



# Digital and Technology Standards and Artificial Intelligence in Education Survey

## Summary Report

April 2025

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## **Introduction**

GMB is Britain's third largest trade union and represents hundreds of thousands of members across the public and private sectors. GMB is proud to represent tens of thousands of members of school support staff in England, Scotland, Wales and Northern Ireland. Our members in schools are dedicated to the education and wellbeing of the children and young people they work with. They fight for an education system that recognises and values their work, experience and skills, and that allows them to do this work without the threats of low pay, increasing workloads and job insecurity.

In November 2024 Stacey Booth and Annie Lawson-Foley of GMB's National Public Services Team attended a stakeholder meeting held by the Department for Education's (DfE) Digital Strategy Division and Open Innovation Team. The DfE provided an update on technology and Artificial Intelligence (AI) in education with a brief discussion at the end of the meeting.

The DfE was interested to hear about members' experiences of their Digital and Technology Standards. As we had no information on this and were concerned by the absence of school support staff from the DfE's research and understanding of technology in schools, we wrote this survey to investigate GMB members' knowledge, experience and views of the DfE's Digital and Technology Standards, and the use of Artificial Intelligence at work.

Survey questions were informed by the GMB Congress 2022 [Special Report on the Future of Work](#), and the DfE's [Generative AI in Education: Educator and Expert Views](#) (January 2024). The DfE report draws from interviews with teachers, academics, education technology industry experts, their March 2023 call for evidence and October 2024 Hackathon. The voices of support staff are absent from the DfE report.

We intend to report the survey findings to the DfE and Secretary of State for Education, and for these findings to inform our contributions to further meetings on technology and AI in education, and any wider work on the subject.

## **Method**

After asking about members' job roles and the type of school they work in, the survey comprised three sections:

- Digital and Technology Standards – to probe members' awareness of, and their workplaces' perceived compliance to, the Digital and Technology Standards.
- Using Technology at Work – to investigate how members currently use technology at work, their understanding of and attitudes towards technology.
- Your experiences with Artificial Intelligence at Work – to investigate members' understanding and use of, and attitudes towards, GenAI in education.

The survey employed a combination of open and closed questions and included an open question at the end where members could add anything else regarding the standards or technology and AI in education that they had not already told us.

The survey was relatively long and on average respondents took just under 11 minutes to complete it. We prioritised generating data rich responses and allowing members to respond in detail, rather than a quick multiple-choice survey, which could encourage a greater number of responses, but which would not yield such detailed responses.

The survey was sent from National Office to all a random selection of 1250 members working in schools in England in November 2024.

## **Analysis of Survey Responses**

### **Respondents' School Context**

Respondents were asked their name, GMB membership number (if known) and the name of their workplace, as well as:

#### **2. What type of school do you work in?**

<b>Type of school</b>	<b>Percentage of responses</b>
Primary School	67%
Secondary School	24%
Other	9%

Question 3 asked for the name of the respondent's school.

#### **4. Your job title**

94% respondents told us their job titles, which can be sorted into the categories below. Where respondents had two job titles, e.g. "Site manager/IT Technician", they were categorised based on the first job title.

<b>Job Title</b>	<b>Percentage Respondents</b>
Teaching Assistants, LSAs, HLTAs etc.	59.0%
Administration including admissions, careers, exams, attendance, HR etc.	9.0%
Catering, cleaning and facilities	9.0%
Pastoral - behaviour, welfare, community, safeguarding etc.	5.3%
Specialist subject staff eg. science technicians and librarian (excluding IT staff)	3.4%
Nursery and early years staff	2.6%
IT staff	2.5%
SENCO and related roles - educarers, individual needs assistants etc.	2.5%
Finance and business staff	2.1%
Cover and supply supervisors	1.7%
Play workers	0.6%
Other	2.3%

#### **5. In your role at work, are you involved in the procurement, governance, implementation, delivery, installation of, or delivering training for, digital technology?**

Yes	16%
No	84%

## Digital and Technology Standards

This section contained a brief explanation of the standards, a list of the eleven standards and provided a link to their government website should respondents want to know more about them, before asking the following questions:

6. Have you heard of the Digital and Technology Standards before?

7. Have you received training on the standards?

8. In your experience, how many of the Digital and Technology Standards do you think your school meets?

The responses are broken down by responses to Q5 (In your role at work, are you involved in the procurement, governance, implementation, delivery, installation of, or delivering training for, digital technology?). Where respondents did not answer Q5, they will assume to not be involved in the procurement, governance, implementation etc. of digital technology.

