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Introduction

Across education systems worldwide, teaching remains a profession defined by purpose. Teachers continue to show deep commitment to their students, pride in their work and belief in the value of education. Yet behind this commitment sits a growing contradiction. The work that teachers care about is increasingly being sustained through personal sacrifice rather than sustainable conditions.

The **Tes teacher wellbeing report 2026: Global** brings together the voices of more than 2,800 educators across regions, roles and career stages. What emerges is not a picture of disengagement or declining standards, but of a profession stretched beyond its limits – not by a single crisis, but by the steady accumulation of pressure over time.

This isn't a story of sudden collapse. It's the story of erosion. Workload expectations that consistently exceed contracted hours. Behaviour challenges that consume time and emotional energy. Inclusion demands that grow faster than staffing and systems can support. Limited flexibility in a world where other sectors have adapted. Career progression pathways that feel incompatible with wellbeing or family life. Taken together, these pressures are reshaping how teachers experience their work and how long they believe they can remain in the profession.

A defining theme of this year's findings is **time**. Across every chapter of this report, time emerges as the scarcest and most contested resource. Teachers aren't resisting responsibility, accountability or complexity. They understand the demands of modern education. What they lack is the time to meet those demands well – time to plan, to respond, to support students, to engage with families and to grow professionally.

As a result, commitment is increasingly being mistaken for capacity. Teachers are coping by extending their working lives into evenings, weekends and holidays. They're absorbing complexity through unpaid labour and emotional endurance. In many cases, this masks the severity of strain until it becomes unsustainable. Burnout doesn't always announce itself loudly; it often hides behind professionalism, resilience and a strong sense of duty.

The implications of this are significant. When large proportions of the workforce don't plan to stay in teaching long term, the issue is no longer individual wellbeing alone. It becomes a systemic risk – to continuity, leadership pipelines, institutional knowledge and ultimately to student outcomes. Recruitment initiatives, while important, can't solve this problem if retention and progression remain compromised.

This report matters because it moves beyond surface indicators of satisfaction and asks harder questions about sustainability. It challenges leaders to look not only at what teachers are achieving, but at the conditions under which that achievement is being delivered. The findings presented here aren't a call for lowered standards or reduced ambition. They're a call for alignment between expectations and capacity, policy intent and practical delivery, and leadership vision and classroom reality.

The commitment of teachers is still strong. The question this report raises is whether education systems will act in time to match that commitment with conditions that make staying possible.

About the survey

The Tes teacher wellbeing report 2026 draws on over 2,800 responses collected in an online survey from 26 November to 7 December 2025.

Respondents based in 196 countries included teachers, trainee teachers, teaching assistants, supply teachers, SENCOs, DSLs and leaders, representing schools of every size.

Together, they offer a snapshot of the wellbeing of educators around the world and the challenges they face.

At a glance:

Commitment remains high, wellbeing doesn't



While 62% of respondents report moderate to favourable job satisfaction, only 53% rate their overall wellbeing positively.

Workload remains the dominant pressure



73% say workload is a primary source of stress with 63% working six or more hours beyond their standard week.

The standard working week has collapsed



Only 4% of respondents report being able to work within their regular contracted hours. 14% report working weeks of 69 hours or more.

Inclusion is supported in principle, strained in practice



While most teachers believe inclusion policies are effective, 61% identify meeting diverse learning needs as their primary challenge.

Flexibility has become a retention issue



76% say flexible or hybrid working is important, yet 68% report no access to either.

The leadership pipeline is under threat



50% of respondents don't plan to stay in teaching long term, with stress, workload and lack of recognition driving attrition.



The risk isn't only individual burnout

But the loss of experienced teachers and future leaders at scale.

Commitment remains high, wellbeing doesn't

This year's global findings reveal a profession sustained by deep commitment, but increasingly at risk of burnout. Teachers continue to care deeply about their students and the purpose of their work, yet this commitment is masking the extent of strain they're experiencing day to day.

