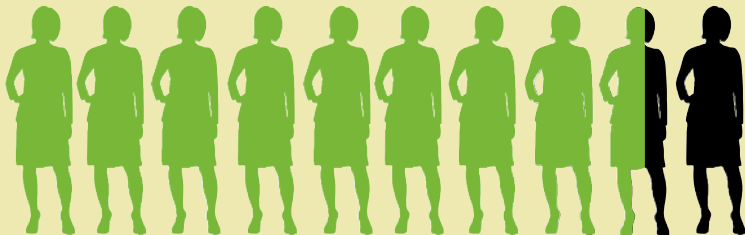


*"My workload has spiralled out of control. No matter how hard I work, I simply cannot keep up."*

**86%** of teachers  
cite **excessive workload** as  
their **number one concern**  
about their job





*"The long hours encroach on my evenings, weekends and holidays. I have no time for my family."*

# 60 hours per week

Teachers across all sectors now work an average of 60 hours per week

This represents an **18%**  
**rise in working hours** since 2010





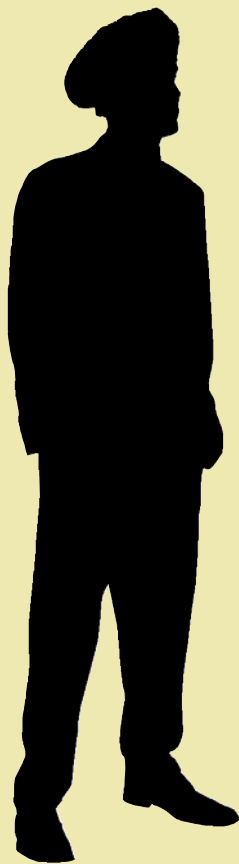
*"In my school, we spend more time focusing on meeting the needs of inspection rather than on the needs of the pupils we teach."*

**TOP**

**5**

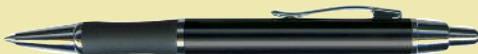
**DRIVERS  
OF  
WORKLOAD**

- Assessment and marking policies
- Inspection
- Curriculum and school teacher changes
- Target setting
- Administration



*"The amount of marking I am told to do in my school is unnecessary and undermines my professional judgement."*

**53%** of teachers  
say the excessive depth of  
**marking** and the detail and  
frequency required is **a major  
bureaucratic burden**





*"The pressure of work is relentless and I don't know how much more I can take."*

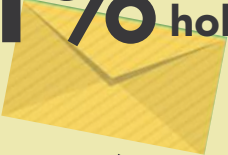
**63%** of teachers receive **work-related emails** outside school hours



**79%** receive them at **weekends**



**61%** receive them during **holidays**



**39%** receive them during **sickness absence**





*"I don't feel trusted or  
respected as a professional."*

**82%** of teachers  
say lesson planning is too often  
unnecessary and unproductive

4 out of 10 teachers prepare and  
submit plans on a weekly basis

1 in 20 teachers prepare and submit  
plans on a daily basis

Most teachers have to prepare plans  
for every lesson from scratch



*"The long hours and constant work pressure are taking their toll on my health. I feel burnt out."*

**91%** of teachers have experienced **more workplace stress** in the last 12 months

## Teachers say that their job is impacting negatively on their **health and wellbeing**





**75%** of teachers in  
the last year have considered  
**quitting teaching** altogether

**76%**

of older women  
teachers

**70%**

of young teachers

Children and young people are entitled to be taught by those who have working conditions which enable them to focus on teaching and on leading and managing teaching and learning.

Teachers cite workload as their main concern about their job.

There are many factors which are contributing to teachers excessive workload including poor management practices and policies, job loss of teachers and support staff and constant change.

Evidence shows that excessive workload is damaging the health and wellbeing of teachers.

Employers have a duty of care for their workforce and all employers should have strategies in place to monitor workload and to remove excessive burdens.

The NASUWT is continuing to press the Welsh Government to address the workload burdens which are blighting the profession through pursuit of the Union's national trade dispute.