### 6. Have you heard of the Digital and Technology Standards before?

	Not involved in procurement etc. of digital technology	Involved in procurement etc. of digital technology	Overall
Yes	24.3%	43.9%	27.4%
No	75.7%	56.1%	72.6%

### 7. Have you received training on the standards?

	Not involved in procurement etc. of digital technology	Involved in procurement etc. of digital technology	Overall
Yes – in the last year	8.0%	10.2%	8.3%
Yes – in the last three years	4.7%	7.7%	5.2%
Yes – longer than three years ago	1.8%	3.1%	2.0%
No	85.5	79.0%	84.5%

### 8. In your experience, how many of the Digital and Technology Standards do you think your school meets?

	Not involved in procurement etc. of digital technology	Involved in procurement etc. of digital technology	Overall*
All of the standards	6.8%	8.6%	7.1%
Most of the standards	11.6%	23.7%	13.6%

Some of the standards	5.5%	17.2%	7.4%
A few of the standards	2.7%	4.0%	2.9%
None of the standards	0.9%	1.5%	1.0%
Don't know	72.5%	45.0%	68.2%

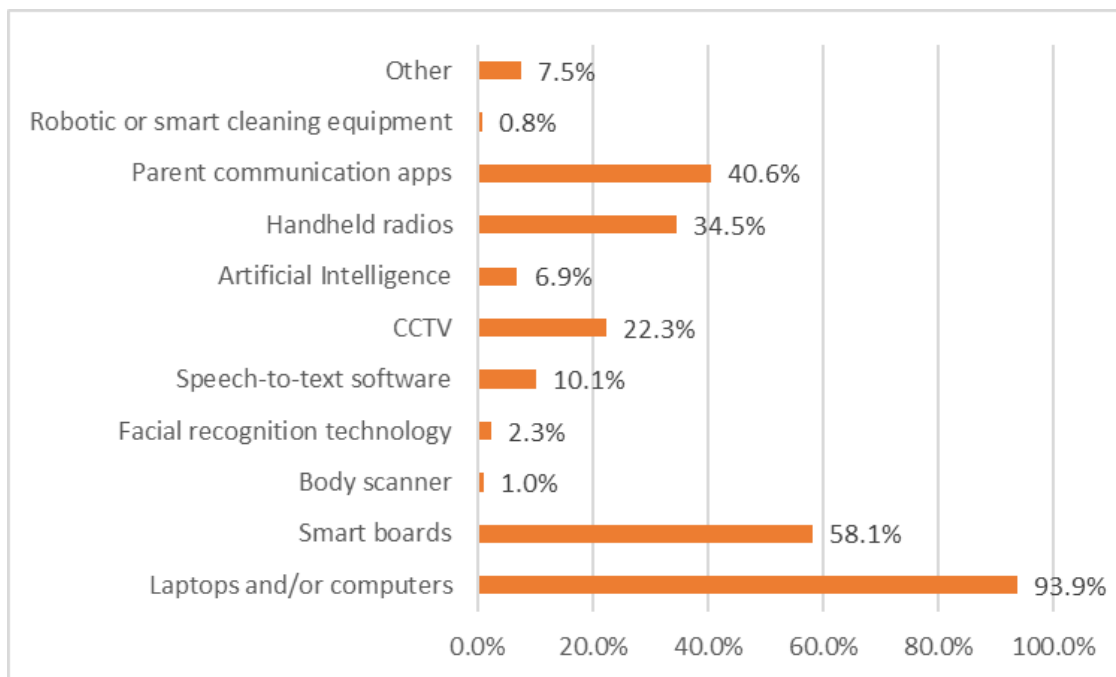
\* Percentages may not total 100 due to rounding.