Key findings:

62% reported **moderate to favourable job satisfaction**, indicating that many teachers **value their work despite ongoing strain**.

26% rate their wellbeing at work as **poor or very poor**.

73% identified **workload** as the primary source of **work-related stress**.

58% cited **student behaviour** as a major **stressor**.

53% rated their **overall wellbeing** as moderate to favourable.

50% of teachers rate **leadership support negatively**, compared with **22%** of middle leaders and **6%** of senior leaders.

66% identified **work-life balance** as the area where schools most **urgently need to improve**.

52% cited **recognition and appreciation** as a key area for improvement.

Commitment remains high, wellbeing doesn't

The data shows a consistent disconnect: job satisfaction remains relatively strong, yet wellbeing doesn't. As many as one in four teachers (26%) rate their wellbeing at work as poor or very poor, despite continued commitment to their role – reinforcing how burnout can remain hidden behind professional dedication. With 62% reporting moderate to favourable job satisfaction, satisfaction appears to coexist with strain, rather than signal healthy working conditions. Teachers are staying because the work matters, not because the system is working well for them.

Workload remains the dominant source of stress globally, cited by 73% of respondents. This is reflected in the hours teachers are working: nearly two-thirds report working six or more hours beyond their standard week, and more than a third regularly work nine or more additional hours.

Leadership culture also plays a significant role here: 43% cite lack of leadership support as a stressor, revealing that wellbeing is shaped not only by what teachers are asked to do, but by how supported they feel in doing it. Concerns around work-life balance, professional growth and access to high-quality teaching resources compound these pressures, suggesting that stress is both systemic and cumulative.

Respondents repeatedly described environments characterised by “unrealistic expectations of teachers”, “lack of support from line manager” and “lack of respect, acknowledgement, recognition and appreciation”. Several responses pointed to bullying and harassment as normalised features of workplace culture, with repeated references to toxicity and micromanagement.

Key takeaway

Wellbeing is shaped by what schools signal is possible. The question for leaders isn't what wellbeing initiative to add, but what pressure can be removed, what expectations can be clarified and what behaviours are being modelled from the top. In a system built on endurance, redesigning expectations is more effective than asking staff to cope better.



“Lack of recognition by leadership of experience, expertise and years of outstanding outcomes...Seeing fellow colleagues harassed about their performance. Toxic work environment.”



Workload and the collapse of the standard working week

Workload has long been recognised as a challenge in teaching. What has changed is how normalised overload has become and how little space remains to absorb it.

Key findings:

63% work **six or more hours** per week beyond their contracted hours.

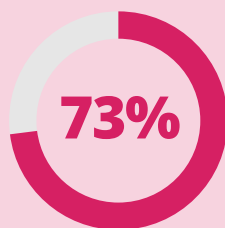
38% work **nine or more** additional hours.

Only **4%** are able to keep their work **within their contracted working hours.**

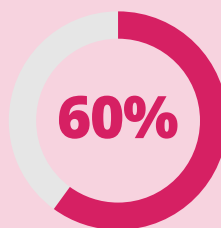
14% regularly clock working weeks of at least **69 hours.**

42% describe themselves as **very** or **extremely overwhelmed.**

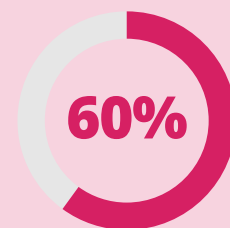
Extra hours are most commonly devoted to:



Lesson planning



Administration



Marking

The global survey illustrates that the standard work week has become a myth for teachers. With nearly two-thirds of respondents working an additional day or more each week, the profession continues to rely heavily on unpaid labour. At the extreme end, 14% of respondents report working at least 69 hours per week, placing them well beyond recognised thresholds for safe and sustainable working.

Workload and the collapse of the standard working week

Crucially, these hours aren't being spent on optional extras, but on core tasks such as planning, marking, administration and personalised support. This indicates that workload pressure is rooted in the fundamental requirements of the role. Curriculum expectations have increased and administrative tasks have multiplied, while dealing with more complex student needs and family behaviours is taking a growing share of teachers' time and emotional energy. Without a corresponding reduction elsewhere, this expansion is being absorbed into evenings, weekends and holidays.

