AI IMPACT REPORT NO. 140 · REVISED 5 OCTOBER 2026 · 250 ROLES COVERED

Secondary School Teachers

AI augmenting lesson planning, personalization, and admin tasks.

EXPOSURE	WINDOW	ADOPTION TODAY	READING
45	3–8 yrs	Medium	The role is being reshaped.
Elevated exposure	until change lands		Exposure is the share of today's work AI can plausibly take on within the window.

§ 01 WHAT IS HAPPENING

What is happening to secondary school teachers

Impact

AI is being adopted to help teachers create instructional materials, personalize learning paths for students, automate grading for certain types of assignments, and streamline administrative duties. Core classroom instruction, student mentorship, and fostering critical thinking remain human-led.

Risk

Significant workflow augmentation; focus shifts to facilitation, socio-emotional support, and higher-order thinking skills.

The role of Secondary School Teachers will be significantly augmented by AI. AI can take over or assist with content creation, differentiation, and routine administrative tasks, allowing teachers to focus more on facilitating learning, Socratic dialogue, mentoring students, developing socio-emotional skills, and teaching critical thinking in an AI-informed world.

Sector readiness

Piloting & Progressive Integration

Schools and districts are experimenting with AI tools for teachers and students. Adoption varies widely, with AI for administrative efficiency and personalized learning platforms seeing initial traction. Ethical considerations and teacher training are key factors in broader adoption.

§ 02 POSITION

Where you stand

i The role of the Secondary School Teacher is being augmented by AI, not replaced. AI offers powerful tools to enhance teaching and learning.

ii AI will automate or assist with many administrative tasks, content creation, and basic differentiation, freeing up teachers for more direct student interaction, mentorship, and higher-order skill development.

iii The focus will shift from information transmitter to learning facilitator, critical thinking guide, and cultivator of socio-emotional skills. Teaching AI literacy and ethics will become a new core responsibility.

§ 03 ACTIONS 15 POINTS

What this means for you

Concrete changes to how the work gets done, in the order you are likely to meet them.

01 **AI-Assisted Lesson Planning & Material Creation.** Use AI tools to generate ideas for lesson plans, create draft instructional materials (quizzes, worksheets, presentations), or find relevant educational resources.

02 **Personalized Learning Paths for Students.** Leverage AI-powered adaptive learning platforms that can tailor content, pace, and difficulty to individual student needs and learning styles.

03 **Automated Grading & Feedback (for specific tasks).** Employ AI tools to grade multiple-choice tests, short answer questions, or even provide initial feedback on student writing (with human oversight).

04 **Administrative Task Automation.** Utilize AI for tasks like managing attendance records, scheduling parent-teacher conferences, or drafting routine communications to parents.

05 **Enhanced Classroom Management Tools.** AI might assist in monitoring student engagement (ethically applied) or provide tools for better organizing classroom activities and resources.

06 **Teaching AI Literacy & Critical Thinking about AI.** A new responsibility will be to educate students on how AI works, its capabilities, limitations, ethical implications, and how to use AI tools responsibly.

07 **AI as a Research & Information Discovery Tool.** Guide students in using AI tools effectively and ethically for research, while also teaching them to critically evaluate AI-generated information.

08 **Support for Differentiated Instruction.** AI can help create varied materials and activities to support students with diverse learning needs, including those with disabilities or language learners.

09 **Data Analysis for Student Performance.** AI can help analyze student performance data to identify learning patterns, at-risk students, or areas where the class as a whole might be struggling.

10 **Focus on Facilitation & Mentorship.** With AI handling some content delivery, your role shifts more towards facilitating discussions, guiding inquiry-based learning, and providing individual mentorship.

11 **Developing Socio-Emotional Learning (SEL).** More time can be dedicated to fostering students' SEL skills, such as collaboration, communication, and empathy, which AI cannot teach.

12 **Collaboration with AI as a "Teaching Assistant".** Viewing AI tools as partners that can augment your teaching, rather than replace it.

13 **Professional Development in AI Pedagogy.** A need for ongoing training on how to effectively integrate AI into teaching practices and curriculum design.

14 **Curriculum Adaptation for an AI World.** Modifying curriculum to prepare students for a future where AI is ubiquitous in work and life.

15 **Addressing Equity & Access Issues with AI.** Ensuring that the use of AI tools in education does not exacerbate existing inequalities among students.

§ 04 CAUSES 10 DRIVERS

What is pushing this change

01 **Demand for Personalized Learning Experiences.** AI can help tailor educational content and pacing to individual student needs, abilities, and interests.

