

Teacher Wellbeing Index 2020



The charity for everyone
working in education

Foreword

We have all felt the effect of the Coronavirus (Covid-19) pandemic, both in our personal and professional lives, but the impact on our teachers and education staff has been particularly acute. There has been a lack of clear guidance from Government. Schools and colleges closed during lockdown and a rapid adjustment to online teaching was made. This all took place against a backdrop of stressed students, colleagues and parents. On top of this were very real concerns about personal safety, trauma and bereavement.

This year's *Teacher Wellbeing Index* provides an important view of how our teachers have coped in a year defined by crisis. It shows a worrying trend of increased symptoms of poor mental health, such as mood swings, difficulty concentrating, insomnia and tearfulness. It also highlights the sustained pressure on senior leaders as they again report the highest levels of stress among all education staff.

Workload continues to be a problem that can lead to talented people leaving the education profession: 63% of education staff have considered leaving the sector due to workload, whilst 53% reported personal mental health and wellbeing as a factor.

Our survey was carried out in June and July, while most classrooms were closed to all but vulnerable children and those of key workers. Conscious of the uniqueness of this situation, we carried out an additional short survey in October to investigate teacher stress in the new academic year (for full results see page 68, Appendix A). Comparing these two surveys, we see a flashing red light: stress levels between July and October rose from 62% to 84%.

Many of the teacher wellbeing issues highlighted in this report existed long before the pandemic struck. Our previous reports have demonstrated a consistent problem with teacher and educator wellbeing. This year has shown us that we are operating at the limit of what is possible within the available resources. Many school leaders are forced to choose between spending priorities such as catch-up sessions for learning loss, classroom deep cleaning or staff wellbeing – there simply isn't enough budget to meet all of these needs. The demand of Covid-19 has piled further pressure onto an already strained workforce.

We are heartened, however, to see some positive developments. There is more mental health guidance available for educators in the workplace. There is also an increased perception of being supported by those who have experienced mental health issues at work, as well as more encouragement to speak up when struggling.

« Many school leaders are forced to choose between spending priorities such as catch-up sessions for learning loss, classroom deep cleaning or staff wellbeing – there simply isn't enough budget to meet all of these needs. »

Despite these challenges, education staff have responded with resilience, flexibility and integrity by continuing to teach throughout the pandemic. There is ample evidence that educators play a critical role in the wellbeing and attainment of children and young people. No one delivers their best work when they are under constant stress or are emotionally depleted. It is unreasonable of us to expect this of the professionals responsible for educating and training future generations of our population.

It is time to start taking the mental health of our teachers and educators seriously. We ask the UK Government to act now, by providing education institutions with the resources needed to perform their duties effectively. Without additional Government investment, education institutions cannot prioritise the wellbeing of their staff and students. We also urge the Government to be swift and decisive on the issue of staff retention.

Education Departments must fast-track strategies for the retention and recruitment of senior education leaders, or we risk losing the much needed talent and experience that can guide the education sector through recovery from the pandemic.

In order to fulfil the *Build Back Better* hopes of Prime Minister Boris Johnson, we need resilient and high quality education systems that deliver for all children, young people and students. Without mentally healthy teachers and educators, our national recovery will be a long, hard road.

Sinéad Mc Brearty
CEO at Education Support

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Executive summary

Key findings

Research for the 2020 Teacher Wellbeing Index took place during the Coronavirus (Covid-19) lockdown, when schools and colleges were mainly closed. Those that remained open continued teaching vulnerable children and those of key workers¹.

The main findings are:

1 Stress levels remain high

Nearly two-thirds (62%) of education professionals described themselves as stressed. Senior leaders experienced the highest levels of stress (77%). One major factor was long working hours, with 70% of senior leaders working more than 51 hours a week.

2 Increase in symptoms of poor wellbeing

Education professionals displayed much higher levels of depression (32%) than the general population (19%) (ONS, 2020a). They also reported large increases in symptoms such as:

- difficulty concentrating;
- insomnia;
- tearfulness.

These symptoms may become associated with clinically diagnosed mental health conditions, including depression, over time.

3 High workload is a key factor influencing staff retention

52% of education professionals (59% of senior leaders) had considered leaving the profession due to pressures on their health and wellbeing. The main reason given by 68% of education professionals was the volume of workload (76% by senior leaders).

4 The barriers to reaching out for help remain

More than half (57%) of education professionals do not feel they can share mental health issues or unmanageable stress with their employer. Their main concerns are:

- they might be perceived negatively;
- it would be seen as a sign of weakness;
- the stigma and shame around suffering from mental health issues.

It is vital that staff feel they can communicate any issues or problems, yet access to supervision, or safe spaces to discuss issues remains extremely low at 8%.

5 Mental health support varies between educational institutions

There was a large variation in the wellbeing support offered to staff by schools and colleges.

- 53% of education professionals said they do not receive sufficient guidance about their mental health and wellbeing at work – while this is down from 69% in 2019, it is still far too high.
- 20% reported they had no mental health support.
- 42% stated they either did not have, or were unsure if they had, a wellbeing policy.
- 50% of education professionals felt their schools or colleges supported staff who had mental health problems well.

6 The wellbeing of UK education professionals is consistently lower than the general population

The overall wellbeing score (WEMWBS score) for education professionals in the UK remains significantly lower than the score for the general population, and is consistent with 2019 levels.

Education support is committed to supporting the mental health and wellbeing of all professionals working in the education sector. This index has collected data for the past four years, in partnership with YouGov, to provide a comprehensive and robust contribution to the burgeoning evidence base.

¹A separate report has already been published about the impact of Covid-19 on education professionals' mental health and wellbeing. Available on Education Support's website www.educationsupport.org.uk/sites/default/files/resources/covid-19_and_the_classroom.pdf

2020 findings in numbers

The Teacher Wellbeing Index 2020, this publication, uses a series of indicators to benchmark education 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:

- **Teachers**
(Qualified, Newly-Qualified, Trainees, Teaching Assistants and Supply Teachers) and those working with Special Education Needs
- **Senior leaders with specific roles**
(Head of Department, Head of Year, Assistant Head, Deputy Head and Head Teachers)
- **Staff working in other roles**
(such as School Business Managers).

Where the findings differ between different job roles, such as senior leaders, teachers, staff working in other roles, these have been noted in this report.

Working in the education sector

Teacher Wellbeing Report
2020 data – June/July 2020

Section 1c, page 29

Education Support/YouGov
online survey – October 2020

Appendix A, page 68

62% → 84%

Education professionals described themselves as stressed.

77% → 89%

Senior leaders described themselves as stressed.

31%

of school teachers
(70% of senior leaders)
worked more than 51
hours a week on average.
Working long hours
and stress appear
to be closely linked.

Section 1a, page 28

45%

of education professionals
felt compelled to come to
work all of the time when
they were unwell
(known as presenteeism).

Section 1b, page 29

64%

of school teachers
(72% of senior leaders)
described themselves
as resilient.

Section 1d, page 31

The mental health and wellbeing of education professionals

31%

of all education professionals have experienced a mental health issue in the past academic year.

Section 2b, page 39

38%

of all education professionals considered their organisational culture had a negative effect on their mental health and wellbeing.

Section 2g, page 46

74%

of all education professionals have experienced behavioural, psychological or physical symptoms due to their work.

Section 2c, page 39

44%

thought they could be signs of anxiety – higher than this year's national figure provided by the ONS. 47% of those showing such signs were formally diagnosed by their General Practitioner (GP).

Section 2a, page 37 and 38

32%

thought they could be signs of depression – considerably higher than this year's national figure provided by the ONS. 53% of those showing such signs were formally diagnosed by their General Practitioner (GP).

Section 2a, page 37 and 38

52%

of all education professionals have considered leaving the sector over the past two years due to pressures on their mental health and wellbeing.

Section 2h, page 46

76%

of senior leaders (65% of school teachers) cited workload as the main reason for considering leaving their jobs.

Section 2c, page 40

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

57%

of education professionals would not feel confident in disclosing unmanageable stress/mental health issues to their employer.

Section 3b, page 53

53%

of education professionals considered they did not have enough guidance about their mental health and wellbeing at work.

Section 3c, page 54

46%

of education professionals did not speak to anyone at work about mental health issues because they felt it would negatively affect people's perceptions of them.

Section 3a, page 52

30%

of education professionals (35% of school teachers) considered there was a stigma (feeling of shame) which prevented them from talking about mental health problems at work.

Section 3a, page 51

26%

of education professionals had access to Employee Assistance Counselling Services they could talk to for mental health support at work.

Section 3e, page 55

58%

of education institutions did not regularly survey their staff to establish levels of employee wellbeing.

Section 3h, page 57

8%

of education professionals had access to supervision as a safe space to discuss issues.

Section 3e, page 55

Recommendations

Our report findings highlight the need for action at a policy, workplace and individual staff level in order to improve the mental health and wellbeing of the education workforce.

1 Teachers, schools and colleges need adequate resources to perform their duties

The Government's extra £7.1bn for schools (for 2022-23) is welcome but does not lead to significant real term spending increases for education, as reported by the Institute for Fiscal Studies². Covid-19 safety measures have been an additional drain on limited resources, leaving school budgets and staff under immense pressure³. Proper resources are the building blocks which support the mental health and wellbeing of education staff who, in turn, support their pupils and students.

2 Mental health and wellbeing must be at the heart of all education policy decisions

Poor mental health is believed to cost the UK education sector, and the public purse, £1.1bn – £1.5bn per year⁴. Improving the mental health of education professionals is only made possible by acknowledging the links between policy decisions, workplace culture and individual staff wellbeing. Strategies to improve the wellbeing of the workforce must be targeted at each of these three levels.

3 The current accountability system in schools and colleges must be reviewed. The tension between narrow targets and holistic learner development is widely perceived to increase pressure on teachers, reducing job satisfaction and motivation⁵

Staff workload continues to be a serious issue that directly affects the mental health and retention of talented education staff. The type, not just the volume, of work matters. The least satisfying and most onerous administrative work is generally perceived to result from the accountability system. A review of the accountability system must consider the mental health and wellbeing of educators and pupils alongside educational outcomes.

4 Education Departments must implement a clear plan for the retention and recruitment of senior leaders

A plan must include meaningful action to reduce stress among this cohort. Education Support's annual Teacher Wellbeing Index consistently indicates that senior leaders are the most overworked and stressed of all education professionals. This year 59% of senior leaders said they have considered leaving the profession due to pressures on their health and wellbeing.

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²www.ifs.org.uk/publications/15150

³www.f4o.org.uk/wp-content/uploads/2020/08/Letter-to-DfE-re-Covid-19-costs-for-schools-and-education.pdf

⁴www2.deloitte.com/content/dam/Deloitte/uk/Documents/consultancy/deloitte-uk-mental-health-and-employers.pdf – page 10

⁵discovery.ucl.ac.uk/id/eprint/10111679/1/Moss_Briefing%20Note%203%20Responding%20to%20COVID-19%20system%20change_final.pdf

Index comparison of 2017–2020

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

Key

- **Bright red spotlight** indicates a worsening change of +/- **10%** and over, summarised as 'getting much worse'.
- **Light red spotlight** indicates a worsening change of +/- **5-9%**, summarised as 'getting worse'.
- **Bright green spotlight** indicates an improving change of +/- **10%** and over, summarised as 'getting much better'.
- **Light green spotlight** indicates an improving change of +/- **5-9%**, summarised as 'getting better'.
- **Blue spotlight** 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

Impact of presenteeism	2017	2018	2019	2020	2020 Summary
Feeling compelled to come into work when unwell – yes (always, most or some of the time)	●	●	●	●	Similar findings
Feeling compelled to come into work when unwell – no/never	●	●	●	●	Similar findings
Levels of stress working in the education sector (-10%)	●	●	●	●	Getting much better
Levels of resilience working in the education sector	●	●	●	●	Similar findings
How education professionals coped with workplace stress or anxiety	2017	2018	2019	2020	2020 Summary
Food/eating (-6%)	●	●	●	●	Getting better
Alcohol	●	●	●	●	Similar findings
Unnecessary spending	●	●	●	●	Similar findings
Drugs	●	●	●	●	Similar findings
Gambling	●	●	●	●	Similar findings
Self-medication ⁶	●	●	●	NEW	n/a
Mediation/mindfulness ⁶	●	●	●	NEW	n/a
Physical exercise ⁶	●	●	●	NEW	n/a
Therapy/counselling ⁶	●	●	●	NEW	n/a
Other	●	●	●	●	Similar findings
None of these (-12%)	●	●	●	○	Cannot summarise

⁶ For the 2020 Index, the possible responses to two questions have been combined. Those responses marked with a 6 above previously reported findings on how education professionals alleviated/solved mental health issues at work (this question was removed). Due to the question alteration, these categories will be reported from 2020 onwards.

The mental health and wellbeing of education professionals – the individual

The symptoms experienced and the signs in the last year (NB a reflective question asked in 2020 for perceptions relating to both 2020 and 2019)	2017	2018	2019	2020	2020 Summary
Insomnia/difficulty sleeping (+15%)	●	●	●	●↑	Getting much worse
Irritability/mood swings (+13%)	●	●	●	●↑	Getting much worse
Tearfulness (+15%)	●	●	●	●↑	Getting much worse
Over-eating (+14%)	●	●	●	●↑	Getting much worse
Forgetfulness (+14%)	●	●	●	●↑	Getting much worse
Difficulty concentrating (+17%)	●	●	●	●↑	Getting much worse
Muscle tension (+11%)	●	●	●	●↑	Getting much worse
Recurring headaches/migraines (+7%)	●	●	●	●↑	Getting worse
Dizziness (+10%)	●	●	●	●↑	Getting much worse
Changes in appetite (+9%)	●	●	●	●↑	Getting worse
Panic attacks	●	●	●	●	Similar findings
Under-eating	●	●	●	●	Similar findings
High blood pressure	●	●	●	●	Similar findings
None of these (-6%)	●	●	●	●↓	Getting better
Symptoms experienced linked to possible signs of mental health issues – Self-defined or suggested by someone else	2017	2018	2019	2020	2020 Summary
Anxiety	●	●	●	●	Similar findings
Depression	●	●↑	●	●	Similar findings
Exhaustion (-8%)	●	●	●	●↓	Getting better
Acute stress (-7%)	●	●	●	●↓	Getting better
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 (+5%)	●	●↓	●	●↑	Getting better

The mental health and wellbeing of education professionals – the individual

Formal diagnosis by a General Practitioner (GP) following mental health signs displayed (NB: highest four signs only)	2017	2018	2019	2020	2020 Summary
Anxiety (-5%)					Getting better
Depression					Similar findings
Exhaustion					Similar findings
Acute Stress (-8%)					Getting better
Education professionals experiencing mental health issues in the last year	2017	2018	2019	2020	2020 Summary
Yes					Similar findings
No (+5%)					Getting better
Prefer not to say					Similar findings
Mental health issues experienced by education professionals due to work where work was a contributing factor	2017	2018	2019	2020	2020 Summary
Behavioural (eg changes to appetite, irritability, procrastination, mood swings)					Similar findings
Physical symptoms (eg raised blood pressure, muscle tension, sweating, dizziness, headaches or migraines) (-5%)					Getting better
Psychological symptoms (eg depression, anxiety, panic attacks)					Similar findings

The mental health and wellbeing of education professionals – the individual

Work issues that symptoms were related to	2017	2018	2019	2020	2020 Summary
Excessive workload (-6%)	●	●↓	●	●↓	Getting better
Work/life balance	●	●↓	●	●	Similar findings
Pupils'/students' behaviour (-9%)	●	●↑	●	●↓	Getting better
Covid-19	●	●	●	NEW	n/a
Low income (-16%)	●	●	●↓	●↓	Getting much better
Unreasonable demands from managers (-7%)	●	●↓	●	●↓	Getting better
Inspections	●	●	●	●	Similar findings
Rapid pace of change (eg National Curriculum)	●	●↓	●	●	Similar findings
Problems with pupils'/students' parents (-6%)	●	●↑	●	●↓	Getting better
Bullying by colleagues	●	●	●	●	Similar findings
Redundancy/restructure (-7%)	●	●	●	●↓	Getting better
Lack of opportunities to work independently	●	●	●	●	Similar findings
Lack of trust from managers	●	●	●↑	●	Similar findings
Discrimination	●	●	●	●	Similar findings
Retirement	●	●	●	●	Similar findings
Impact of experiencing psychological, physical or behavioural problems as a result of work	2017	2018	2019	2020	2020 Summary
My personal relationships suffered (-6%)	●	●	●	●↓	Getting better
My work performance suffered (-9%)	●	●	●↑	●↓	Getting better
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 (+6%)	●	●	●	●↑	Getting better

The mental health and wellbeing of education professionals – the individual

Mental health issues experienced by education professionals due to personal reasons	2017	2018	2019	2020	2020 Summary
Family issues	●	●↓	●	●	Similar findings
Financial worries (-15%)	●	●↓	●	●↓	Getting much better
Health concerns	●	●↓	●	●	Similar findings
Bereavement	●	●	●	●	Similar findings
Trauma	●	●↓	●	●	Similar findings
Housing problems	●	●	●	●	Similar findings
Problems with neighbours	●	●	●	●	Similar findings
None of these	●	●↑	●↓	●	Similar findings
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)	2017	2018	2019	2020	2020 Summary
Family/friends (-5%)	●	●↑	●	●↓	Getting worse
Partner/spouse	●	●	●	●	Similar findings
GP/NHS/Health professionals (-8%)	●	●	●	●↓	Getting worse
Peers/colleagues	●	●	●	●	Similar findings
None of these (+6%)	●	●	●	●↑	Getting worse
Employer/line manager/senior staff member at work	●	●↑	●	●	Similar findings
Websites/a general internet search	●	●	●	●	Similar findings
Counsellor/psychiatrist/psychologist	●	●	●	●	Similar findings
How organisational culture related to education professionals' mental health and wellbeing	2017	2018	2019	2020	2020 Summary
Positive effect (+7%)	●	●	●	●↑	Getting better
Negative effect (-11%)	●	●	●	●↓	Getting much better
No effect	●	●	●	●	Similar findings
Don't know	●	●	●	●	Similar findings