## Using Technology at Work

### 9. Which of the following technologies are you expected to use or comply with in your job? Please select as many as apply

98% of respondents reported using technology at work.

The bar chart below shows the technologies respondents reported using.



For this section of the survey, please tell us how far you agree with the statements, where 1 is 'strongly disagree', 5 is 'neither agree nor disagree' and 10 is 'strongly agree'.

### 10. My job has changed in the last 5 years due to technology.

Average rating: 6.24

Most common rating: 5

### 11. New technology has made my job better than 5 years ago.

Average rating: 5.46

Most common rating: 5

### 12. My employer makes high-quality training available to me when new technology is introduced.

Average rating: 4.27

Most common rating: 5

**13. Does your employer consult you, GMB, or any other recognised union before new technology is introduced?**

Yes	6%
No	40%
I don't know	54%

**14. Do you understand how your employer uses the information that it stores about you?**

**Information that your employer could record at work include CCTV recordings, work emails and files on work computers.**

Fully understand	20%
Somewhat understand	45%
Don't understand at all	34%

**15. As technology progresses, are you worried that it might be used as a means to reduce staffing levels in the next 5 years?**

Very worried	15%
Somewhat worried	23%
Slightly worried	22%
Not worried at all	23%
Don't know/I haven't thought about it	18%



## **Your experiences with Artificial Intelligence at Work**

The introduction to this section defined GenAI and gave some examples of GenAI tools.

### **16. Have you or your colleagues used AI tools in school?**

Yes	17%
No	39%
Don't know	45%

### **17. If so, could you briefly describe the ways it was used and the specific tools used**

93% of respondents who answered 'yes' to Q16 gave a written response

Specific tools mentioned in responses:

<b>Tool</b>	<b>Percentage of responses it was mentioned in</b>
Arbor (Management Information System)	0.5%
Microsoft Copilot	4.6%
ChatGPT	23.3%
Gemini	3.1%
NotebookLM	0.5%
Midjourney	0.5%
Sora	0.5%
Canva	2.1%
Microsoft	0.5%
Security apps	0.5%
Steplab	0.5%
Microsoft Teams	0.5%
Bromcom (Management Information System)	0.5%
Scribe	0.5%

87% of respondents to Q17 told us how AI was being used.

The below table shows respondents and their colleagues' uses of AI sorted into the categories the DfE used to organise GenAI applications amongst teachers and leaders using it, plus two new categories: drafting or writing reports and drafting or writing letters, emails and other communications (not to parents). (Source: DfE Schools and Colleges Panel – April 2023. Research Report)

<b>AI use</b>	<b>Percentage of responses it was mentioned in</b>
Creating lessons/curriculum resources	19.2%
Planning lessons/curriculum content	17.1%
Communicating and engaging with parents/carers	9.3%
Delivering lessons (eg. using AI tools during live teaching in class)	0.5%
Formative assessments (eg. giving feedback or marking)	5.2%
Drafting or writing policy documents*	2.1%

Supporting pupils with SEND	1%
Summative assessment	0.5%
In staff training**	1%
Drafting or writing reports	10.4%
Drafting or writing letters, emails and other communications (not to parents)	9.3%
Other	24.4%

\*DfE category is “Drafting policy documents”

\*\*DfE category is “In teacher training”

### 18. Do you think generative AI could be used to improve education?

Yes	17%
No	21%
Don't know	62%

### 19. If yes, how do you think generative AI could be used to improve education

14.3% of respondents gave a written response.

Most responses referenced AI uses given in response to Q17 and said that they could save time and reduce workloads.

Other responses can be sorted into the themes below, illustrated by quotes.

#### GenAI encouraging innovation and modernisation in the education system

“A whole new level of education better then the twinkle constantly used”

“Another innovative way to engage children in learning”

“Producing lesson materials and differentiating. Automating some of the routines admin tasks to allow staff to focus on more development and improvement tasks.”

“Education needs to change I was told if you took a Victorian teacher and put them in todays classes other than the technology they could teach the world has moved on education has not”

“It could be used to make better decision based on past experiences”

#### GenAI facilitating adapting learning to pupil/student needs, including for SEND

“By helping to create learning programmes to address specific needs”

“As a supportive tool for those staff who struggle to create steps to success and differentiated teaching across a broad range of abilities.”

