TEACHER WELLBEING INDEX 2019

Education Support

The charity for everyone working in education

Education Support is the UK's only charity providing mental health and wellbeing support services to all education staff and organisations.

Foreword

It is time to address the current high levels of unproductive stress experienced by those working in education.

This is important because they operate in an unpredictable environment where not everyone chooses, or wants, to be there.

They manage diverse learner needs; understanding the intricacies of child development.

They promote inclusion and collaboration, alongside assessment and feedback.

We also expect them to be creative, caring, considered and passionate; ensuring that every pupil and student feels understood and valued.

They participate in thousands of interpersonal contacts in the classroom every week.

And it is this interaction that inspires, develops and transforms the lives of children and young people; and it is why teaching is perhaps the most important, fulfilling and rewarding role that exists in society.

Good teaching requires the highest levels of physical, social and emotional energy. That is why the mental health and wellbeing of this workforce is so critical; and why the trends we are seeing in the **Teacher Wellbeing Index** present such a concerning picture.

For all that our understanding of mental health and emotional development has grown over recent decades, we do not yet widely and openly acknowledge the extent of the emotional work inherent in education. The disproportionately high levels of stress reported by the workforce impede their ability to effectively nurture children and young people, including an increasing number who are vulnerable.

The interaction in the classroom of a stressed, overwhelmed, tired and unsupported teacher will be different to that of a supported teacher with a strong sense of professional autonomy, self–efficacy and balance between personal and professional life.

In short bursts, stress can be a good thing. It can help us to prepare and focus for challenging or urgent situations. However, when the stress response becomes increasingly frequent and prolonged it negatively impacts on attention, memory, and the way that we deal with emotions.

It is at this point that stress can contribute to mental health issues – something experienced by a third of staff surveyed in this year's **Teacher Wellbeing Index**. This is the highest figure recorded since the Index began.

At a time of mounting pressure on the education workforce, our charity has witnessed unprecedented levels of demand for our services. In the past 12 months alone, we directly supported a record 14,081 people, with the severity of the cases managed significantly higher than at any point in this century so far.

Teachers tend toward the stoic, and usually wait until a crisis point before accessing support. This is simply not sustainable, let alone desirable.

Encouragingly, knowledge into the causes and impact of teacher wellbeing has grown steadily in recent years. We are proud to be working closely with a range of academics and other stakeholders to help accelerate this process.

In addition, we remain committed to contributing our own research and insight, including this annual **Teacher Wellbeing Index** publication, conducted in partnership with *YouGov*.

This improved evidence base has coincided with an appetite and energy from across the sector, and among policymakers, to address the issue.

We must harness this current enthusiasm to introduce measures that deliver meaningful and sustainable change, creating the systems, policies, conditions and support to allow teachers and school staff to flourish.

Teaching professionals are among the most valuable assets in our society and ought to feel respected, supported and resilient.

Across the whole lifecycle of an education career, it is time to take meaningful action to look after the people who look after our children and young people.

Sinéad Mc Brearty
CEO at Education Support

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Executive Summary

2019 Findings in Numbers

The Teacher Wellbeing Index 2019, this publication, uses a series of indicators to benchmark educational professionals' mental health and wellbeing, which also affords the ability to analyse trends over time. It includes responses received from education professionals working in all job roles – including a) Teachers (Qualified, Newly-Qualified, Trainees, Teaching Assistants and Supply Teachers) and those working with Special Education Needs; b) Senior Teachers with specific roles (Head of Department, Head of Year, Assistant Head, Deputy Head, Head Teachers); and c) staff working in non-teaching roles (such as School Business Managers). Where the findings differ between different job roles, such as Senior Leaders, Teachers and other roles, these have been noted in this report.

Building a picture of what it means to work in the education sector

72%
Of all educational professionals described themselves as stressed (84% of senior leaders)
Section 1e, Page 26)

33%
Of school teachers (68% of senior leaders) worked more than 51 hours a week on average. Working long hours and stress appear to be closely linked
Section 1c, Page 24
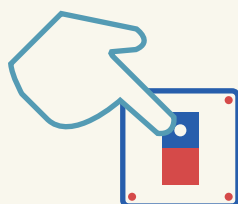
74%
Of education professionals considered the inability to switch off and relax to be the major contributing factor to a negative work/life balance
Section 1d, Page 25

The mental health and wellbeing of education professionals – the individual

34%

Of all education professionals have experienced a mental health issue in the past academic year
Section 2b, Page 36

57%

More than half of all education professionals have considered leaving the sector over the past two years due to pressures on their health and wellbeing
Section 2h, Page 45

49%

Of all education professionals considered their organisational culture had a negative effect on their mental health and wellbeing
Section 2g, Page 44

71%

Of education professionals cited workload as the main reason for considering leaving their jobs
Section 2h, Page 47

78%

Of all education professionals have experienced behavioural, psychological or physical symptoms due to their work
Section 2b, Page 37

Of those who experienced symptoms

46% and 35%

Thought they could be signs of anxiety or depression respectively – both considerably higher than nationally reported. More than 50% of those showing such signs were formally diagnosed by their General Practitioner (GP)
Section 2a, Page 34

51%

Of school teachers attributed work symptoms to pupil/ student behavioural issues
Section 2c, Page 47

The impact of an individual's mental health and wellbeing on others studying and working in the education sector

50%
Of education professionals with mental health symptoms were absent for a month or more over the academic year
Section 3a, Page 50

41%
Of senior leaders believed that having time off work due to mental health symptoms would have a negative impact on their pupils'/students' studies
Section 3b, Page 52
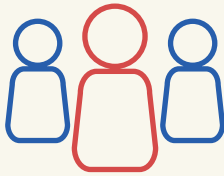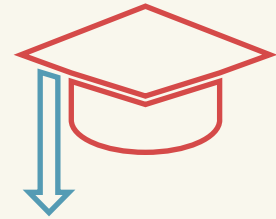
32%
Of education professionals (40% of senior leaders) believed that taking time off work due to mental health symptoms would have a negative effect on team morale
Section 3c, Page 53
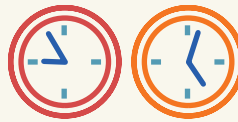
49%
Of education professionals felt compelled to come to work all of the time when they were unwell (known as presenteeism)
Section 3d, Page 54

The mental health and wellbeing support and guidance available to staff working in the education sector
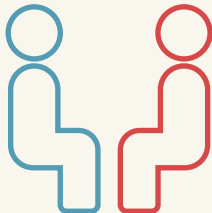
60%
Of education professionals would not feel confident in disclosing unmanageable stress/ mental health issues to their employer
Section 4b, Page 60

69%
Of education professionals considered they did not have enough guidance about mental health and wellbeing at work
Section 4c, Page 61

39%
Of education professionals would not speak to anyone at work about mental health issues because they felt it would negatively affect people's perceptions of them
Section 4a, Page 59

43%
Of education professionals believed that their institutions did not properly support employees who experienced mental health and wellbeing problems
Section 4d, Page 62
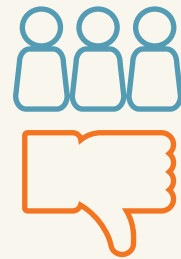
26%
Of education professionals (31% of senior leaders) considered there was a stigma (feeling of shame) which prevented them from talking about mental health problems at work
Section 4a, Page 59

27%
Of education professionals had access to Employee Assistance Counselling Services and also to Unions they could talk to for mental health support at work
Section 4e, Page 63

54%
Of educational institutions did not regularly survey their staff to establish levels of employee wellbeing
Section 4h, Page 68

Using the Warwick-Edinburgh Mental Wellbeing Scale to measure mental health in the education sector

44.7
WEMWBS score for all education professionals. (Note: Regional comparisons can be found in the key indicators' section). *Section 5, Page 72*

Index Comparison of 2017–2019

This summary allows the reader to compare possible differences in mental health and wellbeing statistics across the years. A traffic-light spot system indicates any changes found, and an arrow next to the spot indicates whether this is positive or negative change. The percentage change is shown next to the category, and a summary descriptive term included for clarity.

KEY

- ● Red light indicates a change of (+/- 10% and over) = Summarised as either 'getting better' or 'getting worse'

- ● Amber light indicates a change of (+/- 5-9%) = Summarised as either 'getting better' or 'getting worse'

- ● Green light indicates a change of (+/- 0-4%) = Summarised as 'similar findings'

Note: Many of the categories of answer below included the option for education professionals to say they "don't know". These have generally been excluded from this Index comparison.

Working in the education sector – a picture of staffing

	2017	2018	2019	2019 Summary
Work/life balance – Factors which contributed a great deal or somewhat to a negative work-life balance				
Inability to switch off and relax	●	●	●	Similar findings
Working long hours on weekdays (- 5%)	●	●	● ↓	Getting better
Not finding time to be with my family/friends	●	●	●	Similar findings
Working over the weekends (- 7%)	●	●	● ↓	Getting better
Working during holidays	●	●	●	Similar findings
Family commitments preventing me from doing a good job at work	●	●	●	Similar findings
Levels of stress working in the education sector (+ 5%)	●	●	● ↑	Getting worse
Levels of resilience working in the education sector	●	●	New	n/a
How education professionals coped with workplace stress or anxiety				
Food/eating	●	●	●	Similar findings
Alcohol	●	●	●	Similar findings
Unnecessary spending	●	●	●	Similar findings
Drugs	●	●	●	Similar findings
Gambling	●	●	●	Similar findings
Other	●	●	●	Similar findings
None of these	●	●	●	Similar findings

The mental health and wellbeing of education professionals – the individual

	2017	2018	2019	2019 Summary
The symptoms experienced and the signs in the last year (NB a reflective question asked in 2019 for perceptions relating to both 2019 and 2018)				
Insomnia/difficulty sleeping (+ 14%)		●	● ↑	Getting worse
Irritability/mood swings (+ 13%)		●	● ↑	Getting worse
Tearfulness (+ 15%)		●	● ↑	Getting worse
Over-eating (+ 10%)		●	● ↑	Getting worse
Forgetfulness (+ 13%)		●	● ↑	Getting worse
Difficulty concentrating (+ 15%)		●	● ↑	Getting worse
Muscle tension (+ 8%)		●	● ↑	Getting worse
Recurring headaches/migraines (+ 6%)		●	● ↑	Getting worse
Dizziness (+ 12%)		●	● ↑	Getting worse
Changes in appetite (+ 8%)		●	● ↑	Getting worse
Panic attacks		●	●	Similar findings
Under-eating		●	●	Similar findings
High blood pressure		●	●	Similar findings
None of these (- 5%)		●	● ↓	Getting better
Symptoms experienced linked to possible signs of mental health issues – Self-defined or suggested by someone else				
Anxiety	●	●	●	Similar findings
Depression	●	● ↑	●	Similar findings
Exhaustion	●	●	●	Similar findings
Post-traumatic stress disorder (PTSD)	●	●	●	Similar findings
Obsessive compulsive disorder (OCD)	●	●	●	Similar findings
Eating disorder (including Anorexia, Bulimia, Binge Eating Disorders)	●	●	●	Similar findings
Personality disorder	●	●	●	Similar findings
Bipolar disorder	●	●	●	Similar findings
Schizophrenia/psychosis	●	●	●	Similar findings
None of these	●	● ↓	●	Similar findings
Formal diagnosis by a General Practitioner (GP) following mental health signs displayed (NB: highest four signs only)				
Anxiety	●	● ↑	●	Similar findings
Depression (+ 6% diagnosis)	●	●	● ↑	Getting worse
Exhaustion	●	●	●	Similar findings
Acute Stress	●	●	●	Similar findings

The mental health and wellbeing of education professionals – the individual

Education professionals experiencing mental health issues in the last year				
Yes	●	●	●	Similar findings
No	●	●	●	Similar findings
Prefer not to say	●	●	●	Similar findings
Mental health issues experienced by education professionals due to work where work was a contributing factor				
Behavioural (eg changes to appetite, irritability, procrastination, mood swings)	●	●	●	Similar findings
Physical symptoms (eg raised blood pressure, muscle tension, sweating, dizziness, headaches or migraines)	●	●	●	Similar findings
Psychological symptoms (eg depression, anxiety, panic attacks)	●	●	●	Similar findings
Work issues that symptoms were related to				
Excessive workload	●	● ↓	●	Similar findings
Work/life balance	●	● ↓	●	Similar findings
Pupils'/students' behaviour	●	● ↑	●	Similar findings
Low income (- 8%)	●	●	● ↓	Getting better
Unreasonable demands from manager	●	● ↓	●	Similar findings
Rapid pace of change (eg National Curriculum)	●	● ↓	●	Similar findings
Problems with pupils'/students' parents	●	● ↑	●	Similar findings
Bullying by colleagues	●	●	●	Similar findings
Redundancy/restructure	●	●	●	Similar findings
Lack of opportunities to work independently	●	●	●	Similar findings
Lack of trust from managers (+ 6%)	●	●	● ↑	Getting worse
Discrimination	●	●	●	Similar findings
Retirement	●	●	●	Similar findings
Mental health issues experienced by education professionals due to personal reasons				
Family issues	●	● ↓	●	Similar findings
Financial worries	●	● ↓	●	Similar findings
Health concerns	●	● ↓	●	Similar findings
Bereavement	●	●	●	Similar findings
Trauma	●	● ↓	●	Similar findings
Housing problems	●	●	●	Similar findings
Problems with neighbours	●	●	●	Similar findings
None of these (- 5%)	●	● ↑	● ↓	Getting better
Sources of support accessed by those who used substances or behaviours to cope with workplace stress and/or anxiety (NB only those with 10%+ responses are shown)				
Family/friends	●	● ↑	●	Similar findings
Partner/spouse	●	●	●	Similar findings
GP/NHS/Health professionals	●	●	●	Similar findings

	Col 1	Col 2	Col 3	
Peers/colleagues	●	●	●	Similar findings
None of these	●	●	●	Similar findings
Employer/line manager/senior staff member at work	●	● ↑	●	Similar findings
Websites/a general internet search	●	●	●	Similar findings
Counsellor/psychiatrist/psychologist	●	●	●	Similar findings
A union	●	●	●	Similar findings
Ways in which mental health problems experienced at work were alleviated				
Physical exercise	●	● ↓	●	Similar findings
Meditation/mindfulness	●	●	●	Similar findings
Alcohol	●	●	●	Similar findings
Therapy/counselling	●	●	●	Similar findings
I didn't try to alleviate/solve them	●	●	●	Similar findings
Self-medication	●	●	●	Similar findings
Other	●	●	●	Similar findings
Drugs	●	●	●	Similar findings
How organisational culture related to education professionals' mental health and wellbeing				
Positive effect	●	●	New	n/a
Negative effect	●	●	New	n/a
No effect	●	●	New	n/a
Education professionals who had considered leaving the profession due to health and wellbeing issues in the last two years				
Volume of workload	●	● ↓	●	Similar findings
Seeking better work/life balance (- 4%)	●	● ↓	● ↓	Getting better
Unreasonable demands from managers (- 5%)	●	●	● ↓	Getting better
Pupil/student behaviour	●	● ↑	●	Similar findings
Mental health concerns	●	●	●	Similar findings
Seeking higher pay (- 4%)	●	● ↑	● ↓	Getting better
Rapid pace of organisational change (- 5%)	●	● ↓	● ↓	Getting better
Physical health concerns	●	●	●	Similar findings
Retiring from profession/sector	●	●	●	Similar findings
Target-driven culture	●	●	New	n/a
Lack of resources (staff and general)	●	●	New	n/a
Unnecessary paperwork/data gathering	●	●	New	n/a
Not feeling valued	●	●	New	n/a
Other	●	●	●	Similar findings

The impact of an individual's mental health and wellbeing on others studying and working in the education sector

	2017	2018	2019	2019 Summary
Time taken off work				
A day here and there (– 4%)	●	● ↑	● ↓	Getting better
More than a week in total over the academic year	●	●	●	Similar findings
More than a month in total over the academic year	●	●	●	Similar findings
Signed off for up to six months	●	●	●	Similar findings
Signed off for over six months	●	●	●	Similar findings
Impact on pupils/students				
No impact	●	● ↓	●	Similar findings
Negative impact on their studies	●	●	●	Similar findings
Negative impact on their results	●	●	●	Similar findings
Negative impact on their own mental health	●	●	●	Similar findings
Positive impact on their studies	●	●	●	Similar findings
Positive impact on their results	●	●	●	Similar findings
Positive impact on their own mental health	●	●	●	Similar findings
Impact on colleagues				
No impact	●	●	●	Similar findings
Negative impact on our working relationship(s)	●	●	●	Similar findings
Negative impact on team morale (+ 17%)	●	●	● ↑	Getting worse
Negative impact on their own performance	●	●	●	Similar findings
Positive impact on our working relationship(s)	●	●	●	Similar findings
Positive impact on team morale	●	●	●	Similar findings
Positive impact on their own performance	●	●	●	Similar findings
Impact of presenteeism				
Feeling compelled to come into work when unwell – yes (always, most or some of the time)	●	●	New	n/a
Feeling compelled to come into work when unwell – no/never	●	●	New	n/a
Other impact				
My personal relationships suffered	●	●	●	Similar findings
My work performance suffered (+ 5%)	●	●	● ↑	Getting worse
I had to take time off work	●	●	●	Similar findings
My work relationships suffered	●	●	●	Similar findings
I felt suicidal	●	●	●	Similar findings
I had to leave my job	●	●	●	Similar findings
My personal relationships broke down	●	●	●	Similar findings
None of these	●	●	●	Similar findings

The mental health and wellbeing support and guidance available to staff working in the education sector

	2017	2018	2019	2019 Summary
Who education professionals would speak to first at work about mental health				
Somebody outside of work	●	●	●	Similar findings
I did not speak to anybody about it	●	●	●	Similar findings
Colleague	●	●	●	Similar findings
Line Manager	●	●	●	Similar findings
Human Resources/central office	●	●	●	Similar findings
Employee Assistance Programme	●	●	●	Similar findings
Other	●	●	●	Similar findings
Why educational professionals did not speak to anyone at work				
They wouldn't be supportive (– 5%)	●	● ↑	● ↓	Getting better
They would see it as a sign of weakness (– 7%)	●	●	● ↓	Getting better
I prefer to seek support from people outside of work (+7%)	●	● ↓	● ↑	Getting better[1]
There is a stigma (eg a feeling of shame) which stops me from talking to anyone at work	●	●	New	n/a
I would be worried about losing my job	●	●	●	Similar findings
People at work have been the cause of my difficulties in the past (+ 4%)	●	●	● ↑	Getting worse
No-one talks about their problems at work (– 10%)	●	● ↓	●	Similar findings
It would negatively affect their perception of me	●	●	●	Similar findings
Other	●	●	●	Similar findings
Confidence in sharing mental health issues at work				
Confident	●	●	●	Similar findings
Not very confident (– 6%)	●	●	● ↓	Getting better
Education professionals who spoke to someone at work or outside work and how this helped				
It gave me perspective and helped me realise I am not alone (+ 7%)	●	● ↓	● ↑	Getting better
It restored my confidence in my abilities	●	●	●	Similar findings
It equipped me with practice advice	●	●	●	Similar findings
It enabled me to seek professional support	●	●	●	Similar findings
I don't think it helped	●	●	●	Similar findings
I gained permission to seek help/it removed the stigma	●	●	●	Similar findings
Other	●	●	●	Similar findings
Mental health and wellbeing guidance available at work				
Sufficient guidance (+ 5%)	●	●	● ↑	Getting better
Insufficient guidance (– 5%)	●	●	● ↓	Getting better

[1] Summarised as 'getting better', as interpreted as an increase noted in education professionals seeking support

Levels of support received at work by those who experienced mental health and wellbeing problems

	Col 1	Col 2	Col 3	Findings
Well supported (+ 7%)	⚫	🔵	🟠 ↑	Getting better
Not very well supported (– 10%) (NB difference due to corresponding change in 'don't know' category answer)	⚫	🟠 ↑	🔴 ↓	Getting better

The help available at work

	Col 1	Col 2	Col 3	Findings
Union people to talk to	⚫	🔵	🔵	Similar findings
Employee assistance counselling services (+ 6%)	⚫	🔵	🟠 ↑	Getting better
Encouragement to speak up when struggling (+ 5%)	⚫	🔵	🟠 ↑	Getting better
HR staff to talk to	⚫	🔵	🔵	Similar findings
Exercise classes, groups or programmes (+ 5%)	⚫	🔵	🟠 ↑	Getting better
Mindfulness classes or programmes	⚫	🔵	🔵	Similar findings
Training on common mental health conditions	⚫	🔵	🔵	Similar findings
Mentoring/co-worker support schemes	⚫	🔵	🔵	Similar findings
Health-related support staff to talk to	⚫	🔵	🔵	Similar findings
Mental health first aid training (+ 6%)	⚫	🔵	🟠 ↑	Getting better
Resilience, energy or stress management classes or programmes	⚫	🔵	🔵	Similar findings
Massage or relaxation classes or programmes	⚫	🔵	🔵	Similar findings
Other	⚫	🔵	🔵	Similar findings
None of these (– 8%)	⚫	🔵	🟠 ↓	Getting better

How educational institutions could improve the mental health and wellbeing of their workforce

	Col 1	Col 2	Col 3	Findings
Managers working with their staff to reduce workload	⚫	🔵	🔵	Similar findings
Changes being better communicated to staff by managers	⚫	🔵	🔵	Similar findings
My employer having a well-implemented pupil/student behaviour policy	⚫	🔵	🔵	Similar findings
The leadership team being more approachable	⚫	🔵	🔵	Similar findings
My employer implementing a structured staff health and wellbeing programme (eg stress management workshops, support groups etc)	⚫	🔵	🔵	Similar findings
My employer allowing flexible working hours to fit with other commitments	⚫	🔵	🔵	Similar findings
My employer having to meet high standards of health and wellbeing provision for staff regulated by an independent body	⚫	🟠 ↓	🔵	Similar findings
My employer making us more aware of the support available (eg Employee Assistance Programmes)	⚫	🔵	🔵	Similar findings
Colleagues being more understanding and accommodating of each other's needs and feelings (+ 4%)	⚫	🔵	🟠 ↑	Getting better

Mental health and wellbeing policies				
Has a policy	●	●	● ↑	Getting better
Does not have a policy	●	●	● ↓	Getting better
How well mental health and wellbeing policies were being implemented				
Always	●	● ↓	●	Similar findings
Most/some of the time (NB the 'some' category was added in 2018, so only 2019–2018 comparisons are on the same basis)	●	●	●	Similar findings
No/never (– 5%)	●	● ↓	● ↓	Getting better
Educational organisations regularly surveying their staff				
Yes (+ 9%)	●	●	● ↑	Getting better
No (– 9%)	●	●	● ↓	Getting better
Educational organisations having budgets/resources for staff wellbeing				
Yes	●	●	●	Similar findings
No	●	●	●	Similar findings

Measuring wellbeing in the education sector

|	2017	2018	2019	2019 Summary
WEMWBS Score (all education staff) (NB – Regional comparisons can be found in the associated Key Indicators' section)	●	●	44.7 New	n/a

Overall tally of data changes identified between 2018–2019

Category Tally	Number	% of Total
Red spotlight (change of +/– 10%+): getting better	1	0%
Red spotlight (change of +/– 10%+): getting worse	8	4%
Amber spotlight (change of +/– 5–9%+): getting better	29	16%
Amber spotlight (change of +/– 5–9%+): getting worse	8	4%
Little change identified	137	75%

Regional comparisons of key indicators – 2019

The map displays the WEMWBS scores and the percentages for mental health issues, current levels of stress and thoughts on leaving the education sector.