The mental health and wellbeing of education professionals – the individual

Education professionals who had considered leaving the profession due to health and wellbeing issues in the last two years	2017	2018	2019	2020	2020 Summary
Yes	●	●	●	●	Similar findings
No	●	●	●	●	Similar findings
Reasons given for considering leaving the education profession in the last two years by staff who have experienced pressures on their health and wellbeing	2017	2018	2019	2020	2020 Summary
Volume of workload	●	●↓	●	●	Similar findings
Seeking better work/life balance	●	●↓	●	●	Similar findings
Unreasonable demands from managers (-6%)	●	●	●↓	●↓	Getting better
Pupil/student behaviour (-6%)	●	●↑	●	●↓	Getting better
Mental health concerns	●	●	●	●	Similar findings
Seeking higher pay (-5%)	●	●↑	●	●↓	Getting better
Rapid pace of organisational change	●	●↓	●↓	●	Similar findings
Physical health concerns	●	●	●	●	Similar findings
Retiring from profession/sector	●	●	●	●	Similar findings
Target-driven culture	●	●	●	●	Similar findings
Lack of resources (staff and general) (- 10%)	●	●	●	●↓	Getting much better
Unnecessary paperwork/data gathering	●	●	●	●	Similar findings
Not feeling valued	●	●	●	●	Similar findings
Other	●	●	●	●	Similar findings

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

Who education professionals would speak to first at work about mental health*	2017	2018	2019	2020	2020 Summary
Somebody outside of work	●	●	●	●	Similar findings
I did not speak to anybody about it (-10%)	●	●	●	●↓	Getting much better
Colleague	●	●	●	●	Similar findings
Line Manager (+ 6%)	●	●	●	●↑	Getting better
Human Resources/central office	●	●	●	●	Similar findings
Employee Assistance Programme	●	●	●	●	Similar findings
Other	●	●	●	●	Similar findings
Why educational professionals did not speak to anyone at work	2017	2018	2019	2020	2020 Summary
They wouldn't be supportive (+5%)	●	●↑	●↓	●↑	Getting worse
They would see it as a sign of weakness	●	●	●↓	●	Similar findings
I prefer to seek support from people outside of work	●	●↓	●↑	●	Similar findings
There is a stigma (eg a feeling of shame) which stops me from talking to anyone at work	●	●	●	●	Similar findings
I would be worried about losing my job	●	●	●	●	Similar findings
People at work have been the cause of my difficulties in the past	●	●	●	●	Similar findings
No-one talks about their problems at work (+5%)	●	●↓	●	●↑	Getting worse
It would negatively affect their perception of me (+7%)	●	●	●	●↑	Getting worse
Other	●	●	●	●	Similar findings
Confidence in sharing mental health issues at work	2017	2018	2019	2020	2020 Summary
Confident (+6%)	●	●	●	●↑	Getting better
Not very confident	●	●	●↓	●	Similar findings

*For the 2020 Index the question was slightly re-worded – see Section 3a

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

Education professionals who spoke to someone at work or outside work and how this helped	2017	2018	2019	2020	2020 Summary
It gave me perspective and helped me realise I am not alone	●	●↓	●↑	●	Similar findings
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					
Mental health and wellbeing guidance available at work	2017	2018	2019	2020	2020 Summary
Sufficient guidance (+16%)	●	●	●↑	●↑	Getting much better
Insufficient guidance (-16%)	●	●	●↓	●↓	Getting much better
Levels of support received at work by those who experienced mental health and wellbeing problems					
Levels of support received at work by those who experienced mental health and wellbeing problems	2017	2018	2019	2020	2020 Summary
Well supported (+9%)	●	●	●↑	●↑	Getting better
Not very well supported (-7%)	●	●↑	●↓	●↓	Getting better

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

The help available at work	2017	2018	2019	2020	2020 Summary
Union people to talk to	●	●	●	●	Similar findings
Employee assistance counselling services	●	●	●↑	●	Similar findings
Encouragement to speak up when struggling (+7%)	●	●	●↑	●↑	Getting better
HR staff to talk to	●	●	●	●	Similar findings
Exercise classes, groups or programmes	●	●	●↑	●	Similar findings
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	●	●	●↑	●	Similar findings
Resilience, energy or stress management classes or programmes	●	●	●	●	Similar findings
Massage or relaxation classes or programmes	●	●	●	●	Similar findings
Supervision as a safe space to discuss issues	●	●	●	NEW	n/a
Counselling – online or in person	●	●	●	NEW	n/a
Wellbeing sessions	●	●	●	NEW	n/a
Animals in the workplace	●	●	●	NEW	n/a
Other	●	●	●	●	Similar findings
None of these (-8%)	●	●	●↓	●↓	Getting better

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

How educational institutions could improve the mental health and wellbeing of their workforce (NB only those with 15%+ of responses are shown)	2017	2018	2019	2020	2020 Summary
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	●	●	●	●	Similar findings
Mental health and wellbeing policies					
Has a policy (+14%)	●	●	●↑	●↑	Getting much better
Does not have a policy (-5%)	●	●	●	●↓	Getting better
How well mental health and wellbeing policies were being implemented					
Always	●	●	●	●	Similar findings
Most/some of the time	●	●	●	●	Similar findings
No/never (-5%)	●	●↓	●↓	●↓	Getting better
Educational organisations regularly surveying their staff					
Yes	●	●	●↑	●	Similar findings
No	●	●	●↓	●	Similar findings

Measuring mental health in the education sector

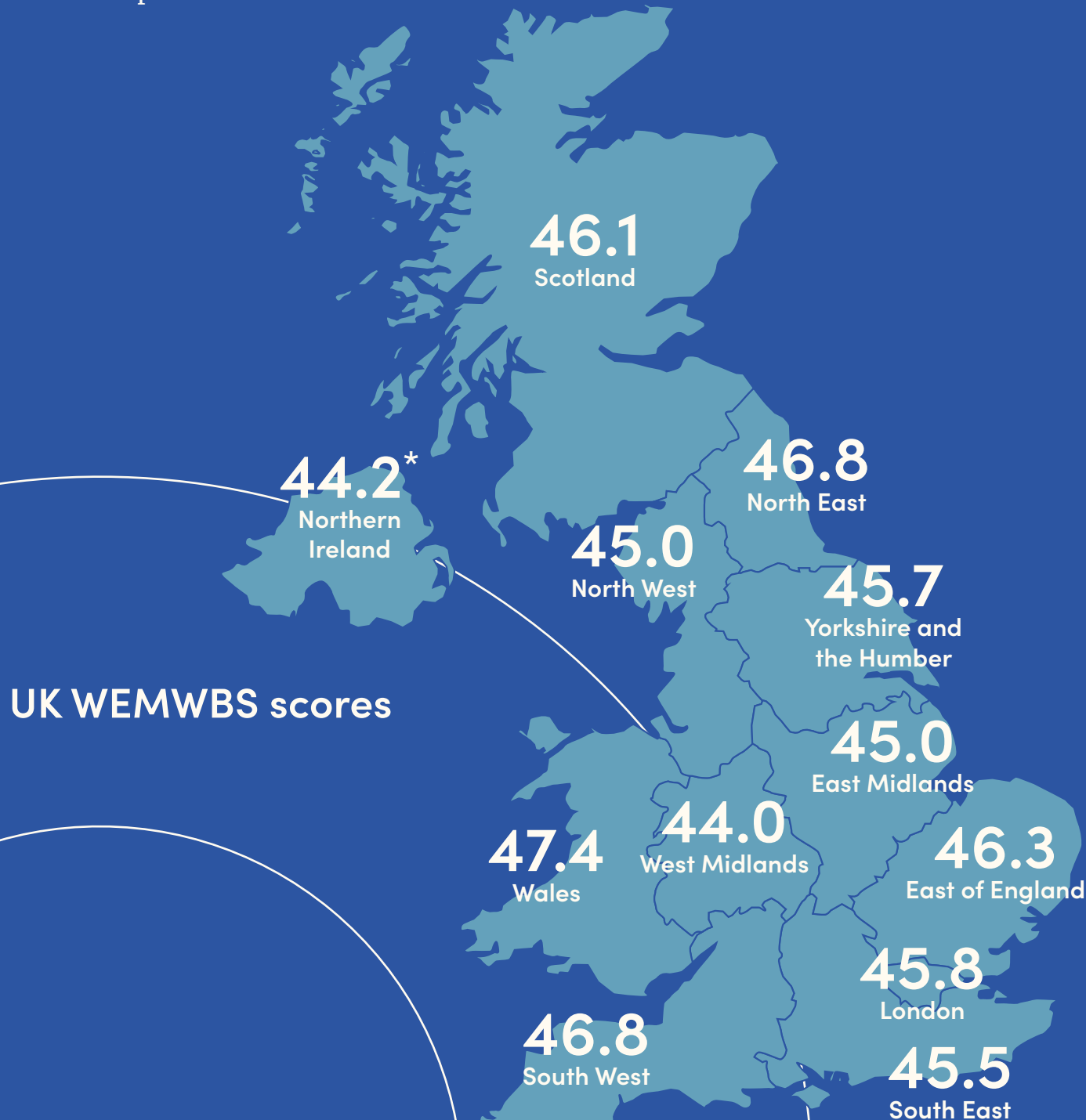
WEMWBS Score (all education staff)	2017	2018	2019	2020	2020 Summary
(NB – Regional comparisons can be found in the associated Key Indicators' section)			44.7	45.7	Getting better

Overall Tally of Data Changes Identified Between 2019-2020

Category Tally	Number	% of Total
Bright red spotlight change of +/- 10%+: getting much worse	8	5%
Light red light spotlight change of +/- 5-9%+): getting worse	8	5%
Bright green spotlight change of +/- 10%: getting much better	9	6%
Light green spotlight change of +/- 5-9%: getting better	29	18%
Blue spotlight: little change identified	108	67%

Regional comparisons of key indicators – 2020

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) is a measure used by a variety of different organisations, including governments, to gauge the mental wellbeing of a population. This map displays the WEMWBS scores for education professionals around the UK.



Base = All education professionals (n = 3,034)

*Due to the small dataset, the WEMWBS score for Northern Ireland should be treated as indicative only.



This page displays the full results for the WEMWBS scores and the percentages for mental health issues, current levels of stress and thoughts on leaving the education sector.

UK Overall

45.7
WEMWBS score

31%
Experienced mental health issues in the past academic year

62%
Current level of stress education staff feel from working

52%
Considered leaving the education sector in the past two years due to pressures on their health and wellbeing

WEMWBS Regional Results

Region	WEMWBS score [†]	Experienced mental health issues in the past academic year [†]	Current level of stress education staff feel from working [†]	Considered leaving the education sector in the past two years due to pressures on their health and wellbeing [†]
North East	46.8	34%	57%	57%
North West	45.0	37%	64%	57%
Yorkshire and the Humber	45.7	29%	58%	52%
East Midlands	45.0	30%	58%	50%
West Midlands	44.0	34%	70%	56%
East of England	46.3	32%	60%	57%
London	45.8	27%	59%	47%
South East	45.5	31%	61%	50%
South West	46.8	24%	61%	51%
Scotland	46.1	36%	69%	49%
Wales	47.4	25%	59%	41%
Northern Ireland*	44.2	31%	77%	41%

[†] Base = All education professionals (n = 3,034)

*Due to the small dataset, the WEMWBS score for Northern Ireland should be treated as indicative only.

About the report

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

The research study had three main aims, to:

- 1 Provide a description of the mental health and wellbeing of education professionals using data collected in 2020.
- 2 Analyse trends over time.
- 3 Identify differences found in the job roles of senior leaders, school teachers and other roles as appropriate.

The research was conducted using an online survey of education professionals drawn from *YouGov*'s panel. A total of 3,034 education professionals completed the survey, which was conducted between 24 June and 16 July 2020. The sample included all job roles within the education profession from senior leaders through to support staff. Respondents worked in a variety of settings including early years, and the primary, secondary, further, adult, and vocational education sectors. A detailed breakdown of the respondents by sector, region, gender, age, time spent working in education and ethnicity can be found in Appendix B.

This is the fourth large-scale survey that Education Support has conducted. In 2019 the survey was published as “**Teacher Wellbeing Index 2019**”, in 2018 “**Teacher Wellbeing Index 2018**” and previously as “**Health Survey 2017 – The mental health and wellbeing of education professionals in the UK**”. These publications are available on its website. Comparisons with the findings from the previous three years have been made throughout this report to identify trends over time. However, it should be noted that the 2020 data relates to education professionals working during a pandemic, which was not the case in earlier years, and so such comparisons need to be viewed with this in mind. The findings in Sections 1, 2 and 3 are shown in percentages, and the findings in Section 4 are the actual scores (Appendix C contains the statistical information for Section 4).

Education Support has also published a separate report in September 2020 “**Covid-19 and the classroom: Working in education during the coronavirus pandemic – The impact on education professionals’ mental health and wellbeing**”, which draws on the same dataset, a summary of which follows, and is available on its website.

The Index has been structured around four main themes:

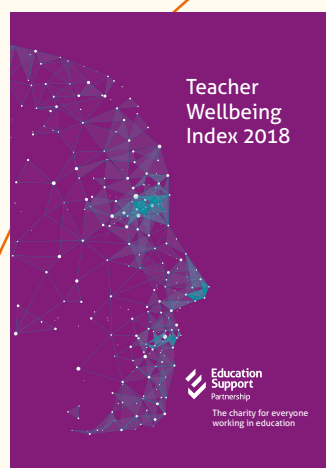
Section 1
Understanding key aspects of what it means to work in the education sector.

Section 2
Identifying aspects of the mental health and wellbeing of education professionals.

Section 3
Describing the support available for mental health and wellbeing in the education sector.

Section 4
Measuring education professionals’ mental wellbeing using the Warwick-Edinburgh Mental Wellbeing Scale.

Click on the cover image to view the report



Previously published research report by Education Support

“Covid-19 and the classroom: working in education during the coronavirus pandemic – The impact on education professionals’ mental health and wellbeing” (2020a)

In September 2020, Education Support published a research report that examined the impact of the Coronavirus (Covid-19) pandemic on education professionals’ mental health and wellbeing whilst working during a pandemic. Both the Covid-19 report, and this Teacher Wellbeing Index 2020, draw on the same dataset so, viewed together, help the reader to understand different aspects of staff wellbeing, and the support needed, at such a time of uncertainty.

The Coronavirus (Covid-19) research had three aims, namely to a) provide a description of how the Coronavirus (Covid-19) pandemic affected the mental health and wellbeing of education professionals; b) identify differences in the teacher and education staff populations as appropriate and c) investigate how education professionals could effectively make the transition back to work in their institutions.

Key findings:

Mental health and wellbeing

- 52% of all school teachers (50% of all education professionals) felt their mental health and wellbeing had declined either considerably or a little.

How valued education professionals felt by different groups/ organisations (defined as being perceived as greatly or somewhat appreciated)

- 61% by the parents/guardians of their pupils/students.
- 49% by the teaching unions.
- 25% by the general public.
- 18% by Education Departments.
- 15% by the UK Government.
- 12% by the general media.

Working during the coronavirus

- 58% of all education professionals worked from home during lockdown. Their most challenging aspect was ensuring pupils/students completed their work.
- 32% of all education professionals worked in their usual institution during lockdown. Their most challenging aspect was ensuring social distancing.

Transitioning back to work after lockdown

- 59% of education professionals and 60% of school teachers, were worried about the Coronavirus (Covid-19) returning.
- 56% of all education professionals considered the ability to adapt to new circumstances/new routines was the key attribute/skill needed to support their pupils/students back to school/college.

Summary of the report’s recommendations:

- 1 The government needs to recognise the difficulties of working in education at this time and ensure that its future policy prioritises and supports the mental health and wellbeing of education professionals.
- 2 The UK government must demonstrate that it respects, values and places trust in the education profession. Teachers and senior leaders ought to be at the heart of policy decisions where decisions are made through a participative process.
- 3 The government/education departments should publish clear, concise guidance for schools/colleges that is relevant to different educational contexts.
- 4 Regular and frequent Coronavirus (Covid-19) testing needs to be available for all education professionals.
- 5 The UK government and regulators should work with the education profession to provide certainty over teaching, learning and assessment in 2020-21.
- 6 Regular, clear communication needs to be maintained between the UK government and schools/colleges, and senior leaders and their staff. Mental health and wellbeing provision needs to be available to support the needs of staff and pupils/students in every institution and schools/colleges given the time and space to focus on mental health and wellbeing alongside educational objectives.

The full report can be accessed on Education Support’s website at: www.educationsupport.org.uk/resources/research-reports/covid-19-and-classroom-working-education-during-coronavirus-pandemic

Covid-19 and the classroom: Working in education during the coronavirus pandemic

The impact on education professionals’
mental health and wellbeing



Click on the cover
image to view
the report

Section 1: Working in the education sector – Building a picture



Building a picture

This section seeks to build a picture of what it is like to work in the education sector. It details education professionals' working hours (contracted and actual hours worked) and rates of presenteeism. Their levels of stress and resilience, and ways of coping with stress/anxiety are described.

Education Support has previously reported the different places that education professionals were working at the time of this survey (June/July 2020). Namely, 58% reported that they were mainly working from home (including a family home), 32% were mainly working in their usual school/college/other institution, 5% worked at other places (which included a mixture of being physically located both at school and home), 3% had been furloughed so were not working, and 1% were working in a hub school/college which was not their normal place of work.