“for struggling students it could be used to improve content adaption to help student fulfillment. also it could be used to check and monitor and then report what students are doing online. most teachers do not have enough knowledge or skills to do this monitoring. keeping children safe on line”

“People can only tailor and implement education reaching and benefiting groups and individuals on a limited basis due to staffing levels. With generative AI and availability of more ipads, laptops, p.c's more groups and individuals could benefit on a lesson by lesson basis.”

**20. If any, what subjects or areas of education do you believe could benefit most from generative AI tools? Please explain.**

31% of respondents gave a written response.

34% of responses expressed a negative view of generative AI in education, or said that they were unsure what areas could benefit most.

10% of responses said that any and/or all areas of education could benefit.

4% of responses said that administrative duties and planning could benefit.

Most frequently mentioned subjects

Subject	Percentage of responses it was mentioned in
Science	10%
English	9%
Maths	8%
ICT/computing	6%

**21. Do you have concerns about the impact of AI on education?**

Yes	39%
No	17%
Don't know	44%

**22. If yes, what are your concerns?**

31% of respondents gave a written response.

Respondents' concerns were coded and sorted into the themes presented in the table below.

Concern	Percentage of responses it was mentioned in
Cheating and plagiarism	12%
Children already using too much technology and spending too much time on screens	7%
Job security	15%
Loss of basic skills eg. penmanship, spelling, mental maths	3%
Loss of critical and independent thinking and learning abilities, increase of “lazy learning”	25%
Loss of human touch and the social and emotional development aspect of education – dehumanising education	24%
Misinformation, including bias	9%

Overreliance on and misuse of tech and AI	18%
Privacy, data security and online safety	7%
Tech and AI's unsuitability for SEND, EAL and the range of abilities in a classroom/school	3%
The technology is not proven, developed, tested, sufficiently proven	3%

Below is a selection of quotes from responses to Q22. They are organised by theme, but many responses express multiple concerns, and demonstrate how these concerns are linked to each other.

### **Cheating and plagiarism**

"We already have issues where students "copy/paste" answers from the Internet without checking if they are actually correct. I can only imagine the chaos that A.I. Would bring. We need to go back to basics and teach students how to think and how to evaluate the information they receive, \*before\* introducing yet another technology platform."

"It also gives little food for thought for children, as they can use technology like this instead of learning traditionally. It is also being frequently used by children (11+) to write homework and dissertations. Despite anti AI software, there are increasingly more loopholes. Children aren't learning anything other than how to "cheat" the system."

### **Children already using too much technology and spending too much time on screens**

"Computers and smart phones have had lots of significant negative impacts in children's social, language, comprehension, cognitive and emotional skills. I fear AI will only make things worse."

"Online safety, all learning being done using technology is destroying tried, tested, successful and useful learning skills, and ability to structure anything written, and especially written grammatically punctuationally correctly, and knowing how to spell anything."

### **Job Security**

"I am afraid that it can be used as an excuse to reduce supporting staff in schools plus can have negative impact on the students mental and physical health."

"I will be deemed an unnecessary expense"

### **Loss of basic skills eg. penmanship, spelling, mental maths**

"I believe, it could impact primary children academically as they may spend more time doing homework or school work on the screen and totally forget the importance of other skills such as handwriting, spelling and grammar skills."

### **Loss of critical and independent thinking and learning abilities, increase of "lazy learning"**

"Affect on students' ability to reason and question the information they see"

"Children generating work with little effort. No proper research or reading will be put into work. I fear children will receive a narrow shallow perspective."

“That students will become less skilled at thinking and writing for themselves, that AI will narrow access to wider information and reduce wider exploration of knowledge. Identifying when AI has been used will increase teachers workload.”

“Underlying developmental skills need to be learned and honed as the children grow up. Human interaction, discussion and discovery very important. I feel the technology currently in use has not actually improved problem solving and critical thinking in children.”