02 **Need to Prepare Students for an AI-Driven Future.** Educators recognize the need to equip students with the skills and knowledge to thrive in a world increasingly shaped by AI.

03 **Availability of AI-Powered Educational Tools & Platforms.** A growing market of AI tools is emerging for lesson planning, content creation, grading, and student support.

04 **Desire to Reduce Teacher Administrative Workload.** AI can automate many time-consuming administrative tasks, allowing teachers to focus more on instruction and student interaction.

05 **Advancements in Adaptive Learning Technologies.** AI algorithms can create dynamic learning pathways that adjust based on student performance and engagement.

06 **Potential for AI to Improve Learning Outcomes.** Research is exploring how AI tutors, personalized feedback, and targeted interventions can enhance student learning.

07 **Data Analytics for Educational Insights.** AI can process student performance data to provide teachers and administrators with insights into learning trends and areas needing attention.

08 **Focus on 21st Century Skills (Critical Thinking, AI Literacy).** AI itself is a topic, and AI tools can be used to foster critical thinking, problem-solving, and creativity.

09 **Teacher Shortages & Need for Efficiency (AI as a support).** In some regions, AI is explored as a tool to support teachers and manage larger class sizes or resource constraints.

10 **Growth of Online & Hybrid Learning Models.** AI is well-suited to support digital learning environments, providing tools for content delivery, assessment, and student engagement.

§ 05 VARIATION 5 SECTORS

Impact by sector

The headline figure is an average. Where you work changes the picture.

STEM Subject Teachers (Math, Science, Comp-Sci)	AI for personalized math problem sets, virtual science labs, coding tutors, and data analysis in experiments. High focus on AI literacy.
Humanities & Language Arts Teachers (English, History, Foreign Lang)	AI for writing feedback (initial drafts), grammar checking, historical research assistance, language learning apps, and text analysis. Focus on critical evaluation of AI-generated content.
Arts & Music Teachers	AI as a tool for creative inspiration (e.g., generating visual art styles, musical ideas), but core artistic skill and expression remain human.
Special Education Teachers	AI-powered assistive technologies, adaptive learning platforms to cater to diverse needs, and tools for creating individualized education program (IEP) materials.
Career & Technical Education (CTE) Teachers	AI tools relevant to specific trades/professions being taught (e.g., AI in manufacturing, design software with AI), preparing students for AI in their future workplaces.

§ 06 PREPARATION 8 SKILLS

Skills to build

The skills that keep the human part of this work valuable as the routine part is automated.

01 **Pedagogical Skills & Classroom Management.** Core ability to engage students, explain concepts clearly, manage classroom dynamics, and foster a positive learning environment, augmented by AI tools.

02 **AI Literacy & Critical Evaluation of AI Tools.** Understanding how AI educational tools work, their strengths and weaknesses, and critically evaluating their outputs and appropriateness.

03 **Curriculum Design & Adaptation (for AI era).** Ability to design and modify curricula to incorporate AI literacy, ethical AI use, and prepare students for an AI-influenced future.

04 **Facilitation of Higher-Order Thinking & Inquiry.** Shifting from direct instruction to guiding student inquiry, fostering critical thinking, problem-solving, and creativity, often using AI as a resource.

05 **Socio-Emotional Learning (SEL) & Mentorship Skills.** Ability to support students' emotional and social development, provide guidance, and build strong teacher-student relationships.

06 **Data Literacy (Interpreting Student Performance Data).** Using AI-generated analytics on student progress to inform teaching strategies and provide targeted support.

07 **Ethical AI Awareness & Responsible Use Guidance.** Teaching students about the ethical implications of AI, data privacy, algorithmic bias, and responsible digital citizenship.

08 **Adaptability & Continuous Professional Development in EdTech.** Willingness to learn and integrate new AI-powered educational technologies and pedagogical approaches effectively.

§ 07 INSTRUMENTS 11 ENTRIES

Tools in use

KINDS OF TOOL WORTH KNOWING

01 **AI-Powered Lesson Planners & Content Generators.** Platforms that help teachers generate lesson ideas, create worksheets, quizzes, or presentations based on curriculum objectives.

02 **Adaptive Learning Platforms.** Software that adjusts the difficulty and content of learning materials in real-time based on individual student performance.

03 **AI Grading & Feedback Tools.** Tools that can automate the grading of multiple-choice tests, some short answers, or provide initial feedback on writing assignments.

04 **AI Chatbots for Student Support/Tutoring (basic level).** AI conversational agents that can answer common student questions, provide definitions, or offer basic explanations of concepts.