The result is a workforce operating without recovery time, where long hours are no longer exceptional but expected. The intensity of workload is reflected in emotional responses: 42% of respondents described themselves as very or extremely overwhelmed.

Key takeaway

When only 4% of teachers are able to work within their contracted hours, workload pressure can no longer be treated as an issue of individual efficiency or better time management. While school leaders may not control system-level pressures, they do shape how work is resourced, prioritised and supported at a local level.

Without deliberate investment and redesign, the system continues to rely on goodwill to function. Over time, this reliance carries a clear retention risk. When sustained overwork becomes normalised, even highly committed teachers begin to disengage or leave – not because they no longer care, but because the role has become unsustainable.



“The workload is so heavy that I am unable to finish everything during my working hours, so I often have to continue working at home after school and even on weekends.”

Classroom control is on a knife's edge

Student behaviour is now a major driver of wellbeing pressure for teachers. Although more than four in five report that they're usually or always able to maintain calm and control in the classroom, this control is increasingly fragile. Rather than isolated flashpoints, teachers describe a persistent backdrop of low-level disruption that steadily erodes time, energy and morale.

Key findings:

58% cited **student behaviour** as a **major stressor**.

82% identified **low-level behaviours** such as talking and general disruption as their most **frequent classroom challenge**.

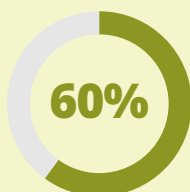
51% reported regularly dealing with **student disrespect**, while **41%** face **direct defiance**.

39% cited **lateness and/or truancy** as a significant behaviour issue.

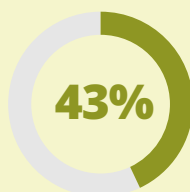
27% identified **misuse of technology** as a growing concern.

18% reported **aggression**, and **12%** said they've experienced **physical violence** in the classroom.

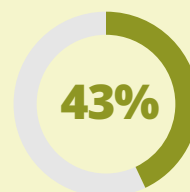
The biggest barriers to positive behaviour were identified as:



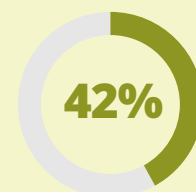
Poor student motivation



Lack of time



Lack of leadership support



Challenges with parent involvement

Classroom control is on a knife's edge

Disrespect (51%), defiance (41%) and lateness or truancy (39%) are also widespread, while 18% report aggression and 12% physical violence – figures that, while smaller, are nonetheless significant. Even when infrequent, these experiences have an outsized impact on teachers' sense of safety and authority, particularly when responses are perceived as inconsistent or minimising the seriousness of incidents.

These behaviour challenges don't sit in isolation. They're closely linked to disengagement, unmet learning needs and staffing constraints. Poor student motivation was the most commonly cited barrier to positive behaviour, reinforcing the idea that disengagement, rather than overt misconduct, now sits at the heart of many classroom challenges.

This is compounded by limited time and inconsistent support, leaving teachers to manage increasingly complex behavioural dynamics alongside already unmanageable workloads. Where capacity is stretched, low-level disruption becomes harder to address early, allowing patterns to persist. As one teacher noted, "Poor behaviour management systems and a lack of consequence for low level behaviours or rudeness." A recurring theme across responses was overcapacity; there are too many students with complex needs and too few staff to support them effectively.

Key takeaway

Behaviour should be treated as a whole-school system issue, rather than an individual classroom failing. Persistent low-level disruption should be treated as a legitimate barrier to learning and teacher wellbeing, not as background noise to be tolerated.

Consistent policies, visible leadership support and realistic staffing models are essential to protecting both learning and wellbeing. Where leadership responses are slow, inconsistent or perceived as dismissive, teachers are left feeling exposed and unsupported. Investment in training, time allocation and shared behaviour frameworks can help reduce the individual burden on teachers and create more manageable, safer classroom environments.