## What you can do

To support teachers in tackling excessive workload, the NASUWT has issued a series of lawful action instructions which, if implemented, will help to reduce workload burdens. The action includes instructions on:

- marking and assessment, which teachers cite as the main driver of workload;
- lesson planning;
- report writing;
- administrative and clerical tasks;
- workload impact assessments of existing and new policies and initiatives;
- meetings;
- cover for absence.

For these and the other action instructions  
go to

**[www.nasuwt.org.uk/IndustrialActionWales](http://www.nasuwt.org.uk/IndustrialActionWales)**

Advice and support on implementing  
these instructions can be obtained from

**NASUWT Cymru**

**Tel: 029 2054 6080**

**E-mail: [rc-wales-cymru@mail.nasuwt.org.uk](mailto:rc-wales-cymru@mail.nasuwt.org.uk)**

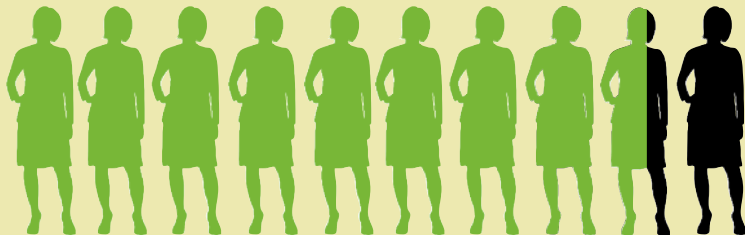






*"Mae fy llwyth gwaith allan o reolaeth. Dim ots pa mor galed rwy'n gweithio, dydw i ddim yn gallu dal i fyny."*

Mae **86%** o athrawon  
yn dweud mai **gormod o lwyth**  
**gwaith yw eu pryder pennaf** am  
eu swydd





*"Mae'r oriau hir yn amharu  
ar fy nosweithiau, ar fy  
mhenwythnosau ac ar fy  
ngwyliu. Does gen i ddim  
amser ar gyfer fy nheulu."*

# 60 awr yr wythnos

Mae athrawon ar draws pob sector bellach yn gweithio 60 awr yr wythnos ar gyfartaledd

Mae hyn yn cynrychioli cynnydd o

# 18% yn yr oriau gweithio ers 2010





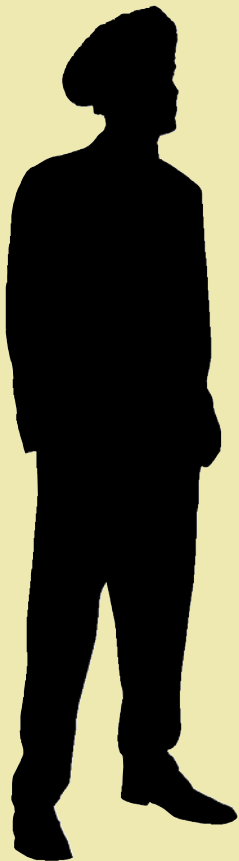
*"Yn fy ysgol i, rydyn ni'n treulio mwy o amser yn canolbwyntio ar fodloni gofynion arolwg nag ar anghenion y disgyblion rydyn ni'n eu haddysgu."*

Y

5

## PRIF BETH SY'N EFFEITHIO AR LWYTH GWAITH

- Polisiâu asesu a marcio
- Arolygu
- Y cwricwlwm a newidiadau ymysg athrawon ysgol
- Gosod targedau
- Gweinyddu



*"Mae'r holl waith marcio  
rwy'n gorfod ei wneud yn fy  
ysgol yn ddiangen ac mae'n  
tanseilio fy marn  
broffesiynol."*

Mae **53%** o athrawon  
yn dweud bod y gwaith marcio  
gormodol a pha mor fanwl a pha  
mor aml mae'n rhaid gwneud  
hynny'n **faich biwrocrataidd mawr**





*"Mae'r pwysau gwaith yn ddi-baid a dydw i ddim yn gwybod faint mwy y gallaf i ei gymryd."*

Mae **63%** o athrawon yn derbyn  
negeseuon e-bost sy'n  
ymwneud â gwaith y  
tu allan i oriau ysgol