05 **AI Presentation & Visual Aid Creators.** Software that uses AI to help create engaging presentations, infographics, or other visual learning materials.

06 **AI-Enhanced Research & Information Tools for Students.** Guiding students to use AI tools (like advanced search engines or research assistants) responsibly for information gathering.

NAMED TOOLS ALREADY IN USE

MagicSchool AI / Curipod / Diffit
Platforms designed to assist teachers with generating lesson plans, assessments, rubrics, and differentiated materials using AI.

Khan Academy (with Khanmigo AI tutor) / IXL / Dreambox
Educational platforms offering personalized learning paths, AI-driven exercises, and (in Khanmigo's case) an AI tutor for students.

Gradescope / Turnitin (with AI writing feedback features)
Tools that assist in grading various assignment types, with some offering AI-powered feedback on student writing or problem-solving.

ChatGPT / Google Bard (used by students for queries, teachers must guide use)
While not strictly educational tools, students widely use these, requiring teachers to educate on ethical and effective use for learning.

Canva (with AI Magic Design) / Gamma.app
Design platforms that incorporate AI to help quickly create presentations, worksheets, and other visually appealing educational materials.

§ 08 EXAMPLES 5 EXAMPLES

In practice

Ways people in this role are already using AI, and what they get from it.

Generate Differentiated Learning Materials with AI

EXAMPLE 1

HOW Input a lesson topic and specify different learning levels or needs; AI tools can help generate varied texts, activities, or questions for diverse learners.

GAIN Saves significant time in preparing differentiated resources, allowing you to better cater to individual student needs within a diverse classroom.

Use AI for Initial Feedback on Student Writing

EXAMPLE 2

HOW Allow students to submit drafts to an AI writing assistant for initial feedback on grammar, style, and structure, which you then supplement with your pedagogical insights.

GAIN Provides students with immediate formative feedback, allowing them to revise before final submission, and frees up some of your grading time for deeper commentary.

Automate Creation of Quizzes & Study Guides

EXAMPLE 3

HOW Use AI platforms to quickly create multiple-choice quizzes, flashcards, or summary sheets based on your teaching materials or specific learning objectives.

GAIN Quickly generates assessment and study tools, enabling more frequent checks for understanding and providing students with resources for review.

Leverage AI for Personalized Math Practice

EXAMPLE 4

HOW Assign students to adaptive learning platforms where AI provides math problems tailored to their current skill level, offering instant feedback and progressively challenging content.

GAIN Allows students to practice at their own pace, receive targeted support where they struggle, and build confidence in challenging subjects.

Teach Students to Critically Evaluate AI-Generated Information EXAMPLE 5	HOW	Present students with AI-generated text or images related to your subject and lead discussions on its accuracy, potential biases, and reliability as a source.
	GAIN	Develops crucial critical thinking and digital literacy skills, preparing students to navigate an AI-pervasive world responsibly.

§ 09 CONTEXT

How this role compares

Three neighbouring roles chosen to show the direction of travel.

Administrative Assistants in Schools / Basic Grading Assistants MORE EXPOSED	AI IMPACT	High (AI can automate scheduling, parent communications, data entry, and grading of simple assessments)
	WORK MOVES TO	Significant reduction or redefinition of these roles towards managing AI systems or more complex support tasks.
Educational Technologists / AI in EdTech Developers DIFFERENT SKILLS, GROWING	AI IMPACT	Foundational (They design, build, and implement the AI tools and platforms used in education)
	WORK MOVES TO	Deep skills in AI/ML, software development, instructional design, and understanding of pedagogical needs.
School Counselors / Social Workers (Student Well-being) COMPLEMENTARY, LESS EXPOSED	AI IMPACT	Low direct automation of core empathetic counseling (AI might provide data or resources, but human interaction is key)
	WORK MOVES TO	Deep interpersonal skills, emotional intelligence, crisis intervention, and supporting students' mental health and social development.

§ 10 VERDICT

Closing judgement

> For Secondary School Teachers, AI is a transformative tool that can personalize learning, automate administrative burdens, and provide new resources for instruction. The teacher's role will evolve to emphasize facilitation, mentorship, critical thinking, and guiding students in the ethical and effective use of AI, ensuring education prepares them for the future.

§ 11 BASIS REVISED 5 OCTOBER 2026

Evidence and revisions

What the exposure figure rests on, what changed when it was last revised, and the published work cited for this role.

SCORE

45 (held)

WINDOW

3-8 years (unchanged)

The 5 October 2026 review held the score.