"There are students who have special needs who need more specialist help. They can get overwhelmed and because of this they can get disruptive. This is because their needs are not being met."



Inclusion in principle, constrained in practice

Teachers overwhelmingly support inclusive education and believe in its principles. However, they're increasingly constrained in their ability to deliver that inclusion effectively. The most frequently cited challenges – meeting diverse learning needs, lack of support staff and supporting students who are struggling – suggest inclusive intent is outpacing the resources required to deliver it effectively.

Key findings:

83%

of respondents believe their **school's inclusion policies** are at least somewhat effective, with **42%** rating them as **very or extremely effective**.

61%

identified **meeting diverse SEND or learning support requirements** within a single classroom as their primary inclusion challenge.

53%

cited a **lack of support staff** as a major barrier to effective inclusion.

50%

find it **difficult to support students who are clearly struggling**, even where formal diagnoses or classifications are absent.

74%

agreed or strongly agreed that they feel **supported by leadership** in relation to safeguarding.

72%

agreed or strongly agreed that they have access to the **tools and resources** needed to manage safeguarding responsibilities.

Teachers repeatedly described classrooms operating beyond reasonable capacity, with one teacher describing “too many needs in large classes. Increase in needs over the years. Cuts in funding.”



“The sheer number of students with SEND, etc, now in mainstream – I can’t remember all their plans (or med needs), I can’t cope with 10 plus ADHD/ASD/HI students, etc, in a class of 30 – which is now the norm.”

Crucially, teachers report that inclusion pressures aren’t confined to students with formal SEND classifications. Half of respondents highlighted difficulty supporting students who are clearly struggling but may not meet thresholds for additional funding or specialist intervention. This creates a grey zone in which teachers are expected to bridge gaps without the authority, time or resources to do so effectively. Managing classroom dynamics (40%) and limited funding (38%) further compound this strain, reinforcing the sense that inclusion is increasingly reliant on individual teacher effort rather than systemic support.

Safeguarding, by contrast, emerges as a relative area of strength. Nearly three-quarters of respondents reported feeling supported by leadership in their safeguarding responsibilities and a similar proportion agreed that they have access to appropriate tools and resources. The strong correlation between feeling supported and having access to effective tools suggests that clarity, training and well-designed systems play a critical role in building teacher confidence.

The contrast between inclusion and safeguarding is instructive. Where safeguarding is typically supported by standardised processes, clear ownership and defined escalation pathways, inclusion often remains fragmented, locally interpreted and administratively heavy. As a result, teachers are left to navigate complex documentation, inconsistent expectations and competing demands, while still maintaining classroom behaviour and learning outcomes.

Key takeaway

Inclusion is no longer a policy problem – it’s a capacity and systems issue. Where intent isn’t matched by the right processes, inclusion risks becoming unsustainable for staff.

While leaders can’t control government funding decisions, they do have influence over how inclusion is organised at the school level. Applying the same principles that underpin effective safeguarding – clarity, consistency, shared responsibility and fit-for-purpose systems – could significantly reduce burden and improve confidence. Without this shift, inclusion risks remaining dependent on individual teacher capacity rather than collective infrastructure.

Flexibility has become a retention issue

Teachers increasingly view flexibility not as a perk, but as a condition of staying in the profession. 76% say flexible or hybrid working is important, yet 68% report no access to either.

While there's widespread recognition that teaching presents unique challenges when it comes to flexible working, the global data suggests that current models of delivery are increasingly out of step with staff expectations around work-life integration.

Key findings:

76% of respondents said that having access to **flexible or hybrid working options** is important or extremely important.

36% rated **flexibility** as extremely important to them.

43% identified the **complexity of delivering flexible working arrangements** as the main barrier to implementation.

30% cited **leadership mindset** as a key obstacle to change.



Funding, staffing shortages and cultural norms were repeatedly raised as underlying constraints.