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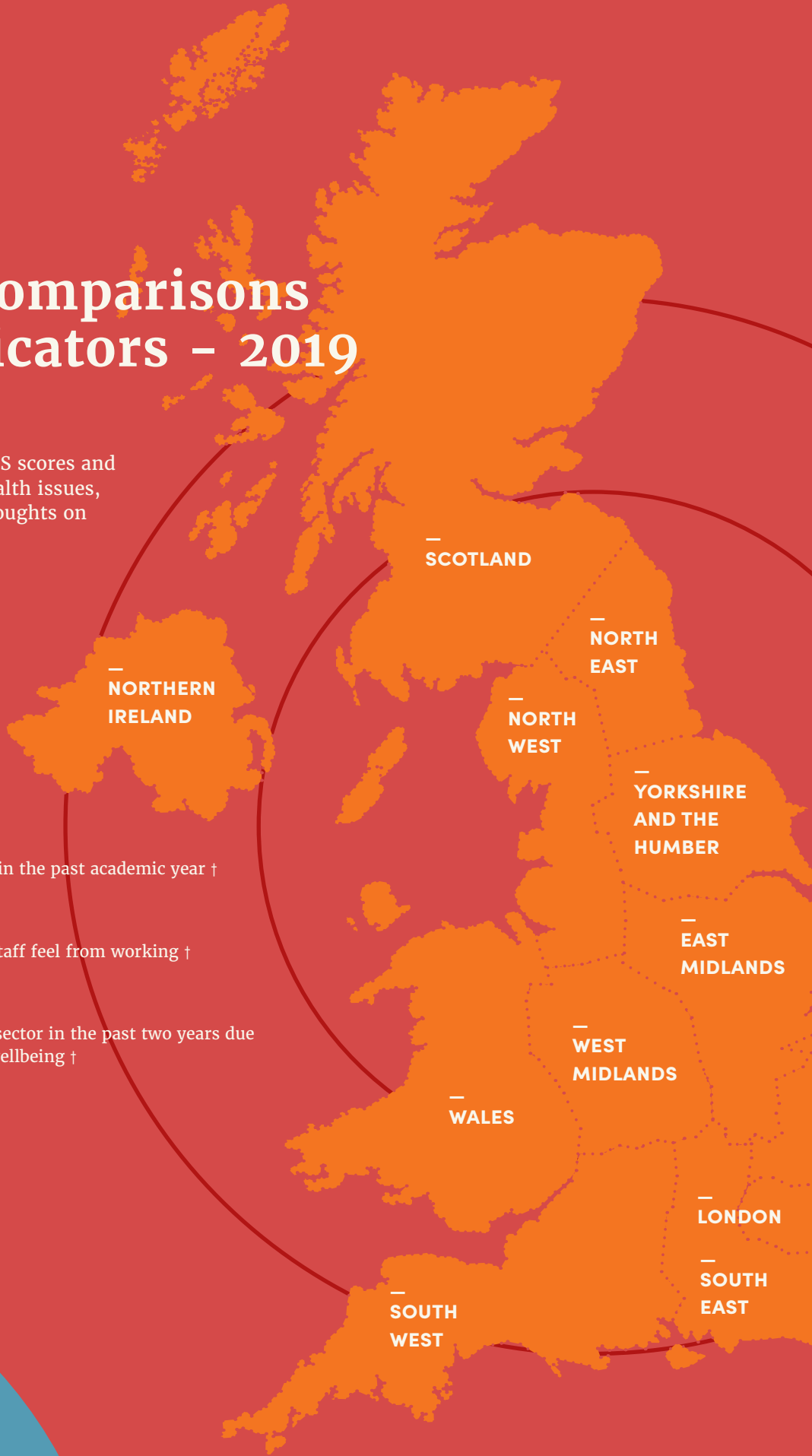
UK OVERALL

44.7
WEMWBS score

34%
Experienced mental health issues in the past academic year †

72%
Current level of stress education staff feel from working †

57%
Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

SCOTLAND

NORTHERN IRELAND

NORTH EAST

NORTH WEST

YORKSHIRE AND THE HUMBER

EAST MIDLANDS

WEST MIDLANDS

WALES

LONDON

SOUTH EAST

SOUTH WEST

† Base = all education professionals

NORTH EAST

44.3 WEMWBS score

40% Experienced mental health issues in the past academic year †

70% Current level of stress education staff feel from working †

60% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

NORTH WEST

43.4 WEMWBS score

33% Experienced mental health issues in the past academic year †

75% Current level of stress education staff feel from working †

57% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

YORKSHIRE AND THE HUMBER

44.3 WEMWBS score

37% Experienced mental health issues in the past academic year †

71% Current level of stress education staff feel from working †

57% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

EAST MIDLANDS

44.0 WEMWBS score

36% Experienced mental health issues in the past academic year †

75% Current level of stress education staff feel from working †

58% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

WEST MIDLANDS

43.6 WEMWBS score

37% Experienced mental health issues in the past academic year †

77% Current level of stress education staff feel from working †

61% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

EAST OF ENGLAND

45.6 WEMWBS score

35% Experienced mental health issues in the past academic year †

74% Current level of stress education staff feel from working †

57% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

LONDON

45.0 WEMWBS score

34% Experienced mental health issues in the past academic year †

68% Current level of stress education staff feel from working †

58% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

SOUTH EAST

45.8 WEMWBS score

31% Experienced mental health issues in the past academic year †

73% Current level of stress education staff feel from working †

58% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

SOUTH WEST

45.4 WEMWBS score

28% Experienced mental health issues in the past academic year †

70% Current level of stress education staff feel from working †

54% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

SCOTLAND

44.0 WEMWBS score

36% Experienced mental health issues in the past academic year †

70% Current level of stress education staff feel from working †

57% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

WALES

46.4 WEMWBS score

27% Experienced mental health issues in the past academic year †

64% Current level of stress education staff feel from working †

56% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

NORTHERN IRELAND

44.6 WEMWBS score

39% Experienced mental health issues in the past academic year †

74% Current level of stress education staff feel from working †

50% Considered leaving the education sector in the past two years due to pressures on their health and wellbeing †

EAST OF ENGLAND

About the report

This report explores the mental health and wellbeing of education professionals working across the education sector

The underpinning research had three aims:

1) To provide a description of the mental health and wellbeing of teachers and education staff using the most recent data

2) Analyse trends over time

3) Identify differences in the teacher and education staff populations as appropriate

The research was conducted using an online survey of education professionals drawn from *YouGov*'s panel. The total sample size was 3,019 education professionals and the survey was conducted during the period 25 June to 29 July 2019. The sample included all job roles within the education profession from senior leaders through to support staff working in the Early Years, Primary, Secondary, Further, Adult, and Vocational Education sectors. Appendix A gives a detailed breakdown of the responses received by sector and region, and also by gender, age and time spent working in education.

This is the third large-scale survey which Education Support has conducted. In 2018 the survey was published as "**Teacher Wellbeing Index 2018**" and previously as "Health Survey 2017 – The mental health and wellbeing of education professionals in the UK". Both of these publications are available on its website. Comparisons with the findings in the previous two years have been made throughout this 2019 Index in order to identify trends over time. All findings have been shown in percentages[2].

This Index has been structured around five main themes:

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Section 1

Understanding why people choose to work in the education sector to build a picture of what it means to work in education.

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Section 2

Identifying aspects of the mental health and wellbeing of education professionals, with a focus on individual employees.

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Section 3

Detailing how the impact of an individual employee's mental health and wellbeing affects their students and others working in education.

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Section 4

Describing the mental health and wellbeing guidance available to staff in the education sector.

—
Section 5

Using the Warwick-Edinburgh Mental Wellbeing Scale to measure the mental wellbeing of education professionals.

[2] As a result of GDPR legislation, all *YouGov* respondents in the 2018 research onwards were given the option to opt-out of questions which gathered sensitive personal data, including questions which captured information about their health. In the analysis these were coded as "refused", in addition to respondents who selected the "prefer not to say" option. Where Index comparisons with 2018/2017 have been made, the figures are based on those who responded to the question (ie excluding "refused" and "prefer not to say").

Building a picture of staffing

Building a picture of staffing

This section seeks to build a picture of why people chose to work in the education sector and what it was like. It states what they loved and disliked about working in education, the working hours that professionals were contracted to undertake and how many hours they did actually work, how this might have affected their work/life balance, stress and resilience levels and how such levels affected their performance at work.

a) What professionals loved about working in education

Education professionals loved many different aspects of their work. The most important aspect for them was to make a difference/impact on the lives of young people (this was also found in the **Teacher Wellbeing Index 2018**). The second most important aspect was helping young people achieve their potential, followed by the daily interaction that they had with pupils/students.

The word cloud below displays the 12,533 responses received to the question.

Respondents could choose up to five responses from a list of ten possible categories of answer (derived from the categories found in the 2018 Index, with the opportunity to add their own categories, to state they did not love anything about working in the education sector, and to say they did not know). Only those areas achieving more than 5% of the total have been shown. The text size relates to the frequency of occurrence so that the responses can easily be visualised.
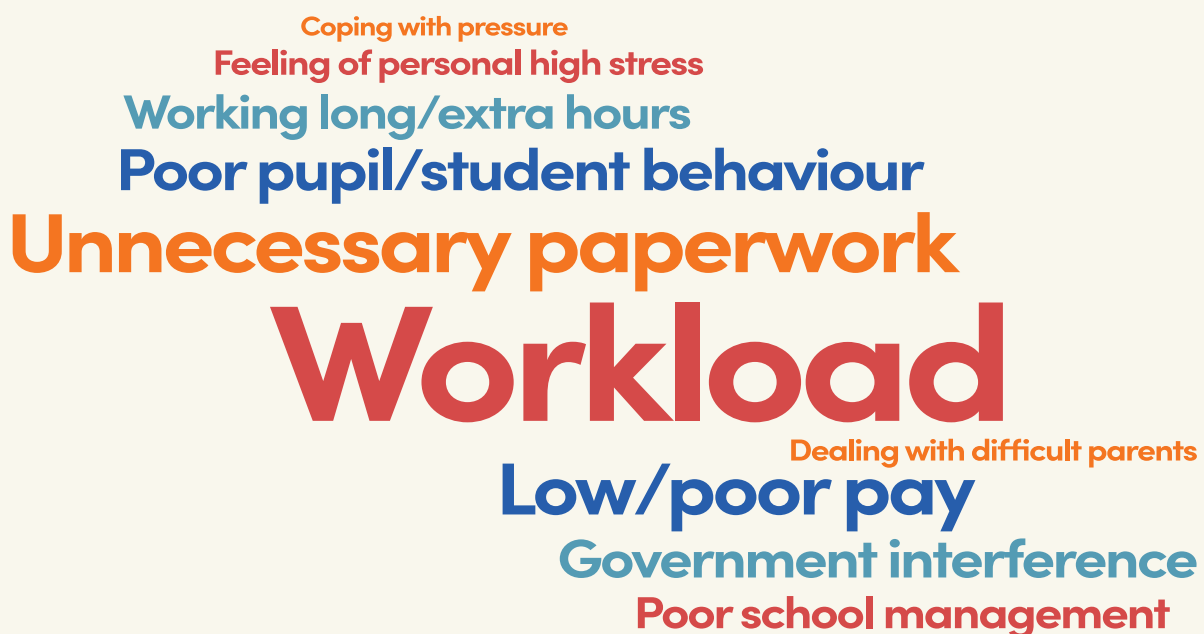
Working with colleagues

Working with young people

"Lightbulb moments"   Interaction with students

Making a difference/impact

Helping young people achieve their potential

Teaching generally/my subject

Everyday is different

Challenging job

The holidays

b) What professionals disliked about working in education

Using the same approach as asking education professionals what they loved about working in education, they were also asked about what they disliked about working in education. Workload was found to be the major aspect of their job which was disliked (the same finding as in the **Teacher Wellbeing Index** 2018), followed by dealing with unnecessary paperwork and receiving poor/low pay.

The word cloud below displays the 11,583 responses received to the question.

Respondents could choose up to five responses from a list of ten possible categories of answer (derived from the categories found in the 2018 Index, with the opportunity to add their own categories, to state they did not love anything about working in the education sector, and to say they did not know). Only those areas achieving more than 5% of the total have been shown. The text size relates to the frequency of occurrence so that the responses can easily be visualised.

Coping with pressure
Feeling of personal high stress
Working long/extra hours
Poor pupil/student behaviour
Unnecessary paperwork
Workload
Dealing with difficult parents
Low/poor pay
Government interference
Poor school management

c) Working hours – contracted and worked

Long working hours continued to be a reality in the education profession across all job roles, with many education professionals working for many more hours than they were contracted to. To capture more accurately the upper levels of hours worked, three new options were introduced in the 2019 survey, replacing 60+ hours with 61-70 hours and 71–80 and 81+ hours.

- In 2019, 33% of all education professionals worked for more than 51 hours a week on average – compared to 32% in 2018 and 35% in 2017.

- Senior leaders worked much longer hours than they were contracted to do – only 3% were contracted to work 51+ hours per week and yet 68% did so. This was a large increase on 2018, when 5% were contracted to work 51+ hours per week and yet 59% did so.

- The 2019 survey captured that 28% of senior leaders worked more than 61 hours per week, with 11% working more than 70 hours per week.

- School teachers worked longer hours than they were contracted to do as well – only 2% were contracted to work 51+ hours per week and yet 33% did so. This was an increase on 2018, when 2% were contracted to work 51+ hours per week and yet 29% did so.

- In 2019, 1% of staff working in other roles were contracted to work more than 40 hours per week and yet 28% did so.
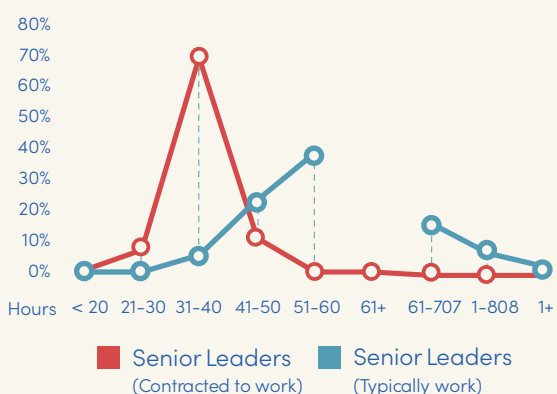
The above results can be seen in the context of three other research studies from England which have recently looked into the working hours of teachers. The first, is the TALIS report for the OECD which found that full-time teachers in England in 2018 worked an average of 49.3 hours per week (quoted in EPI, 2019). The second is Teacher Workload Survey (TWS) 2019 which found that working hours had reduced for teachers to 49.5 hours in 2019 hours from 54.4 hours in 2016, and for senior leaders to 55.1 hours in 2019 from 60.5 hours in 2016 (DfE, 2019). The third is the research report by Allen et al (2019) which found "a quarter of teachers work more than 60 hours per week during term time".

School Teachers – Contracted hours versus hours typically worked per week in 2019

School Teachers (Contracted to work)   School Teachers (Typically work)

Senior Leaders – Contracted hours versus hours typically worked per week in 2019

Senior Leaders (Contracted to work)   Senior Leaders (Typically work)
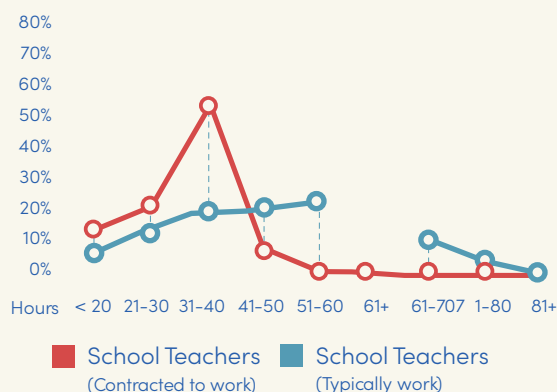
Other staff roles – Contracted hours versus hours typically worked per week in 2019

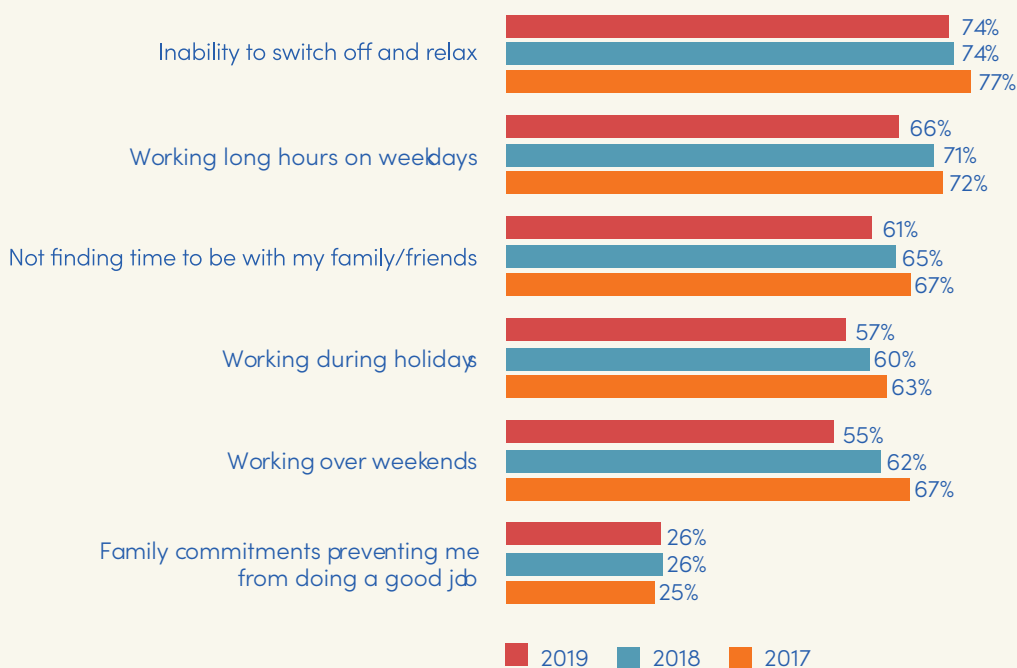Other Roles (Contracted to work)   Other Roles (Typically work)
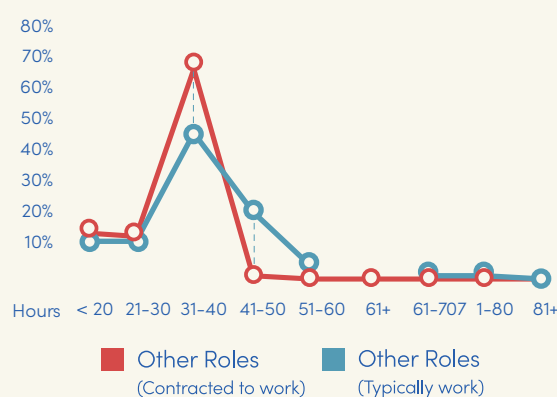
2019 Base: Senior leaders (n = 545), School Teachers (n = 1,842), other staff roles (n = 474)

d) Work/life balance

Working long hours, it can be difficult to achieve the right balance between home and work lives. Two recent publications have highlighted this. Firstly, Ofsted reported that "levels of satisfaction with life are higher among the general public than among staff in schools and FES providers (Ofsted, 2019). Secondly, according to Worth et al, "teachers have a lower level of satisfaction with their amount of leisure time than nurses and a similar level to police officers. There is no significant difference in satisfaction with their amount of leisure time between primary and secondary school teachers" (Worth et al, 2019).

• When asked about the extent to which various factors contributed to a negative work/life balance in this study, education professionals most commonly indicated the inability to switch off and relax was the most important factor (74%), which was exactly the same as in 2018.

• Other issues which negatively affected the balance were working long hours

on weekdays (66%), not finding time to be with family/friends (61%), working during the holidays (57%) and working over weekends (55%). All these issues showed a small percentage decrease in 2019 when compared with 2018.

• Conversely, 26% stated that family commitments were a factor in preventing them from doing a good job at work, which was exactly the same as in 2018.

• In all six factors noted below, senior leaders expressed these areas more negatively influenced their work/life balance compared to school teachers or those working in others roles (this was the same in 2018).

• Overall, in the period 2018 to 2019 the percentage responses to all factors decreased, notably working over weekends (which decreased by 7% to 55% in 2019) and working long hours on weekends (which decreased by 5% to 66% in 2019).