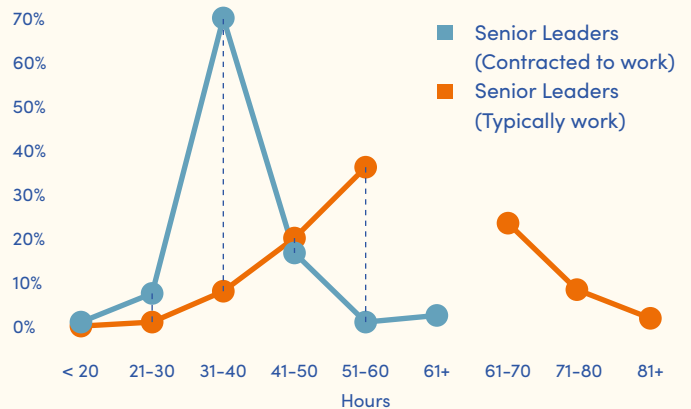
Even though there was this variety of sites that education professionals worked from, working long hours continued to be a reality across all job roles. Many education professionals worked many more hours than they were contracted to (only 1% of staff were contracted to work more than 61 hours per week).

a Working Hours – Contracted and worked

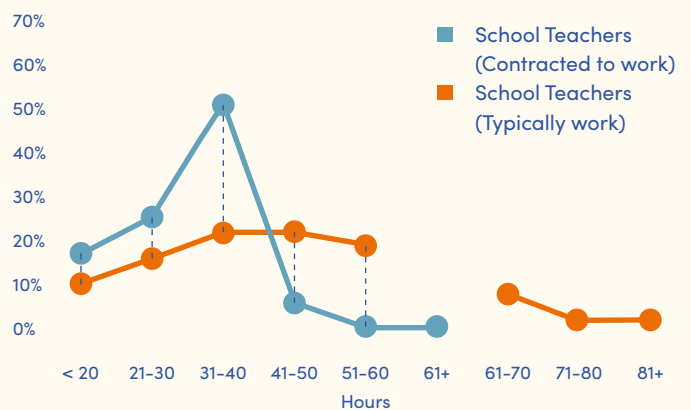
- In 2020, 37% of all education professionals worked for more than 51 hours a week on average – compared to 33% in 2019, 32% in 2018 and 35% in 2017.
- Senior leaders worked much longer hours than they were contracted to do – only 5% were contracted to work 51+ hours per week and yet **70%** did so. This was a further increase on 2019, when 3% were contracted to work 51+ hours per week and yet 68% did so.
- The 2020 survey captured that 34% 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 – 1% of school teachers were contracted to work more than 50 hours per week and yet **31%** did so. In 2019, 1% were contracted to work 51+ hours per week and yet 33% did so.
- In 2020, 4% of staff working in other roles were contracted to work more than 40 hours per week and yet 31% did so. In 2019, 2% were contracted to work more than 40 hours per week, and yet 28% did so.
- When place of work is considered, it is found that 43% of those members of staff who continued to work at their usual institution worked 51 hours or more per week, compared to 37% of those who worked from home.

2020 Base:
 Senior Leaders (n = 749)
 School Teachers (n = 2,010)
 Other Roles (n = 184)

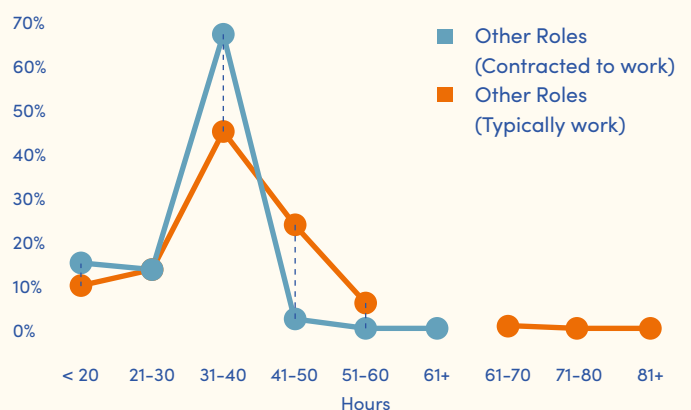
Senior Leaders – Contracted hours versus hours typically worked per week in 2020



School Teachers – Contracted hours versus hours typically worked per week in 2020



Other Roles – Contracted hours versus hours typically worked per week in 2020

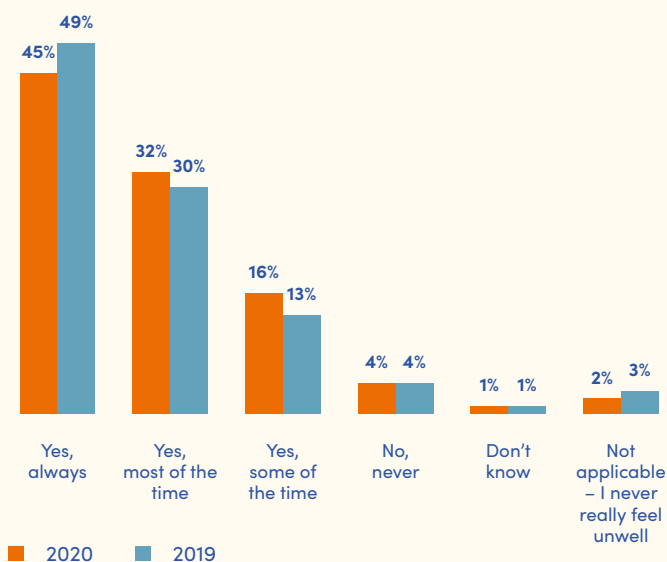


b Presenteeism

Presenteeism is a term used to describe people coming into work even when they are ill.

- In 2020, it was found that **45%** of education professionals felt compelled to come to work all of the time even if they were unwell (49% in 2019), and that 93% would come into work all, most or some of the time (93% also in 2019).
- Senior leaders felt the most compelled to always come to work (53%), compared to school teachers (44%) and staff working in other roles (36%).
- A small percentage of staff working in other roles (7%) would never come into work if ill, compared to school teachers (4%) and senior leaders (3%).
- Staff who worked for more than 41 hours per week were more likely to feel they had to always come into work when ill.
- Staff who felt their organisations did not support their employees well when they experienced problems with their mental health and wellbeing felt more compelled to 'always' come to work compared to those who stated their organisations supported its employees well (57% and 38% respectively).

The impact of presenteeism – 2019–2020



2020 Base: All education professionals (n = 3,012)
2019 Base: All education professionals (n = 2,984)

c Levels of stress working in the education sector

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

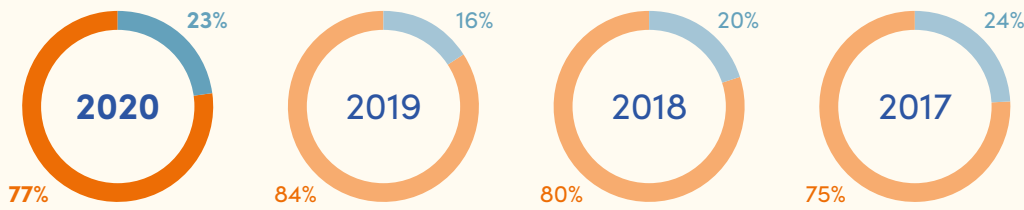
- In 2020, **62%** of education professionals described themselves as stressed, compared with 37% who said they were not stressed.
- Overall stress levels (62%) have declined when compared to 2019 (72%), 2018 (67%) and 2017 (66%).
- When looking at job roles, **77%** of senior leaders were stressed (a 7 percentage point decrease on 84% in 2019), 58% of school teachers were stressed (a 15 percentage point decrease on 73% in 2019) and 56% of staff working in other roles were stressed (a 5 percentage point decrease from 61% in 2019).
- Indications were that stress levels were higher in sixth form colleges (70%), compared to primary schools (65%) and secondary schools (62%).
- Stress levels were higher for staff who stated they were not supported well by their organisations (77%) compared to those who identified as well supported by their organisation (54%).
- Staff working in the West Midlands, Scotland and the North West (70%, 69% and 64% respectively) were the most stressed. Staff working in the North East, East Midlands and Yorkshire and the Humber (57%, 58% and 58% respectively) were the least stressed.
- Staff who stated they had a wellbeing policy (59%) had less levels of stress than those who did not have a wellbeing policy (71%).
- Working long hours and the experience of stress appear to be closely linked. Stress levels can be seen to increase incrementally. The highest stress levels were experienced by those working 51–60 hours per week (25%), followed by those working 41–50 hours per week (22%).
- There appeared to be a link between presenteeism and stress. Of those who would always turn up for work when ill, more than half (53%) were stressed, compared to those who were not stressed (32%).

Work-related stress, depression or anxiety accounts for **44%** of work-related ill health and **54%** of working days lost in 2018/19.

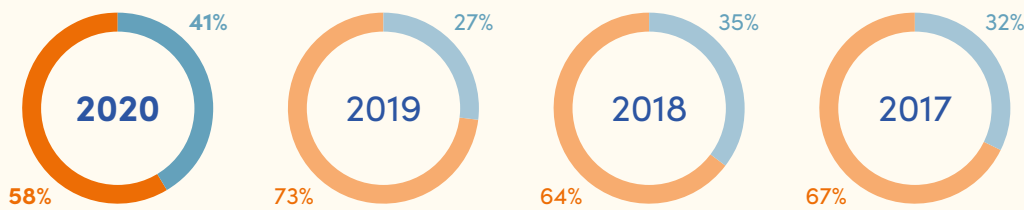
HSE, 2019

How education professionals describe their current level of stress at work

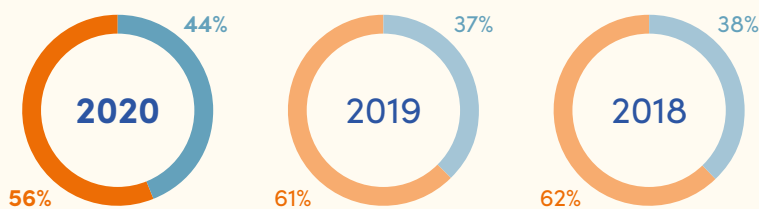
Senior Leaders



School Teachers



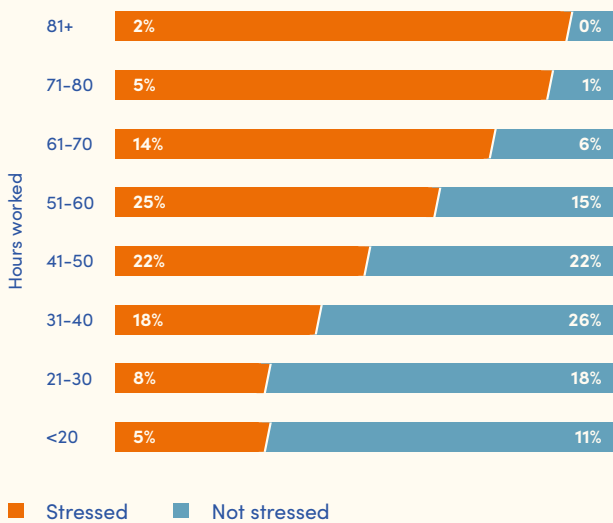
Other Roles



■ Stressed ■ Not stressed

2020 Base: Senior Leaders (n = 749), School Teachers (n = 2010), Other Roles (n = 184)
 2019 Base: Senior Leaders (n = 545), School Teachers (n = 1,842), Other Roles (n = 474)
 2018 Base: Senior Leaders (n = 267), School Teachers (n = 834), Other Roles (n = 76)
 2017 Base: Senior Leaders (n = 253), School Teachers (n = 583)
 (NB small data for staff in other roles, so not included)

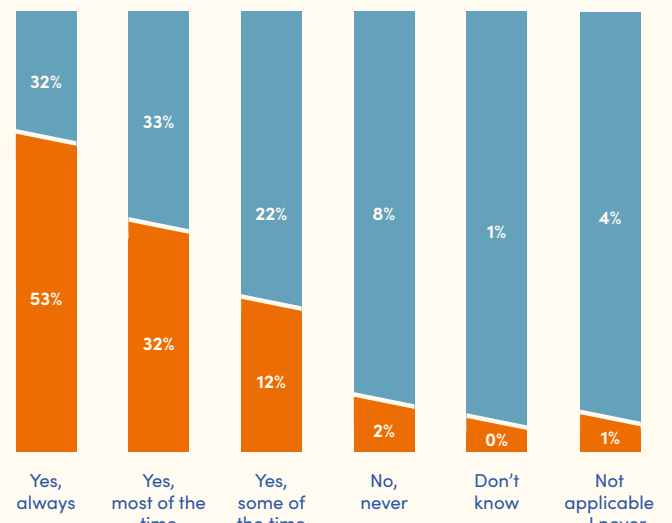
Comparison of levels of stress felt from working with typical number of hours worked per week – 2020



2020 Base: All education professionals (n = 3,034)
(stressed n = 1,910, not stressed n = 1,100)

Note – A comparison between levels of stress felt by education professionals and their WEMWBS scores can be found in Section 4h.

Comparison of levels of stress felt from working with presenteeism – 2020



Feeling compelled to come into work when unwell

■ Stressed ■ Not stressed

2020 Base: All education professionals (n = 3,012)
(stressed n = 1,898, not stressed n = 1,091)

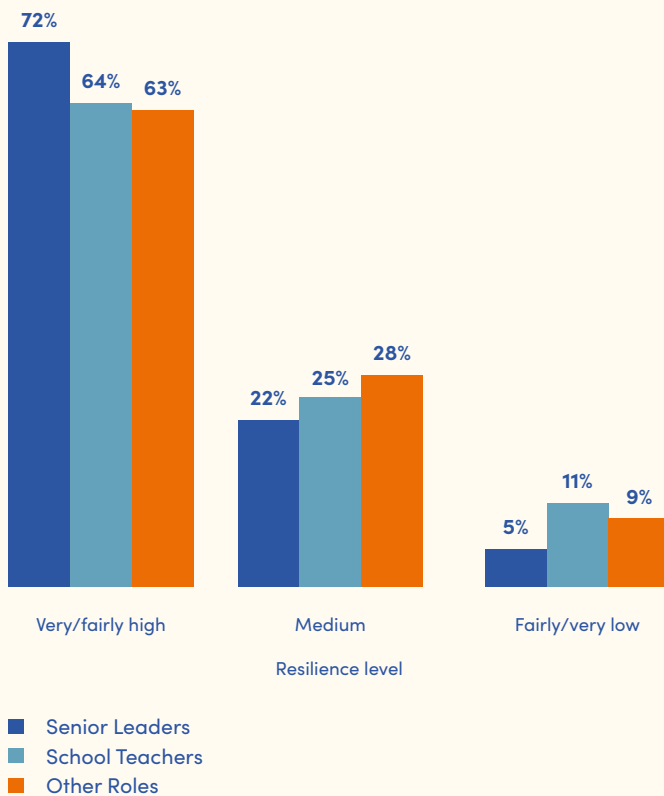
d Levels of resilience working in the education sector

Resilience is defined in this survey as “the ability to adapt and recover after experiencing difficulties or challenges in life”. Having resilience is generally considered important as it enables education professionals to manage challenges both at work and in their personal lives.

Overall, 66% of education professionals described themselves as resilient, ie with very or fairly high resilience levels. In 2019, this was 64% (when the question was first introduced).

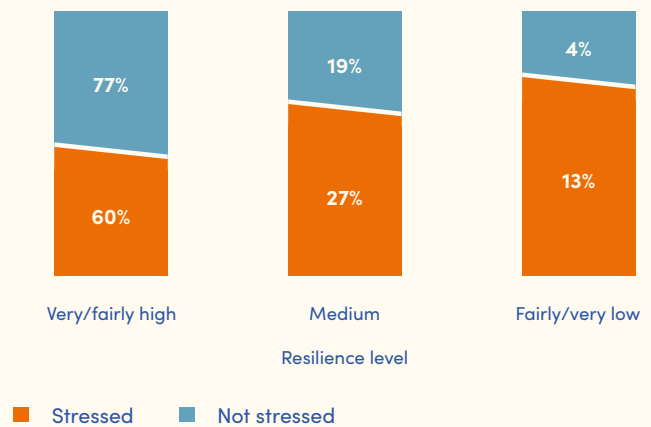
- Senior leaders had the highest levels of resilience at **72%**, school teachers **64%** and staff in other roles **63%** (72%, 62% and 59% respectively in 2019) by answering very or fairly high levels.
- Those who had medium levels of resilience comprised 22% of senior leaders, 25% of school teachers and 28% of staff in other roles (20%, 26% and 30% respectively in 2019).
- Staff with fairly low/low levels of resilience comprised 5% of senior leaders, 11% of school teachers and 9% of staff in other roles (7%, 11% and 10% respectively in 2019).
- The three regions with staff who rated their resilience levels as ‘very high’ were Wales (27%), the North East (25%) and London (22%).

Education professionals’ self rating of resilience – 2020



2020 Base: All education professionals (n = 3,034; Senior Leaders n = 749, School Teachers n = 2,010, Other Roles n = 184)

Comparison of levels of resilience with levels of stress felt from working – 2020



2020 Base: All education professionals (n = 3,034; stressed n = 1,910, not stressed n = 1,100)

This chart shows the relationship between levels of resilience and levels of stress felt from working. 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.

Note 1 – A comparison between levels of resilience of education professionals and their WEMWBS scores can be found in Section 4h.

Note 2 – Appendix A contains updated statistics for teacher stress (October 2020).