The strength of feeling around flexibility is notable. More than three-quarters of respondents view flexible or hybrid working as important, with 36% of those rating it extremely important. Yet more than two-thirds report that their school offers no flexible or hybrid working arrangements at all.

This gap between expectation and provision reflects a broader shift in how work is understood across the economy following the Covid-19 pandemic. In many sectors, flexibility is now an established part of working life, particularly for tasks that don't require physical presence. Teachers are increasingly conscious of this contrast. While classroom teaching necessarily remains in-person, the limited flexibility around planning, marking, meetings and administrative work leaves many feeling that education hasn't kept pace with wider workforce norms.

Teachers demonstrated a clear-eyed understanding of the challenges involved. Some 43% pointed to the complexity of delivery as the primary barrier, with comments frequently referencing rigid timetabling, insufficient staffing and the practical reality that "someone still has to be in front of the class". Funding and workforce shortages were recurring themes, reinforcing the idea that flexibility is often viewed as desirable in theory but unworkable under current resourcing models.



“Those who teach a lot of face to face don't have the option to work from home; those who are in leadership and have few, if any, face to face teaching, can work from home.”

Leadership culture also emerged as a significant factor. Almost a third of respondents (30%) identified leadership mindset as a barrier, suggesting that flexibility isn't only constrained by logistics, but by assumptions about professionalism, presence and fairness. Some respondents questioned why flexibility appears more accessible to senior staff than to classroom teachers, while others noted a lack of clarity about what flexible or hybrid working could realistically look like in a school setting at all.

This ambiguity creates a further emotional barrier. Many teachers expressed a strong sense of responsibility to their students and colleagues, coupled with concern that any form of absence would increase the burden on others. Where staffing is already stretched, flexibility can feel less like an option and more like an additional source of guilt, reinforcing patterns of overwork and presenteeism.

Taken together, the findings suggest that while teachers don't underestimate the operational realities of schools, there's a growing sense that the profession risks falling behind other sectors in its ability to adapt working models to modern expectations. Without visible progress, flexibility may increasingly become a factor in recruitment, retention and long-term sustainability.

Key takeaway

Flexible working has become a proxy for something broader: control over working life. Staff aren't asking to work less, but differently. Leaders who engage seriously with flexibility signal that staff time and life outside work are legitimate considerations – a key factor in retention.

Globally, the challenge for leaders is to move the conversation on flexibility beyond whether it's possible and toward where it can be meaningfully applied. While full hybrid models may not be feasible in classroom-based roles, there are opportunities to introduce greater flexibility around non-teaching tasks, including lesson planning, marking, meetings and parent engagement.

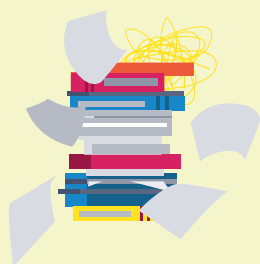


**“Lack of staffing to offer flexibility.
Who would pick up the slack?”**

The leadership pipeline is under threat

Education is facing a serious workforce challenge. Half of respondents don't plan to stay in teaching long term. Unsurprisingly, given the survey findings, stress and workload dominate the reasons for leaving.

Key findings:



Stress (55%) and workload (54%)

were the most commonly cited reasons for considering leaving the profession.

38%

cited a **lack of appreciation**, while 35% pointed to **student behaviours** as contributing factors.

51%

identified **lack of time** as the biggest barrier to **career development** and progression.

33%

cited **lack of leadership support** as a key obstacle to professional growth.

28%

reported **limited access to CPD or training opportunities** as a barrier.

19%

cited a **lack of progression opportunities**, while 30% pointed to **salary** as a contributing factor to attrition.

For those who remain, progression isn't always seen as an option. While 44% of respondents expressed interest in leadership, only 28% believe progression opportunities are actually attainable.