Factors that contributed a great deal or somewhat to a negative work-life balance for education professionals

Factor	2019	2018	2017
Inability to switch off and relax	74%	74%	77%
Working long hours on weekdays	66%	71%	72%
Not finding time to be with my family/friends	61%	65%	67%
Working during holidays	57%	60%	63%
Working over weekends	55%	62%	67%
Family commitments preventing me from doing a good job	26%	26%	25%

■ 2019   ■ 2018   ■ 2017

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987)

"Work–related stress, depression or anxiety accounts for 44% of work–related ill health and 57% of working days lost in 2017/18"
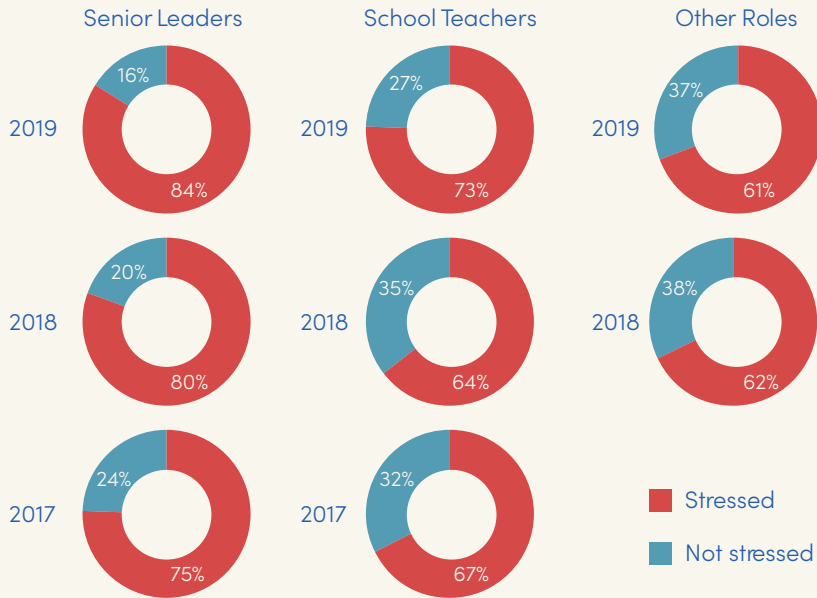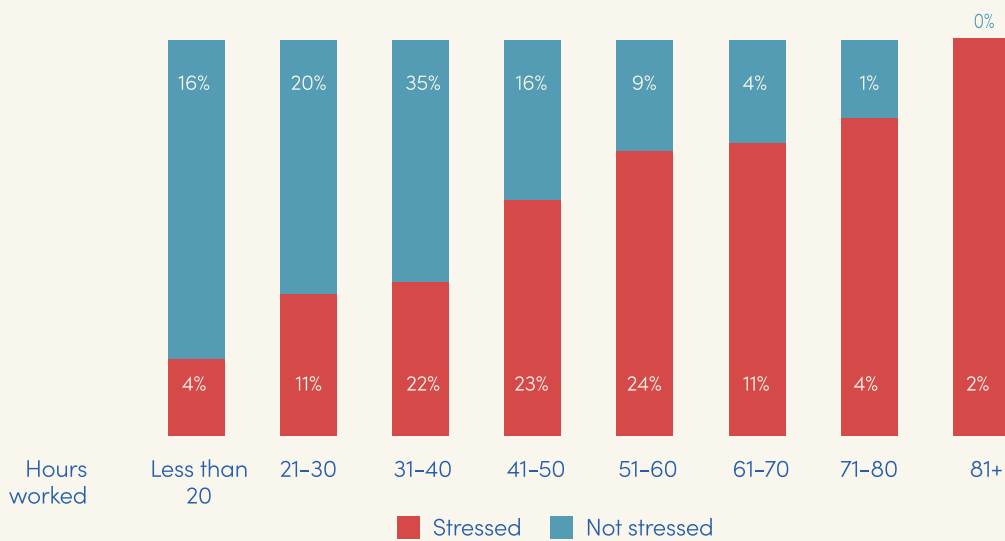
(HSE, 2018)

e) Levels of stress working in the education sector

Education professionals were asked to describe their current level of stress experienced from working.

- In 2019, 72% of education professionals described themselves as stressed, compared with 27% who said they were not stressed.

- Stress levels (72%) have risen noticeably when compared to both 2018 (67%) and 2017 (66%).

- When looking at job roles, 84% of senior leaders were stressed (up from 80% in 2018 and 75% in 2017). Rises in the stress levels of school teachers have also taken place, with 73% reporting being stressed in 2019, compared with 64% in 2018 and 67% in 2017. The stress levels for staff working in other roles remained constant, at 61% in 2019 and 62% in 2018.

- Working long hours and the feeling of stress appear to be closely linked. The highest levels of stress came from education professionals working 61+ hours per week (89%), compared to those working 41–60 hours per week (83%) and those working under 40 hours per week (57%). In 2019 this can be clearly seen in relation to the number of hours worked per week, as this was extended up to 81+, from the maximum previous level of 60+.

How education professionals described their current level of stress at work

Senior Leaders

2019
16% / 84%

2018
20% / 80%

2017
24% / 75%

School Teachers

2019
27% / 73%

2018
35% / 64%

2017
32% / 67%

Other Roles

2019
37% / 61%

2018
38% / 62%

- Stressed
- Not stressed

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987) NB small dataset for staff in other roles, so not included

Comparison of levels of stress felt from working with typical number of hours worked per week – 2019

Hours worked	Less than 20	21–30	31–40	41–50	51–60	61–70	71–80	81+
Not stressed	16%	20%	35%	16%	9%	4%	1%	0%
Stressed	4%	11%	22%	23%	24%	11%	4%	2%

- Stressed
- Not stressed

2019 Base: All education professionals (n = 3,019)

f) Levels of resilience working in the education sector

A new question was introduced in this survey in order to measure levels of education professionals' resilience. This was defined as "the ability to adapt and recover after experiencing difficulties or challenges in life", and was seen as particularly important in being able to manage challenges both at work and in their personal lives.

Education professionals' self-rating of resilience 2019

Resistence Level: Very/ fairly high
- 72%
- 62%
- 59%

Resistence Level: Medium
- 20%
- 26%
- 30%

Resistence Level: Fairly/very low
- 7%
- 11%
- 10%

- ■ Senior Leaders
- ■ School Teachers
- ■ Other Roles
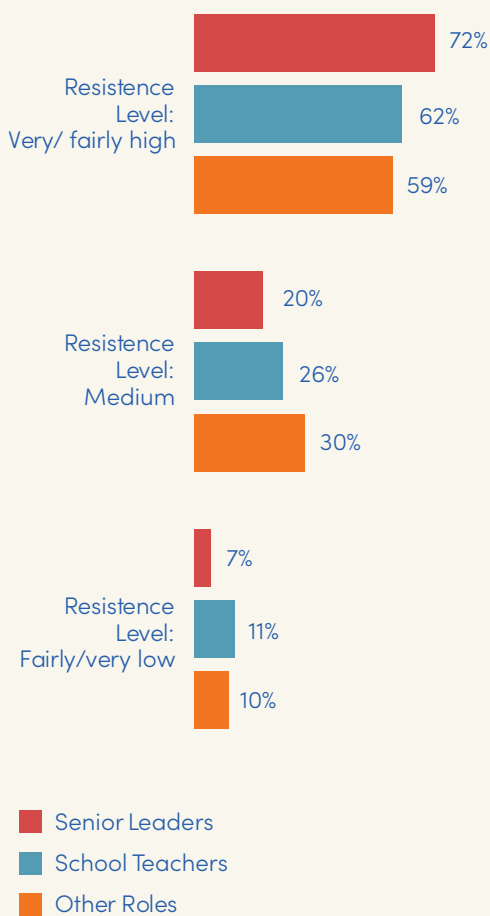
2019 Base: All education professionals (n = 3,019)

Overall **64%** of education professionals described themselves as resilient, ie with very or fairly high resilience levels.

- Senior leaders had the highest levels of resilience at 72%, school teachers 62% and staff in other roles 59% (by answering very or fairly high levels).

- Those who had medium levels of resilience comprised 20% senior leaders, 26% school teachers and 30% staff in other roles.

- Staff with fairly low/low levels of resilience were 7% school leaders, 11% school teachers and 10% staff in other roles.

- This chart shows the relationship between stress levels felt from working and levels of resilience. It can be seen that staff with fairly/very low levels of resilience were more prone to suffering from stress than those with very/fairly high levels of resilience.

Comparison of levels of stress felt from working with resilience levels 2019

Very/ fairly high
- 75%
- 60%

Medium
- 19%
- 27%

Fairly/ very low
- 5%
- 12%

Resilience Level
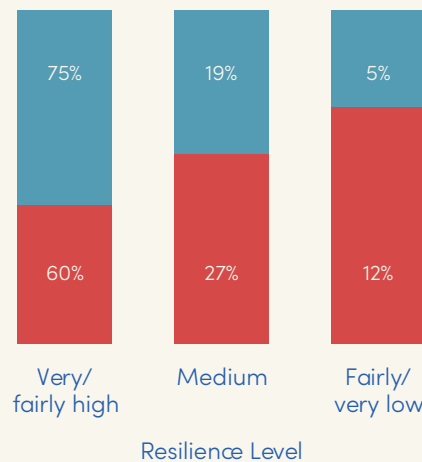
- ■ Stressed ■ Not stressed

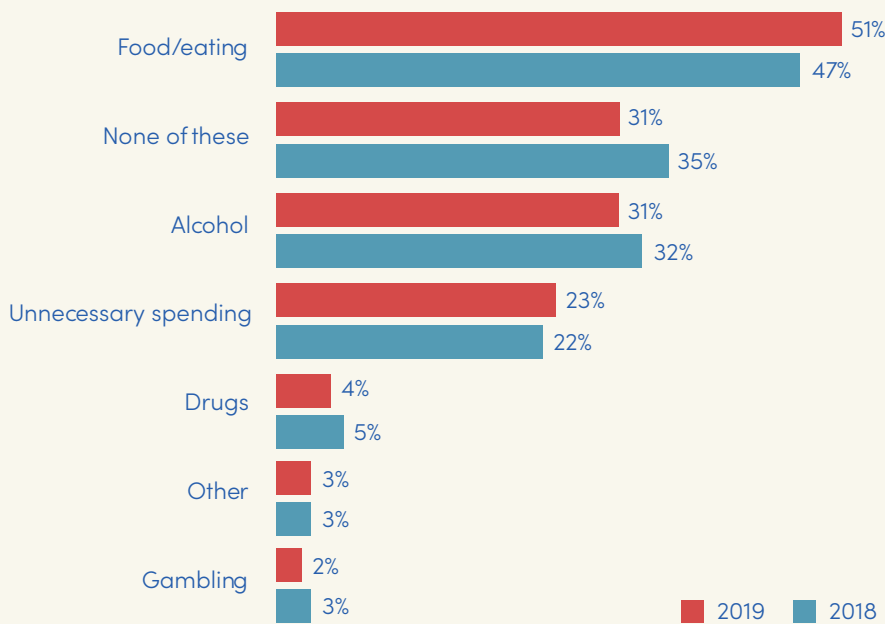2019 Base: All education professionals (n = 3,019)

g) How education professionals dealt with stress/anxiety and its effect on their performance at work

As noted below, there was a marked increase in the number of education professionals describing themselves as suffering from work–related stress. The ways in which they coped with such stress in 2019 were by eating food (51%, representing a small increase on the 47% reported in 2018), drinking alcohol (31%), and undertaking unnecessary spending (23%). Other ways were the use of drugs (4%), gambling (2%) and other methods (3%). However, 31% of respondents did not use any of these methods.

There are some differences in the use of these coping mechanisms by job role:

- More senior leaders and school teachers turned to food/eating to cope compared with those working in other roles (53%, 53% and 41% respectively).

- Senior leaders and school teachers were more likely to cope by undertaking unnecessary spending compared to staff working in other roles (27%, 23% and 17% respectively) and have also used alcohol (35%, 30% and 25% respectively).

- Staff working in other roles were more likely to have used none of these mechanisms (42% compared to 27% for senior leaders and 31% for school teachers)

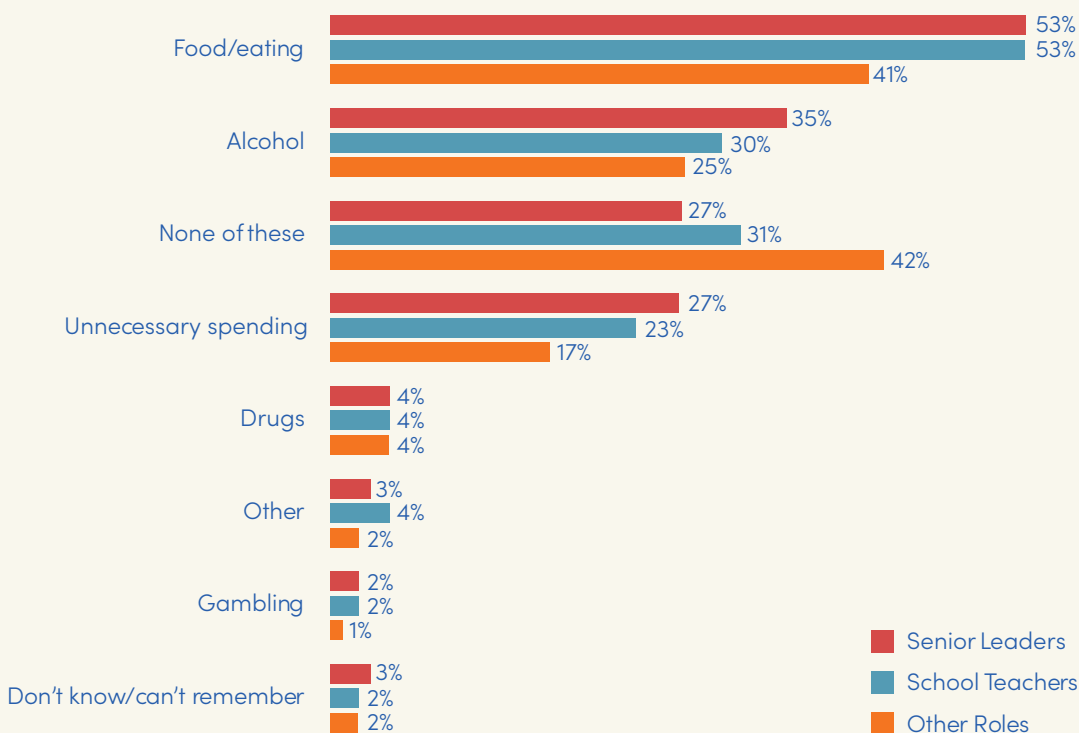**How education professionals coped with workplace stress or anxiety 2018–2019**

Food/eating — 51% (2019), 47% (2018)
None of these — 31% (2019), 35% (2018)
Alcohol — 31% (2019), 32% (2018)
Unnecessary spending — 23% (2019), 22% (2018)
Drugs — 4% (2019), 5% (2018)
Other — 3% (2019), 3% (2018)
Gambling — 2% (2019), 3% (2018)

■ 2019 ■ 2018

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
Note – Question not asked in 2017

29

How education professionals in different job roles coped with workplace stress or anxiety in 2019
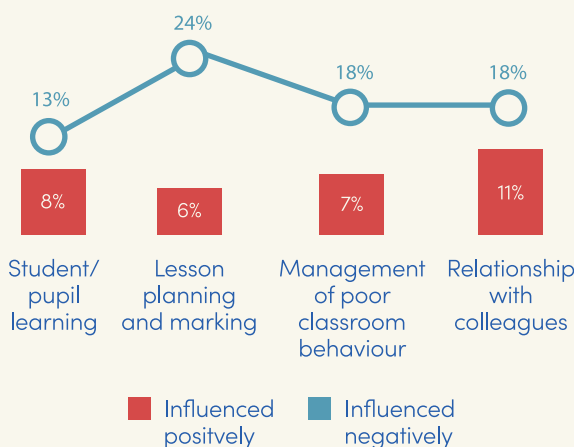
Food/eating
Senior Leaders: 53%
School Teachers: 53%
Other Roles: 41%

Alcohol
Senior Leaders: 35%
School Teachers: 30%
Other Roles: 25%

None of these
Senior Leaders: 27%
School Teachers: 31%
Other Roles: 42%

Unnecessary spending
Senior Leaders: 27%
School Teachers: 23%
Other Roles: 17%

Drugs
Senior Leaders: 4%
School Teachers: 4%
Other Roles: 4%

Other
Senior Leaders: 3%
School Teachers: 4%
Other Roles: 2%

Gambling
Senior Leaders: 2%
School Teachers: 2%
Other Roles: 1%

Don't know/can't remember
Senior Leaders: 3%
School Teachers: 2%
Other Roles: 2%

■ Senior Leaders
■ School Teachers
■ Other Roles

2019 Base: All education professionals (n = 3,019)

These five substances, or behaviours, which education professionals may have used to cope with workplace stress or anxiety could also have positively or negatively affected a number of aspects in schools.

The largest aspect in which work performance was affected was the ability to plan lessons and mark students' work, where it was considered to be negatively affected by 24% (this has reduced from 30% in 2018), with a small positive effect of 6% (same in 2018). It also negatively affected the ability of professionals to manage poor classroom behaviour by 18% (reduced from 21% in 2018), with a positive effect of 7% (8% in 2018), and also negatively impacted on their relationships with colleagues by 18% (21% in 2018), with a positive effect of 11% (same in 2018). Student learning was also considered to be negatively impacted by 13% (15% in 2018), with a positive effect of 8% (9% in 2018).

How elements of work performance had been affected by the use of substances or behaviours to cope with workplace stress or anxiety

Student/pupil learning: 13% / 8%
Lesson planning and marking: 24% / 6%
Management of poor classroom behaviour: 18% / 7%
Relationship with colleagues: 18% / 11%

■ Influenced positvely   ■ Influenced negatively

2019 Base: All education professionals (n = 1,884)

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The next section will explore the impact of mental health and wellbeing on the individual.

The mental health and wellbeing of education professionals – the individual

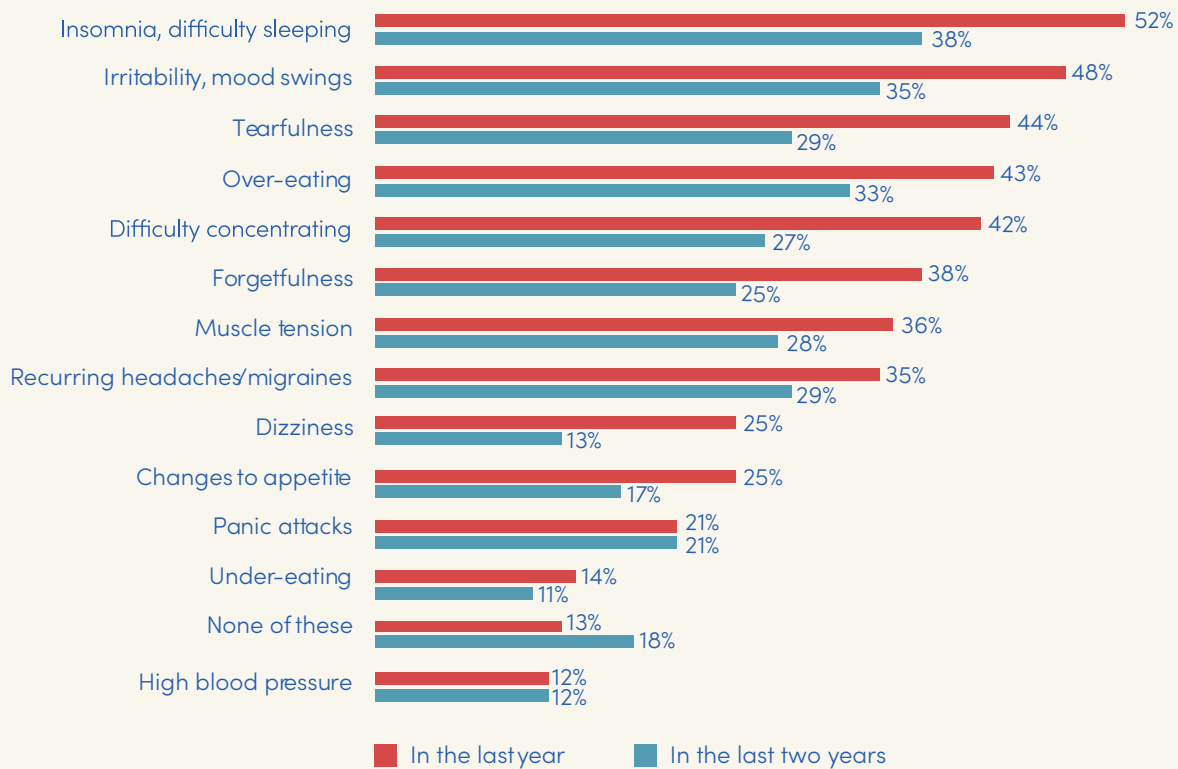# The mental health and wellbeing of education professionals – the individual

This section seeks to build a picture of the mental health and wellbeing of education professionals as individuals (Section 3 details the impact on other people). This includes what symptoms they may have experienced, and their signs. It also includes data relating to the number of professionals experiencing mental health issues in the last year, including those related to work, and how these, and personal issues, were alleviated. The association between organisational culture and mental health and wellbeing is detailed, followed by reasons why some staff might have wanted to leave the profession during the last two years due to mental health and wellbeing issues.

a) The *symptoms* experienced and the *signs*

Education professionals reported experiencing a variety of *symptoms* tied to their mental health and wellbeing which could be assumed to have the potential to impact on their working lives. They were asked a question about their symptoms both relating to this year and also asking them to reflect back to the previous year at the same time.

- In the last year there had been a large increase in people suffering from many and varied symptoms. This included a 15% increase in *tearfulness* (29% to 44%), a 15% increase in *difficulty concentrating* (27% to 42%) and a 14% increase in *insomnia/difficulty sleeping* (38% to 52%).

- Other areas where there was an increase included a 13% increase in *irritability/mood swings* (35% to 48%), a 12% increase in *dizziness* (13% to 25%) and a 10% increase in *over-eating* (33% to 43%).

- Smaller increases were also found, including an 8% increase in *muscle tension* (28% to 36%), 8% increase in *changes to appetite* (17% to 25%) and a 6% increase in *recurring headaches/ migraines* (29% to 35%).

- There was a decrease in professionals reporting the category 'none of these' (18% to 13%).

- *Insomnia/difficulty sleeping* was experienced by 52% of education professionals in the last year. This is considerably higher than the 28% of workers nationally reported last year suffering from sleep problems due to work or where work was a contributing factor (CIPD, 2019). Likewise *panic attacks* were experienced by 21% (consistent across 2019 and 2018), whereas the national figure reported was 6% (CIPD, 2019).