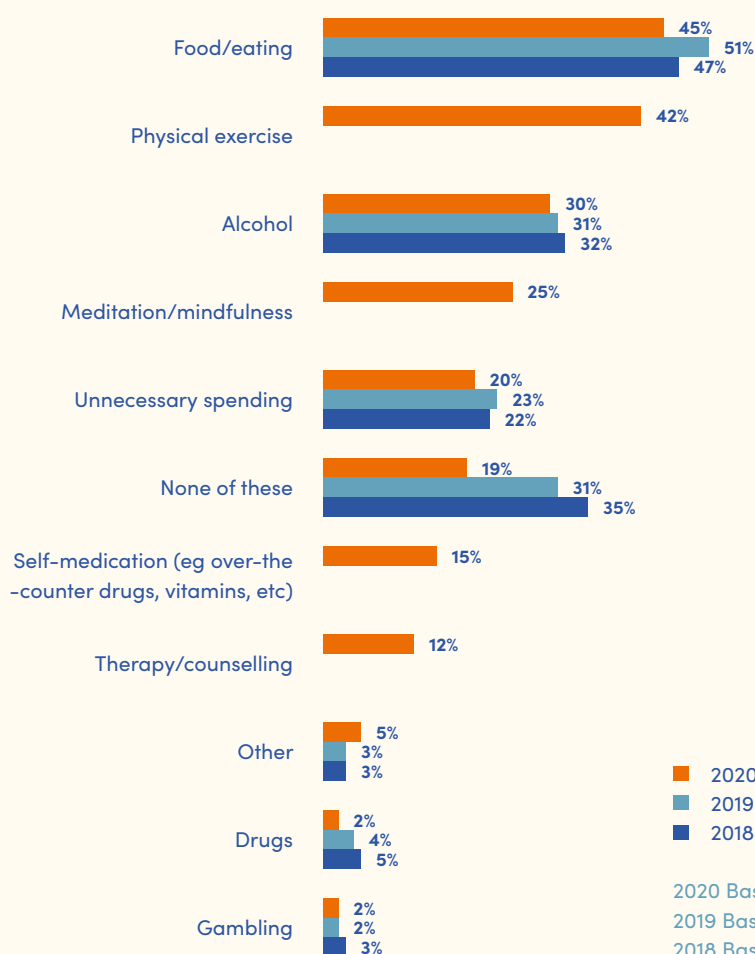
e How education professionals dealt with stress/anxiety

As noted above, nearly two-thirds (62%) of education professionals described themselves as suffering from work-related stress. The ways in which they coped with such stress in 2020 were by eating food (45%, a 6 percentage point decrease on 2019), physical exercise (42%), drinking alcohol (30%), using meditation/mindfulness techniques (25%) and undertaking unnecessary spending (20%). Other ways were self-medication such as over-the-counter drugs and vitamins (15%), having therapy/counselling (12%), other ways (5%), using drugs (2%) or gambling (2%). However, 19% of respondents did not use any of these methods, which represents a 12 percentage point decrease from 31% in 2019.

In the 2020 Index two questions were combined. Thus, for the answer options relating to the use of physical exercise, meditation/mindfulness, self-medication and therapy/counselling, the data is not available for previous years.

There are some differences in the use of these coping mechanisms by job role in 2020.

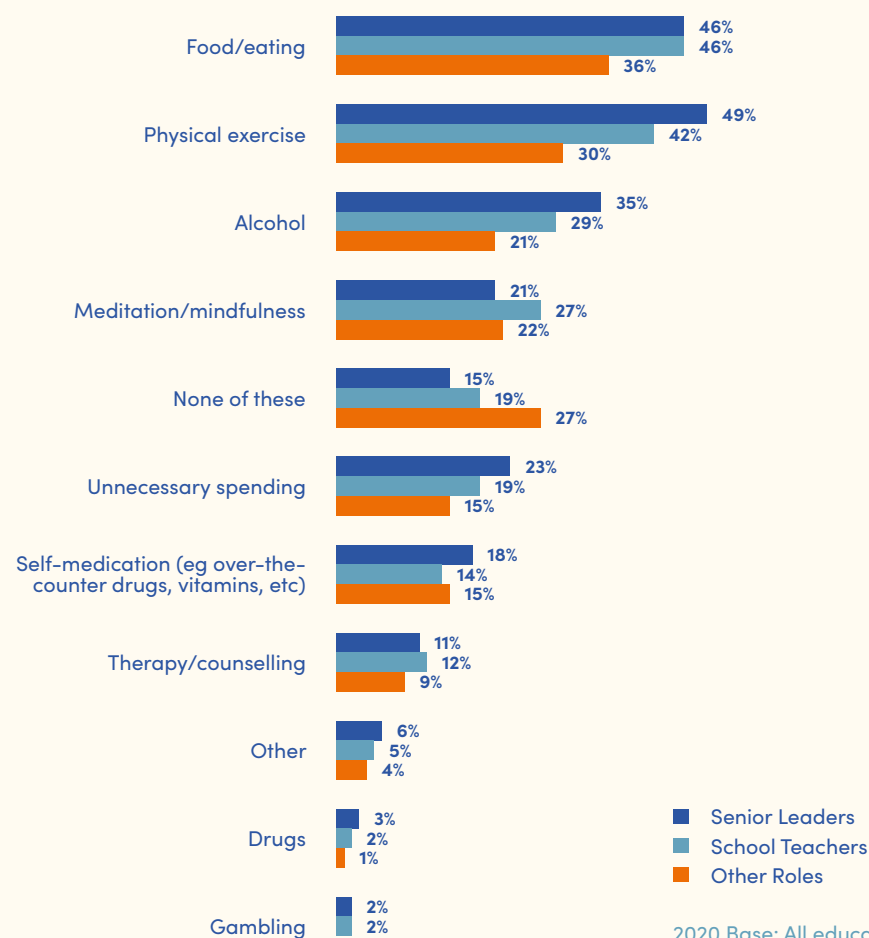
How education professionals coped with workplace stress or anxiety 2018-2020



- More senior leaders and school teachers turned to food/eating to cope compared with those working in other roles (46%, 46% and 36% respectively).
- Senior leaders were more likely to undertake physical exercise than school teachers or those working in other roles (49%, 42% and 30% respectively), have used alcohol (35%, 29% and 21% respectively), undertaken unnecessary expenditure (23%, 19% and 15% respectively) and used self-medication (18%, 14% and 15% respectively).
- More school teachers turned to using meditation/mindfulness than senior leaders or staff working in other roles (27%, 21% and 22% respectively) and therapy/counselling (12%, 11% and 9% respectively).
- Staff working in other roles were more likely to have used none of these methods compared to senior leaders and school teachers (27%, 15% and 19% respectively).
- Some differences were noted relating to how staff working in different education sectors coped:
 - 45% of secondary school staff used physical exercise as a coping mechanism, compared to 41% of primary staff and 31% of early years' staff.
 - 34% of secondary school staff used alcohol as a coping mechanism, compared to 27% of primary staff and 20% of early years' staff.
 - 21% of both early years' and primary staff used no coping strategies at all compared to 18% of secondary school staff.

2020 Base: All education professionals (n = 2989)
2019 Base: All education professionals (n = 2,934)
2018 Base: All education professionals (n = 1,187)

How education professionals in different job roles coped with workplace stress or anxiety in 2020



2020 Base: All education professionals (n = 2,989)

A comparison was also be undertaken between those education professionals who used long-term unhealthy coping strategies (or ‘maladaptive’ strategies) and those who used long-term healthier strategies (or ‘adaptive’ strategies).

It was found that:

- 20% of staff used long-term healthy strategies to cope, such as physical exercise, meditation/mindfulness techniques, self-medication such as over-the-counter drugs and vitamins, and therapy/counselling. They could have used one or a combination of these four strategies.
- 19% of staff used long-term maladaptive strategies such as eating food, consuming alcohol, unnecessary spending, taking drugs or gambling. Again, they could have used just one or a combination of these five strategies.
- 40% of education professionals used a combination of both maladaptive and adaptive types of coping strategies.
- 21% of education professionals used none of these strategies mentioned, with a small proportion using other methods that were not mentioned.



As of November 2019, there were the full-time equivalent of 945,805 people working in state-funded schools in England. Based on the Deloitte estimates, this means that poor mental health is costing the education sector £1.1-£1.5bn per annum in England.



Deloitte, 2020.

The next section explores the mental health and wellbeing of education professionals.



Section 2: The mental health and wellbeing of education professionals



The mental health and wellbeing of education professionals

This section seeks to build a picture of the mental health and wellbeing of education professionals. This includes the 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, how these and personal issues were alleviated and sources of support accessed. 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 that 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 asking them to reflect back to the previous year at the same time (so the data is from the same group of education professionals).

Education professionals reported a large increase in suffering from many and varied symptoms.

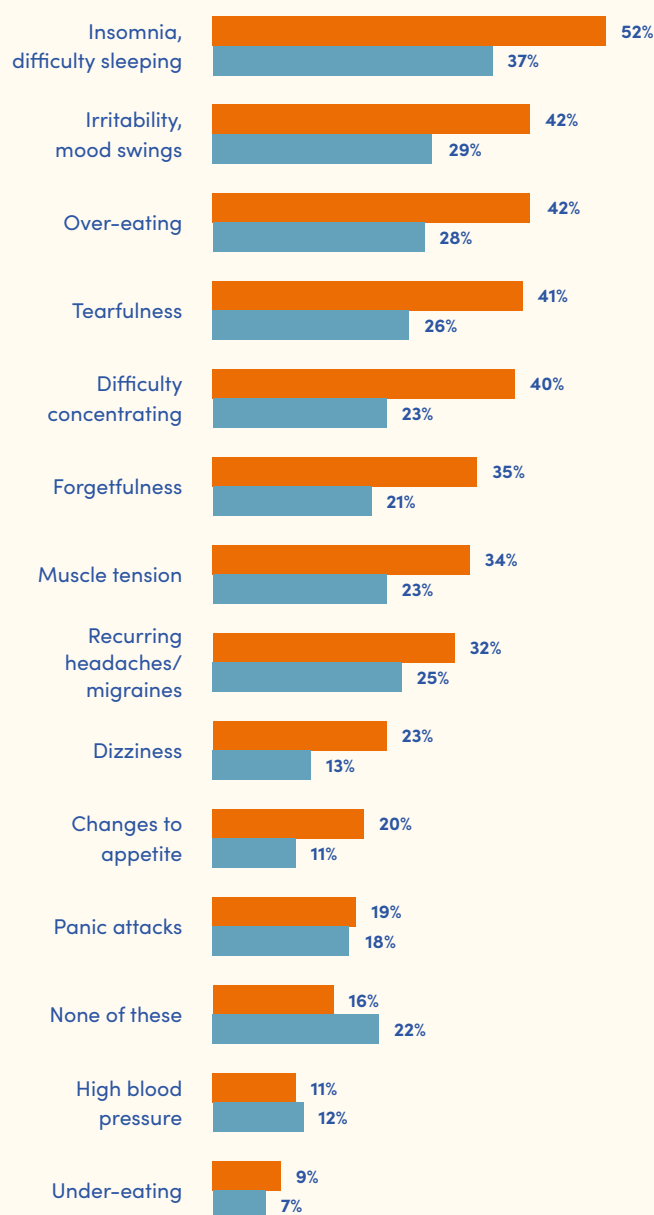
- The largest increase was 17 percentage points and related to difficulty concentrating, which increased from 23% to 40%. Rates of insomnia/difficulty sleeping and tearfulness both increased by 15 percentage points (from 37% to 52%, and 26% to 41% respectively).
- Two other symptoms also increased by 14 percentage points, which were over-eating and forgetfulness (from 28% to 42% and 21% to 35% respectively).
- Smaller increases were found in the areas of muscle tension, which increased by 11 percentage points from 23% to 34%, dizziness, which increased by 10 percentage points from 13% to 23%, changes to appetite, which increased by 9 percentage points from 11% to 20% and recurring headaches/migraines, which increased by 7 percentage points from 25% to 32%.
- There was a 6 percentage point decrease in the number of professionals reporting the category 'none of these' (from 22% to 16%).

- In the last year
- In the last two years

2020 Base: All education professionals in the last year (n = 2,744), in the last two years (n = 2,218).

Note: A reflective question, asking respondents in 2020 for their perceptions relating to both 2020 and 2019.

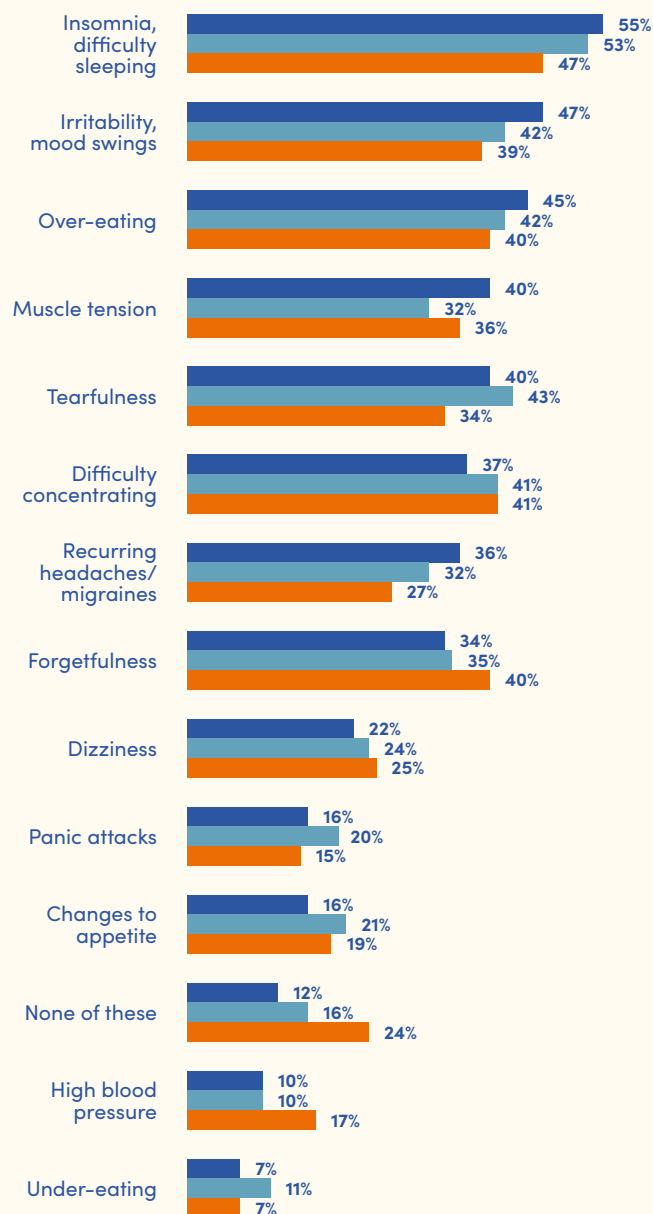
Symptoms experienced by education professionals in the last 1-2 years



When looking at the data relating to symptoms experienced for the last two years by job role, in 2020 a number of differences were found.

- Senior leaders experienced the highest levels of insomnia/difficulty sleeping (55%), compared to school teachers (53%) and staff working in other roles (47%). They also experienced the highest levels of irritability (47%, compared to 42% and 39%), over-eating (45%, compared to 42% and 40%), muscle tension (40%, compared to 32% and 36%) and recurring headaches/migraines (36%, compared to 32% and 27%).
- School teachers experienced the highest levels of tearfulness (43%, compared to senior leaders at 40% and staff working in other roles at 34%), changes to appetite (21% compared with 16% and 19%) and panic attacks (20%, compared to 16% and 15%).
- School teachers and staff in other roles together experienced high levels of difficulty concentrating (both 41%) compared to senior leaders (37%).
- Staff working in other roles experienced the highest levels of forgetfulness (40%, compared to senior leaders at 34% and school teachers at 35%) and dizziness (25%, compared to 22% and 24%).
- Staff working more than 60 hours per week experienced more symptoms than those working less than 60 hours per week (with the exception of high blood pressure, where it was the same amount).
- Staff with high self-reported levels of resilience experienced less symptoms in all categories than those with medium or low levels of resilience (with the exception of high blood pressure).
- Staff who considered they were stressed experienced higher symptoms in all categories when compared to those who were not stressed.
- Staff working for 0-2 years experienced more symptoms than those working 3+ years in the following categories: panic attacks, changes to appetite, over-eating, under-eating, irritability/mood swings, tearfulness and difficulty concentrating.

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



- Senior Leaders
- School Teachers
- Other Roles

2020 Base:
 Senior Leaders (n = 684)
 School Teachers (n = 1,814)
 Other Roles (n = 170)

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

- In 2020, the most common signs that such symptoms could be attributed to were anxiety (44%), depression (32%), exhaustion (21%) and acute stress (18%).
- Compared to 2019, the levels of exhaustion had reduced by 8 percentage points (from 29% to 21%), and 7 percentage points for acute stress (from 25% to 18%), although levels of anxiety and depression remained broadly similar.
- There was a 5 percentage point increase in the number of education professionals stating they were not suffering from any signs (from 27% to 32%).

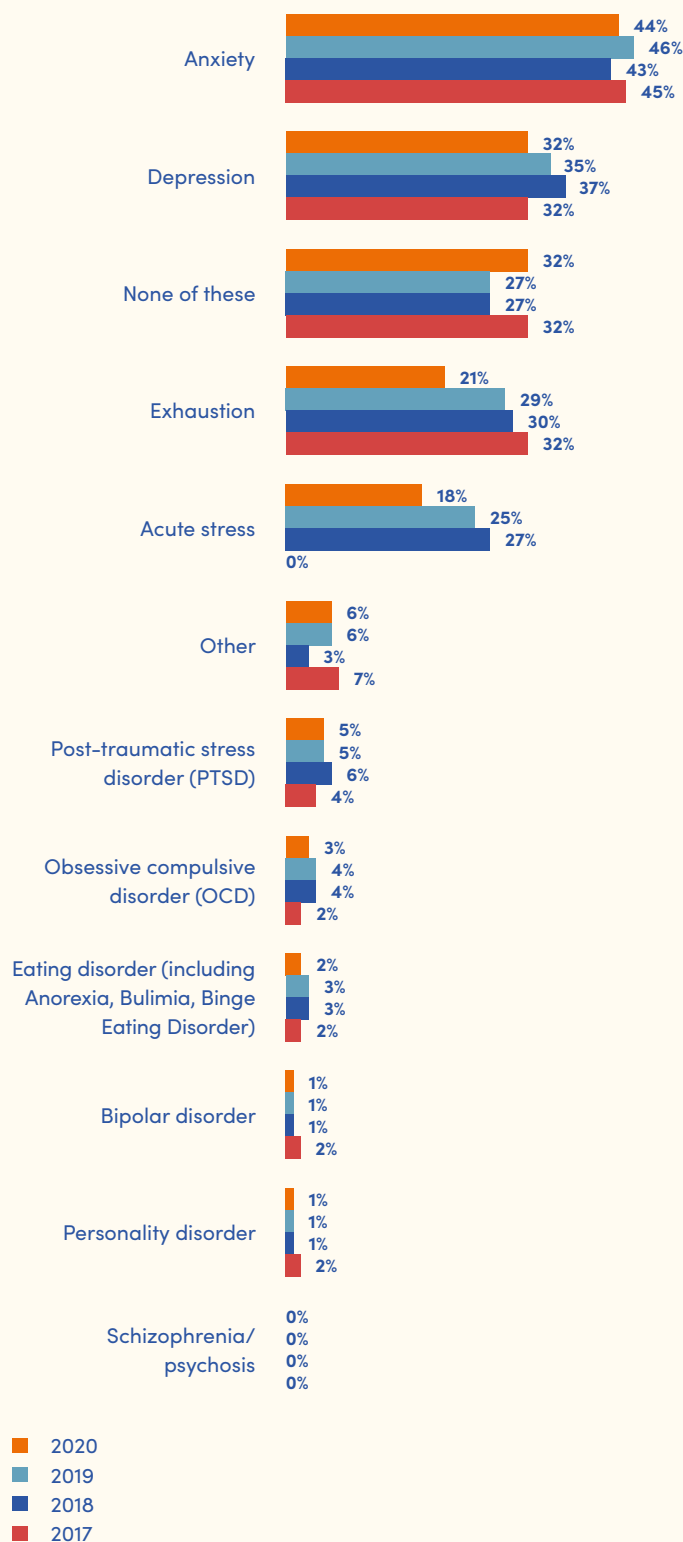
The figures above relating to depression and anxiety were found to be considerably higher than those reported this year by the Office for National Statistics in a similar timeframe:

- **Anxiety** – ONS figures indicate that 37% of adults were reporting high levels of anxiety in April/May 2020 (ONS, 2020b).
- **Depression** – ONS figures indicate that almost one in five adults (19.2%) were likely to be experiencing some form of depression during the Coronavirus (Covid-19) pandemic in June 2020. This was almost double from before the pandemic when the figure was one in 10 (9.7%) (ONS, 2020a).