Time emerges as the single greatest structural barrier to progression. More than half (51%) of respondents reported that a lack of time prevents them from developing their skills or pursuing advancement. This reflects a broader pattern seen throughout the survey: professional growth is treated as an add-on rather than a protected priority, squeezed out by day-to-day operational demands.

Others described structural and cultural barriers to progression, with one teacher saying there are "no opportunities to progress as a teacher without going into SLT". Another commented, "I'm more valuable as a physics teacher than a senior leader."

While access to continuing professional development (CPD) remains an issue for over a quarter of respondents, the data suggests that training alone isn't enough. Without clear links between development, role progression and sustainable working conditions, CPD risks becoming disconnected from career advancement. Similarly, while salary was cited by 30% as a reason for considering leaving, it sits alongside – rather than above – issues of workload, stress and recognition, underscoring that financial incentives alone are unlikely to stabilise the workforce.

The cumulative effect is a growing risk to the leadership pipeline. When large numbers of teachers are uncertain about staying in the profession, and when progression is perceived as high-stress and low-reward, schools face the loss not only of experienced educators but of future leaders.

Key takeaway

Retention and progression are inseparable. If leadership roles are seen as unattainable, the pipeline will continue to shrink. Leadership roles must be presented and experienced as sustainable, supported and achievable, rather than as a trade-off between wellbeing and advancement.

Leaders should prioritise transparent, merit-based progression pathways and ensure that professional development is explicitly linked to career opportunities. Time for growth must be protected, not assumed, and leadership support must extend beyond performance management to active sponsorship and mentorship.



"I prefer not to remain in a system that is failing both students and teachers without the opportunity to actually resolve the current challenges."

Parent engagement: essential but unevenly supported

Parent engagement is widely recognised as a critical but increasingly demanding component of the teaching role. Teachers overwhelmingly appreciate the importance of meaningful engagement with parents and carers, yet the time required to sustain this work adds another layer to already stretched workloads.

Key findings:

78% of respondents rated **parent engagement** as very or extremely important to their role.

35% described **parent engagement** as extremely important, with a further **43%** rating it **very important**.

45% of teachers **spend 1–3 hours per week** on parent engagement, while **14%** spend **4 hours or more**.

41% of all respondents **spend less than 1 hour per week** on parent engagement, suggesting **wide variation by role, context and expectation**.



A clear positive **correlation exists** between how important teachers perceive **parent engagement** to be and **the amount of time** they spend on it.

The strength of feeling around parent engagement is striking. Fewer than 5% of respondents consider it unimportant, reinforcing the view that communication with families is now seen as integral to effective teaching rather than an optional add-on.

However, this importance comes with a time cost. Nearly half of respondents (45%) spend between one and three hours each week engaging with parents, while a significant minority (14%) devote four hours or more. The correlation between perceived importance and time spent suggests that teachers who take parent engagement seriously are often absorbing this work into already crowded schedules, rather than being given protected time or streamlined systems to support it.

The data also points to inconsistency in how parent engagement is structured and resourced. While some teachers are able to manage communication efficiently within limited time, others report spending many hours responding to emails, documenting conversations, or managing complex relationships. This uneven distribution of labour risks compounding workload inequities, particularly in contexts with high behavioural needs, complex family dynamics or limited leadership support.

Parent engagement also sits at the intersection of several other pressure points identified in the survey. It's closely linked to behaviour management, inclusion and safeguarding, and is often where expectations from families collide with the practical realities of the classroom. Without clear communication frameworks, teachers may find themselves navigating difficult conversations alone, with limited guidance on boundaries, response times or escalation pathways.

Key takeaway

Parent engagement is skilled, time-intensive work. Without clear protocols and shared responsibility, it becomes another invisible contributor to workload and burnout. Leaders should consider whether expectations around communication are explicit, reasonable and consistently applied, rather than relying on individual teacher discretion.



“Parents don’t understand school systems. I do not think enough time is spent making parents aware of what happens in school - I am a new recruit to teaching and having had kids myself I was never given sufficient ‘education’ to understand what goes on behind the school doors.”