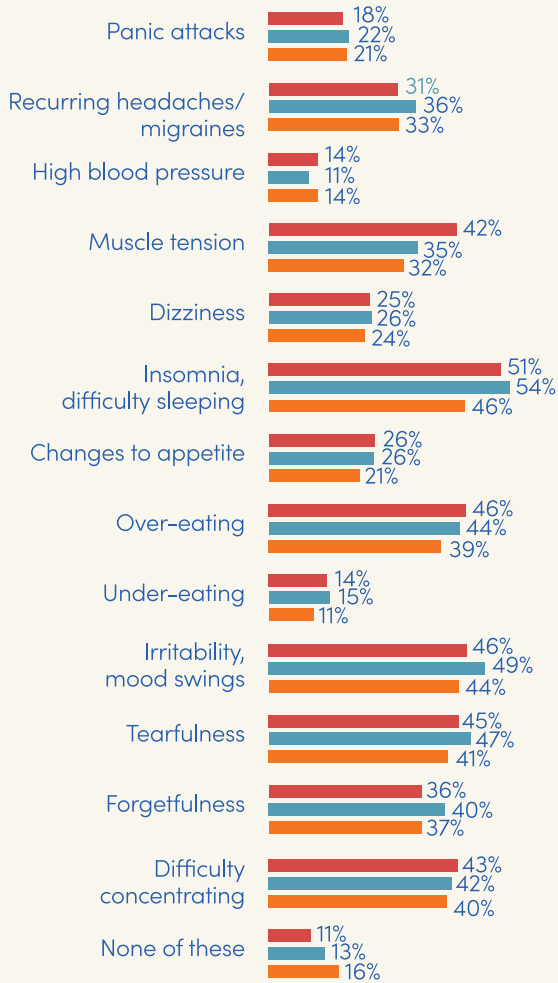**Symptoms experienced by education professionals in the last 1-2 years**

Symptom	In the last year	In the last two years
Insomnia, difficulty sleeping	52%	38%
Irritability, mood swings	48%	35%
Tearfulness	44%	29%
Over-eating	43%	33%
Difficulty concentrating	42%	27%
Forgetfulness	38%	25%
Muscle tension	36%	28%
Recurring headaches/migraines	35%	29%
Dizziness	25%	13%
Changes to appetite	25%	17%
Panic attacks	21%	21%
Under-eating	14%	11%
None of these	13%	18%
High blood pressure	12%	12%

■ In the last year   ■ In the last two years

2019 Base: All education professionals, in the last year (n = 2,731) in the last two years (n = 2,154)
Note: A reflective question, asking respondents in 2019 for their perceptions relating to both 2019 and 2018

When looking at the data by job role in 2019, a number of differences were found.

- School teachers experienced the highest levels of insomnia (54%) compared to senior leaders (51%) and staff in other roles (46%). They also experienced the highest levels of irritability (49%, compared with 46% and 44%) and recurring headaches/migraines (36%, compared with staff in other roles at 33% and senior leaders at 31%).

- Senior leaders experienced the highest levels of muscle tension (42%, compared with school teachers at 35% and staff in other roles at 32%) and difficulty concentrating (43%, compared with 42% and 40%).

- Staff working more than 60 hours per week experienced more symptoms than those working less than 60 hours per week (with the exception of muscle tension).

- Staff working for 0–5 years experienced more symptoms related to panic attacks, staff working for 0–2 years experienced more under-eating symptoms and staff working 31+ years experienced more symptoms related to high blood pressure.

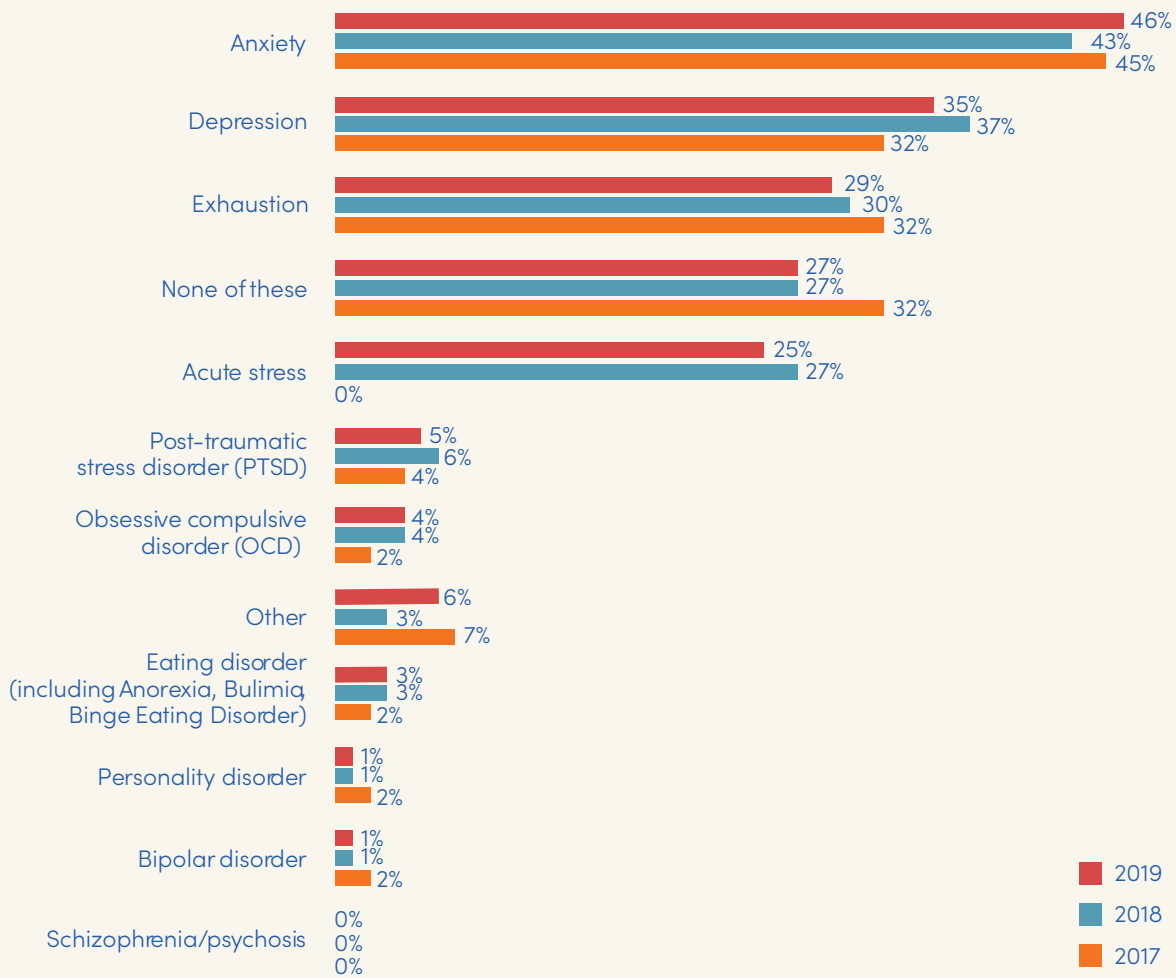**Symptoms experienced by education professionals in the last year, by job role**

Symptom	Senior Leaders	School Teachers	Other Roles
Panic attacks	18%	22%	21%
Recurring headaches/migraines	31%	36%	33%
High blood pressure	14%	11%	14%
Muscle tension	42%	35%	32%
Dizziness	25%	26%	24%
Insomnia, difficulty sleeping	51%	54%	46%
Changes to appetite	26%	26%	21%
Over-eating	46%	44%	39%
Under-eating	14%	15%	11%
Irritability, mood swings	46%	49%	44%
Tearfulness	45%	47%	41%
Forgetfulness	36%	40%	37%
Difficulty concentrating	43%	42%	40%
None of these	11%	13%	16%

🟥 Senior Leaders
🟦 School Teachers
🟧 Other Roles

2019 Base: Senior leaders (n = 491), School Teachers (n = 1,666), other staff roles (n = 433)

Many education professionals felt, or it was suggested to them, that such symptoms could be signs of a mental health issue.

- In 2019, the most common signs that such symptoms could be attributed to were *anxiety* (46%), *depression* (35%), *exhaustion* (29%) and *acute stress* (25%). These figures were considerably higher than those nationally reported, namely 25% suffering from anxiety and 14% from depression due to work or where work was a contributing factor (CIPD, 2019).

Symptoms experienced by education professionals linked to possible signs of mental health issues

Symptom	2019	2018	2017
Anxiety	46%	43%	45%
Depression	35%	37%	32%
Exhaustion	29%	30%	32%
None of these	27%	27%	32%
Acute stress	25%	27%	0%
Post-traumatic stress disorder (PTSD)	5%	6%	4%
Obsessive compulsive disorder (OCD)	4%	4%	2%
Other	6%	3%	7%
Eating disorder (including Anorexia, Bulimia, Binge Eating Disorder)	3%	3%	2%
Personality disorder	1%	1%	2%
Bipolar disorder	1%	1%	2%
Schizophrenia/psychosis	0%	0%	0%

2019 Base: All education professionals who experienced symptoms (n = 1,725)
2018 Base: All education professionals who experienced symptoms (n = 661)
2017 Base: All education professionals who experienced symptoms (n = 878)

When looking at all the signs across job roles

- Signs of anxiety in school teachers rose to 48% in 2019 from 42% in 2018. A similar picture was found for staff working in other roles, where it rose to 40% in 2019 from 33% in 2018. However, anxiety levels decreased in senior leaders to 41% in 2019 compared with 48% in 2019 and 49% in 2017.

- Signs of depression decreased in senior leaders to similar levels seen in 2017 (28% in 2019, 40% in 2018 and 25% in 2017) and signs of anxiety generally to 41% in 2019 from 48% in 2018.

- Staff working in other roles also showed increases in two other signs – acute stress levels increased to 24% from 16% in 2018, and depression to 34% from 29%. Signs of exhaustion, however, reduced to 19% from 27% in 2018.

Many of those who exhibited signs went to see their General Practitioner (GP), or doctor, for a diagnosis.

- Of those who did, in 2019 57% were found to be formally diagnosed with depression (a 4% increase on 2018 levels), 52% with anxiety (a 2% increase), 28% with acute stress (a 5% increase) and 11% with exhaustion (a reduction of 3% on 2018 levels).

- When looking at job roles of education staff who had received a diagnosis, staff working in other roles represented the largest group for depression (at 61%, compared with 58% for school teachers and 50% for senior leaders); all roles were broadly similar for anxiety (53% for those in other roles and 51% for both senior leaders and school teachers); school teachers were the largest group for exhaustion (11%, compared to 7% for both senior leaders and those in other roles) and school teachers for acute stress (at 30%, compared with 26% for staff in other roles and 18% for senior leaders).

Formal diagnosis by a General Practitioner (GP) following mental health signs displayed (2019)

Legend: 2019 (Total signs) — 2019 (Diagnosed)
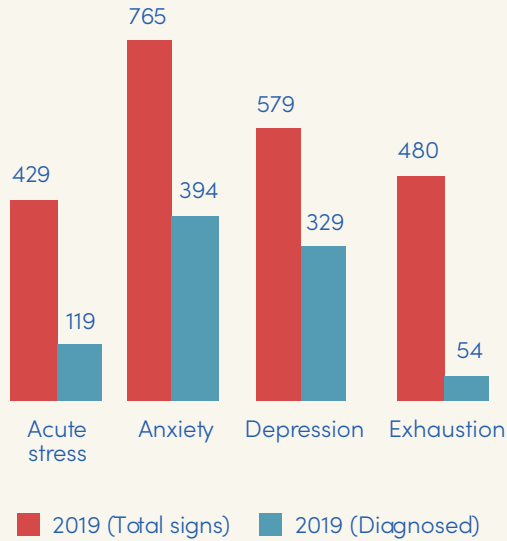
Bases: Actual numbers in graph

Note: These categories are not mutually exclusive, so educational professionals could have presented with more than one sign or have been diagnosed with more than one sign of mental ill-health by their GP.

b) Mental health issues experienced in the last year

- In 2019, one-third (34%) of education professionals (35% of school teachers, 33% of school leaders, and 31% of staff working in other roles) stated they had experienced mental health issues in the past academic year, 62% have not, and 4% preferred not to answer the question. This was a small increase on 2018, when 31% stated they had experienced such issues.

- Of those who reported they had experienced a mental health issue, 31% attributed this to work (which was higher among senior leaders), 51% to both work and home issues and 15% to their personal life.

- Newly-Qualified Teachers reported the most mental health issues (43%), compared to teachers generally (35%), senior leaders (33%) and those staff working in other roles (31%).

- Staff who had worked for between 3–10 years in their role at the time of the survey reported the most mental health issues (38–39%), compared to staff working 0–2 years (32%), 11–20 years (32%), 21–30 years (29%) and 31+ years (22%).

- Those staff who rated their resilience level as low were more likely to have experienced mental health issues – of those who did, 65% had rated their resilience level as low, 44% as medium and 25% as high.

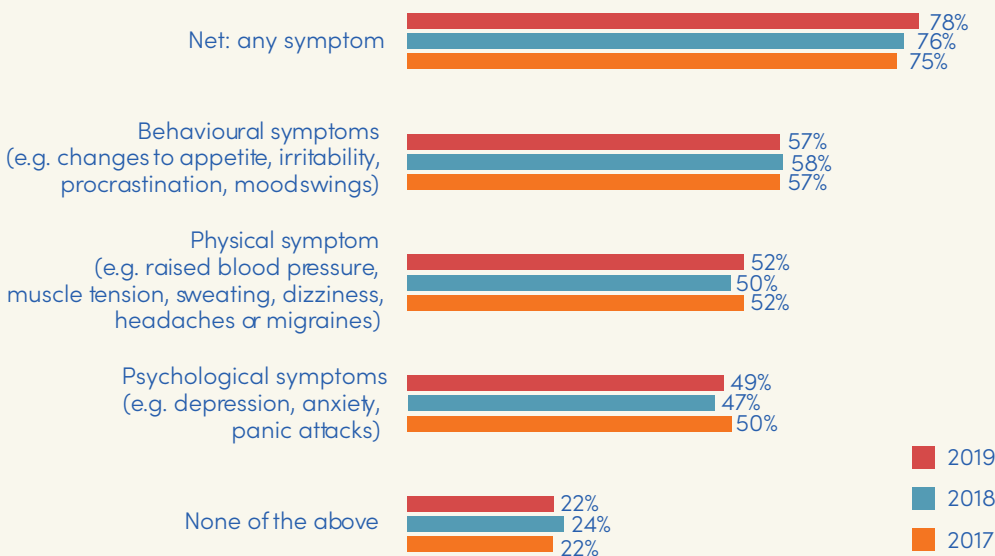**Education professionals who experienced mental health issues in the last year (2019)**

Legend: Yes — No — Prefer not to say
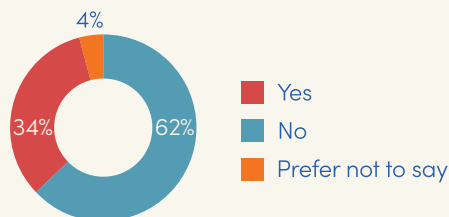
2019 Base: All education professionals (n = 3,019)

c) Mental health symptoms experienced by education professionals due to work

Many education professionals disclosed that they experienced physical and mental health symptoms which they attributed to work or where work was a contributing factor.

- In 2019, 78% of all educational professionals reported they had experienced at least one behavioural, physical or psychological symptom related to work (76% in 2018 and 75% in 2017).

- Just over half (57%) said they had experienced behavioural changes, half (52%) physical symptoms and just under half (49%) psychological symptoms related to work (NB respondents could have more than one symptom).

- Senior leaders experienced more behavioural, physical and psychological symptoms compared with school teachers and staff working in other roles.

- Staff who were stressed experienced all three symptoms more than those who were not stressed (87% compared to 52%).

- Staff working more than 40 hours per week experienced all symptoms more than those working less than 40 hours per week. In 2018 this was also reported, but related to working 60 hours per week.

Symptoms experienced by education professionals due to work or where work was a contributing factor

	2019	2018	2017
Net: any symptom	78%	76%	75%
Behavioural symptoms (e.g. changes to appetite, irritability, procrastination, moodswings)	57%	58%	57%
Physical symptom (e.g. raised blood pressure, muscle tension, sweating, dizziness, headaches or migraines)	52%	50%	52%
Psychological symptoms (e.g. depression, anxiety, panic attacks)	49%	47%	50%
None of the above	22%	24%	22%

2019 Base: All education professionals (n = 2,929)
2018 Base: All education professionals (n = 1,163)
2017 Base: All education professionals (n = 987)

> "In 2018–2019 Education Support managed 9,615 calls to its free and confidential emotional support helpline, run by trained and accredited counsellors. This number of calls managed is the highest in its history, and 28.1% more than 2017"
>
> (Education Support, 2019)

For those educational professionals who had experienced symptoms where work was a contributing factor:

- Work/life balance emerged as the top issue at work for 69% of education professionals in 2019, with a 1% increase on 2018 figures. Senior leaders felt this more strongly than school teachers or staff working in other roles, as did all those working more than 41 hours per week.

- Excessive workload was a very close second to work/life balance, with 68% of education professionals citing this (a 1% decrease on 2018 levels although this was found to be 79% in 2017). Like work/life balance above, this was felt more strongly by senior leaders than by school teachers or those working in other roles, and by staff working more than 41 hours per week.

- Difficulty with managing poor pupil/student behaviour remained as the third most important issue, although this decreased overall by 1% to 42%. This impacted much more on school teachers (51%), than senior leaders (36%) or those working in other roles (20%).

- There was an increase in the feeling of a lack of trust being experienced from managers from 28% in 2018 to 34% in 2019. School teachers stated this higher (36%) than senior leaders (31%) and staff in other roles (28%).

- There was an 8% decrease in the importance placed on a low income being a work issue that symptoms were related to, which dropped from 41% in 2018 to 33% in 2019. Those working in other roles marked this higher (39%), compared to school teachers (35%) and senior leaders (18%).

- Redundancy/restructure was more of an issue for staff working in other roles (29%), than for teachers (12%) or for senior leaders (12%).

- Bullying was more of an issue for staff working in other roles (24%), compared to teachers (19%) and senior members of staff (16%).

Work issues that symptoms are related to for education professionals

Work issue	2019	2018	2017
Work/life balance	69%	68%	73%
Excessive workload	68%	69%	79%
Pupils'/students' behaviour	42%	43%	34%
Unreasonable demands from manager	38%	41%	49%
Lack of trust from managers	34%	28%	0%
Low income	33%	41%	43%
Inspections	27%	28%	0%
Rapid pace of change (eg National Curriculum)	26%	29%	50%
Problems with pupils/students' parents	24%	26%	20%
Bullying by colleagues	19%	20%	24%
Redundancy/restructure	17%	20%	21%
Lack of opportunities to work independently	16%	14%	0%
Other	7%	6%	4%
Discrimination	5%	5%	8%
Retirement	1%	1%	3%

2019 Base: All education professionals (n = 815)
2018 Base: All education professionals (n = 314)
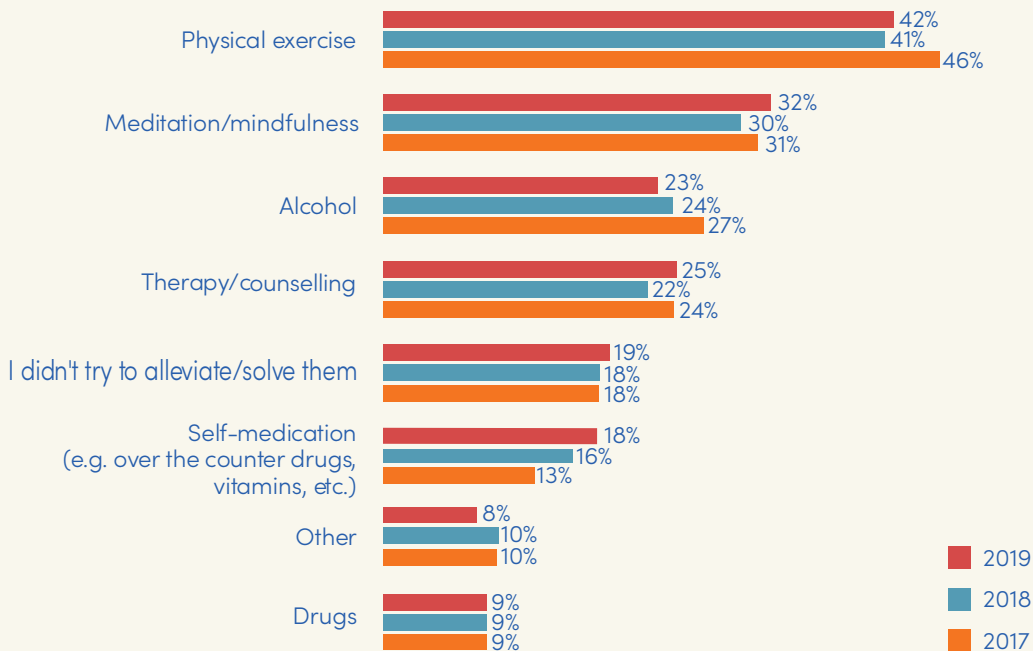2017 Base: All education professionals (n = 124)

d) Symptoms experienced by education professionals due to personal reasons

Education professionals could also experience symptoms due to personal reasons or a combination of problems at work and in their home lives:

- The main three personal issues were family issues (experienced by 51% in 2019, compared to 48% in 2018); financial worries (experienced by 43%, a small decrease on 45% in 2018) and health concerns (experienced by 29%, another small decrease on 32% in 2018).

- Staff members who worked in other roles reported higher levels of financial worries and health concerns than senior leaders or school teachers.

- Staff who worked for more than 61 hours per week reported more issues related to housing.

- There was a 5% reduction in the number of staff who answered 'none of these'.