Mae **79%** yn eu derbyn ar  
benwythnosau



Mae **61%** yn eu derbyn yn  
ystod **gwylliau ysgol**



Mae **39%** yn eu derbyn pan  
fyddant yn **absennol**  
**oherwydd salwch**





*"Dydw i ddim yn teimlo bod  
unrhyw un yn ymddiried ynof  
fi nac yn fy mharchu yn  
broffesiynol."*

Mae **82%** o athrawon yn dweud bod gwaith cynllunio gwersi'n aml yn broses ddiangen ac anghynhyrchiol

Mae 4 o bob 10 o athrawon yn paratoi ac yn cyflwyno cynlluniau bob wythnos

Mae 1 o bob 20 o athrawon yn paratoi ac yn cyflwyno cynlluniau bob dydd

Mae'n rhaid i'r rhan fwyaf o athrawon baratoi cynlluniau ar gyfer pob gwers o'r newydd



*"Mae'r oriau hir a'r  
pwysau gwaith cyson yn fy  
llethu - mae'n effeithio ar  
fy iechyd."*

Mae **91%** o athrawon  
wedi profi **mwyr o straen yn y  
gweithle** yn y 12 mis diwethaf

Mae athrawon yn dweud bod eu  
swydd yn cael effaith negyddol ar  
eu **hiechyd a'u lles**





Mae **75%** o athrawon  
wedi ystyried **rhoi'r gorau i**  
**addysgu** yn gyfan gwbl y llynedd

**76%**

o athrawesau hŷn

**70%**

o athrawon ifanc

## Beth allwch chi ei wneud

I gefnogi athrawon i fynd i'r afael â baich gwaith gormodol, mae'r NASUWT wedi cyhoeddi cyfres o gyfarwyddiadau ar gamau gweithredu cyfreithlon a fydd, os cânt eu gweithredu, yn gymorth i leihau baich gwaith. Mae'r rhain yn cynnwys cyfarwyddiadau ar y canlynol:

- Marcio ac asesu;
- Tasgau gweinyddol a chlerigol;
- Asesiadau effaith baich gwaith mewn perthynas â pholisïau a mentrau newydd;
- Cyfarfodydd;
- Cyflenwi pan fo absenoldebau.

Gall yr aelodau gael y rhain a chyfarwyddiadau eraill yn ymwneud â gweithredu yn **[www.nasuwt.org.uk/Industrial ActionWales](http://www.nasuwt.org.uk/IndustrialActionWales)**

Gellir cael cyngor a chymorth i weithredu'r  
cyfarwyddiadau hyn yn

**NASUWT Cymru**

Tel/Ffôn: 029 2054 6080

E-mail/E-bost: [rc-wales-cymru@mail.nasuwt.org.uk](mailto:rc-wales-cymru@mail.nasuwt.org.uk)

Mae hawl gan blant a phobl ifanc i gael eu haddysgu gan rai sydd ag amodau gwaith sy'n galluogi iddynt ganolbwyntio ar addysgu ac ar arwain a rheoli addysgu a dysgu.

Mae athrawon yn dweud mai baich gwaith yw'r hyn sy'n eu poeni fwyaf am eu swydd.

Mae llawer o ffactorau'n cyfrannu at faich gwaith gormodol i athrawon, gan gynnwys arferion a pholisïau rheoli gwael, athrawon a staff cymorth yn colli eu swyddi, a newidiadau parhaus.

Dengys tystiolaeth fod baich gwaith gormodol yn ddrwg i iechyd a lles athrawon.

Mae dyletswydd gofal ar gyflogwyr am eu gweithlu, a dylai pob cyflogwr gael strategaethau yn eu lle i fonitro baich gwaith ac i gael gwared ar bwysau gormodol.

Drwy anghydfod diwydiannol cenedlaethol, mae'r NASUWT yn parhau i bwysu ar y Gweinidog Addysg i fynd i'r afael â baich gwaith sy'n amharu'n fawr ar y proffesiwn.

A word cloud featuring the names **GORMODOL** and **LLWYTH GWAITH** in various sizes, colors (blue, orange, and dark blue), and orientations, creating a dense, abstract composition.