9,911 cases assisted by Education Support in 2019-2020 through its free and confidential emotional support helpline, run by trained counsellors accredited by the British Association of Counselling and Psychotherapy.

Education Support (2020b).

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



2020 Base: All education professionals who experienced symptoms (n = 1,722)
 2019 Base: All education professionals who experienced symptoms (n = 1,725)
 2018 Base: All education professionals who experienced symptoms (n = 718)
 2017 Base: All education professionals who experienced symptoms (n = 924)

When looking at all the signs across job roles:

- Signs of anxiety in school teachers remained high at 46% (48% in 2019), constant for senior leaders at 41% (for both 2020 and 2019) and showed little change for staff working in other roles at 39% (40% in 2019).
- Signs of depression in senior leaders remained stable at 29% (28% in 2019), although higher in school teachers had reduced marginally to 34% (from 37% in 2019) and staff working in other roles to 29% (from 34% in 2019).
- Signs of exhaustion in senior leaders decreased to 27% (from 40%), for school teachers to 18% (from 29%), while staff working in other roles to 17% (from 19%) showed little change.
- Signs of acute stress in senior leaders decreased to 23% (34% in 2019), school teachers to 16% (21% in 2019), and staff working in other roles to 18% (24% in 2019).
- Staff in all job roles reported an increase in experiencing none of the signs – staff in other roles increased to 41% (34% in 2019) and both senior leaders and school teachers increased to 31% (from 26%).

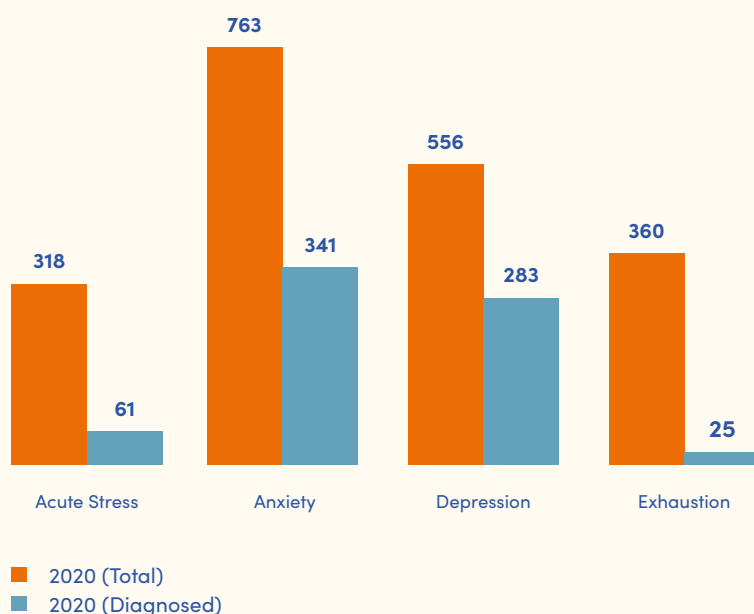
Many of those who exhibited signs went on to consult with their General Practitioner (GP), or doctor, for a diagnosis.

Of those who did, in 2020 53% were formally diagnosed with depression (57% in 2019), 47% with anxiety (52% in 2019), 20% with acute stress (28% in 2019) and 7% with exhaustion (11% in 2019).

When looking at job roles of education professionals who had received a diagnosis, it is only possible to conduct a comparison between senior leaders and school teachers due to the low numbers of staff in other roles in this category. For the four main signs identified above, school teachers were found to have higher levels of diagnosis than senior leaders:

- **Signs of depression** – 54% of school teachers were diagnosed compared to 46% of senior leaders.
- **Signs of anxiety** – 49% of school teachers were diagnosed compared to 45% of senior leaders.
- **Signs of acute stress** – 26% of school teachers were diagnosed compared to 10% of senior leaders.
- **Signs of exhaustion** – 9% of school teachers were diagnosed compared to 6% of senior leaders.

Formal diagnosis by a General Practitioner (GP) following mental health signs displayed (2020)



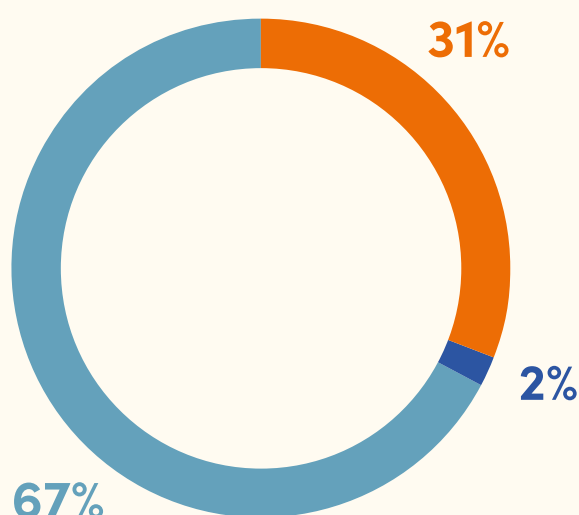
Bases: Actual numbers in the graph.

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 2020, just less than a third (31%) of education professionals (33% of school teachers, 29% of senior leaders and 24% of staff working in other roles) stated they had experienced mental health issues in the past academic year, 67% had not, and 2% preferred not to say. This was a small decrease on 2019, when 34% stated they had experienced such issues, but the same as in 2018.
- Of those who reported they had experienced a mental health issue, 29% attributed this to work, 51% to both work and home issues and 17% to their personal life. Of those who attributed such issues to work, this was found to be higher amongst senior leaders (40%) compared to school teachers (27%).
- School teachers and staff working in the area of Special Educational Needs reported the most mental health issues (both 33%), compared to senior leaders (29%) and staff working in other roles (24%).
- Staff working in the combined areas of Sixth Form, Further Education, Adult Education and Vocational Education sectors reported marginally higher mental health issues (33%), compared to staff working in the Early Years sector (32%), and the Primary and Secondary sectors (both 30%).
- Staff who had worked for five years or less reported the most mental health issues (42%), compared to staff working for 6–10 years (34%), 11–20 years (29%), 21–30 years (27%) and more than 31 years (19%).

Educational professionals who experienced mental health issues in the last year (2020)



- Yes
- No
- Prefer not to say

2020 Base: All education professionals (n = 3,034)

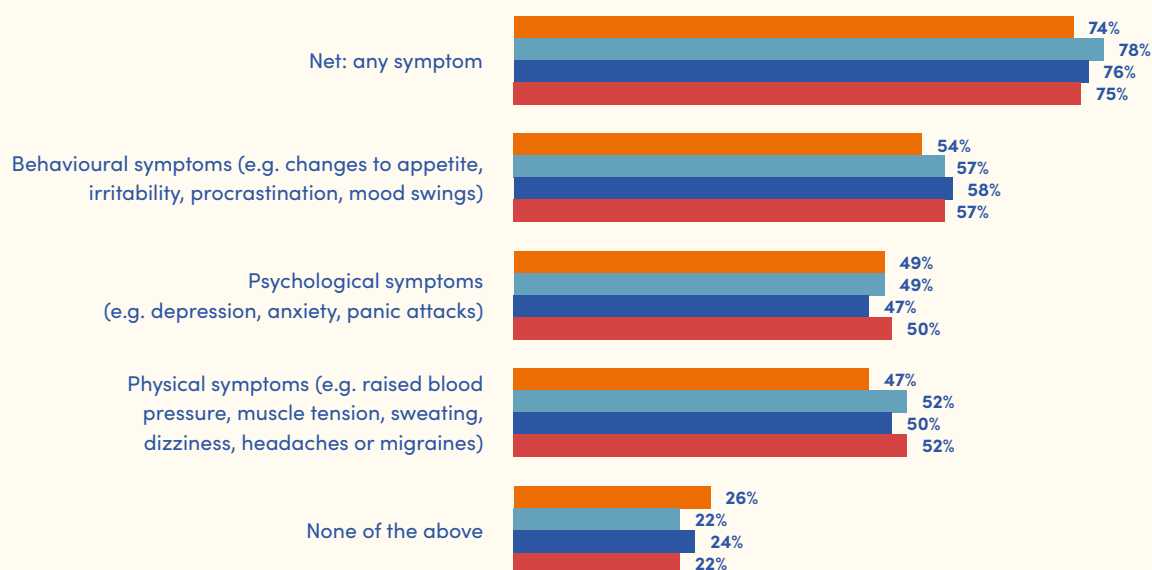
- Staff working more than 60 hours per week reported the most mental health issues (37%), compared to staff working 41–60 hours per week (32%) and up to 40 hours per week (28%).
- Of those staff who experienced mental health issues, a higher number also stated they had low resilience levels, compared to those with medium or high resilience levels (68%, 38% and 23% respectively).

c Mental health symptoms experienced by education professionals due to work

Many education professionals disclosed that they experienced physical symptoms, behavioural changes and/or psychological symptoms that they attributed to work or where work was a contributing factor.

- In 2020, 74% of all education professionals reported they had experienced at least one behavioural, physical or psychological symptom related to work (78% in 2019, 76% in 2018, and 75% in 2017).
- Just over half (54%) said they had experienced behavioural changes, almost half (49%) psychological symptoms and just under half (47%) physical symptoms related to work (NB respondents could have more than one symptom).
- Senior leaders experienced more overall symptoms than school teachers and staff working in other roles (81%, 73% and 70% respectively).
- Staff who were stressed experienced all three symptoms more than those who were not stressed (85% compared to 55%).
- Staff working more than 40 hours per week (81%) experienced all symptoms (psychological, physical and behavioural) more than those working less than 40 hours per week (63%).
- Staff who were working in organisations where they did not feel supported by their organisation experienced more symptoms compared to those who felt they were well supported by their organisation (87% compared to 65%).

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



- 2020 2020 Base: All education professionals (n = 2,976)
- 2019 2019 Base: All education professionals (n = 2,929)
- 2018 2018 Base: All education professionals (n = 1,256)
- 2017 2017 Base: All education professionals (n = 1,045)

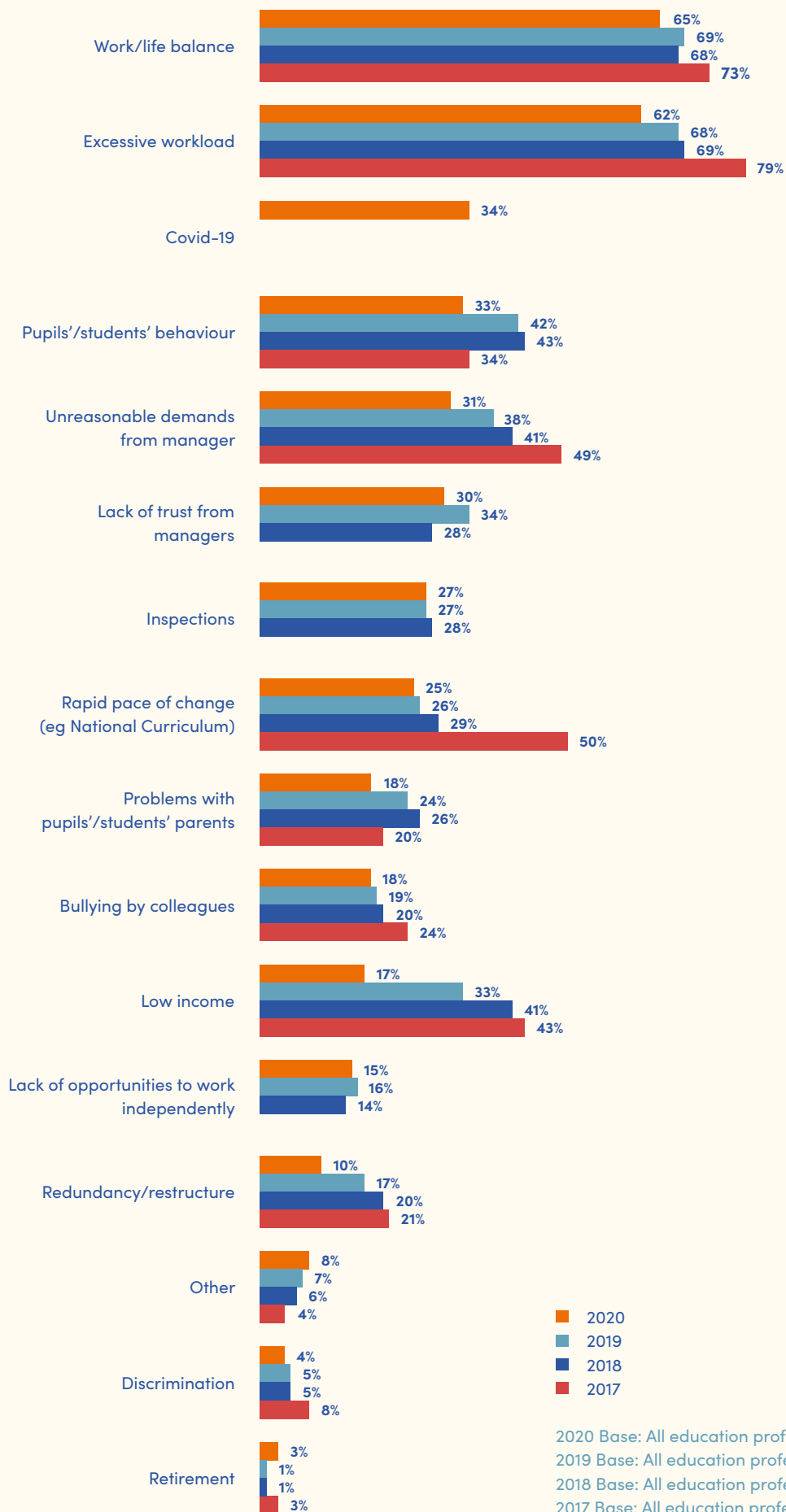
For those education professionals who had experienced symptoms where work was a contributing factor:

- Work/life balance emerged as the top issue at work for 65% of education professionals in 2020 (a 4 percentage point decrease on 2019 figures). Senior leaders felt this more strongly than school teachers (81% and 61% respectively), as did all those working more than 40 hours per week (85% for those working 61+ hours per week, 72% for 41-60 hours per week and 42% for less than 40 hours per week).
- Excessive workload was also a key factor, with 62% of education professionals citing this (a 7 percentage point decrease on 2019 figures). Like work/life balance above, this was felt more strongly by senior leaders than by school teachers (76% and 65% respectively), and by staff working more than 40 hours per week (81% for those working 61+ hours per week, 69% for those working 41-60 hours per week and 39% for those working less than 40 hours per week).
- A new category was introduced for the 2020 Index to find out if Covid-19 was a work issue that symptoms were related to, and 34% of education professionals reported this.
- Difficulty with managing poor pupil/student behaviour remained as another important issue for 33% of staff (with a 10 percentage point decrease on 2019 figures).

- Dealing with unreasonable demands from managers was an issue for 31% (a 6 percentage point decrease on 2019 figures) and lack of trust from managers for 30% (a 4 percentage point decrease on 2019 figures).
- Inspections remained a constant issue for staff at 27% (27% in 2019 too).
- There were decreases in dealing with pupils'/students' parents to 18% (a 6 percentage point decrease on 2019 figures) and redundancy/restructure to 10% (a 7% decrease on 2019 figures).
- There was a large decrease found in issues connected with low income at 17% (a 16 percentage point decrease from 2019 figures).

A study that found work/life balance for teachers and education professionals was problematic was in CIPD's Good Work Index (2020). This index, conducted in January 2020 (ie before the Covid-19 outbreak), involved 6,681 UK workers and measured job quality across different occupations and industries. Although teachers and education professionals were ranked well in terms of pay (in the top third of ranked occupations), they were also found to have scored poorly in terms of work/life balance and poor health and wellbeing (being in the bottom third of ranked occupations, along with other occupations such as health and legal professionals).