Exposure Index v2. Inputs: task applicability 35/100 (Microsoft AI applicability score 0.18 for Secondary school teachers, except special and career/technical education); observed usage 39/100 (Anthropic observed exposure 0.29); official exposure tier 70/100 (BLS: high); labour-market trajectory 50/100 (BLS projects employment to fall 0.2% over 2025–35); published adoption rating 40/100 (medium adoption). Weighted base 45.1. Final score 45. This matches the previous figure of 45. The change window is unchanged.

HOW THE FIGURE IS BUILT (EXPOSURE INDEX V2)

Task applicability — Microsoft Research, AI applicability score	35 × 35%	12.4
Observed usage — Anthropic Economic Index, observed exposure	39 × 20%	7.7
Official exposure tier — US BLS AI-exposure category	70 × 20%	14.0
Labour-market trajectory — US BLS projected employment change 2025–35	51 × 10%	5.1
Published adoption rating — This report's adoption level	40 × 15%	6.0
Weighted base		45.1
Exposure score		45

MEASURES BEHIND THE SCORE

US Bureau of Labor Statistics · *Employment Projections 2025–35 and AI Exposure Categories* (27 August 2026)

AI-exposure tier: High. Projected employment change 2025–35: -0.2%. Matched to Secondary school teachers, except special and career/technical education.

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Microsoft Research · *Working with AI: Measuring the Applicability of Generative AI to Occupations* (10 July 2025)

AI applicability score 0.18 (percentile 62 of 785 occupations) for SOC 25-2031.

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Anthropic · *Anthropic Economic Index report: Cadences* (26 June 2026)

Observed exposure 0.29 for SOC 25-2031 (percentile 91 of 756 occupations).

PUBLISHER PDF

UK Department for Science, Innovation and Technology · *Assessment of AI capabilities and the impact on the UK labour market* (28 January 2026)

UK context: around 70% of UK workers are in occupations with tasks AI could perform or enhance, above the US average; a one-standard-deviation rise in exposure was associated with a 3.9% fall in UK job postings.

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ALSO CITED FOR THIS ROLE

International Monetary Fund · *Bridging Skill Gaps for the Future: New Jobs Creation in the AI Age* (14 January 2026)

Teaching is treated as high-complementarity work: AI changes preparation and assessment tasks while the in-person role persists.

PUBLISHER PDF

OECD · *OECD Employment Outlook 2026* (7 July 2026)

OECD evidence points to transformation rather than displacement in education, with teacher shortages persisting across member countries.

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Archived copies are served only where the licence permits; otherwise the link goes to the publisher. Full research library: https://www.careerguard.ai/sources

§ 12 APPENDIX

Method and sources

Each report was written from a large body of published research. The exposure score itself is computed, not written: it is the CareerGuard Exposure Index, a weighted average of occupation-level measures from the US Bureau of Labor Statistics (AI-exposure classification and 2025–35 projections), Microsoft Research (AI applicability scores) and Anthropic (observed exposure), together with the adoption rating published on the report. The organisations and publications below are the standing literature behind the narrative sections. Every source, with dates, licences and archived copies where we are permitted to hold them, is catalogued in the research library.

Exposure Index v2 (October 2026). Each input is scaled to 0–100 and weighted: task applicability 35% (Microsoft AI applicability score ÷ 0.5), observed usage 20% (Anthropic observed exposure ÷ 0.75), official exposure tier 20% (BLS very high = 100, high = 70, moderate = 40, low = 10), labour-market trajectory 10% (50 2.5 × projected % employment change), published adoption rating 15% (very high = 85, high = 70, medium-high = 55, medium = 40, low-medium = 25, low = 10). Inputs not measured for an occupation are dropped and the remaining weights renormalised. An editorial adjustment of at most ±12 points is allowed only for automation channels the measures cannot see (robotics, self-service, machine vision, medical imaging, RPA/OCR, generative video) and is always logged with its reason. Scores are whole numbers, not rounded to five. The change window shifts one notch (a year at each end) per ten points of movement.

I GLOBAL AND MACROECONOMIC IMPACT OF AI ON WORK

World Economic Forum
The Future of Jobs Report series — Employer survey of expected job growth and decline, skill shifts and technology adoption (2020, 2023 and 2025 editions); Artificial Intelligence and the Future of Entry-Level Work (2026).
AI governance and transformation reports — Frameworks on ethical AI, talent strategy and industry transformation.

McKinsey Global Institute
AI, Automation and the Future of Work series — Research quantifying automation potential by task, sector and demographic, from "Jobs Lost, Jobs Gained" to "Agents, robots, and us" (2025).
Industry-specific reports — Financial services, healthcare, manufacturing and others.