Symptoms and their relationship to personal issues experienced by education professionals

| Category	2019	2018	2017
Family issues	51%	48%	55%
Financial worries	43%	45%	53%
Health concerns	29%	32%	40%
Bereavement	19%	19%	18%
Trauma	8%	13%	5%
Other	16%	13%	19%
Housing problems	14%	12%	10%
None of these	9%	12%	14%
Problems with neighbours	5%	4%	7%
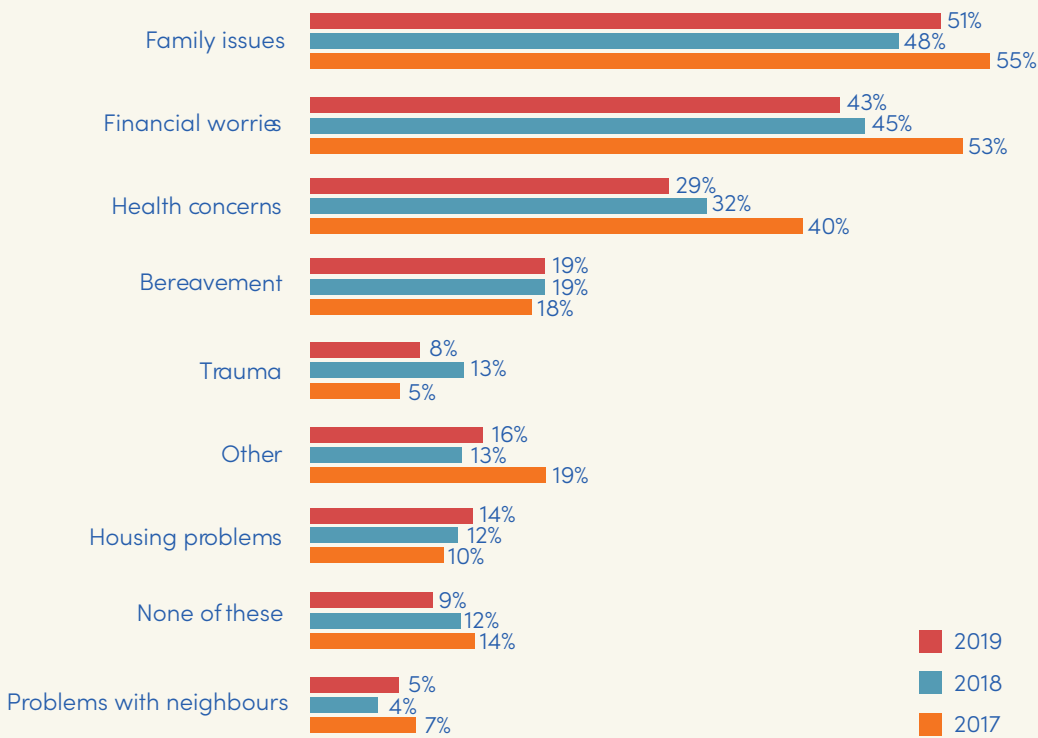
2019 Base: All education professionals (n = 644)
2018 Base: All education professionals (n = 314)
2017 Base: All education professionals (n = 124)

"Last year there was a 24% increase in applications to the Education Support's financial grants' programme. The most prevalent issue was housing"

e) Sources of support accessed by those who experienced symptoms due to work

Those education professionals who had experienced psychological, physical or behavioural symptoms as a result of work were asked to detail their sources of support they went to for help. All the data was found to be similar to 2018, with two exceptions. These were a small increase in the number who sought support from a counsellor/psychiatrist/psychologist (increased to 16%) and a small decrease in the number of professionals who would seek support from their employer/line manager/senior staff member at work (decreased to 16%).

Specifically patterns were:

- Education professionals turned first to people outside of work such as family/friends. This has showed a steady trend upwards (48% in 2019, 45% in 2018 and 27% in 2017).

- More than one third (39%) of education professionals would then turn to their partner/spouse, and a similar amount to their GP/NHS/health professionals (36%).

- More than one quarter (28%) would turn to their peers/colleagues at work.

- Less than one fifth (17%) did not speak to anyone about their problems.

- Staff with 1–5 years' length of service turn to family/friends for support.

- School teachers (51%) turn to family/friends for support, compared to 41% for both senior leaders and other roles.

Sources of support accessed by those who experienced symptoms due to work
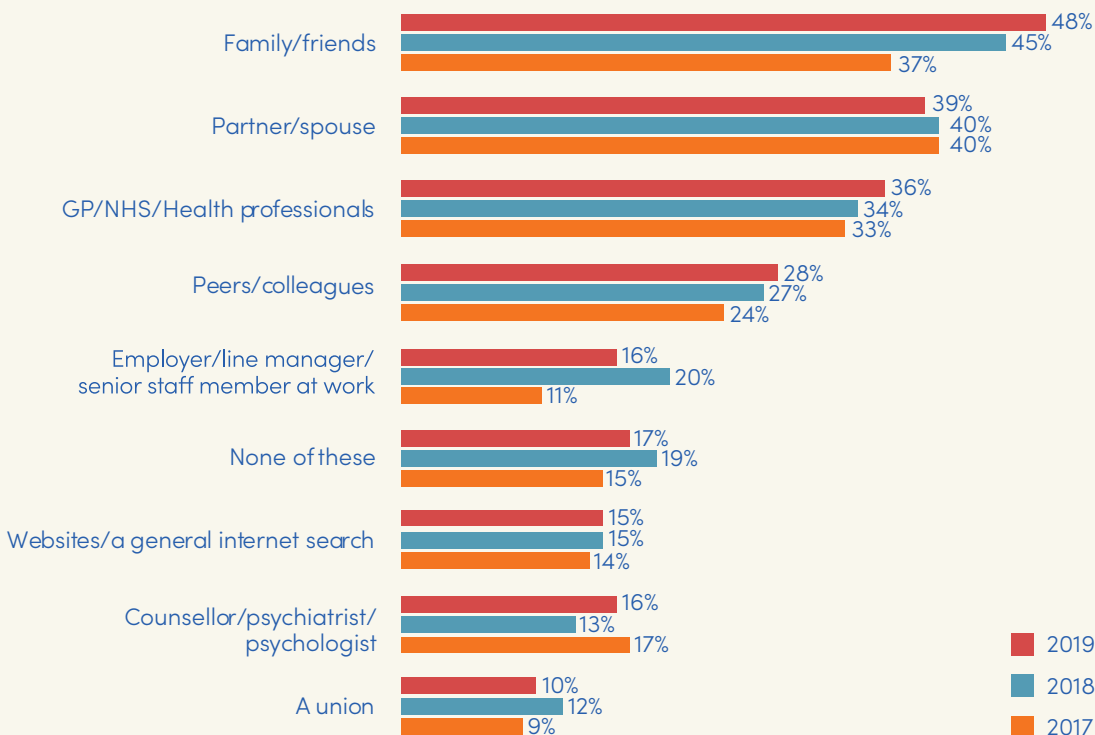
Only sources with more than 10% of responses have been shown above

2019 Base: All education professionals (n = 2,240)

2018 Base: All education professionals (n = 883)

2017 Base: All education professionals (n = 757)

Note: In 2017 family and friends were separate categories, so the mean has been used. The same applies for employer/line manager and senior staff member.

f) Ways in which symptoms experienced at work were alleviated

Those education professionals who had experienced psychological, physical or behavioural problems as a result of work were asked to detail their ways of coping.

- The most popular way of coping was by undertaking physical exercise, which increased by 1% on 2018 levels. The second most popular way was by employing meditation/mindfulness techniques, which increased by 2% on 2018 levels.

- All the other categories were found to be similar to 2018 and 2017 levels.

- Therapy/counselling increased to 25% from 22% in 2018 (this can be contrasted with the 16% of education professionals who were supported by a counsellor/psychiatrist/psychologist for psychological, physical or behavioural issues in the previous section) and is interpreted as staff receiving therapy/counselling which might not necessarily be of a psychological or emotional nature.

How education professionals alleviated/solved their symptoms experienced at work

Physical exercise
- 2019: 42%
- 2018: 41%
- 2017: 46%

Meditation/mindfulness
- 2019: 32%
- 2018: 30%
- 2017: 31%

Alcohol
- 2019: 23%
- 2018: 24%
- 2017: 27%

Therapy/counselling
- 2019: 25%
- 2018: 22%
- 2017: 24%

I didn't try to alleviate/solve them
- 2019: 19%
- 2018: 18%
- 2017: 18%

Self-medication (e.g. over the counter drugs, vitamins, etc.)
- 2019: 18%
- 2018: 16%
- 2017: 13%

Other
- 2019: 8%
- 2018: 10%
- 2017: 10%

Drugs
- 2019: 9%
- 2018: 9%
- 2017: 9%

Legend: ■ 2019 ■ 2018 ■ 2017

2019 Base: All education professionals (n =2,224)
2018 Base: All education professionals (n = 883)
2017 Base: All education professionals (n = 757)

When comparing by job role, it was found that:

- School leaders and school teachers preferred to use physical exercise (43% and 44% respectively) compared to staff in other roles (32%).

- School teachers preferred to try to self-medicate by using over the counter vitamins (21%), compared to school leaders (18%) or staff in other roles (13%).

- Staff working in other roles did not try to alleviate them (25%) compared to senior leaders (22%) or school teachers (17%).

How education professionals alleviated/solved their symptoms experienced at work in 2019 – by job role
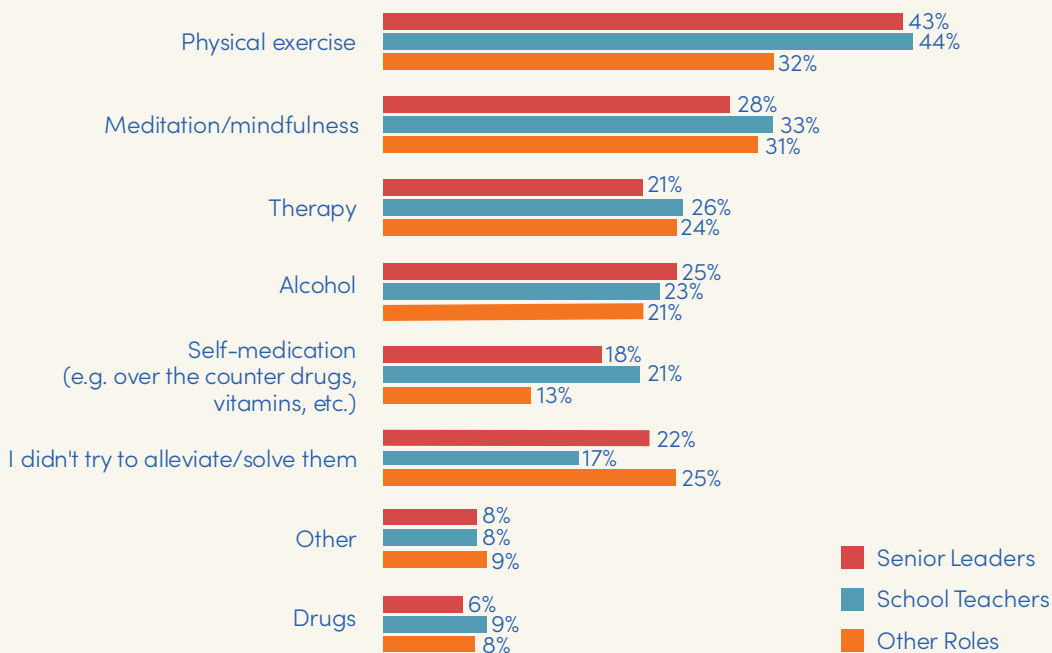
2019 Base: Senior leaders (n = 457), school teachers (n = 1,359); other staff (n = 295)

How organisational culture related to education professionals' mental health and wellbeing

Legend:
- Postive effect
- Negative effect
- No effect
- Don't know

Chart values: 49%, 23%, 16%, 11%
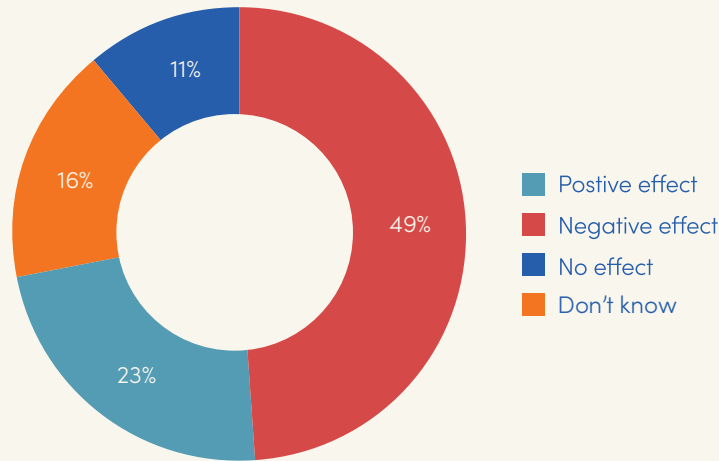
2019 Base: All education professionals (n = 3,019)

g) How organisational culture related to education professionals' mental health and wellbeing

This was a new question for 2019. It arose from comments made by education professionals in the 2018 Index where many described their wellbeing in relation to the organisation they worked for. It was found that:

- Nearly half (49%) of staff considered their organisational culture had a negative effect on their wellbeing.

- Just under a quarter (23%) considered it had a positive effect on their wellbeing.

- More than a tenth (12%) considered it had no effect, and 16% did not know.

- More than half of senior leaders (55%) considered the culture of their organisation negatively affected staff wellbeing, compared to school teachers (49%) or those in other roles (42%).

- More than a quarter of staff in other roles (27%) considered the culture positively affected wellbeing, compared to senior leaders (24%) or school teachers (22%).

- Staff with high levels of resilience (28%) felt the culture of the organisation had a more positive effect than those with a medium level of resilience (18%) or a low level (10%), whereas staff with a low level of resilience felt the culture of the organisation had a more negative effect (66%) than those with a medium level (51%) or high level (46%).

- Staff who worked less than 40 hours per week felt the culture of their organisation had a positive effect on wellbeing, whereas those working more than 40 hours per week felt it negatively affected their wellbeing.

Educational professionals who had considered leaving the profession in the past 2 years due to pressures on their health and wellbeing
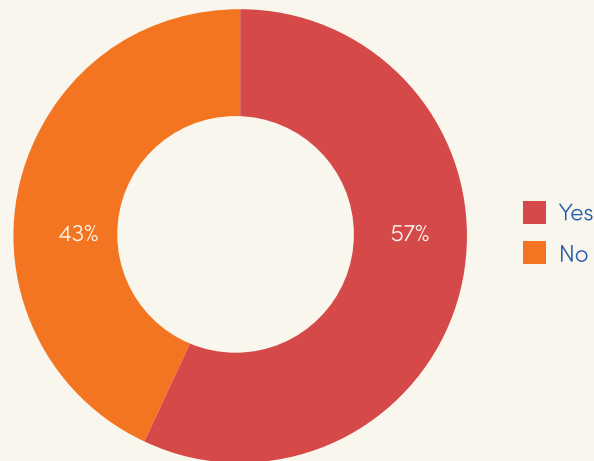
Yes · 57%
No · 43%

h) Education professionals who had considered leaving the profession due to health and wellbeing issues in the last two years

- As a result of health pressures, more than half of all education professionals (57%) in 2019 had considered leaving the profession in the last two years (exactly the same as in 2018).

- Senior leaders were more likely than those in teaching or other roles to have considered leaving – 66%, compared with 61% and 42% respectively.

- Of those who had considered leaving, stress was an issue (68% stressed compared to 29% who were not stressed), as it was for those staff working 41+ hours per week.

Retaining school teachers and other staff working in education continues to be of high importance in order to ensure educational institutions are well and appropriately staffed. As with previous years, education professionals were asked to indicate their reasons for wanting to leave the profession. In this survey, four new categories of answer were included (these have been incorporated from the open response answers to the same question in 2018).

Reasons given for considering leaving the education profession in the last two years by staff who have experienced pressures on their health and wellbeing
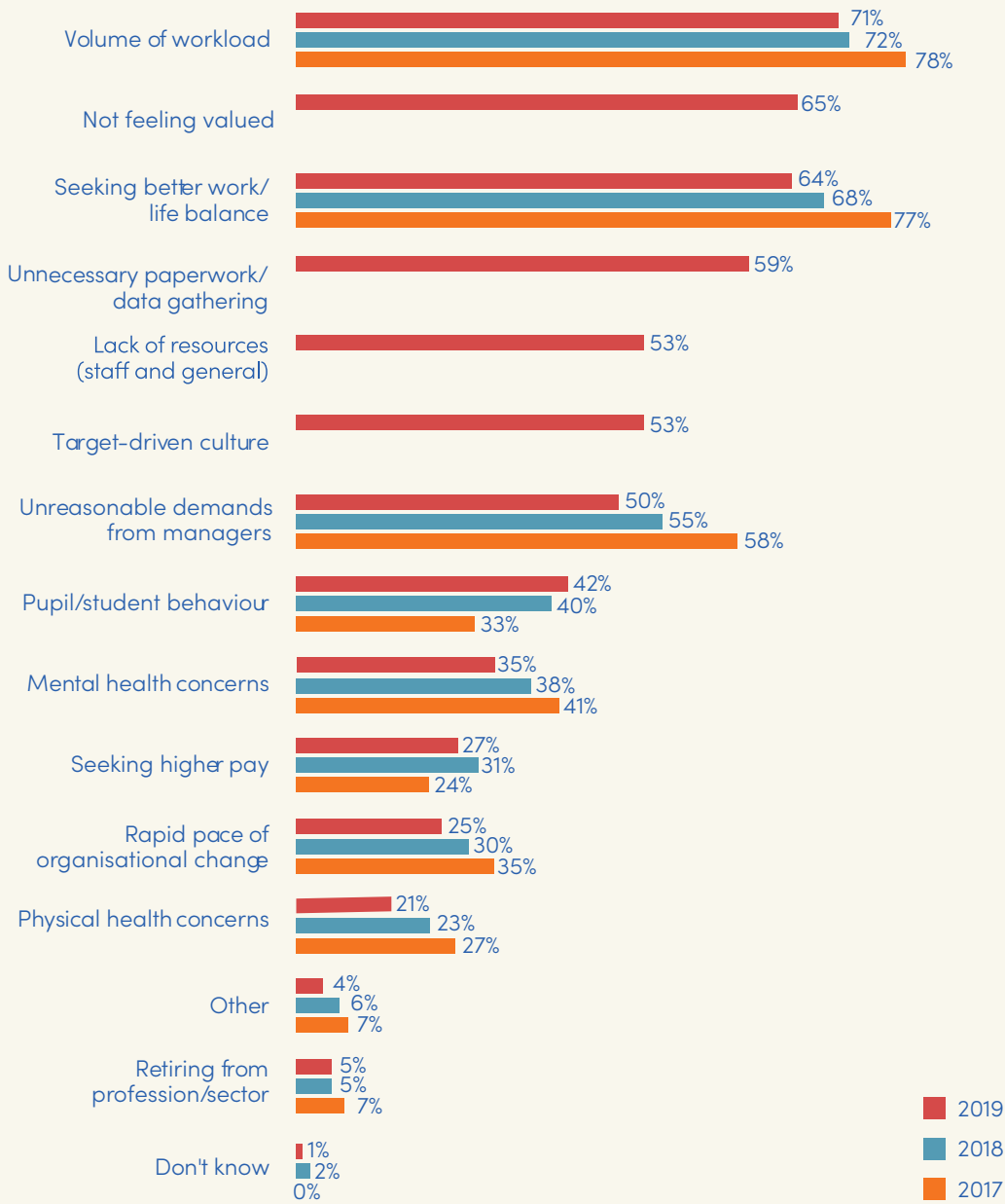
Reason	2019	2018	2017
Volume of workload	71%	72%	78%
Not feeling valued	65%		
Seeking better work/life balance	64%	68%	77%
Unnecessary paperwork/data gathering	59%		
Lack of resources (staff and general)	53%		
Target-driven culture	53%		
Unreasonable demands from managers	50%	55%	58%
Pupil/student behaviour	42%	40%	33%
Mental health concerns	35%	38%	41%
Seeking higher pay	27%	31%	24%
Rapid pace of organisational change	25%	30%	35%
Physical health concerns	21%	23%	27%
Other	4%	6%	7%
Retiring from profession/sector	5%	5%	7%
Don't know	1%	2%	0%

■ 2019
■ 2018
■ 2017

2019 Base: All education professionals (n = 1,724)
2018 Base: All education professionals (n = 675)
2017 Base: All education professionals (n = 549)

- Volume of workload was the major reason given for considering leaving the profession, with 71% of education professionals citing this (72% in 2018). Workload was also the main reason given in the recent Teacher Omnibus Survey which indicated they were considering leaving the profession in the next 12 months (DfE, 2019b).

- The second most important reason for considering leaving the profession was not feeling valued (by 65%, a new category for 2019).

- Seeking a better work/life balance was also considered important at 64%, although this was a small reduction on 2018 levels (from 68%).

- The other three new categories added for 2019 scored highly, namely dealing with unnecessary paperwork/data gathering (59%), working in a target-driven culture (53%) and a lack of staff and general resources (53%).

- Dealing with pupil/student behaviour showed a small increase, from 40% in 2018 to 42% in 2019.

- The responses to all other reasons reduced in 2019 compared to 2018 – notably citing unreasonable demands from managers (from 55% in 2018 to 50% in 2019), mental health concerns (from 38% to 35%), seeking higher pay (from 31% to 27% in 2019) and the rapid pace of organisational change (from 30% to 25% in 2019).

When a comparison is made between job roles for the 2019 data only:

- Volume of workload was a higher factor for senior leaders (82%), compared to school teachers (70%) and those working in other roles (56%).

- Seeking a better work/life balance was more important for senior leaders (73%), compared to school teachers (65%) and other staff (48%).

- Not feeling valued was a major consideration for those working in other roles (70%), compared to school teachers (66%) and senior leaders (57%) as was the lack of staff/general resources (57% compared to 51% and 49% respectively).

- Dealing with unnecessary paperwork/data gathering was a more important factor for senior leaders (63%) and school teachers (61%) than for staff working in other roles (40%).

- Working in a target-driven culture was more important for senior leaders (61%) leaving the education profession, rather than school teachers (55%) or in other roles (29%).

- Dealing with poor pupil/student behaviour was a bigger factor for school teachers (51%), compared to senior leaders (33%) and those working in other roles (24%).

- Those working in other roles considered leaving to find higher pay (37%), compared to school teachers (25%) and senior leaders (23%).