Work issues that symptoms were related to for education professionals

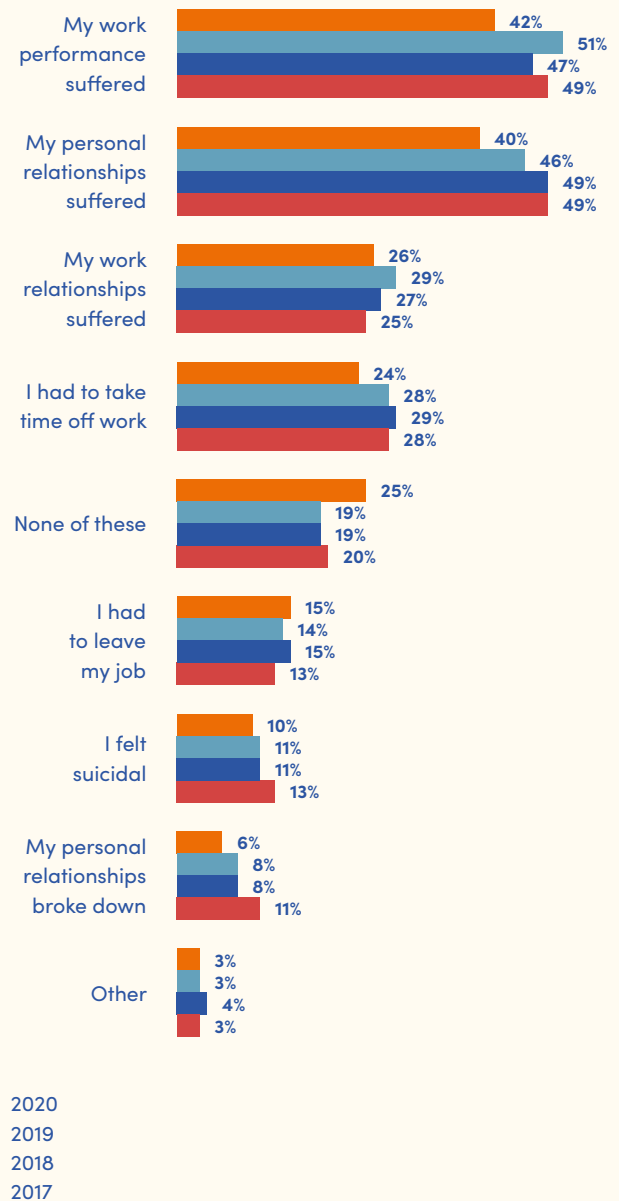


d The impact of experiencing psychological, physical or behavioural problems as a result of work

As noted in Section 2c above, 74% of all education professionals reported they had experienced at least one symptom due to work or where work was a contributing factor. Such symptoms can have an impact on work performance, work and personal relationships, needing to take time off work or leave a job or, at worst, feeling suicidal.

- In 2020, all the possible impacts were found to have reduced when compared to 2019. At work, the experience of psychological, physical or behavioural problems caused their work performance to suffer (42%), their work relationships to suffer (26%), led to taking time off work (24%) or leaving their job (15%).
- Such impact could also involve others outside of work. This included causing their personal relationships to suffer (40%) and personal relationships to break down (6%).
- At worst, education professionals felt suicidal (10%).
- There was an increase of 6 percentage points in the number of education professionals stating that they did not experience such impacts (25%).

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



2020 Base: All education professionals (n = 2,206)
 2019 Base: All education professionals (n = 2,239)
 2018 Base: All education professionals (n = 939)
 2017 Base: All education professionals (n = 802)

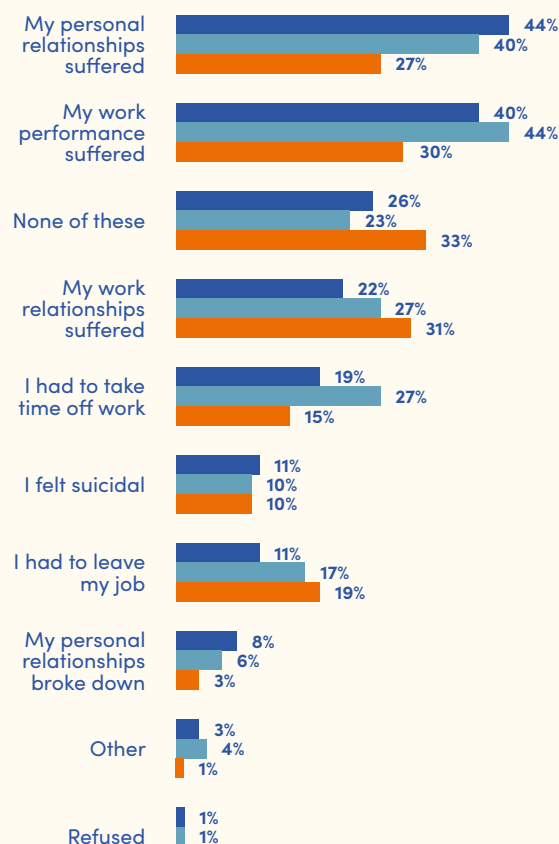
“
In the period 1 April 2019 to 31 March 2020 Education Support’s free helpline handled 595 cases clinically assessed as being at risk of suicide. This is a 6% increase on the previous year.
 ”

Education Support (2020b).

When looking at these impacts by job role:

- The two main impacts for senior leaders were that their personal relationships suffered (44%) and their work performance suffered (40%).
- The two main impacts for school teachers were that their work performance suffered (44%) and their personal relationships suffered (40%).
- The two main impacts for staff working in other roles were that their work relationships suffered (31%) and work performance suffered (30%).
- School teachers had to take the most time off work (27%), compared to senior leaders (19%) and staff working in other roles (15%).
- More staff working in other roles stated they had to leave their job (19%) as an impact, compared to school teachers (17%) and senior leaders (11%). For staff working in other roles this had considerably increased from 9% in 2019.
- Staff working more than 40 hours per week suffered from more problems with their personal relationships than those working less than 40 hours per week, and staff working more than 60 hours per week suffered more feelings that were suicidal.

The impact of education professionals experiencing psychological, physical or behavioural problems as a result of work – 2020



- Senior Leaders
- School Teachers
- Other Roles

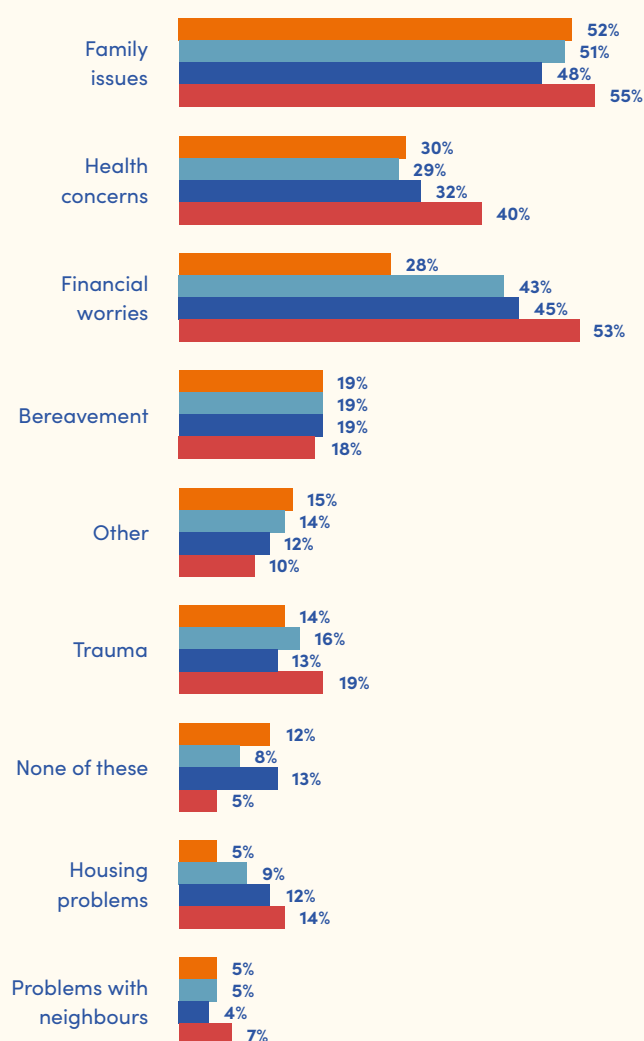
2020 Base:
 All education professionals (n = 2,206);
 Senior Leaders (n = 585)
 School Teachers (n = 1,437)
 Other Roles (n = 123)

e 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.

- Family issues were the main personal issue, experienced by 52% of education professionals (consistent with 2019 figures).
- Health concerns were the second personal issue, experienced by 30% of education professionals (consistent with 2019 figures).
- Financial worries showed a 15 percentage point decrease, dropping to 28% from 43% in 2019.
- Bereavement remained a constant concern for 19% of education professionals (same in 2019). For those who experienced bereavement, 15% stated that their bereavement symptoms were connected with the Covid-19 pandemic (84% said they were not, and 1% did not know).
- Trauma was a concern for 14% of education professionals. For those who experienced trauma, 32% stated that their trauma symptoms were connected with the Covid-19 pandemic (66% said they were not, and 2% did not know).
- Staff who worked for more than 60 hours per week reported more issues related to family issues (54%) and bereavement (31%).
- Staff who worked less than 40 hours per week reported more issues related to financial worries and health concerns.

Symptoms and their relationship to personal issues experienced by education professionals



2020
2019
2018
2017

2020 Base: All education professionals (n = 612)
2019 Base: All education professionals (n = 644)
2018 Base: All education professionals (n = 276)
2017 Base: All education professionals (n = 90)

«
In the period 1 April 2019 to 31 March 2020 Education Support received 838 grant applications from education professionals in financial difficulties. The most prevalent issue was housing.
»

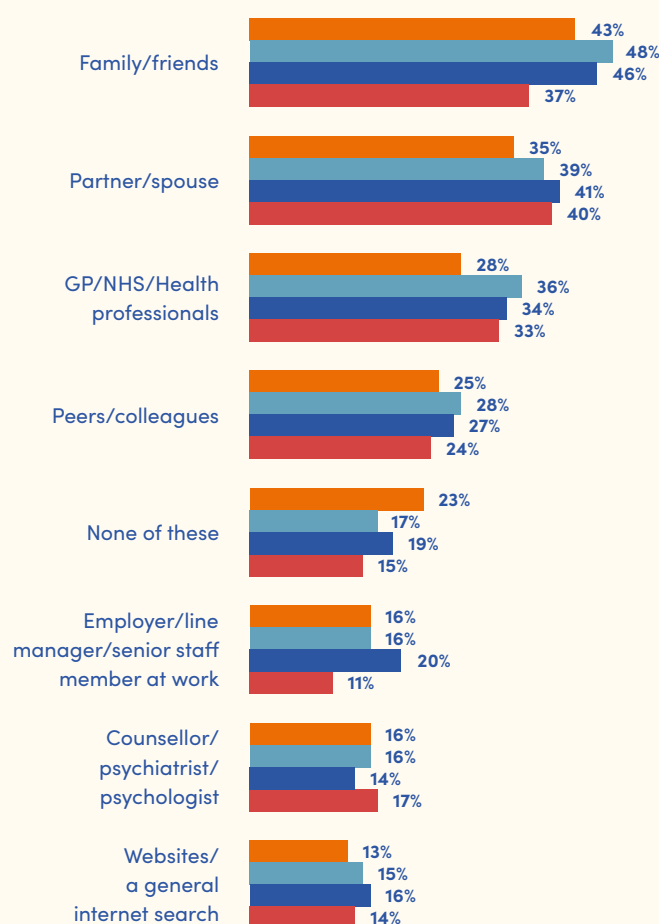
Education Support (2020b).

f 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 sources of support showed a decrease in access compared to 2019.

- Education professionals turned first to people outside work for support such as family/friends (43% in 2020, a 5 percentage point on 2019 figures).
- More than a third would turn to their partner/spouse (35% in 2020, a 4 percentage point decrease on 2019 figures).
- More than a quarter would turn to their GP/NHS/Health professionals for support (28%, an 8 percentage point decrease on 2019 figures).
- A quarter would turn to their peers/colleagues for support (25%, a 3 percentage point decrease on 2019 figures).
- School teachers were more likely to turn to family/friends for support (46%), compared to senior leaders (40%) and staff working in other roles (35%).
- Senior leaders were more likely to turn to their partner/spouse for support (39%) than school teachers (36%) and those working in other roles (27%).
- Staff with low self-reported levels of resilience were more likely to seek support from their GP/NHS/Health professionals (41%) than those with medium levels (33%) or high levels of resilience (23%).
- There was a 6 percentage point increase in the number of education professionals who stated they would do none of these, from 17% in 2019 to 23% in 2020.

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



- 2020
- 2019
- 2018
- 2017

2020 Base: All education professionals (n = 2,208)
 2019 Base: All education professionals (n = 2,239)
 2018 Base: All education professionals (n = 932)
 2017 Base: All education professionals (n = 802)

Note 1: Only sources with more than 10% of responses have been shown above

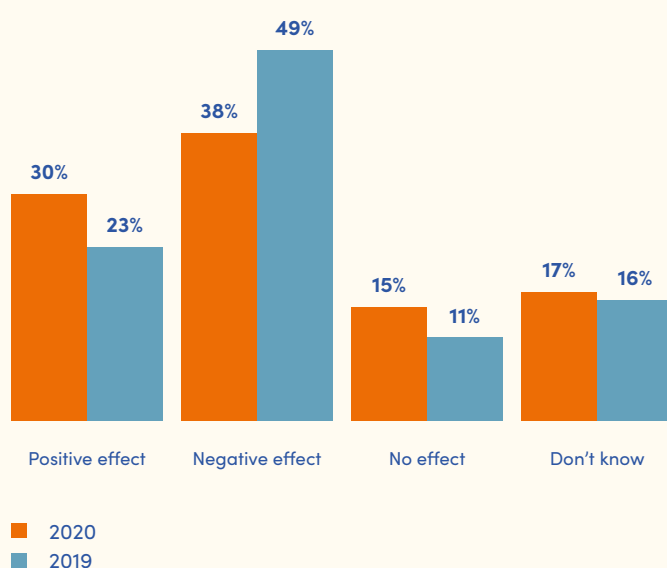
Note 2: In 2017, family and friends were separate categories, so the mean has been used. The same applies for employer/line manager and senior staff member

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

This question was introduced in the 2019 Index, following comments made in the 2018 Index, which indicated that many education professionals described their wellbeing in relation to the organisation they worked for. It was found that:

- The number of staff who reported their institution's organisational culture had a negative effect on their wellbeing was **38%** in 2020. This represented an 11 percentage point decrease from 49% in 2019. This decrease was reported by all job roles, ie by senior leaders (42% in 2020 from 55% in 2019), school teachers (37% in 2020 from 49% in 2019) and staff in other roles (38% in 2020 from 42% in 2019).
- The number of staff who reported their institution's organisational culture had a positive effect on their wellbeing increased to 30% in 2020 (from 23% in 2019). This increase was reported by all job roles, ie by senior leaders (29% in 2020 from 24% in 2019), school teachers (30% in 2020 from 22% in 2019) and staff working in other roles (30% in 2020 from 27% in 2019).
- The number of staff who reported their institution's organisational culture had no effect on their wellbeing was 15% in 2020. This represented a 4 percentage point increase from 11% in 2019. Again, this increase was reported by all job roles, ie by senior leaders (15% in 2020 from 11% in 2019), school teachers (15% in 2020 from 12% in 2019) and staff working in other roles (20% in 2020 from 11% in 2019).

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

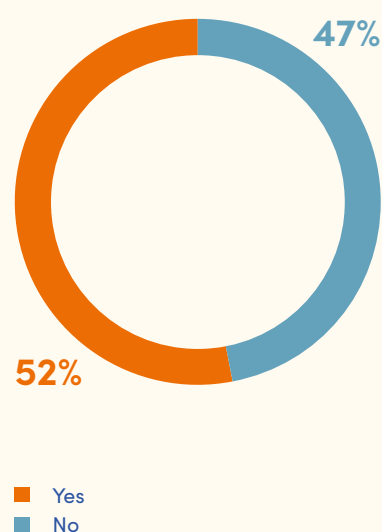


2020 Base: All education professionals (n = 3,034)
2019 Base: All education professionals (n = 3,019)

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 (**52%**) in 2020 had considered leaving the profession in the last two years (57% in 2019 and 2018, 56% in 2017).
- Senior leaders gave the highest indication that they had considered leaving in the last two years compared to school teachers or those working in other roles – 59%, compared with 51% and 36% respectively.
- For those who had considered leaving, the following were key issues:
 - Stress (63% were stressed compared to 33% who were not stressed).
 - Working hours, particularly for those working 60 hours or more per week (73%, compared to 55% for those working 41-60 hours per week, and 40% for those working 40 hours or less per week).
 - Organisational support (73% for those who did not feel supported with their mental health and wellbeing compared to 38% for those who felt supported).
- Staff working in sixth form colleges gave the highest indication of considering leaving the profession in the last two years (63%) compared to those working in secondary schools (54%), primary schools (51%) and early years (48%).

