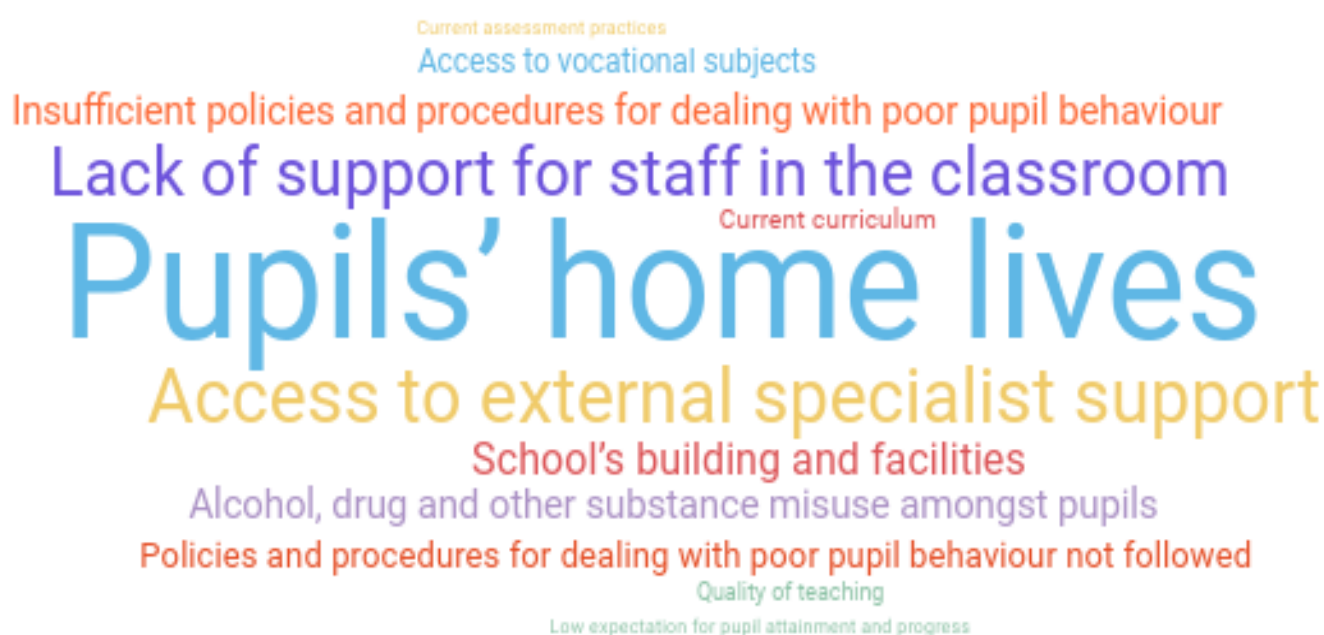


Reason for poor pupil behaviour

Teachers were asked what they thought the main reasons for poor pupil behaviour were in their school (discounting factors such as special educational needs and disability).

Over four-fifths (84%) of teachers identified a ‘pupil’s home life/parental guidance’ as a major contributing factor to poor pupil behaviour. Other contributing factors identified by teachers included ‘access to external support’ (42%) and ‘lack of support for staff in the classroom’ (38%).

Figure 29: “What do you think are the main reasons for poor pupil behaviour in your school?”, 2021