Reasons given for considering leaving the education profession in the last two years by staff who had experienced pressures on their health and wellbeing – by job role

Volume of workload
- Senior Leaders: 82%
- School Teachers: 70%
- Other Roles: 56%

Not feeling valued
- Senior Leaders: 57%
- School Teachers: 66%
- Other Roles: 70%

Seeking better work/life balance
- Senior Leaders: 73%
- School Teachers: 65%
- Other Roles: 48%

Unnecessary paperwork/data gathering
- Senior Leaders: 63%
- School Teachers: 61%
- Other Roles: 40%

Lack of resources (staff and general)
- Senior Leaders: 49%
- School Teachers: 51%
- Other Roles: 57%

Target-driven culture
- Senior Leaders: 61%
- School Teachers: 55%
- Other Roles: 29%

Unreasonable demands from managers
- Senior Leaders: 49%
- School Teachers: 50%
- Other Roles: 51%

Pupil/student behaviour
- Senior Leaders: 33%
- School Teachers: 51%
- Other Roles: 24%

Mental health concerns
- Senior Leaders: 34%
- School Teachers: 37%
- Other Roles: 32%

Seeking higher pay
- Senior Leaders: 23%
- School Teachers: 25%
- Other Roles: 37%

Rapid pace of organisational change
- Senior Leaders: 28%
- School Teachers: 22%
- Other Roles: 26%

Physical health concerns
- Senior Leaders: 24%
- School Teachers: 20%
- Other Roles: 16%

Other
- Senior Leaders: 4%
- School Teachers: 3%
- Other Roles: 6%

Retiring from profession/sector
- Senior Leaders: 4%
- School Teachers: 5%
- Other Roles: 5%

Don't know
- Senior Leaders: 1%
- School Teachers: 1%
- Other Roles: 1%

Legend:
- Senior Leaders
- School Teachers
- Other Roles

2019 Base: All education professionals (n = 1,724)
2018 Base: All education professionals (n = 675)
2017 Base: All education professionals (n = 549)

When a comparison of the differences between the 2018 and 2019 is made by job roles:

- As noted above, dealing with pupil/student behavioural issues had become a bigger factor for school teachers. However, when the data for the last three years was examined, it was found that there had been a steady rise in school teachers citing poor pupil/student behaviour (37% in 2017, 44% in 2018 to 51% in 2019), an even larger rise in staff working in other roles citing this (10% in 2017, 12% in 2018 and 24% in 2019), compared to senior leaders (31% in 2017, 38% in 2018 and 33% in 2019).

- Staff working in other roles also showed a number of changes. Seeking a better work/life balance increased by 8% (from 40% in 2018 to 48% in 2019), seeking higher pay increased by 8% (from 29% to 37% in 2019), volume of workload by 6% (50% to 56% in 2019), and mental health concerns by 5% (27% to 32% in 2019). Whereas physical health concerns decreased by 7% (23% to 16% in 2019) and unreasonable demands from managers decreased by 5% (56% to 51% in 2019)

- For senior leaders and school teachers all other the percentage differences decreased from 2018 to 2019.

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The next section will explore the impact of mental health and wellbeing on learners studying and colleagues working in the education sector, the issue of presenteeism and other impacts found.

The impact of an individual's mental health and wellbeing on others studying and working in the education sector

The impact of an individual's mental health and wellbeing on others studying and working in the education sector

This section seeks to build a picture of how the mental health and wellbeing of education professionals impacted on others. It details the time taken off work due to medical symptoms, and how this affected learners studying, and colleagues working, and others outside of education (Section 2 details the impact on individuals themselves). The issue of presenteeism is also addressed.

a) Time taken off work

Taking time off work due to medical symptoms is an important issue for both the individual and their employer. The impact on a school/college would then usually mean that teaching cover would need to be arranged or work assigned to other members of staff. In this way it could be seen as having both a medical health issue for the individual and a cost element for the employer.[3]

Of those education professionals who suffered from psychological, physical or behavioural problems as a result of work and had to take time off work in 2019:

• Half (50%) were away for a month or more over the academic year (24% for more than a month in total, 19% for up to six months and 7% for over six months).

• There was a decrease in the number of staff taking a day off here and there, from 26% in 2018 to 22% in 2019.

• In 2019, staff working in other roles took the greatest number of single days off work, and senior leaders took the greatest number of days which were more than a week in total over an academic year.

• A large increase has been noted in the number of staff working in other roles being signed-off work for up to six months from 6% in 2018 to 19% in 2019. (NB for clarity this relates only to those who took time off work).

Education professionals who took time off work due to medical symptoms – 2017–2019

Category	2019	2018	2017
More than a week in total over the academic year	26%	25%	24%
More than a month in total over the academic year	24%	24%	26%
A day here and there	22%	26%	21%
I was signed off for up to six months	19%	18%	19%
I was signed off for over six months	7%	5%	9%
Other	2%	1%	1%
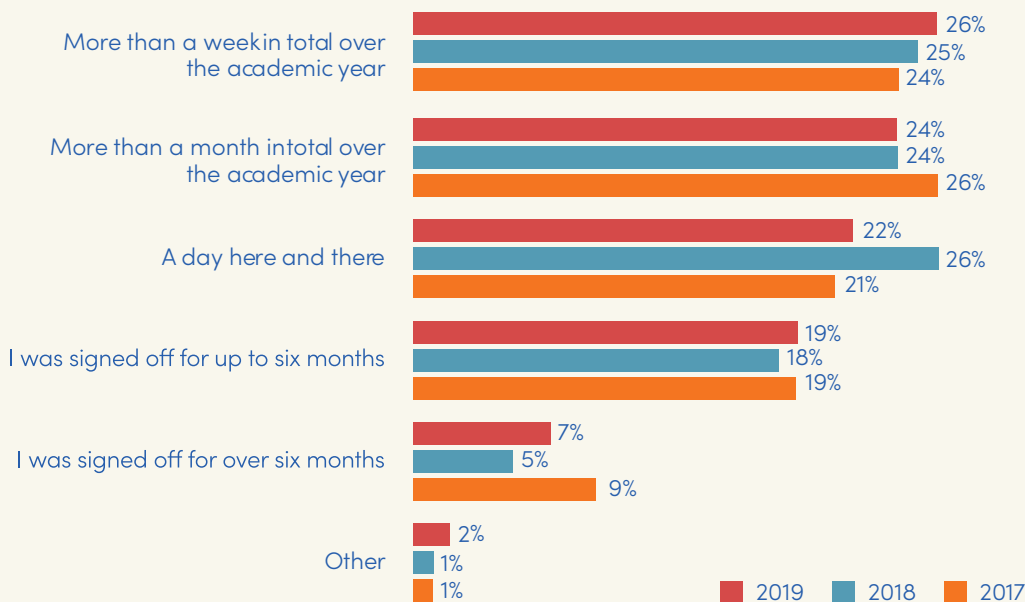
2019 Base: All education professionals (n = 612); senior leaders (n = 100), school teachers (n = 391); other staff (n = 80)
2018 Base: All education professionals (n = 250); senior leaders (n = 52), school teachers (n = 147); other staff (n = 13)
2017 Base: All education professionals (n = 214); senior leaders (n = 38), school teachers (n = 118); other staff (n = 2)

"In 2017, 3,750 teachers were 'signed–off' work on long–term sick leave due to anxiety and mental illness caused by work. This equates to one in every 83 teachers"
(Liberal Democrats Freedom of Information Request, 2018)

b) Impact on pupils/students

In 2019, all those education professionals who experienced mental health symptoms due to work, and who also taught, considered the impact on pupils/students of them taking time off work due to mental health symptoms was 33% negatively on their studies, 14% negatively on their results, 8% negatively on education professionals own mental health and 43% judged there was no impact. The picture is broadly similar across the years 2017–2019. However, differences were found in perception by job role in 2019:

~ Senior leaders considered such absence would have a negative effect on students' studies (41%), more than school teachers (35%) or colleagues working in other roles (6%).

~ Senior leaders and school teachers considered it would have a negative effect on results (18% and 16%) compared to staff in other roles (2%).

~ Senior leaders and school teachers considered it might have a negative impact on their own mental health (10% each), compared to staff working in other roles (3%).

~ Staff working in other roles considered any absence would have no impact (63%), compared to school teachers (39%) and senior leaders (38%).

~ Staff working under 40 hours per week, and those working for 0–2 years, were more likely to answer that it would not have an impact on pupils/students.

• There was also a large category of education professionals who did not know if it had an impact on students (16%).

The impact on pupils/students of education professionals who took time off due to mental health symptoms – 2017–2019
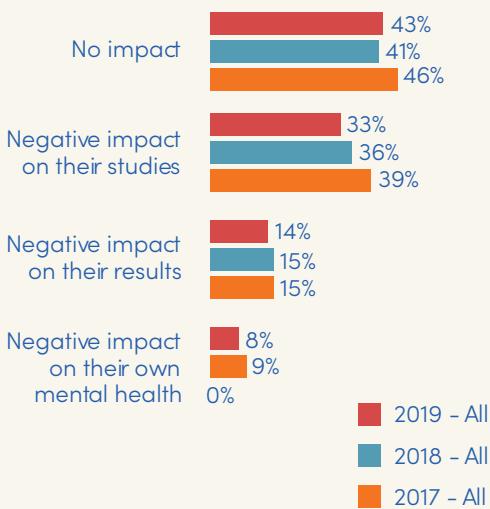
The impact on students of education professionals who took time off due to mental health symptoms – by job role (2019)

2019 Base: All education professionals (n = 2,266)
2018 Base: All education professionals (n = 885)
2017 Base: All education professionals (n = 757)
Note: only sources with more than 3% of the responses are shown (ie educational professionals were given the opportunity to say it could have had a positive impact, but these were all 3% or less)
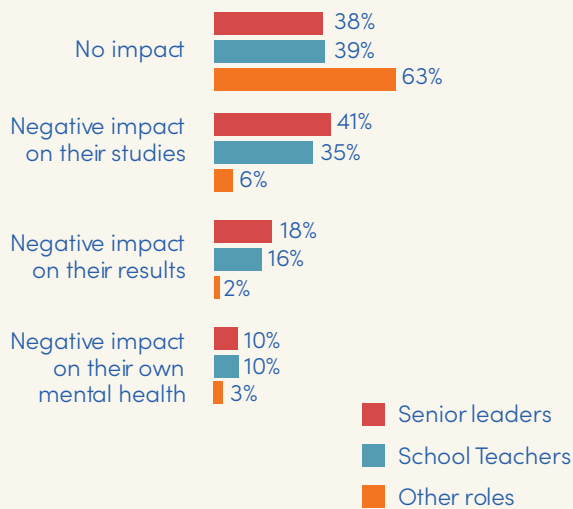
2019 Base: All education professionals (n = 2,266); senior leaders (n = 461), school teachers (n = 1,389), other staff (n = 301)
Note: only sources with more than 3% of the responses are shown (ie educational professionals were given the opportunity to say it could have had a positive impact, but these were all 3% or less)

c) Impact on colleagues

When a staff member had time off work, there was an impact on colleagues too as often cover for lessons had to be provided which was often by senior leaders and school teachers. Schools could also arrange for a supply teacher to be employed, especially if it related to a longer period of absence:

• As with the expected impact on pupils/ students above, taking time off work for mental health issues was generally seen to have either no impact by 35% of staff who had experienced mental health problems due to work and who taught.

• Under a third (30%) considered it would have a negative impact on working relationships.

• There was a significant rise in the number of staff thinking it would have a negative impact on team morale (from 15% in 2018 to 32% in 2019) – more senior leaders cited this (40%), than school teachers (30%) or staff working in other roles (28%).

The impact on colleagues of education professionals who took time off work due to mental health symptoms

	No impact	Negative impact on our working relationship(s)	Negative impact on team morale	Negative impact on our own performance
2018	35%	29%	15%	11%
2019	35%	30%	32%	10%

■ 2019   ■ 2018

The impact on colleagues of educational professionals who took time off work due to mental health symptoms – 2019

	No impact	Negative impact on our working relationship(s)	Negative impact on team morale	Negative impact on our own performance
Other staff	38%	25%	28%	10%
School Teachers	36%	28%	30%	8%
Senior leaders	30%	34%	40%	12%

■ Senior leaders   ■ School Teachers   ■ Other staff

2019 Base: All education professionals (n = 2,273)
Note: only sources with more than 3% of the responses are shown (ie educational professionals were given the opportunity to say it could have had a positive impact, but these were all 3% or less)
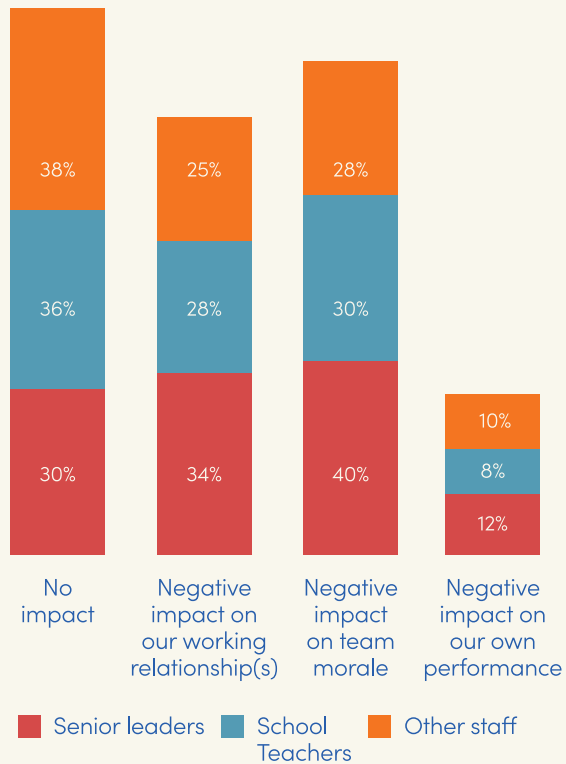
2019 Base: All education professionals (n = 2,266)
Note: only sources with more than 3% of the responses are shown (ie educational professionals were given the opportunity to say it could have had a positive impact, but these were all 3% or less)

d) Impact of presenteeism

Presenteeism is a term used to describe people coming into work even when they are ill. A question about presenteeism was included in this Index to find ascertain the levels of staff presenteeism in schools, as this has both an impact on the individual who is unwell but also on colleagues (allied to both of the previous sections in this Index).

- It was found that 49% of education professionals felt compelled to come to work all of the time even if they were unwell, and 93% would come into work all, most or some of the time.

- Senior leaders were the members of staff who felt the most compelled to always come to work (59%), compared to school teachers (50%) and staff in other roles (39%).

- A small percentage of staff working in other roles (7%) would never come into work if ill, compared to senior leaders (4%) and school teachers (3%) .

- Staff who worked for more than 60 hours per week felt they always had to come into work when ill.

There appeared to be a link between presenteeism and stress. Section 1e) found that nearly three-quarters of education professionals considered themselves to be stressed.

- Of those who were stressed, more than half (56%) would always turn up for work when ill, and more than three-quarters (86%) would turn up as much as possible ('most' or 'all' of the time).

- Of those who were not stressed, more than a quarter (29%) would always turn up for work when ill, and more than half (62%) would turn up as much as possible ('most' or 'all' of the time).

It has been suggested that the estimated cost to UK employers of mental health related presenteeism is between £16.8–£26.4bn (Deloitte MCS Ltd, 2017).

The impact of presenteeism – 2019

	Senior leaders	School Teachers	Other roles
Yes, always	59%	50%	39%
Yes, most of the time	27%	31%	28%
Yes, some of the time	8%	13%	20%
No, never	4%	3%	7%
Not applicable – I never really feel unwell	1%	2%	4%
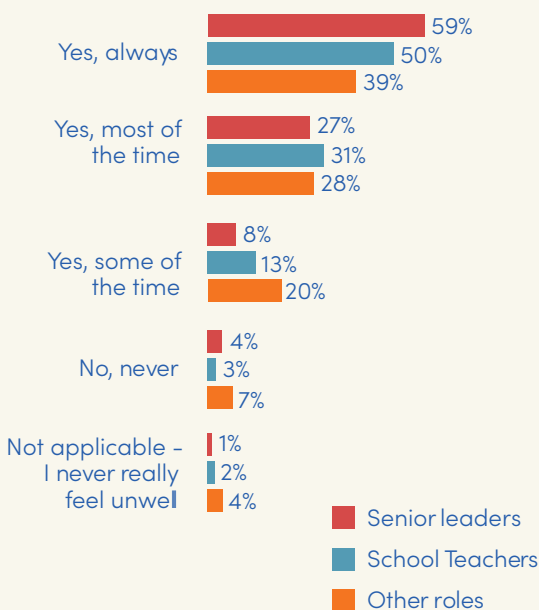
2019 Base: All education professionals (n = 2,984)

Comparison of the levels of stress felt from working with presenteeism – 2019

	Stressed	Not stressed
Yes, always	56%	29%
Yes, most of the time	30%	32%
Yes, some of the time	11%	21%
No, never	2%	10%
Don't know	0%	1%
Not applicable– I never really feel unwell	1%	6%
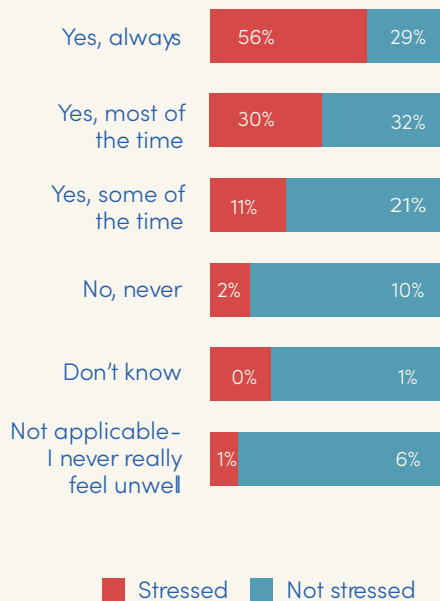
2019 Base: All education professionals (n = 2,984)

e) Other impact

Section 2c) noted that in 2019 78% of educational professionals experienced at least one symptom due to work where work was a contributing factor. In 2019, at work, this caused their work performance to suffer, (51%), their work relationships to suffer (29%), led to taking time off work (28%), leaving their job (14%) or feeling suicidal (11%).

When education professionals experienced mental health issues at work, this could have an impact on both their work and work environment, but also on others outside of work.

Examples include the people they have personal relationships with which could cause these relationships to suffer (46%) or to break down (8%).

The impact of educational professionals experiencing psychological, physical or behavioural problems as a result of work

Impact	2019	2018	2017
My work performance suffered	51%	46%	49%
My personal relationships suffered	46%	48%	49%
My work relationships suffered	29%	27%	25%
I had to take time off work	28%	28%	28%
None of these	19%	18%	20%
I had to leave my job	14%	14%	13%
I felt suicidal	11%	11%	13%
My personal relationships broke down	8%	8%	11%
Other	3%	4%	3%
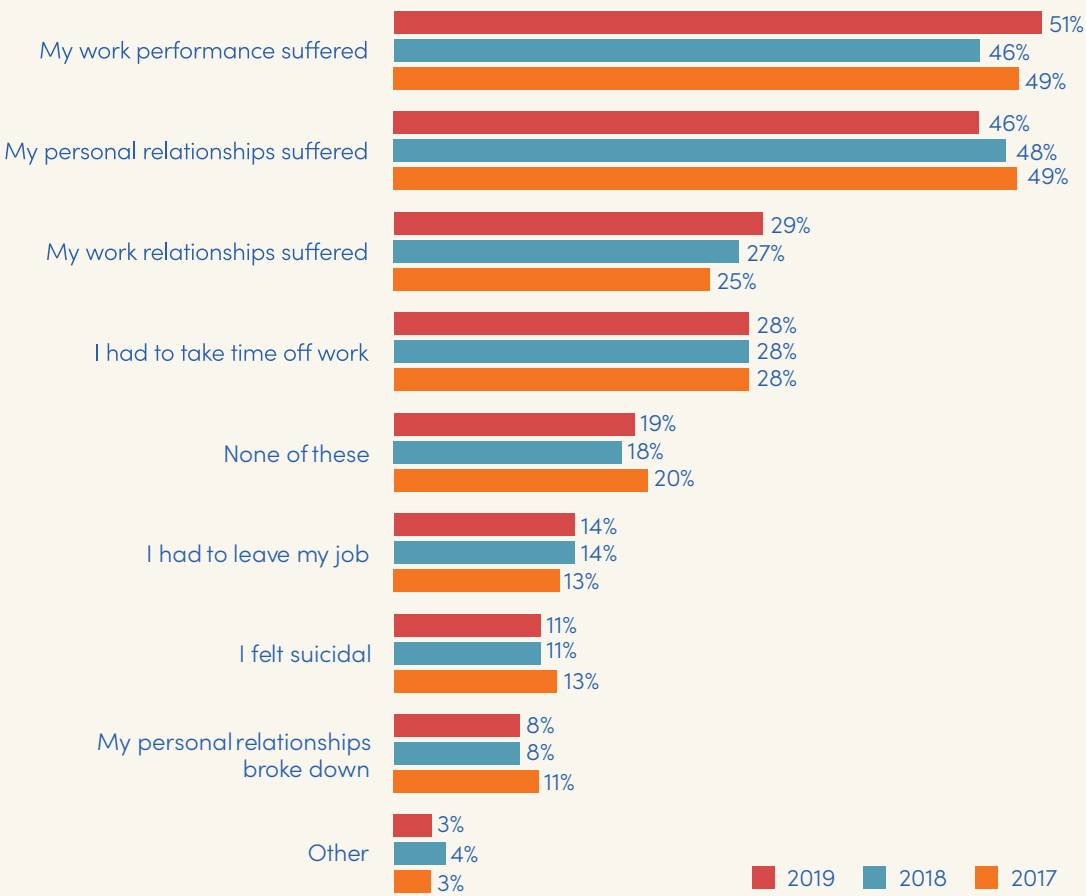
2019 Base: All education professionals (n = 2,239)
2018 Base: All education professionals (n = 883)
2017 Base: All education professionals (n = 757)

When looking at this by job role:

- More than half (51%) of senior leaders stated that both their work performance and their personal relationships suffered.

- Half of school teachers (50%) stated their work performance suffered, with just under half (47%) stating their personal relationships suffered.

- Nearly half (49%) of staff working in other role stated their work performance suffered, but fewer (35%) that their personal relationships suffered.

- There was a large difference between feeling this would lead to them leaving their job, where 17% of teachers thought this compared to 9% of senior leaders and 9% of staff working in other roles.

- Staff working more than 41 hours per week suffered from more problems with their personal relationships than those working 40 hours per week or less.

- Although fewer staff working in other roles stated they felt suicidal (6%) when compared to senior leaders or school teachers (both 12%), this has increased from 0% in 2017 and 1% in 2018.