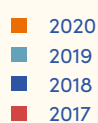
Education professionals who had considered leaving the profession in the past 2 years due to pressures on their health and wellbeing



2020 Base: All education professionals (n = 3,034)

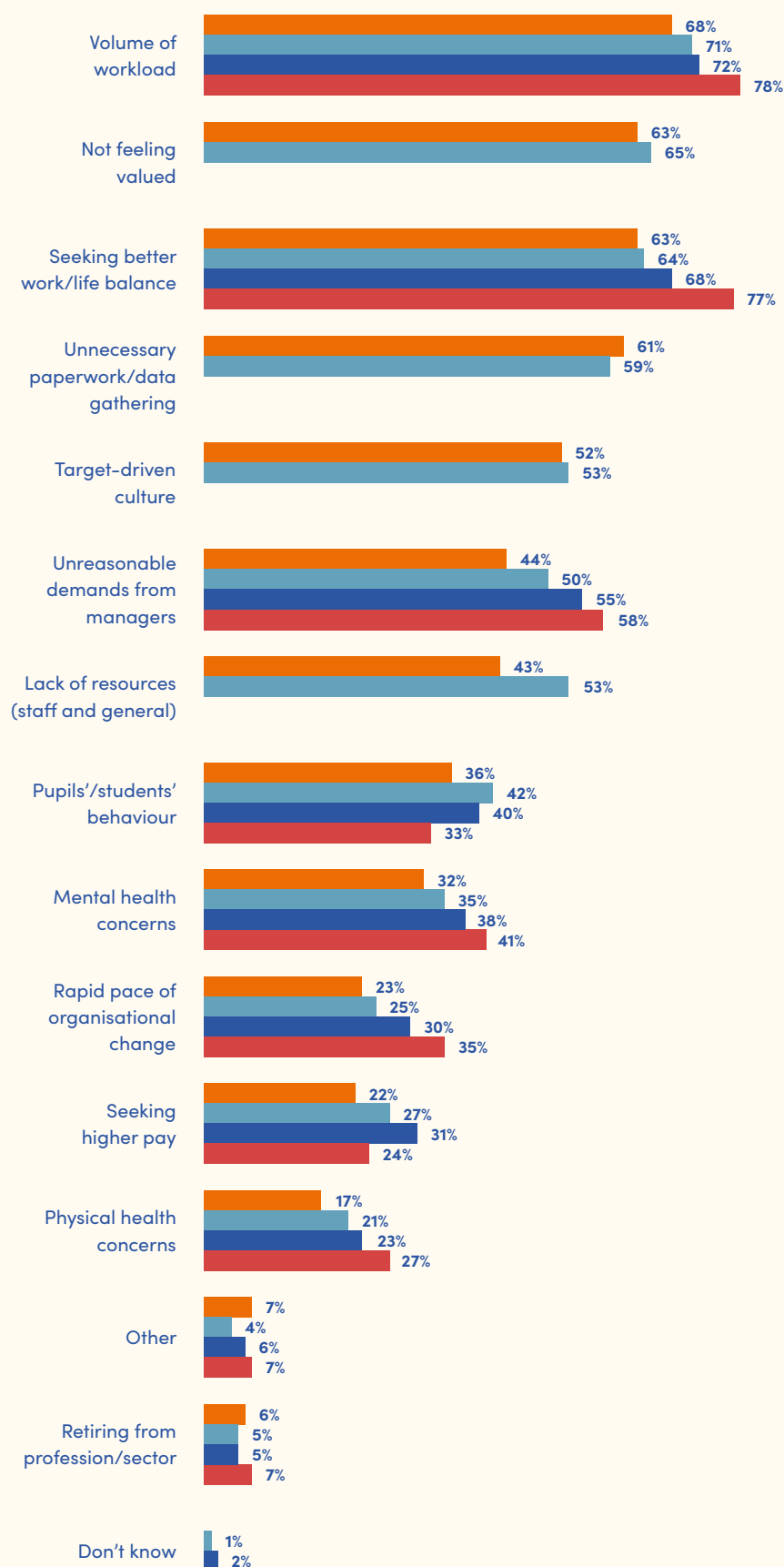
Retaining teachers and staff working in other roles continues to be of high importance in order to ensure education institutions are well and appropriately staffed. As with previous years, education professionals were asked to indicate their reasons for wanting to leave the profession.

- Volume of workload continues to be the major reason given for considering leaving the profession, with 68% of education professionals citing this (71% in 2019, 72% in 2018 and 78% in 2017).
- The second and third most important reasons were not feeling valued (by 63%, 65% in 2019) and seeking a better work/life balance (also 63%, 64% in 2019).
- Dealing with unnecessary paperwork/data gathering was also an issue (61%, 59% in 2019), as was working in a target-driven culture (52%, 53% in 2019).
- There was a 10 percentage point decrease in the importance given to the lack of resources (staff and general) (43%, 53% in 2019).
- Other areas that decreased in importance were unreasonable demands from managers (44%, 50% in 2019), pupils'/students' behaviour (36%, 42% in 2019) and for seeking higher pay (22%, 27% in 2019).



2020 Base: All education professionals (n = 1,580)
 2019 Base: All education professionals (n = 1,724)
 2018 Base: All education professionals (n = 727)
 2017 Base: All education professionals (n = 594)

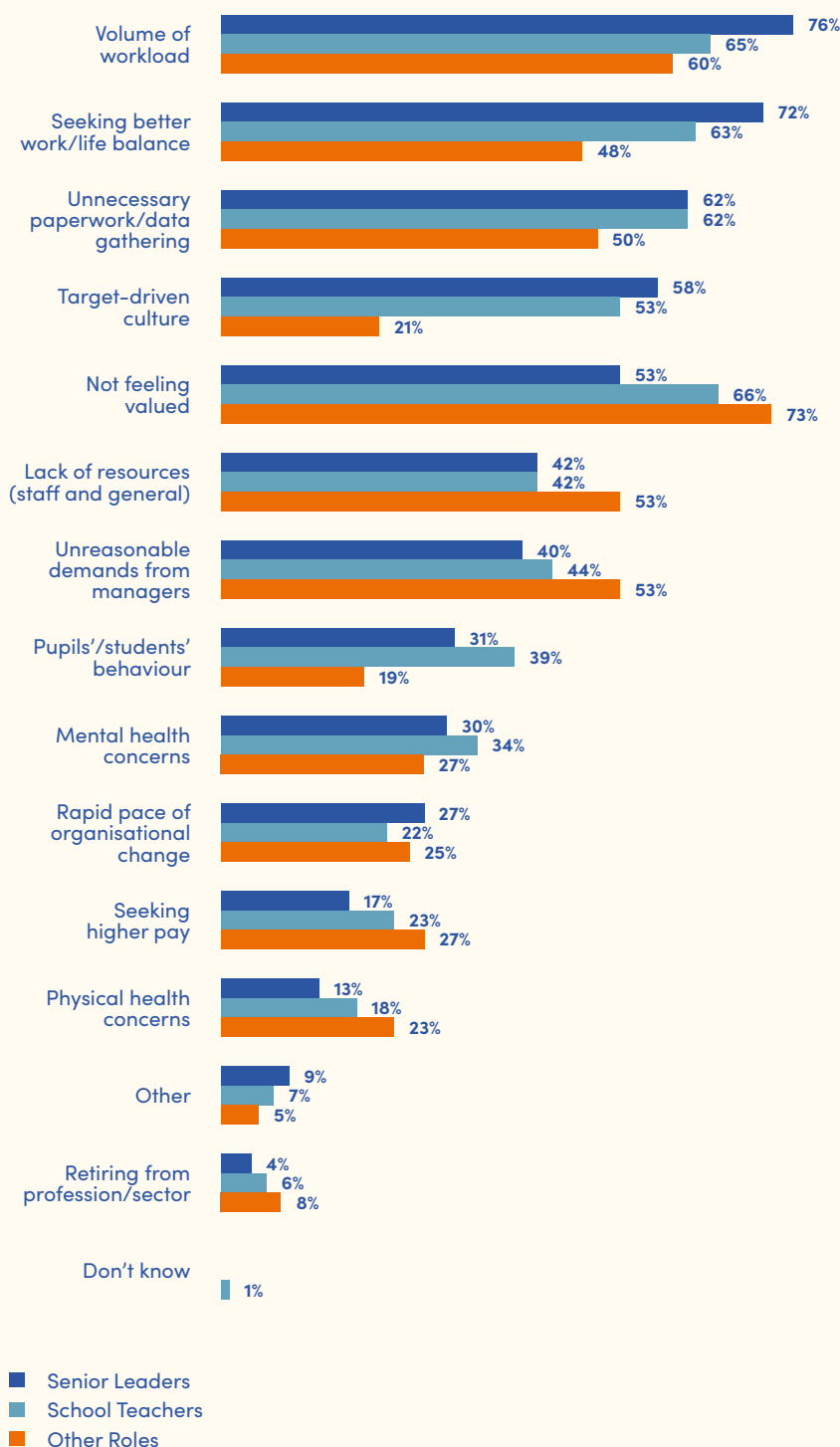
Reasons given for considering leaving the education profession in the last two years by staff who have experienced pressures on their health and wellbeing



When a comparison was made between job roles for the 2020 data on why education professionals had considered leaving the profession:

- Volume of workload was found to be a higher factor for senior leaders (76%), compared to school teachers (65%) and staff working in other roles (60%).
- Seeking a better work/life balance was also more important for senior leaders (72%), compared to school teachers (63%) and staff working in other roles (48%).
- Dealing with unnecessary paperwork/data gathering was an equal factor for both senior leaders and school teachers (both 62%) compared to those working in other roles (50%).
- Working in a target-driven culture was a higher factor for senior leaders (58%), compared to school teachers (53%) and those working in other roles (21%).
- Not feeling valued was a major consideration for those working in other roles (73%), compared to senior leaders (53%) and school teachers (66%).
- Other factors for those working in other roles included dealing with unreasonable demands from managers (53%), compared to senior leaders (40%) and school teachers (44%), as was having a lack of resources (staff and general) (also 53%), compared to senior leaders and school teachers (both 42%).
- Dealing with poor pupil/student behaviour was a bigger factor for school teachers (39%), than for senior leaders (31%) and those working in other roles (19%).
- Seeking higher pay was of more importance to those working in other roles (27%), compared to senior leaders (17%) and school teachers (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



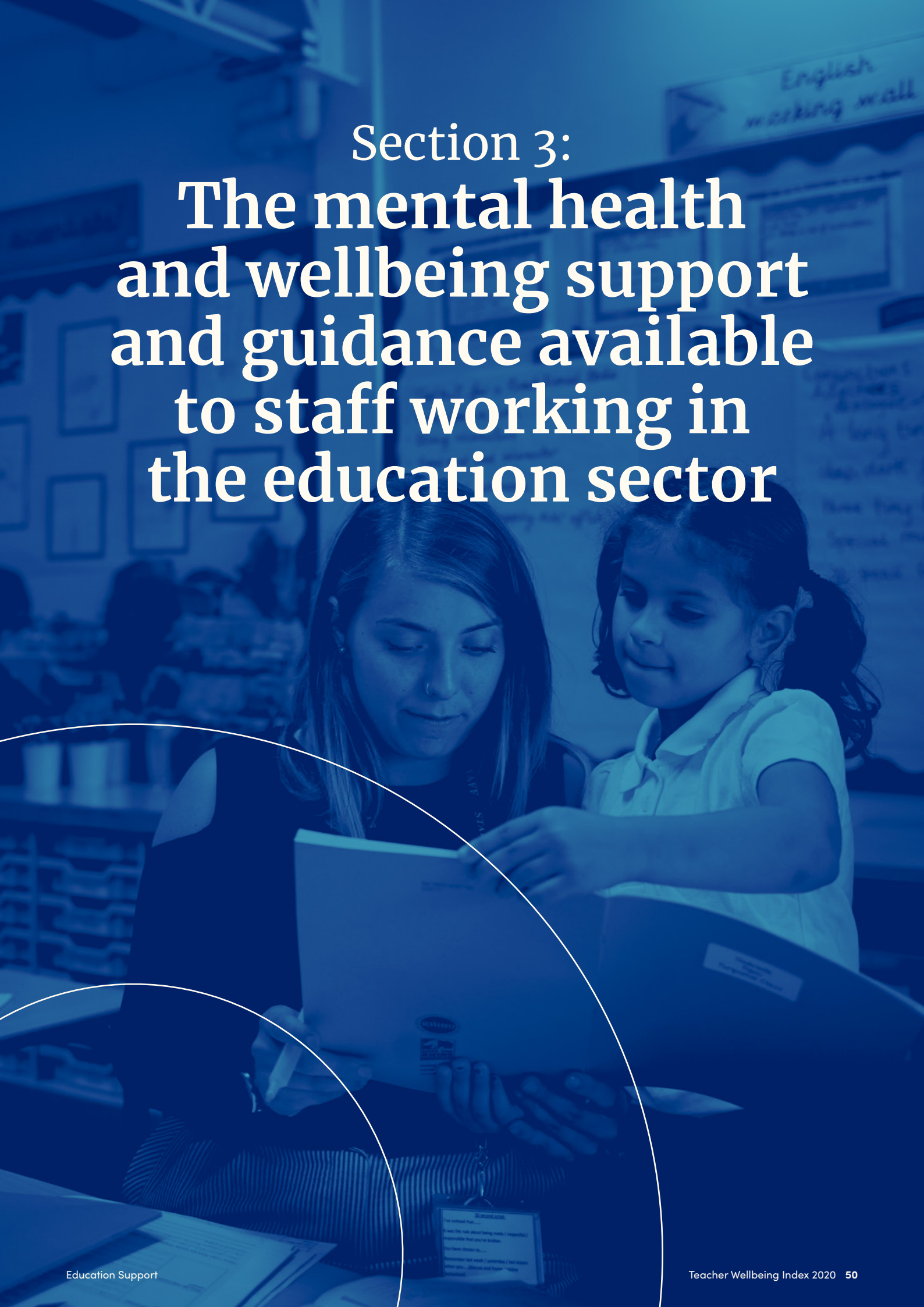
2020 Base: Senior Leaders (n = 436)
 School Teachers (n = 1,035)
 Other Roles (n = 65)

When the most recent 2020 Index data is compared with the 2019 Index data regarding considering leaving the sector and job role, some differences can be seen. NB the Covid-19 pandemic is expected to have had an impact on the 2020 results.

- For school teachers, dealing with the behaviour of pupils/students was much less important (39%, compared to 51% in 2019). Other areas that decreased were dealing with unreasonable demands from managers (44%, compared to 50% in 2019), volume of workload (65%, compared to 70% in 2020) and the lack of resources (42%, compared with 51% in 2019).
- For senior leaders, there were decreases in importance in a number of areas. These were volume of workload (76%, compared to 82%), lack of resources (staff and general) (42%, compared to 49% in 2019), unreasonable demands from managers (40%, compared to 49% in 2019), seeking higher pay (17%, from 23% in 2019) and physical health concerns (13%, compared to 24% in 2019).
- For those working in other roles, seeking higher pay decreased (27%, from 37% in 2019), as did working in a target-driven culture (21%, compared with 29% in 2019) and mental health concerns (27%, compared with 32% in 2019). However, two reasons for considering leaving the sector increased, namely dealing with unnecessary paperwork/data gathering (50%, from 40% in 2019) and physical health concerns (23%, compared with 16% in 2019).

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



A photograph of a teacher and a young girl looking at a book together in a classroom. The teacher is on the left, and the girl is on the right. They are both looking down at the book. The background shows a classroom with a sign that says "English marking wall". The entire image has a blue tint and a white circular graphic element in the foreground.

Section 3: 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

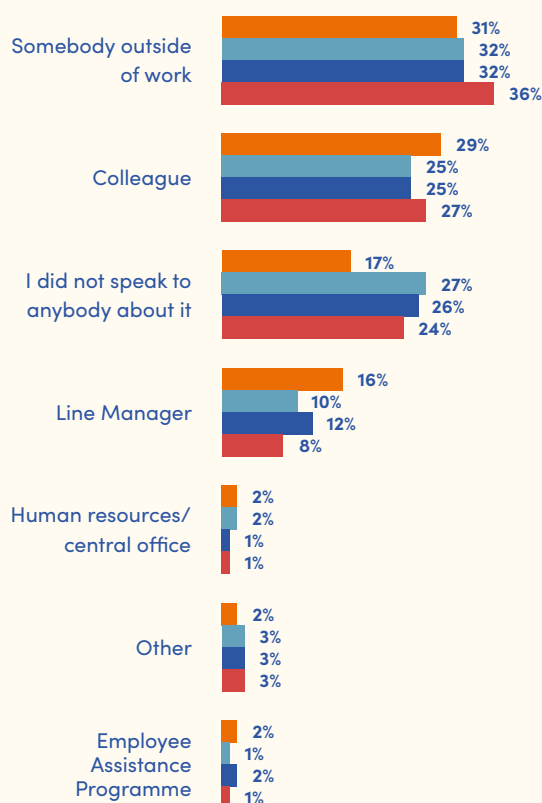
This section focuses on the support education professionals who had experienced mental health issues accessed and their perceptions of the wider support on offer. Areas covered include who staff talked to first about any issues, how confident they felt in sharing their concerns at work, the guidance/help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

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

In 2020, nearly one-third (31%) of education professionals would turn to somebody outside of work first if they experienced mental health issues at work (32% in 2019) or a colleague 29% (25% in 2019). There was an increase of 6 percentage points in the number of staff who would talk to their line manager to 16% (10% in 2019) and a large decrease in the number of staff who would not speak to anyone about their mental health issues to 17% (27% in 2019).

- Differences in who staff would approach first were found by job role. School teachers would turn first to a colleague (31%), compared to senior leaders (29%) and staff in other roles (22%).
- Staff in other roles would be more likely to use an Employee Assistance Programme (5%) than school teachers (2%) or senior leaders (1%).

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



■ 2020 2020 Base: All education professionals (n = 2,224)
■ 2019 2019 Base: All education professionals (n = 2,266)
■ 2018 2018 Base: All education professionals (n = 952)
■ 2017 2017 Base: All education professionals (n = 802)

Note: In 2020 the question was re-worded slightly. The answer options remained consistent. (2020 question – “Who would you speak to FIRST if you needed support when you experienced stress or a mental health issue at work?” 2019 question – “If you needed support about stress or a mental health issue you were experiencing at work, who would you speak to FIRST?”)