### **Loss of human touch and the social and emotional development aspect of education – dehumanising education**

“That teachers will do less 'Active Learning' where the children actively participate, communicate and collaborate in the lessons, inside and outside.”

“The art of teaching will be lost, building professional & respectful relationships with pupils won't exist.”

“That to impart lessons requires more than just a video, robot, or computer. A human that imparts lessons can sense, feel and recognise if a student is sad, sick, not able to learn due to a learning disability and more. My main concern is that DfE would want to just educate through videos, and move education, to remote or home education. The main concern is that our jobs will be taken by virtual education.”

### **Misinformation, including bias**

“Ethically - environment impacts as well as use wages for those programming it. Education wise - bias and misinformation (google AI feature a clear example of giving false or confusing information pulled from unverified website but presenting it as fact).”

### **Overreliance on and misuse of tech and AI**

“I worry teachers may begin to heavily rely on it to create lesson plans which may not be the best that students could access impacting their education. On the flip side I worry students will use it too much to create essays and answer questions and won't have learnt anything.”

### **Privacy, data security and online safety**

“Concerned about how / where data is stored and how GDPR compliant / safe / secure these services are.”

"Data being harvested by AI company. Users not understanding they are giving AI companies rights to data. Accuracy of AI results. Students getting AI to do their work and not learn"

"Data protection risks for information in school networks. E-Safety for pupils in both primary and secondary schools. It difficult to ensure that 30 pupils are all using technology safely in classes that may only have 2 members of staff to support them. Pupils doing most of their work on technology and not having the opportunity to develop reading, handwriting, verbal and written communication skills. Large amounts of the curriculum being taught via technology rather than by hands on practical lessons. Pupils spending too much time on screens during the school day, screen time can cause increases in anxiety and other adverse effects if it used too much. Risks of technology being misused and causing harm to pupils."

### **Tech and AI's unsuitability for SEND, EAL and the range of abilities in a classroom/school**

"AI cannot manage and teach a classroom full of at least 30 children, often without support in the classroom. The children have different levels of ability and often there some classes who have children with varying degrees of SEN needs, some may have a 1-1 TA fro support them but some may not . Then there are children with EAL who often arrive no English and struggle in varying degrees over different time frames to grasp the language."

"It can not understand our students as most have there own method of communication. Some times loosely based on Makaton; or can be there own way of communicating entirely."

"The lessons currently taught using IT schemes are inflexible and do not take l to account children with learning difficulties. Children, in my opinion, already spend far too much time at home using iPads etc. It is important that they access learning via direct teaching from a human teacher with real support staff who understand their individual needs."

### **The technology is not proven, developed, tested, sufficiently proven**

"Ai is not completely reliable yet, still needs development and real environment testing"

"It's new, unpredictable and biased by sources it learns from. It is not a stable or reliable source of information."

### **23. Are there any specific subjects or areas of education where you believe generative AI tools should not be used? Why?**

33% of respondents gave a written response.

Responses included educational settings, subjects, groups of children, school functions and staff tasks where respondents think generative AI tools should not be used.

12% of responses expressed a positive view of generative AI in education or said that there were no specific areas where it should not be used.

23% of responses were not sure.

13% of responses said that generative AI should not be used in area of education, or for any subjects.

Specific areas of education and subjects mentioned by respondents are shown in the table below.

<b>Area of education/subject</b>	<b>Percentage of responses it was mentioned in</b>
Any subject except ICT	1%
Art and other creative subjects	3%
Children with SEND	1%
Direct education: delivering lessons, in the classroom	3%
Early years and primary schools	2%
English, literacy, writing	10%
Formative assessment: essays, homework, marking, giving feedback	3%

Humanities	3%
Lesson planning	1%
Maths	6%
Pastoral and wellbeing support	3%
Physical Education	2%
PSHE and sex education	3%
Science	1%
Summative assessment: exams and coursework	4%
Work involving confidential information; safeguarding, finance, monitoring attendance	2%

**24. Are you aware of pupils or students at your school using AI? This could include using AI outside of school for homework.**

Yes	16%
No	32%
Don't know	52%

**25. If any, what are your views regarding ethics, data privacy and security when using generative AI in education?**

29% of respondents gave a written response.