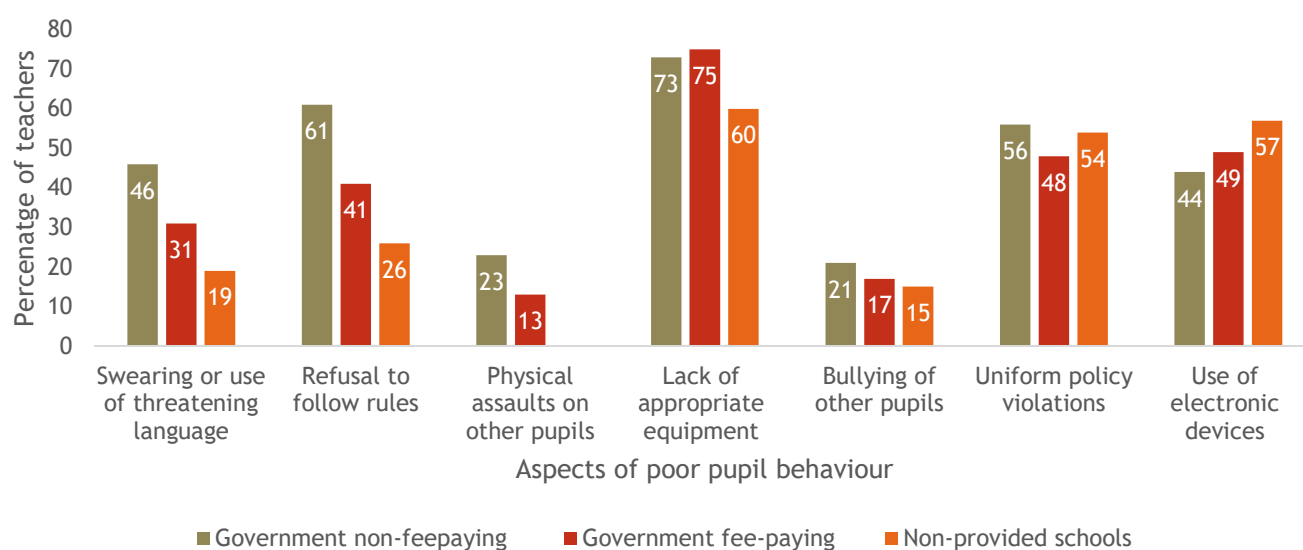


Experiences of poor pupil behaviour

Teachers were asked how frequently they had experienced certain aspects of poor pupil behaviour over the last three years. The most frequent types of poor pupil behaviour experienced by teachers included ‘failure to bring appropriate equipment to school’, ‘failure to comply with the uniform policy’ and ‘refusal to follow rules’.

Figure 30 shows the proportion of teachers reporting specific types of poor pupil behaviour which occur weekly or more frequently by sector.

Figure 30: Proportion of teachers reporting specific types of poor pupil behaviour which occur weekly or more frequently by sector, 2021



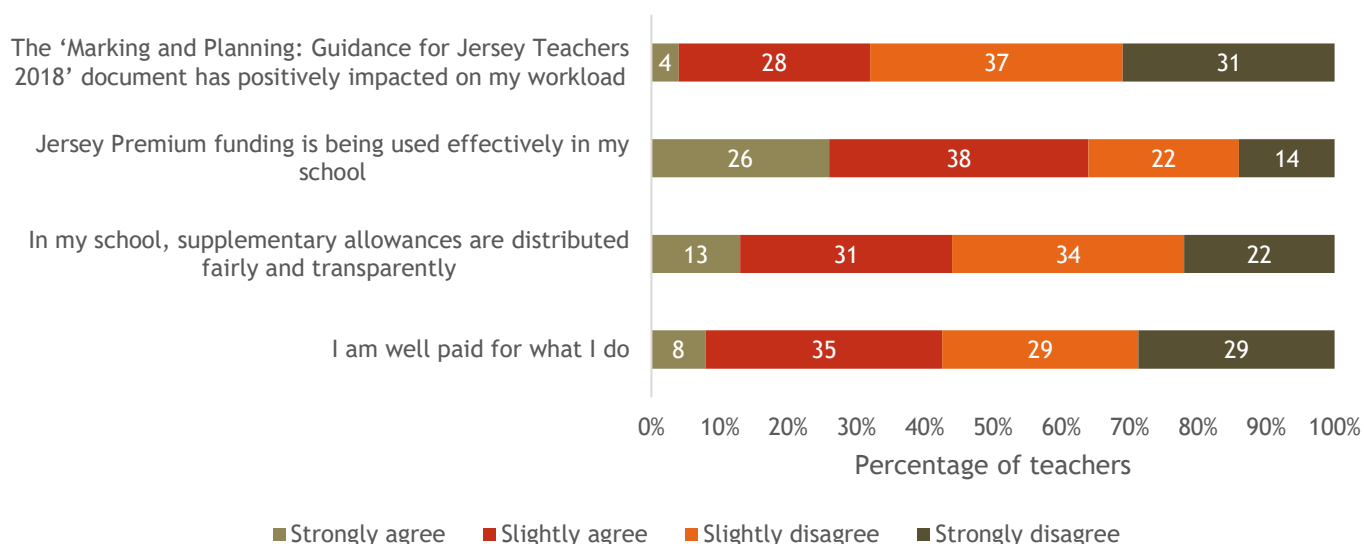
Teachers in non-provided schools generally reported less frequent displays of poor pupil behaviour in their schools when compared to teachers in other sectors. In particular, they experienced less frequent displays of ‘swearing or use of threatening language’, ‘refusal to follow rules’, ‘physical assaults on other pupils’ and ‘failure to bring in appropriate equipment’.

However, a higher proportion of teachers in non-provided schools (57%) reported weekly (or more frequent) experiences of ‘inappropriate use of electronic devices’, compared to teacher in the Government fee-paying (49%) and Government non-fee-paying (44%) sectors.

9. Working with Government



Figure 31: “Please indicate how much you agree or disagree with the following statements”, 2021



Pay

More than two-fifths (43%) of teachers agreed (slightly or strongly) with the statement ‘I am well paid for what I do’. This has fallen since 2019, when the percentage of teachers who agreed they were well paid in their role was over half (52%).