The impact of educational professionals experiencing psychological, physical or behavioural problems as a result of work – 2019

My personal relationships suffered — 51% (2019), 47% (2018), 35% (2017)
My work performance suffered — 51% (2019), 50% (2018), 49% (2017)
I had to take time off work — 22% (2019), 30% (2018), 25% (2017)
My work relationships suffered — 30% (2019), 30% (2018), 27% (2017)
I felt suicidal — 12% (2019), 12% (2018), 6% (2017)
None of these — 20% (2019), 18% (2018), 22% (2017)
I had to leave my job — 9% (2019), 17% (2018), 9% (2017)
My personal relationships broke down — 8% (2019), 8% (2018), 4% (2017)
Other — 3% (2019), 2% (2018), 4% (2017)
Refused — 0% (2019), 1% (2018), 2% (2017)

■ 2019 ■ 2018 ■ 2017

2019 Base: All education professionals (n = 2,239); senior leaders (n = 460), school teachers (n = 1,371); other staff (n = 294)

"In the period 1 April 2018 to 31 March 2019 there were 561 callers to Education Support's free helpline clinically assessed as being at risk of suicide. This is a 57% increase on the previous year"

(Education Support, 2019)

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The next section will explore the mental health and wellbeing support and guidance available to staff working in the education sector.

The mental health and wellbeing support and guidance available to staff working in the education sector

The mental health and wellbeing support and guidance available to staff working in the education sector

This section focuses on what support education professionals who had experienced mental health issues accessed and their perceptions of the wider support on offer. Areas covered are who staff talked to first about any issues, how confident they felt in sharing their concerns at work, the guidance/help which was available, the levels of support received and how it could be improved. The availability of health and wellbeing policies is detailed, together with how staff wellbeing was monitored and if the support available was affected by their perception of available education budgets.

a) Who education professionals spoke to first at work about mental health issues

- In 2019, a third of education professionals (32%) would turn to somebody outside of work first if they experienced mental health issues at work, which is the same as found in 2018. Thereafter they would speak to a colleague (25%) or their line manager (10%). However, more than a quarter (27%) of respondents would not speak to anybody about it.

- The data is broadly consistent across the years 2017–2019.

- Differences in who staff would approach first were found by job role. School teachers (34%) and senior leaders (33%) would turn first to somebody outside of work compared to staff working in other roles (25%) who would turn first to their line manager for advice (15%), compared to senior leaders (10%) or school teachers (8%).

Who education professionals who experienced mental health issues at work spoke to first

Somebody outside of work — 32% / 32% / 36%
I did not speak to anybody about it — 27% / 26% / 24%
Colleague — 25% / 25% / 27%
Line Manager — 10% / 12% / 8%
Other — 3% / 3% / 3%
Employee Assistance Programme — 1% / 2% / 1%
HR sources/central office — 2% / 1% / 1%

■ 2019   ■ 2018   ■ 2017

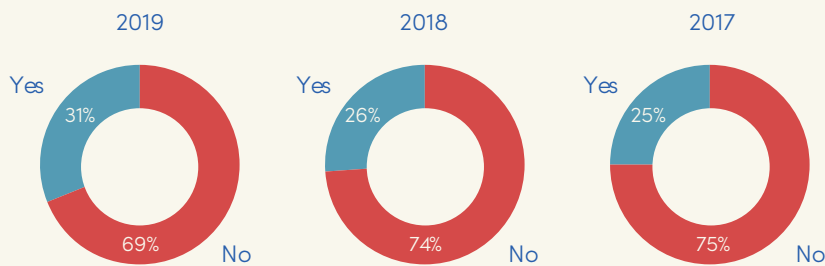2019 Base: All education professionals (n = 2,266)
2018 Base: All education professionals (n = 885)
2017 Base: All education professionals (n = 757)
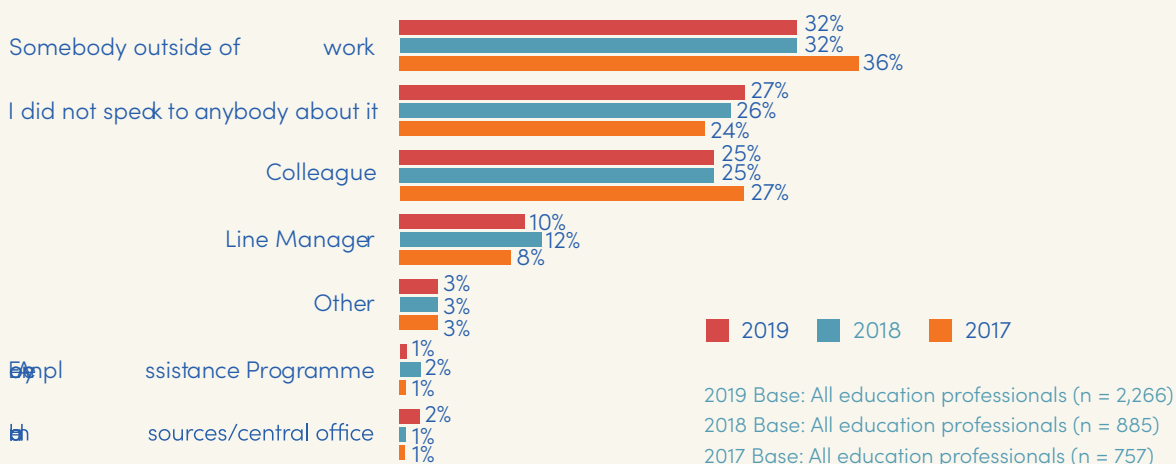
Education professionals who said they did not speak to anyone at work – why that was

Reason	2019	2018	2017
It would negatively affect their perception of me	39%	37%	0%
I prefer to seek support from people outside of work	30%	23%	30%
They would see it as a sign of weakness	29%	36%	36%
There is a stigma (eg a feeling of shame) which stops me from talking to anyone at work	26%	0%	0%
They wouldn't be supportive	19%	24%	19%
I would be worried about losing my job	19%	17%	17%
People at work have been the cause of my difficulties in the past	19%	15%	17%
No one talks about their problems at work	16%	13%	23%
Don't know	13%	19%	17%
Other	9%	12%	11%

2019 Base: All education professionals (n = 608)
2018 Base: All education professionals (n = 48)
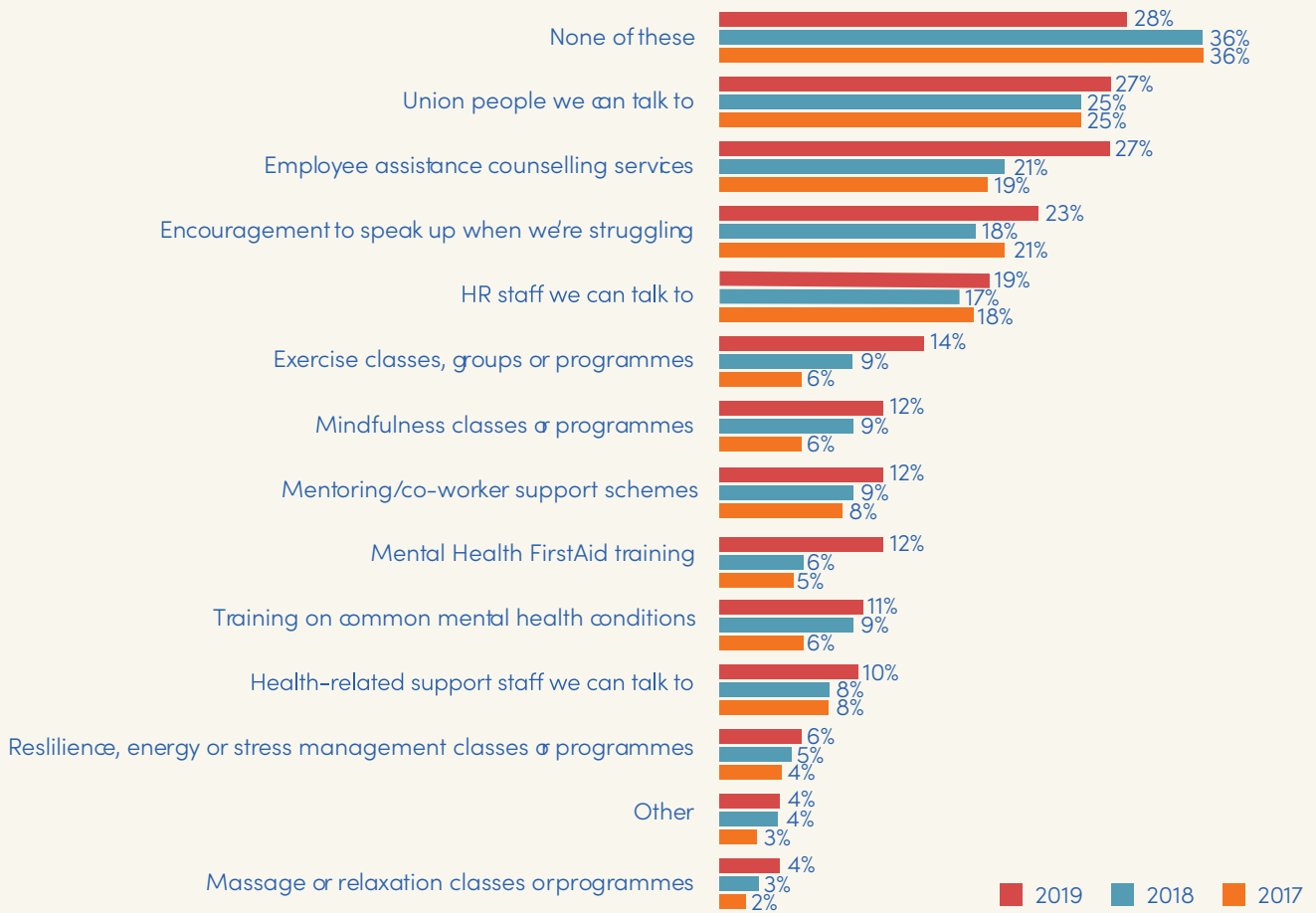2017 Base: All education professionals (n = 49

As noted above, 27% of education professionals in 2019 would not speak to anyone at work about mental health issues.

- More than a third felt it would negatively affect people's perception of that person (39%). This was a small increase on the 2018 data (37%).

- Other reasons were that they preferred to seek support from people outside of work (30%, a 7% increase on the 2018 data), or that it would be seen as a sign of weakness (29%, a 7% decrease on the 2018 data).

- A new category was added for 2019, namely that there was a perceived stigma (eg a feeling of shame) which stops the member of staff from talking to anyone at work. This was found to be the case for 26% of staff. Senior leaders (31%) and school teachers (26%) were found to experience this more than staff working in other roles (23%).

- There was also the feeling that others would not be supportive (19%, a 5% decrease on the 2018 data), or that people at work have been the cause of their difficulties in the past (19%, a 4% increase on the 2018 data).

- Senior leaders (38%) and school teachers (30%) were more concerned about it being perceived as a sign of weakness than staff working in other roles (19%).

b) Confidence in sharing unmanageable stress/mental health issues at work

- Confidence in disclosing unmanageable stress or mental health issues appeared to have increased a little. In 2019, one third (34%) of education professionals felt confident to do this, compared to 31% in both 2018 and 2017.

- The increases in confidence were found to be by senior leaders (6% increase) and school teachers (4% increase), whereas staff working in other roles showed a decrease (2% decrease).

- However, there was still a large percentage of education professionals (60%) who would not feel confident in such disclosure, although this has reduced by 5% from both 2018 and 2017.

- For those educational professionals who did share their stress or mental health issue at work (either to someone at work or someone out of work), the greatest benefit felt was that it gave the person a perspective and helped them to realise they were not alone (55%, which is a 7% increase on the 2018 data).

- Other benefits included restoring the person's confidence in their abilities (31%), equipping them with practical advice (25%), enabling them to seek professional support (18%), or gaining permission to seek help/removed the stigma (10%).

- More than one tenth (12%) of education professionals said it did not help.

How confident education professionals were in disclosing unmanageable stress or mental health to their employer
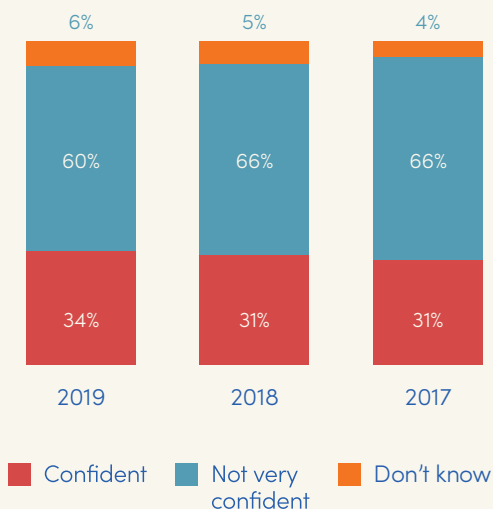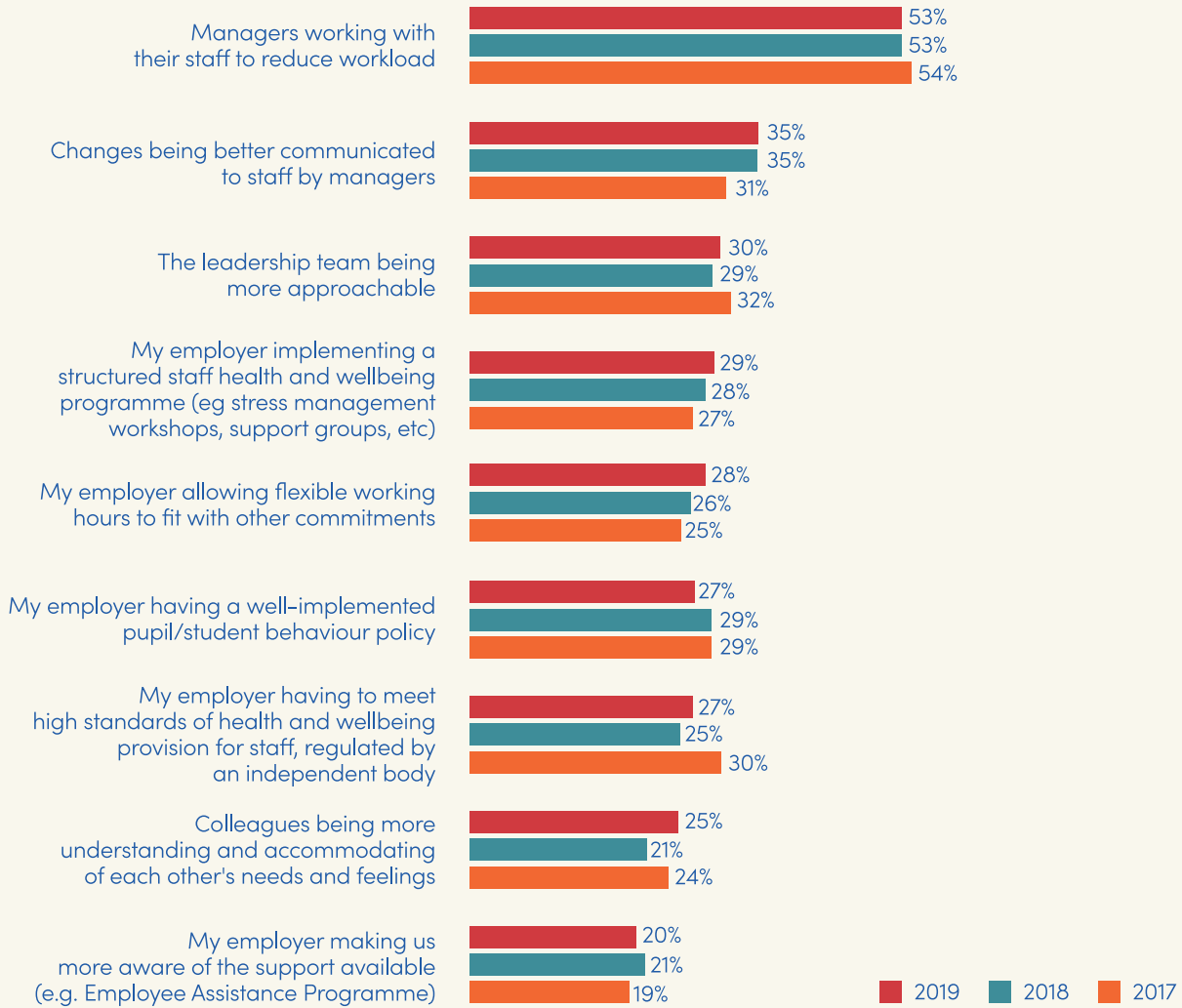

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987)

Education professionals who spoke to someone at work or outside work and how this helped
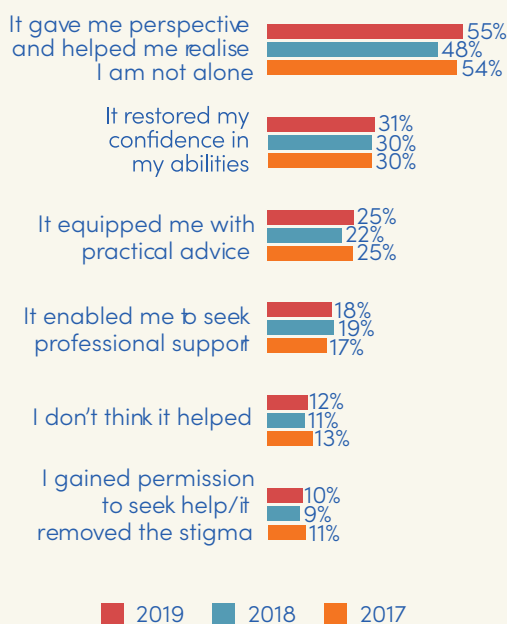
2019 Base: All education professionals (n =1,658)
2018 Base: All education professionals (n = 657)
2017 Base: All education professionals (n = 572)

c) Mental health and wellbeing guidance available at work

- The ability to feel confident in sharing mental health and wellbeing issues at work could be related to the guidance which is available to staff.

- Less than one-third (31%) of education professionals felt that they had sufficient guidance about their mental health and wellbeing at work. However, the situation has improved by 5% from 2018 when 26% felt they had sufficient guidance.

- There was a corresponding 5% decrease on the number who responded that they did not receive sufficient guidance (from 74% in 2018 to 69% in 2019).

- Education professionals working in other roles (40%) were more likely to feel they had sufficient guidance compared to senior leaders (32%) or teachers (28%), as did those working less than 40 hours per week.

- Staff members who considered themselves to be stressed were more likely to feel they did not have sufficient guidance compared to those who were not stressed.

Did education professionals feel they had received sufficient guidance about their health and wellbeing at work? 2017–2019

2019

Yes
31%
69%
No

2018

Yes
26%
74%
No

2017

Yes
25%
75%
No

2019 Base: All education professionals (n = 1,669)
2018 Base: All education professionals (n = 657)
2017 Base: All education professionals (n = 572)

d) Levels of support received at work

- Less than half (41%) of education professionals felt that their organisations supported staff who had mental health problems well. However, this has increased by 7% increase from 34% in 2018.

- There was a corresponding decrease in the number of staff who felt their organisations did not support them well, from 53% in 2018 to 43% in 2019, with an increase of 3% of staff replying they did not know.

- More staff working in other roles considered their organisation supported staff well with mental health problems (49%), compared to senior leaders (45%) or school teachers (38%).

- Staff who considered themselves to be stressed were less likely to say their organisations supported them well.

- Staff who worked less than 40 hours per week were more likely to say their organisations supported them well.

How well edication professionals felt their organisation supported employees who experienced mental health and wellbeing problems
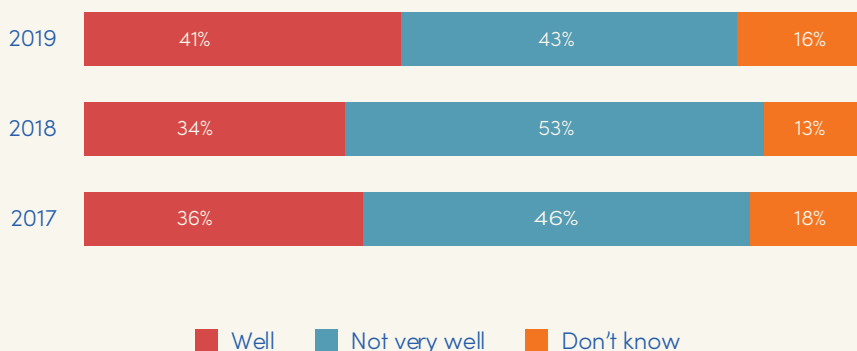
	Well	Not very well	Don't know
2019	41%	43%	16%
2018	34%	53%	13%
2017	36%	46%	18%

■ Well ■ Not very well ■ Don't know

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987)

"From 1 April 2018 to 31 March 2019 our Employee Assistance Programme dealt with 3,974 cases from education staff – a 41% increase on the previous year"

(Education Support, 2019)

e) The help available at work

- Access to all the possible areas of support identified increased in 2019 compared to 2018, with an 8% reduction in those answering they had none available.

- The two most popular forms of support were access to Employee Assistance Counselling Services (which increased by 6% from 21% in 2018 to 27% in 2019), and union people who could be talked to (which increased from 25% in 2018 to 27% in 2019).

- Other notable increases were the feeling of encouragement to speak up when struggling which increased by 5% from 18% in 2018 to 23% in 2019, having HR people who could be talked to which increased by 2% from 17% in 2018 to

19% in 2019, and access to exercise classes, groups or programmes which increased by 5% from 9% in 2018 to 14% in 2019.

- Putting on exercise classes, groups or programmes also increased from 9% in 2018 to 14% in 2019, and mindfulness classes or programmes from 9% in 2018 to 12% in 2019.

- Access to Mental First Aid Training increased by 6% from 6% in 2018 to 12% in 2019.

- In most cases, school teachers rated the availability of help at work lower than senior leaders or staff working in other roles.

Different kinds of mental health support that education professionals reported were available to them at work

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987)

f) How educational institutions could improve the mental health and wellbeing of their workforce

- When asked how the mental health and wellbeing of the workforce could be improved, the issue of managers working with their staff to reduce workload was highlighted by more than half of education professionals (53%). This was consistent with findings in previous years (53% in 2019 and 54% in 2017). NB Section 1b) also found that workload continued to be the major aspect of working in education which professionals disliked.

- Workload issues affected senior managers and school teachers (62% and 54%), compared to staff in other roles (39%).

- The second and third categories were both related to management issues. The first improvement suggested was that any changes could be better communicated by managers to staff (35% in both 2019 and 2018, and 31% in 2017) and the second suggested that the leadership team should be more approachable (30% in 2019, 29% in 2018 and 32% in 2017).

- The need for employers to implement a structured health and wellbeing programme rose slightly from 27% in 2017, to 28% in 2018 and 29% in 2019.

- Employers offering flexible working hours to fit in with other commitments also became a little more important (rising from 25% in 2017, to 26% in 2018 and 28% in 2019).