Responses can be grouped into the following themes:

- Loss of human interaction
- Plagiarism and cheating (both children using GenAI to cheat, and GenAI plagiarising the work of artists etc.)
- Misinformation
- Data collection, protection and security, including the protection of children
- Biases in technology
- Lack of testing and accountability

The below quotes are grouped by the theme of their main concern, but many contain concerns about more than one theme, showing these concerns are interconnected. Several responses also discuss the longer term implications of these issues.

**Loss of human interaction**

“Children need to learn more social and interactive skills with other humans. They need to learn about respect, resilience and how to have positive behaviour with others. Computers cannot do any of this.”

“I believe a large majority of students will use it for the wrong reasons eg bullying, cyber bullying, posting inappropriate things on social media. I believe phones should be banned in school completely, students are losing the knowledge of how to interact with each other and people in an acceptable manner and I believe we should be less focused on them using technology and instead we should be building up their social skills.”

“I just think human interaction is far better than anything digitally-based.”

### **Plagiarism and cheating**

#### **Concerns about children using GenAI to cheat:**

“It could lead to cheating, needs very careful monitoring at Secondary level on projects. Could lead to more fake information available to young people online.”

“My son, Secondary school, tells me some of his classmates are using AI for assignments. Its not permitted. I don't think teachers are equipped for checking if children are doing so. They learn nothing but getting the grades. {until exam time...they will fail them}.”

#### **Concerns about GenAI plagiarising others' work:**

“I do not like how most AI tools steal other people's work to feed their algorithms I think that students and staff should be extremely cautious about the prompts they are inputting to protect their data i.e. not inputting any details or own artwork/ work into the tools”

“There is the controversial element of image generation and that it uses other people's art work to generate images, which could be argues verges on plagiarism. There's also the fact that as it gets more advanced, and it's harder to tell the difference between real and AI generated products, which raises the question of who gets credit, and also people claiming AI work as their own”

“It's awful. It uses huge amounts of energy to keep going. All its data is mined from everyone else usually without their knowledge. It's stealing from artists.”

### **Misinformation**

“Ethically - environment impacts as well as use wages for those programming it. Education wise - bias and misinformation (google AI feature a clear example of giving false or confusing information pulled from unverified website but presenting it as fact).”

“I don't believe that it will always provide accurate information- easy for misinformation”

“Erodes critical thinking, keeps students in front of screen longer, potential increased exposure to blue light, erosion in social skills/basic social communication skills.”

### **Data collection, protection and security, including the protection of children**

“Data is private and should remain so some children are vulnerable and put into areas to stay safe from violence and abuse AI could cause defects in confidentiality”

“Using generative AI in education requires careful attention to ethics, data privacy, and security. It's important to ensure that students' personal information is protected and not misused. AI tools should be transparent about how they use data, and schools must have strict policies to prevent data breaches. Ethical guidelines are also necessary to make sure AI is used fairly and doesn't create biases or disadvantage certain groups of students.”

“Im not sure there sufficient regulations to protect children and young people from the harms of AI and eventually hackers”

“Highly important to safeguard all members of the school community”

“AI doesn't understand that it's 'working' with children or register dangers and can intensify them.”



### Biases in technology

“I'm not sure how it is used in data privacy or security in education. However I would be worried if it was used as part of data collection on CCTV. It has been shown that algorithms used to identify black people and people of colour are woefully inaccurate.”

“It needs to be scrutinised and closely monitored. Training data contains copyright material and ethnic and gender bias. Consent to use personal data/content has been assumed and is difficult to opt out.”

### Lack of testing and accountability

“I think there is not currently enough data to determine what the impact of this will be - we do not know how much data AI is accessing and then what this information is then used for”

“How secure is it? What training would be given? What happens when it goes wrong? Who's accountable for any failures from it?”

### 26. Overall, do you think using AI in the education sector is a largely positive or a largely negative thing?

Largely positive	37%
Largely negative	63%

### 27. Do you have anything else to add regarding Digital and Technology standards, technology and AI in education?

If so, please tell us here.

10% of respondents gave a written response.