PwC
Global AI Jobs Barometer — Annual analysis of job postings and productivity by AI exposure (2024–2026 editions).
Upskilling Hopes and Fears survey — Employee perceptions and readiness.

Microsoft Research and Anthropic
Working with AI (2025); Anthropic Economic Index (2025–2026) — Occupation-level usage data from Copilot and Claude conversations, the two observed-usage measures behind the 2026 revision.

Stanford Digital Economy Lab and Stanford HAI
Canaries in the Coal Mine? (2025–2026); AI Index Report (annual) — Payroll evidence on early-career employment in exposed occupations; annual measurement of AI capability, investment and adoption.

Deloitte
Human Capital Trends series — Workforce, talent and HR technology trends.
Tech Trends series — Emerging technologies and their business implications.

Accenture
Technology Vision series — Forward-looking analysis of emerging technology, with emphasis on AI.
Fjord Trends — Design, innovation and human experience in a digital world.

Boston Consulting Group
AI/ML insights and industry solutions — "The AI Revolution in the Workplace" and related research.

EY
AI and workforce reports — Adoption, talent strategy and ethics.

IBM Institute for Business Value
AI and automation studies — Business models, workforce evolution and leadership.

OECD
AI Policy Observatory — International data and policy on AI, labour markets and skills.
Employment Outlook — Labour-market trends including technological impact (2023–2026 editions).

International Labour Organization
Generative AI and Jobs: A Refined Global Index of Occupational Exposure (2025) — Task-level exposure gradients for every ISCO occupation; successor to the 2023 global index.

International Monetary Fund
Staff Discussion Notes on AI and work (2024, 2026) — Complementarity framing: where AI augments and where it substitutes.

UK Department for Science, Innovation and Technology
Assessment of AI capabilities and the impact on the UK labour market (2026) — UK occupational exposure and job-posting evidence.

Brookings Institution
AI and automation research — Economic and social implications, displacement and skills.

Yale Budget Lab and Goldman Sachs Research
Tracking the Impact of AI on the Labor Market; AI and the US labour market (2026) — Aggregate labour-market monitoring; macro displacement estimates.

Oxford University (Oxford Martin School)
The Future of Employment — Frey & Osborne and subsequent research on susceptibility to automation.

MIT Technology Review
AI & Work — Reporting on AI research and its implications for industries and jobs.

Gartner
Hype Cycle for Artificial Intelligence — Maturity and adoption of AI technologies.
Future of Work reports — Workplace models and talent strategy.

U.S. Bureau of Labor Statistics
Employment Projections 2025–35; AI Exposure Categories; Occupational Outlook Handbook — Ten-year employment projections and, from the 2025 cycle, an AI-exposure tier for every detailed occupation.

Indeed Hiring Lab
AI at Work Report (2025) and posting-market updates — Skill-level transformation estimates and job-posting trends by occupation.

II CORE AI AND MACHINE-LEARNING RESEARCH

OpenAI
Research papers, blog and API documentation — Large language models, generative AI, safety and societal impact.

Google DeepMind
Research papers and blog — Reinforcement learning, AI for science, AGI and ethics.

Meta AI
Research papers and blog — Large language models, computer vision, AI for social good.

Hugging Face
Transformers library and model hub — Open-source state-of-the-art NLP models.

TensorFlow and PyTorch
Documentation and community forums — Core frameworks illustrating practical capability.

arXiv
cs.AI, cs.LG, cs.CV, cs.CL — Pre-print research.

NeurIPS and ICML
Conference proceedings — Top-tier academic research.

ACM and IEEE
Journals and proceedings — ACM Computing Surveys; IEEE Transactions on AI.

Kaggle
Datasets and competition solutions — Applied machine learning on real-world problems.

The Alan Turing Institute
Research and reports — Responsible and applied AI.

III ETHICAL AND RESPONSIBLE AI DEPLOYMENT

NIST
AI Risk Management Framework — Voluntary framework for managing AI risk.

European Commission
AI Act — Risk-tiered legal framework for AI.
Ethics Guidelines for Trustworthy AI — Principles for responsible development.

Partnership on AI
Research and best practice — Responsible AI development.

AI Now Institute
Annual reports — Social implications: power, inequality, rights.

ACM FAccT
Proceedings — Fairness, accountability and transparency.

Data & Society
Publications — Social implications of data-centric technology.

WIPO
Conversation on IP and AI — Intellectual-property implications of AI.

IEEE Global Initiative on Ethics of A/IS
Ethically Aligned Design — Recommendations for ethical AI design.

Center for AI and Digital Policy
Policy briefs — Accountable AI policy.