- Staff wanting employers to have a well-implemented pupil/student behaviour policy was important to 27% of professionals, with a slight reduction from 2017 and 2018 levels (at 29%.

- The same number, 27%, would like their employers to have to meet high standards of health and wellbeing provision for staff, regulated by an independent body, which increased slightly from 2018 (25%).

- The category of answer which had the largest increase from 2018 related to the need for colleagues to be more understanding and accommodating of each other's needs and feelings. This rose from 21% in 2018 to 25% in 2019.

How educational institutions could improve the mental health and wellbeing of their workforce

Managers working with
their staff to reduce workload
- 2019: 53%
- 2018: 53%
- 2017: 54%

Changes being better communicated
to staff by managers
- 2019: 35%
- 2018: 35%
- 2017: 31%

The leadership team being
more approachable
- 2019: 30%
- 2018: 29%
- 2017: 32%

My employer implementing a
structured staff health and wellbeing
programme (eg stress management
workshops, support groups, etc)
- 2019: 29%
- 2018: 28%
- 2017: 27%

My employer allowing flexible working
hours to fit with other commitments
- 2019: 28%
- 2018: 26%
- 2017: 25%

My employer having a well-implemented
pupil/student behaviour policy
- 2019: 27%
- 2018: 29%
- 2017: 29%

My employer having to meet
high standards of health and wellbeing
provision for staff, regulated by
an independent body
- 2019: 27%
- 2018: 25%
- 2017: 30%

Colleagues being more
understanding and accommodating
of each other's needs and feelings
- 2019: 25%
- 2018: 21%
- 2017: 24%

My employer making us
more aware of the support available
(e.g. Employee Assistance Programme)
- 2019: 20%
- 2018: 21%
- 2017: 19%

■ 2019   ■ 2018   ■ 2017

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987)
Note: Only sources with 20%+ of the responses have been shown

Education professionals' awareness that their organisation had a current/recent staff health and wellbeing policy
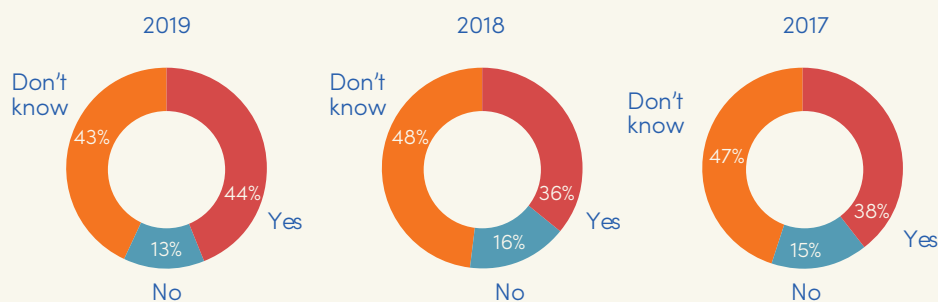
2019

Don't know 43%
Yes 44%
No 13%

2018

Don't know 48%
Yes 36%
No 16%

2017

Don't know 47%
Yes 38%
No 15%

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)
2017 Base: All education professionals (n = 987)

g) Mental health and wellbeing policies and their implementation

- Having a mental health and wellbeing policy for staff was often seen as the first step to its implementation in the education sector. In 2019, 44% had a policy, which is an 8% increase on 2018 levels (36%). The number without a policy was 13% in 2019, a 3% decrease on 2018 levels. Those who did not know if they had a policy or not decreased by 5%, from 48% in 2018 to 43% in 2019.

- Staff members working in other roles were more likely to know their organisation had a policy (53%), compared to senior leaders (44%) and school teachers (40%).

- Those staff with a tenure of 31+ years were more likely to know their organisation had such a policy, compared to those of less tenure.

The extent to which education professionals felt that staff health and wellbeing policies were properly implemented
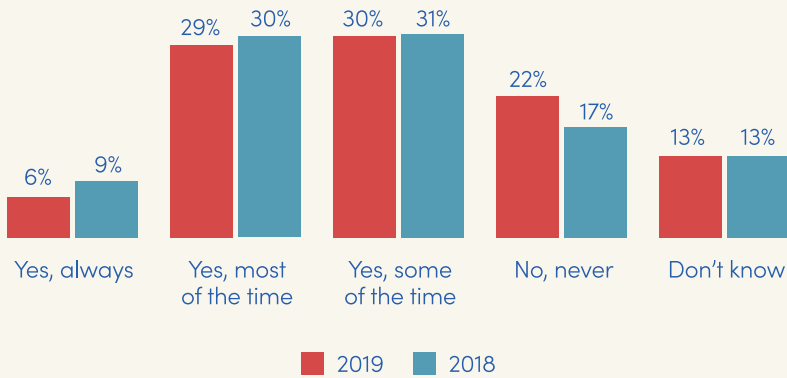
2019 Base: All education professionals who had a policy (n = 1,253)
2018 Base: All education professionals who had a policy (n = 426)
Note: 2017 data excluded as the category 'some of the time' category was not available

- Of those education professionals who said their organisations had a staff health and wellbeing policy, 70% considered it was properly implemented always, most or some of the time in 2019 (compared to 65% in 2018). However, of the 70%, only 9% considered it was always properly implemented (compared to 6% in 2018).

- Less than a fifth (17%) said it was never implemented (a reduction of 5% from 2017), and 13% did not know.

h) How educational institutions monitored staff mental health and wellbeing

- In 2019, one third (33%) of education professionals reported that their education institutions regularly surveyed their staff to establish levels of employee wellbeing. This is a rise of 9% on 2018 levels (24%). There was a corresponding 9% decrease in those who did not survey their staff from 63% in 2018 to 54% in 2019.

- Those organisations which had a wellbeing policy were more likely to monitor levels of employee wellbeing than those which did not have a policy.

Education professionals' perception of whether their institution regularly surveyed staff to establish levels of employee wellbeing
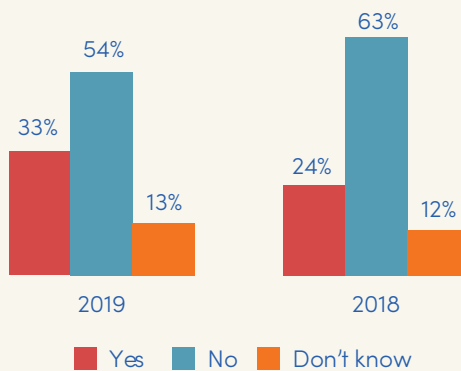
	2019	2018
Yes	33%	24%
No	54%	63%
Don't know	13%	12%

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)

i) The perceived financial resources available to help staff mental health and wellbeing

Education professionals were asked if their education institutions had the budgets/resources which could be used for staff wellbeing. It was found that only one–fifth (20%) did, but this represents a 4% increase on 2018 data. There was a similar response across both years for the negative answer, but a 3% decrease in those who said they did not know.

Education institutions having budgets/resources which could be used for staff wellbeing
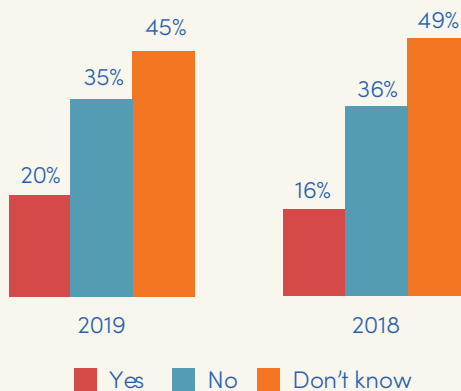
	2019	2018
Yes	20%	16%
No	35%	36%
Don't know	45%	49%

2019 Base: All education professionals (n = 3,019)
2018 Base: All education professionals (n = 1,187)

—
The next section uses a measure (the Warwick-Edinburgh Mental Wellbeing Scale) to gauge the mental health of education professionals.

Using the Warwick–Edinburgh Mental Wellbeing Scale to measure mental wellbeing in the education sector

Using the Warwick–Edinburgh Mental Wellbeing Scale to measure mental wellbeing in the education sector

The Warwick–Edinburgh Mental Wellbeing Scale[4] (WEMWBS) is a measure used by many different organisations, including Governments, to gauge the mental wellbeing of a population and, for the first time, it has been included as part of this Index.

Recent national studies include[5]:

Project	Organisation	Research focus
HEALTH SURVEY FOR ENGLAND – WELLBEING AND MENTAL HEALTH (2016)	NHS Digital	The overall prevalence of wellbeing and probable mental ill health, with comparisons by sex, age, region, household income and deprivation, as well as lifestyle factors, physical activity and Body Mass Index (BMI).
NATIONAL SURVEY FOR WALES (2016–2017)	Welsh Government	Covers a range of topics such as wellbeing and people's views on public services
SCOTTISH HEALTH SURVEY (2017)	Scottish Government	To monitor progress towards the National Indicators of healthy life expectancy, mental wellbeing, healthy weight, health risk behaviours, physical activity, child wellbeing and food insecurity

WEMWBS is a self-administered questionnaire where respondents are asked to read the 14 items (shown below) and select an answer from a 5-point Likert scale which best reflects their experience of each over the preceding two weeks. The options for selection are 'none of the time', 'rarely', 'some of the time', 'often' and 'all of the time'.

The 14 items covering the feeling and functioning aspects of mental wellbeing are:

—
1

I've been feeling optimistic about the future

—
2

I've been feeling useful

—
3

I've been feeling relaxed

—
4

I've been feeling interested in other people

—
5

I've had energy to spare

—
6 I've been dealing with problems well

—
7

I've been thinking clearly

—
8

I've been feeling good about myself

—
9

I've been feeling close to other people

—
10

I've been feeling confident

—
11

I've been able to make up my own mind about things

—
12

I've been feeling loved

—
13

I've been interested in new things

—
14

I've been feeling cheerful

The answers are then summed to provide a single score ranging from 14-70 and aggregated to form the score. The greater the score the higher the indication of their mental wellbeing.

Teacher Wellbeing Index (2019) WEMWBS score compared to the national picture

- The overall WEMWBS score for education professionals in the **Teacher Wellbeing Index** was 44.7.

- When the **Teacher Wellbeing Index** score of 44.7 is compared to the published national indicators for the general population, the mental wellbeing of professionals working in education was found to be considerably lower. The general population scores were:

  ~ England 49.85[6] (NHS Digital, 2017)

  ~ Scotland 49.80 (Scottish Government, 2017)

  ~ Wales 50.9 (Welsh Government, 2019).

Teacher Wellbeing Index (2019) WEMWBS score compared to other wellbeing studies in education

- Two recent academic studies have also examined wellbeing in education using WEMWBS scores. These studies have also both found the scores to be lower than the general population. The scores were:

  ~ 46.81 in the Wellbeing in Secondary Education (WISE)[7] project, which involved 1,182 secondary school teachers in England and Wales (Harding et al, 2019)

  ~ 47.2 in a different study, which involved 555 secondary teachers in England (Kidger et al, 2016).

Teacher Wellbeing Index 2019 – WEMWBS score observations

The chart below details the answers given to each question for the total population. It can be seen that education professionals rated:

- Two items with the highest score relating to their wellbeing, namely 'being able to make up their own minds about things' and 'feeling loved'

- Two items with the lowest score relating to their wellbeing, namely 'having energy to spare' and 'feeling relaxed'

These observations are based on education professionals selecting either 'all of the time' option, or when 'all of the time' and the 'often' options are combined.

The Warwick–Edinburgh Mental Health Scale – Total Population Scores

Legend: None of the time · Rarely · Some of the time · Often · All of the time
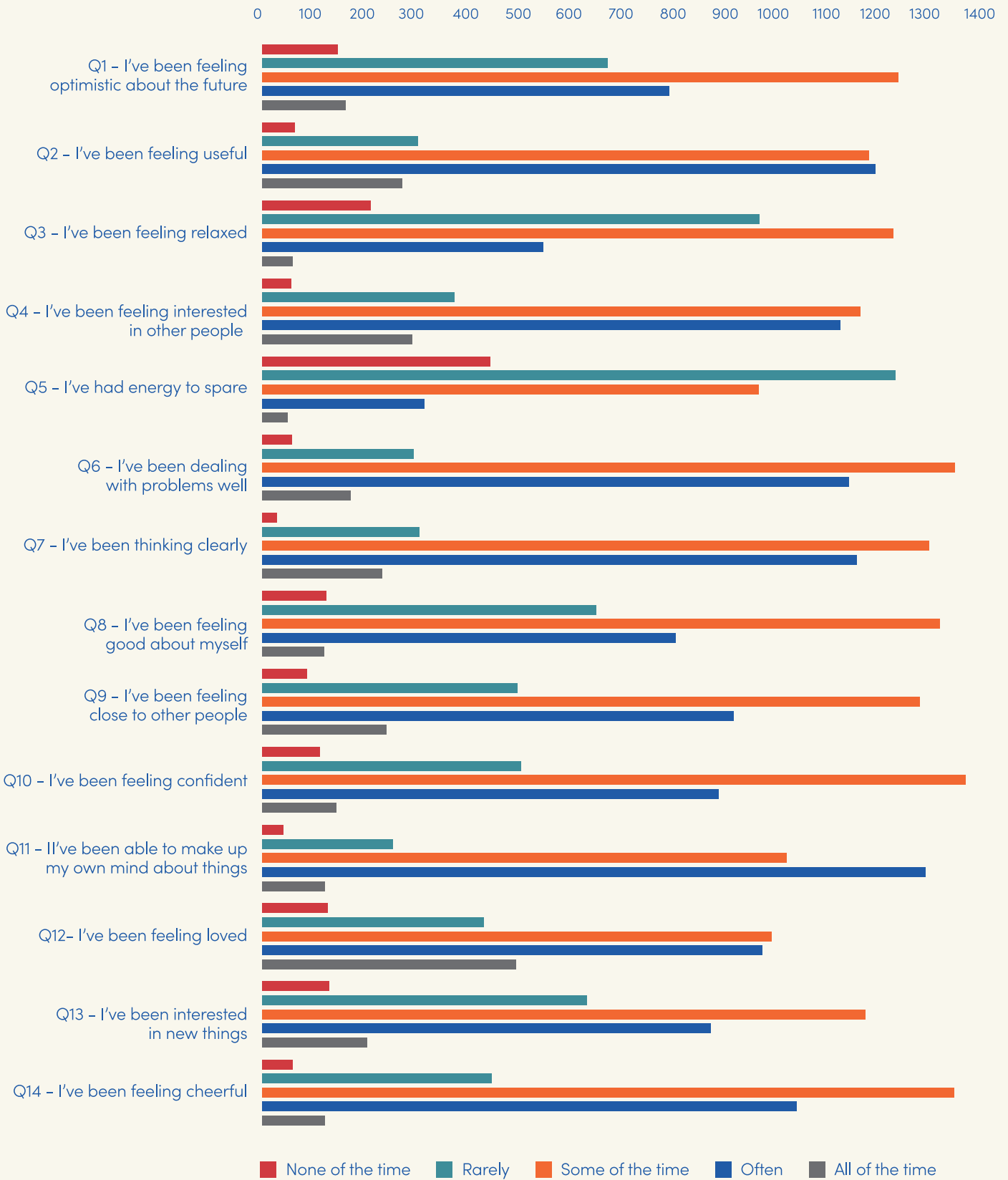
2019 Base: All education professionals (n = 3,019)

Teacher Wellbeing Index (2019) WEMWBS scores – analysis by demographic group

The Sample Profile in Appendix A lists the WEMWBS scores for each of the demographic groups in this Index. As will be seen, the scores are reasonably consistent across all demographic groups. However, when analysed further some differences can be found, as follows:

JOB ROLE	The highest score was 45.70 for those working in Other Roles. School Teachers and Senior Leaders both scored the same at 44.4. The weighted average across all job roles was 44.67, with a standard deviation of 0.53. – Some indication that those working in Other Roles were the most positive
PHASE OF EDUCATION	The highest score was 46.3 for those working in Early Years, and the lowest was 44.0 for those working in Sixth Form Colleges. The weighted average across all phases was 44.68, with a standard deviation of 0.33. – Those working in Early Years were the most positive, and those working in Sixth Form Colleges and Other Sectors were the most negative
REGION	If all the regions are taken together (including Scotland, Wales and Northern Ireland), the highest score was 46.40 for Wales, and the lowest was 43.40 for North West England. The weighted average across all regions was 44.67, with a standard deviation of 0.92. – Those working in Wales, South East England and the East of England were the most positive, and those working in North West England and the West Midlands were the most negative. NB: See also the regional comparisons of key indicators diagram at the front of this report.
GENDER	Females had a score of 45.0 and males 43.9. The weighted average was 44.68, with a standard deviation of 0.50. – Males were the most negative.
AGE	The highest score was 45.90 for age 50+ and the lowest was 44.10 for age 18–34. The weighted average across all ages was 44.69, with a standard deviation of 0.66. – Those aged 50+ were the most positive.
LENGTH OF TIME WORKING IN EDUCATION	The highest score was 45.90 for those working 31+ years, and the lowest was 44.10 for those working 6–10 years. The weighted average across time worked was 44.67, with a standard deviation of 0.48. – Those working for 31+ and 0–2 years were the most positive.

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As noted above, the data is reasonably consistent across all demographic groups. The only possible exception relates to education staff aged 50+ being the most positive (at roughly twice the standard deviation).

Conclusions and recommendations

Conclusions and recommendations

Education Support is committed to supporting the mental health and wellbeing of all professionals working in the education sector. This Index has been produced over the past three years, in partnership with YouGov, to provide a robust and comprehensive contribution to the growing evidence base in this area, which affords the ability to analyse trends over time.

There were six key observations taken from this year's report:

a) Stress levels have increased for a third consecutive year

Nearly three-quarters (72%) of education professionals described themselves as stressed, which can often be linked to undertaking long working hours and dealing with challenging classroom behaviour. Stress levels have risen noticeably when compared to both 2018 and 2017, with senior leaders experiencing the highest stress levels (p 26).

b) Workload remains the most important work-related factor determining wellbeing

Workload remained the major aspect of working in education which professionals disliked and, if changed, would most improve employee wellbeing and their work/life balance. Despite this, there was a noticeable reduction in staff working long hours on weekdays and over weekends (p 25).

c) The wellbeing of education professionals is lower than the general population

Compared to the published national indicators for the general population, the WEMWBS score for education professionals was found to be noticeably lower (p 72).

d) Disclosing mental health issues requires improvement

Education professionals who worked for between 3-10 years reported the most mental health issues. One third (34%) of education professionals felt confident in disclosing unmanageable stress or mental health issues to their employers, compared to 31% in both 2018 and 2017. However, there was still a large percentage of education professionals (60%) who would not feel confident in such disclosure, and 6% who don't know (p 60).

e) Support levels have improved, although are still not commonplace

Less than half (41%) of education professionals felt that their organisations supported staff who had mental health problems well. However, this had increased by 7% from 34% in 2018. Access to external support services, such as Employee Assistance Counselling Services improved (which increased by 6% from 21% in 2018 to 27% in 2019).

f) Staff retention and stress appear to be closely linked

More than half (57%) of all staff had considered leaving the sector in the past two years because of health pressures. Senior leaders were more likely than those in teaching or other roles to have considered leaving and, of those who had considered leaving, stress was an issue, as it was for those staff working 41+ hours per week (p 45).

Recommendations

A strong education system depends on the wellbeing of those who work in it.

The findings of this report highlight the need for action at a policy, organisational and individual level. We offer six key recommendations.

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1

Educational reforms should promote increased levels of trust and autonomy for educators, demonstrating that staff are valued. This will improve self-esteem and wellbeing across the sector, with a positive impact on recruitment, retention and pupil outcomes.

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2

Accountability systems need to continue to evolve in a way that builds teacher efficacy and development, as opposed to unproductive tension and anxiety.

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3

Overwork has become normalised across education. Healthy working practices and boundaries need to become the new, celebrated norm. With improved levels of health, teachers will be more physically and emotionally present to learners.

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4

School and college leaders must be funded (and assisted) to shape supportive, relational workplaces. Positive workplaces support better wellbeing.

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5

All senior leaders should have access to personal and peer support. Tackling the level of chronic stress reported among this group should be made a priority.

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6

Every member of staff should have access to professional and confidential emotional support, through an Employee Assistance Programme (or equivalent service). This can help resolve issues and effectively support education professionals to manage their mental health and wellbeing.

Acknowledgements

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Appendix A

Sample profile

A total of 3019 responses were received to the overall survey. All respondents were drawn from the *YouGov* panel of people that have signed up to undertake research with *YouGov*. The data has been weighted to be representative of the wider education population by phase, institution, type and respondent age to ensure generalisations can be made to the wider education population. The table below provides a summary of the achieved sample profile by key demographics and mean WEMWBS scores.

ROLE	NUMBER	PROPORTION	WEMWBS SCORE (MEAN)
Senior leaders	514	17%	44.4
Teachers/lecturers	1937	64%	44.4
Other roles	568	19%	45.7

PHASE	NUMBER	PROPORTION	WEMWBS SCORE (MEAN)
Early years	60	2%	46.3
Primary	973	32%	44.7
Secondary	997	33%	44.8
Sixth Form College	188	6%	44.0
Further	557	18%	44.5
Adult	115	4%	45.1
Vocational	17	1%	45.1
Other	112	4%	44.2

REGION	NUMBER	PROPORTION	WEMWBS SCORE (MEAN)
North East	146	5%	44.3
North West	380	13%	43.4
Yorkshire and the Humber	289	10%	44.3
East of England	240	8%	45.6
West Midlands	283	9%	43.6
East Midlands	226	7%	44.0
London	313	10%	45.0
South East	433	14%	45.8
South West	297	10%	45.4
Wales	140	5%	46.4
Scotland	239	8%	44.0
Northern Ireland	33	1%	44.6

GENDER	NUMBER	PROPORTION	WEMWBS SCORE (MEAN)
Male	879	29%	43.9
Female	2140	71%	45.0

AGE	NUMBER	PROPORTION	WEMWBS SCORE (MEAN)
18–34	847	28%	44.1
35–49	1523	50%	44.5
50+	649	21%	45.9

LENGTH OF TIME WORKING IN EDUCATION	NUMBER	PROPORTION	WEMWBS SCORE (MEAN)
0–2 years	232	8%	45.5
3–5 years	486	16%	44.7
6–10 years	664	22%	44.1
11–20 years	1095	36%	44.9
21–30 years	437	14%	44.2
31+ years	105	3%	45.9

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