27.3% of comments contained themes already expressed throughout the responses and in this report.

New themes are displayed in the table below.

Theme	Percentage of responses it was mentioned in
Against AI and/or think it should be banned	7.0%
Child focussed comments	10.2%
Comments about non-classroom roles	1.6%
AI or technology can be positive if used appropriately	6.3%
Don't trust technology	2.3%
Need more information about AI	5.5%
Need training (delivered to all staff)	14.1%
Resources - need more funding and/ or equipment	5.5%

Unsure about AI and technology, or don't understand	9.4%
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Below are responses to Q27 which exemplify each theme.

#### **Against AI and/or think it should be banned**

“AI should not be implemented..we should not rely on it.”

#### **Child focussed comments**

“It’s something we need to be very aware of but we need to allow, encourage and support our children to develop, in all the key areas, through positive interactions with humans that can inspire/ encourage good learning and behaviour”

#### **Comments about non-classroom roles**

“As a groundsman I am not involved in education. I can see in the future robot markers and mowers creeping into the way we do things on sports turf but for me they will have to improve a lot”

#### **AI or technology can be positive if used appropriately**

“It can be positive if we approach it responsibly. There's a middle ground between "Don't touch it, it's new and dangerous. Pretend it doesn't exist." and "Do everything with AI and trust it 100%”

#### **Don't trust technology**

“I am not a computer or IT person after Horzion (Post Office scandal) I do not trust computers”

#### **Need more information about AI**

“Need to know more information for staff and children”

#### **Need training (delivered to all staff)**

“Technology moves so fast that when new things are introduced or programmes/apps are upgraded we, TAs, are rarely if ever given time or training to understand how to use them. We muddle through, learning as we go. Consequently, we don’t use this technology to its full potential because we don’t truly know what it can do. Imagine what we could do with it if someone took the time to show us!”

#### **Resources - need more funding and/ or equipment**

“Our school is so under budget that our computers & iPads are old, reduced in number & technically speaking there are no worries with AI taking over for a long time with our severe lack of technology & budget cuts unless it's something forced on us to benefit a bigger picture which is never the children.”

#### **Unsure about AI and technology, or don't understand**

“Can't comment, don't know about AI, nobody has discussed AI with me.”

## **Conclusion**

The majority (73%) of respondents had not heard of the Department for Education's Digital and Technology Standards. Interestingly, 56% of respondents whose jobs include the procurement, governance, implementation etc. of technology had not heard of the standards. The vast majority (86%) reported never having received training on the standards. Again, most respondents whose jobs involve the implementation etc. of technology reported not having had training (79%). This widespread lack of understanding suggests that employers have not been active in promoting the DfE's Digital and Technology Standards or providing training on them. This dearth of awareness and training must be remedied as soon as possible to ensure that school staff are prepared for any new technologies, including genAI, being introduced to education.

Lots of respondents did not know what they thought about genAI, possibly because school support staff have not been informed, or included in conversations about, developments around new technology and genAI. Most respondents (62%) were unsure whether genAI could be used to improve education and believed that, overall, using AI in the education sector is a largely negative thing (63%). As the lack of awareness of Digital and Technology Standards demonstrates, school support staff are not included in current training on technology, let alone included in conversations around new technology in education.

The issues members are concerned about are interconnected; for example, concerns around the loss of human touch and worries about job security, or around a reduction in critical thinking, biased technology and plagiarism, cannot be neatly separated from each other. Our members are concerned about the quality of the education received by children, which involves the quality of the whole school experience, including the social and emotional development that schools foster. It is school support staff who are dedicated to enabling and delivering this learning and development, but they are rarely consulted with, or even told, about the changes which are made to this work.

Artificial intelligence is already being used in schools, with 17% of our respondents reporting that either they or a colleague have used AI tools at work. The tools they report using are not specifically designed for educational settings or use with children, and they are owned by private companies and operate in their interests. Although some of our members would like it, we cannot completely stop the flow of new technologies and genAI into the education system. However, we can regulate this technology, involve all school staff in conversations about how technology is used at work, and train these workers, now, rather than when it is considered too late to act.