Conclusion: A workforce that cares, at the edge of capacity

This year's global findings tell a consistent story. Teachers still value their work and many continue to report satisfaction. But across education systems, time has become the scarcest and most contested resource, and the conditions of the role are increasingly incompatible with long-term wellbeing.

Across wellbeing, workload, behaviour, inclusion, flexibility, career progression and parent engagement, a common pattern emerges. Teachers aren't resisting responsibility, accountability or complexity. They understand the demands of their role. What they're experiencing instead is a persistent lack of time to do that role well – time to plan, time to respond, time to support and time to grow.

When time is insufficient, pressure accumulates everywhere. Work spills beyond contracted hours. Behaviour issues take longer to resolve and generate additional administration. Inclusion demands grow without corresponding capacity. Parent engagement adds to workload rather than being integrated into it. Professional development and progression are squeezed out, not by lack of ambition, but by exhaustion.

The risk is not only burnout, but loss of experienced teachers, future leaders, institutional knowledge and continuity. Recruitment alone can't address this. When half of respondents don't plan to stay in teaching long term, and progression is widely viewed as incompatible with a sustainable working life, the system faces a retention challenge rooted in time, not motivation.

If teaching is to remain a viable and fulfilling profession, the shift now required is from endurance to sustainability. That means designing roles that can be done well within reasonable hours, resourcing inclusion in line with need, treating flexibility as a structural consideration, and ensuring that progression pathways are realistic and supported. The opportunity now lies in building systems that recognise the value of time and act accordingly.



How Tes can support schools as a partner

The global teacher wellbeing report 2026 highlights a clear and consistent message: teachers don't need more initiatives or expectations, they need better-designed systems around the work they're already doing.

Across regions, educators are navigating multiple pressures at once – unmanageable workload, rising behaviour challenges, increasing inclusion demands and constrained progression pathways. These aren't isolated issues, but structural ones that require coordinated, practical responses.

Tes is uniquely positioned to support schools in this work. For more than a century, we've worked alongside educators worldwide, not only reporting on the realities of teaching, but building tools, resources and learning opportunities that help schools function more sustainably. Our focus is on reducing unnecessary burden, improving clarity and giving teachers back time.

Reducing unnecessary workload

Time pressure sits at the heart of this report. When core tasks routinely spill beyond contracted hours, addressing workload becomes a matter of system design, not individual resilience. Tes supports schools with platforms that streamline essential processes, reduce duplication and make information easier to access and act on.

Tools such as [Tes Learning Pathways](#), [Provision Map](#), [SEQTA](#) and [Class Charts](#) are designed to limit administrative creep by centralising data, automating documentation and simplifying reporting. By reducing manual repetition, these systems help return time to teachers – time that can be redirected towards planning, teaching and recovery.

Supporting behaviour, inclusion and safeguarding

The findings show that teachers feel most confident where systems are clear, consistent and supported. Tes provides tools, [resources](#) and training that help schools apply [behaviour](#), [inclusion](#) and [safeguarding](#) policies with greater consistency and confidence. By improving visibility, shared ownership and access to information, schools can reduce uncertainty and protect staff from carrying complexity alone.

Building professional confidence and leadership capacity

Sustaining the profession depends on retention and progression. Tes supports professional growth through flexible, accredited [CPD and leadership development](#) that fits around the realities of school life. Through [Tes Institute](#) and [Staff Management](#), educators can build skills and confidence without adding to workload, helping leadership pathways feel attainable rather than overwhelming.

Providing trusted insights and practical guidance

Through [Tes Magazine](#) and our wider research and reporting, we provide independent analysis and practical guidance grounded in classroom reality. This supports informed decision-making and helps leaders anticipate emerging challenges before they become crises.

By partnering with [Tes](#), schools invest in the infrastructure that supports teaching. When systems work better, time pressure reduces. When expectations are clearer, confidence grows. And when support is consistent, teachers are more likely to stay.

Together, we build trusted education solutions



Learn more about how we can support
your school.

tes.com/for-schools