The proportion of teachers who agree they are well paid for what they do is largely consistent across sectors and roles, however there is some variation by school type. Less than a third (32%) of primary school teachers believe they are well paid, compared with almost half (45%) of secondary school teachers and around three-fifths of teachers working in special schools (63%) and in the ‘other’ sector (56%).

Table 14: Proportion of teachers who agree or disagree with the statement “I am well paid for what I do”, role

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
Primary school	7	25	37	31
Secondary school	7	38	27	28
Special School	25	38	13	25
Other	9	47	19	25

Supplementary allowance and pay

In 2021, around two-fifths of teachers (44%) agreed to some extent that supplementary allowances were distributed fairly and transparently in their school. This is similar to the proportion observed in previous rounds of the survey.

Jersey Premium funding

In 2021, over three-fifths of teachers (64%) agreed (strongly or slightly) that Jersey premium funding was used effectively in their school. This is a similar proportion to that recorded in the 2019 round of the survey (66%).

Guidance provided by the Department

In 2018, the Department worked with representatives from the teaching profession to produce a guidance document called ‘Marking and Planning: Guidance for Jersey Teachers 2018’.

In 2021, a third of teachers (32%) agreed that the guidance document had positively impacted on their workload. This is broadly in line with 2019, when 35 per cent of teachers agreed to some extent it had had a positive impact.

Background Notes

Methodology

The Jersey Teachers' Survey was sent to all qualified teaching professionals in Jersey (around 1,350) in November 2021. This included all professionals working in Jersey schools and colleges (reception year and above) across all sectors (Government non-fee-paying, Government fee-paying and non-provided), as well as those teachers working in the CYPES Department, Supply Teachers and zero-hours lecturers working at Highlands College.

The survey was administrated fully online using SmartSurvey technology. All teachers were sent an email link to access the survey. Survey responses were cleansed and analysed by the CYPES Insight Team.

Response rate

The overall response rate to the 2021 survey was 38 per cent; a good response rate for a voluntary online survey. The response rate was found to vary according to school type and sector with the highest level of engagement observed for teachers working in secondary fee-paying schools.

Table 14: Response rates by sector and school type, 2021

Sector	School type	Response Rate
Government	Primary Non-fee paying	0.51
Government	Primary fee-paying	0.45
Government	Secondary non-fee paying	0.41
Government	Secondary fee paying	0.65
Government	Special	0.26
Private	Primary	0.21
Private	Secondary	0.17
Other	Other	0.20
	Total	0.38

Weighting

Whilst the survey was sent to all teaching professionals in Jersey in order to achieve results that represent the opinions and behaviours of the entire teaching population, we know that response rates for certain subgroups of teachers were lower than for others e.g., the response rates for teachers working in the non-provided and 'Other' (supply teachers, teachers working in CYPES, zero-hours lecturers) sectors were particularly low. The profile of those teachers who responded to the survey was therefore cross-referenced against available data for the entire teaching population, sourced from the Government of Jersey Human Resources Information System and payroll system (for teachers in Government fee-paying and non-fee-paying schools) and provided directly by non-provided schools.

To avoid over- or under-representation of these, and other, sub-groups of teachers, the survey responses were weighted according to school type and sector.

Definitions

For results published by sector

- Non-provided includes teachers working at FCJ, Helvetia, St Christopher's School, St George's School, St Michael's School, De La Salle College and Beaulieu Convent School
- Government fee-paying includes teachers working at Jersey College Preparatory School, Victoria College Preparatory School, Jersey College for Girls and Victoria College
- Government non-fee-paying includes Bel Royal School, d'Auvergne School, First Tower School, Grands Vaux School, Grouville School, Janvrin School, La Moye School, Les Landes Primary School, Mont à L'Abbé School, Mont Nicolle School, Plat Douet School, Rouge Bouillon School, Samarès Primary School, Springfield School, St Clement's School, St John's School, St Lawrence School, St Luke's Primary School, St Martin's Primary School, St Mary's School, St Peters Primary School, St Saviour's School, Trinity Primary School, Grainville School, Haute Vallée School, Hautlieu School, Le Rocquier School, Les Quennevais School, Highlands College, La Sente/La Passerelle
- Other includes those teachers working for the Government of Jersey CYPES department, supply staff and zero-hour lecturers working at Highlands College.

Rounding

All numbers have been rounded independently to the nearest integer, so totals in published tables may not necessarily sum to the corresponding row or column totals.

Contact details

CYPES Informatics

Department for Children, Young People, Education and Skills

PO Box 142

Highlands Campus Jersey

JE4 8QJ

eduinsight@gov.je