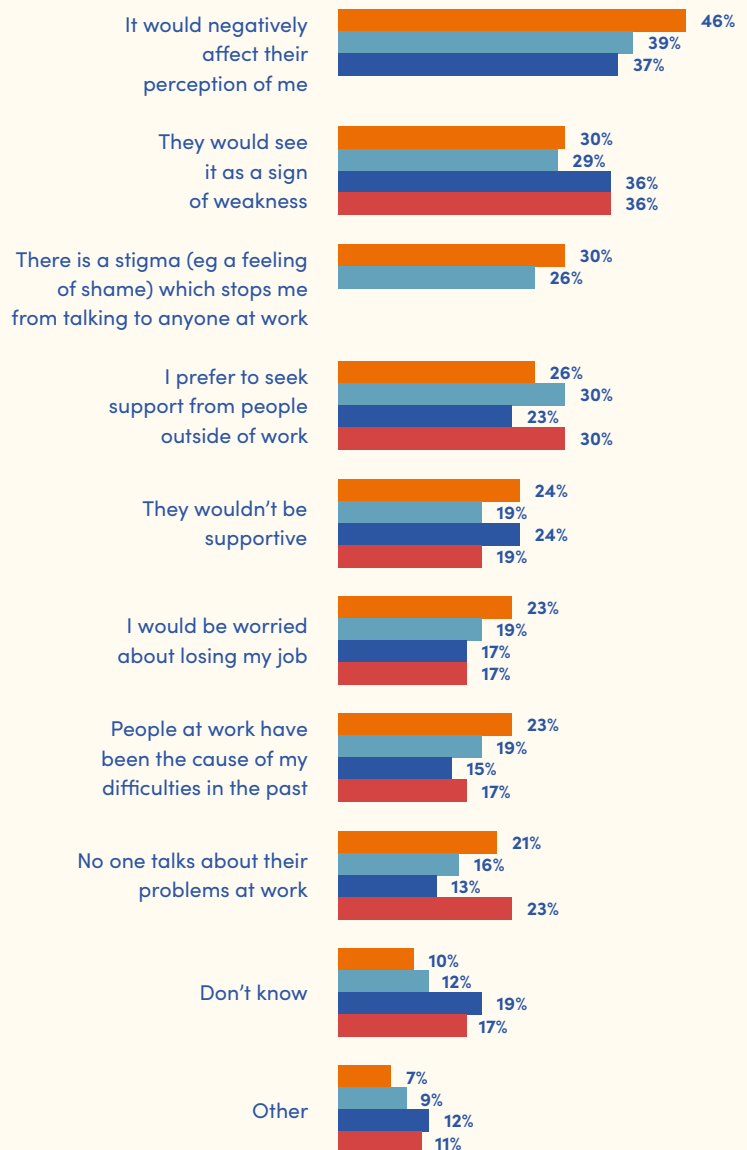
As noted above, 17% of education professionals in 2020 would not speak to anyone at work about mental health issues.

- Nearly half (46%) of these felt it would negatively affect people’s perception of them. This was a 7 percentage point increase on the 2019 data (39%).
- Other reasons given were that it would be seen as a sign of weakness (30%), or that there was a stigma attached (30%), eg a feeling of shame, which stopped members of staff from talking to anyone at work.
- Other reasons given include staff preferred to seek support from people outside of work (26%), that others would not be supportive (24%, a 5 percentage point increase on 2019 figures), that they would be worried about losing their job (23%), or that people at work have been the cause of their difficulties in the past (23%).
- The issue of no-one talking about their problems at work increased (21%, from 15% in 2019).

Differences were found by job role:

- School teachers (50%) and senior leaders (49%) were the most concerned that it would negatively affect other people’s perceptions of them.
- Senior leaders (42%) were more concerned about it being perceived as a sign of weakness than school teachers (30%).
- Stigma was felt more strongly by school teachers (35%) than senior leaders (27%).

Education professionals who said they did not speak to anyone at work – why that was



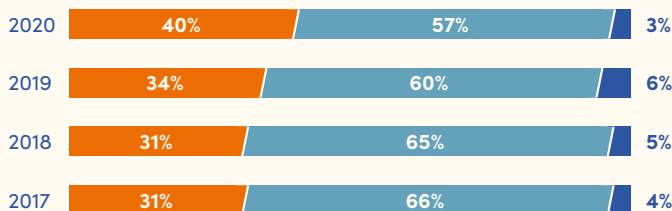
- 2020
- 2019
- 2018
- 2017

2020 Base: All education professionals (n = 371)
 2019 Base: All education professionals (n = 608)
 2018 Base: All education professionals (n = 249)
 2017 Base: All education professionals (n = 199)

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

- Confidence in disclosing unmanageable stress or mental health issues increased. In 2020, 40% of education professionals felt confident to do this, compared to 34% in 2019. However, 57% were not confident in such disclosure, compared to 60% in 2019.
- The confidence levels of all job roles increased, but the largest increase was by school teachers (8 percentage points), compared to senior leaders (2 percentage points) and staff working in other roles (4 percentage points).
- Those who felt well supported by their organisation were more confident in disclosing unmanageable stress (63%), than those who did not feel supported (13%).

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



- Confident
- Not very confident
- Don't know

2020 Base: All education professionals (n = 3,034)
 2019 Base: All education professionals (n = 3,019)
 2018 Base: All education professionals (n = 1,278)
 2017 Base: All education professionals (n = 1,045)

- For those education 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 for more than half of staff (53%) was that it gave the person a perspective and helped them to realise they were not alone.
- Other benefits included restoring the person's confidence in their own abilities (33%), equipping them with practical advice (25%), enabling them to seek professional support (15%), or gaining permission to seek help/removed the stigma (10%).
- More than one tenth (12%, same as in 2019) of education professionals said it did not help.

Education professionals who spoke to someone at work or outside work and how this helped



- 2020
- 2019
- 2018
- 2017

2020 Base: All education professionals (n = 1,853)
 2019 Base: All education professionals (n = 1,658)
 2018 Base: All education professionals (n = 703)
 2017 Base: All education professionals (n = 603)

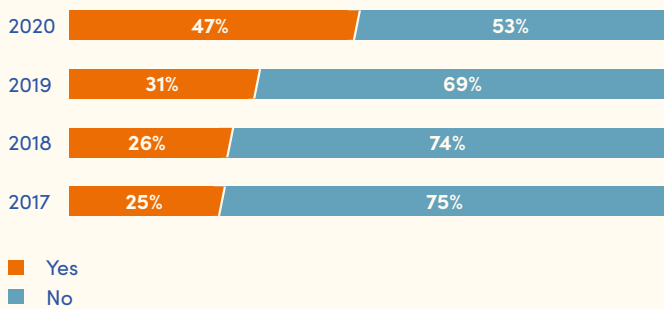
c Mental health and wellbeing guidance available at work

- The ability to feel confident in sharing mental health and wellbeing issues at work could be related to the guidance which is available for staff.
- Nearly half (47%) of education professionals felt they had sufficient guidance about their mental health and wellbeing at work. This was a 16 percentage point increase on 2019 levels (31%).
- However, just over half (53%) felt they did not receive sufficient guidance. This was a 16 percentage point decrease on 2019 levels (69%).
- More education professionals working in other roles (54%) felt they had sufficient guidance compared to senior leaders (50%) and school teachers (44%).
- Staff who were well supported by their organisations were more likely to feel they had sufficient guidance (72%) than staff who did not feel well supported (15%).

d Levels of support received at work

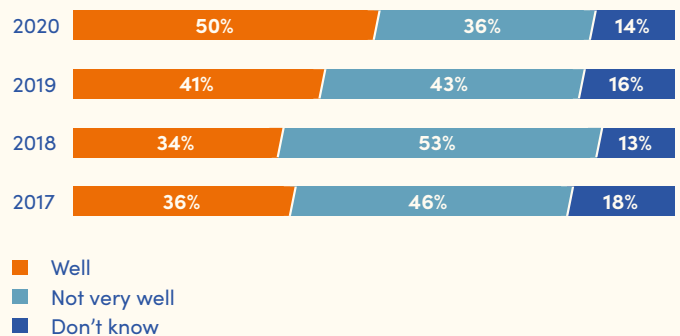
- Half (50%) of education professionals considered their organisations supported staff who had mental health problems well. This is a 9 percentage point increase on 2019 levels (41%).
- There was also a decrease (7 percentage points) of staff who considered their organisations did not support them well (from 43% to 36%).
- Slightly more staff working in other roles considered their organisation supported staff well (54%), compared to senior leaders (53%) and school teachers (49%).
- Staff who considered themselves to be not stressed, were more likely to say they were well supported than those who considered they were stressed (62%, compared to 44%).
- Staff who worked less than 40 hours per week were more likely to say their organisations supported them well (54%) compared to staff working more than 40 hours (48% for 41–60 hours and 46% for 61+ hours).

Did education professionals feel they had received sufficient guidance about their health and wellbeing at work? 2017–2020



2020 Base: All education professionals (n = 3,034)
 2019 Base: All education professionals (n = 3,019)
 2018 Base: All education professionals (n = 1,278)
 2017 Base: All education professionals (n = 1,045)

How well education professionals felt their organisation supported employees who experienced mental health and wellbeing problems



2020 Base: All education professionals (n = 3,034)
 2019 Base: All education professionals (n = 3,019)
 2018 Base: All education professionals (n = 1,278)
 2017 Base: All education professionals (n = 1,045)

e The help available at work

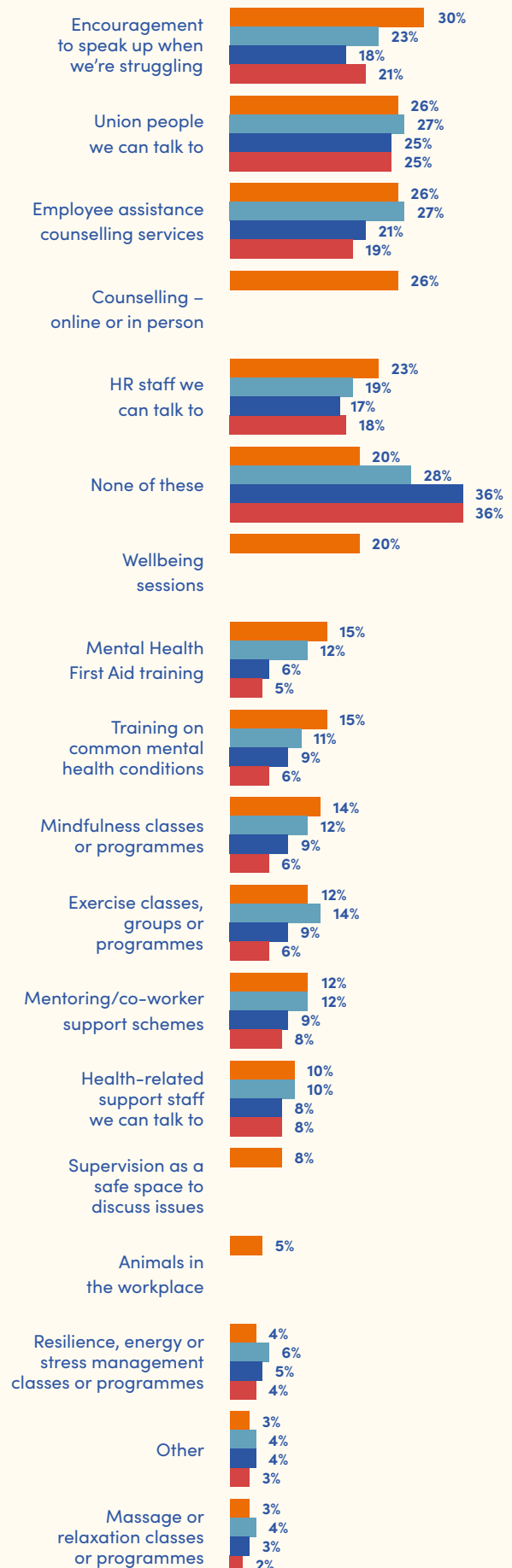
Education professionals were asked about the kinds of mental health and wellbeing support/training that was available to them where they worked. Because of the increasing number of wellbeing services now being offered, four new categories were added to the possible services available in 2020 – namely, counselling (online or in person), wellbeing sessions, supervision as a safe space to discuss issues and animals in the workplace.

- The largest form of support was encouragement to speak up when they were struggling (which increased by 7 percentage points from 23% in 2019 to 30% in 2020).
- Three services then received the same **26%** score, namely counselling (new category for 2020), employee assistance counselling services and union people who could be spoken to.
- HR staff who could be spoken to increased by 4 percentage points (from 19% in 2019 to 23% in 2020).
- Wellbeing sessions, a new category, was noted by 20% of staff. There was an increase of 3 percentage points in Mental Health First Aid training (from 12% in 2019 to 15% in 2020) and 4 percentage points for training in common mental health conditions (from 11% in 2019 to 15% in 2020).
- The two other new categories, supervision as a safe space to discuss issues, and animals in the workplace, were available to **8%** and **5%** of staff respectively.
- The number of staff reporting that none of the possible methods of help were available reduced by 8 percentage points (from 28% in 2019 to 20% in 2020).

- 2020
- 2019
- 2018
- 2017

2020 Base: All education professionals (n = 3,034)
 2019 Base: All education professionals (n = 3,019)
 2018 Base: All education professionals (n = 1,278)
 2017 Base: All education professionals (n = 1,045)

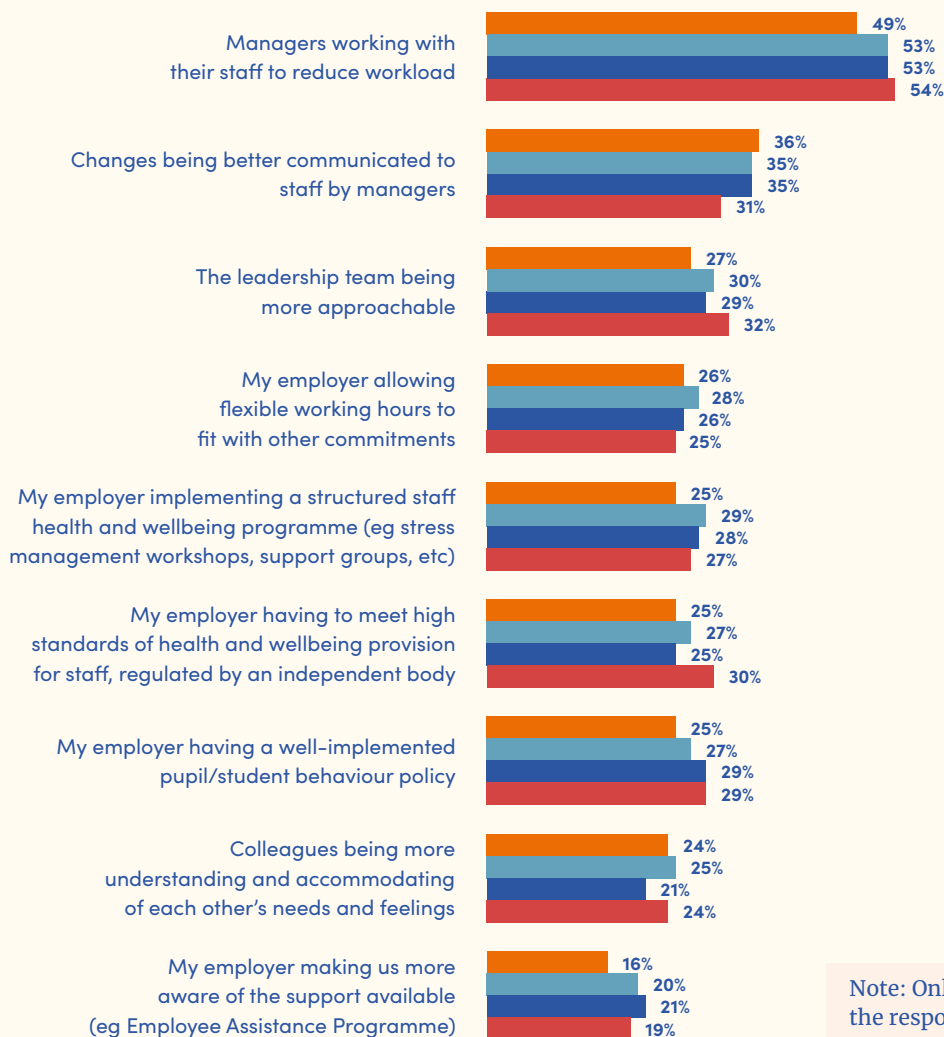
Different kinds of mental health support that education professionals reported were available to them at work



f How education 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 almost half of education professionals (49%). Although slightly reduced from the last two years (both 53%).
- Senior leaders (54%) and school teachers (50%) felt it would be more beneficial to reduce workload than those working in other roles (36%).
- The second and third categories were both related to management issues. The first improvement suggested by 36% of education professionals was that any changes should be better communicated to staff by managers, and was consistent across the previous years (35% in both 2019 and 2018). The second suggestion with 27% (30% in 2019) was that the leadership team should be more approachable.
- Employers offering flexible working hours to fit in with other commitments was the fourth most beneficial area, noted by 26% of staff (28% in 2019).
- A quarter of staff noted equally three other areas which all reduced slightly from 2019. Namely, their employer implementing a structured staff health and wellbeing programme (25%, 29% in 2019), their employer having to meet high standards of health and wellbeing provision for staff, regulated by an independent body (25%, 27% in 2019) and their employer having a well-implemented pupil/student behaviour policy (25%, 27% in 2019).

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



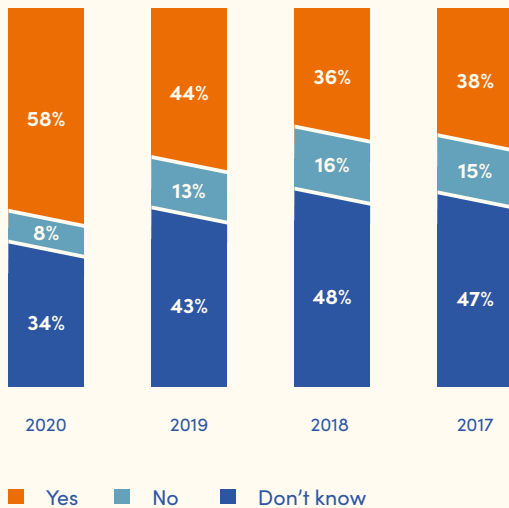
Note: Only sources with 15%+ of the responses have been shown

■ 2020 2020 Base: All education professionals (n = 3,034)
■ 2019 2019 Base: All education professionals (n = 3,019)
■ 2018 2018 Base: All education professionals (n = 1,278)
■ 2017 2017 Base: All education professionals (n = 1,045)

g Mental health and wellbeing policies and their implementation

- Having a mental health and wellbeing policy for staff is often seen as a first step to its implementation in the education sector. In 2020, more than half (58%) had a policy, which is a 14 percentage point increase on 2019 levels (44%).
- The number without a policy decreased to under a tenth (8%), which is a 5 percentage point decrease on 2019 levels (13%). The number who did not know decreased to almost a third (34%), which is a 9 percentage point decrease on 2019 levels (43%).
- Staff members working in other roles were more likely to know if their organisation had a policy (67%), compared to senior leaders (63%) and school teachers (56%).

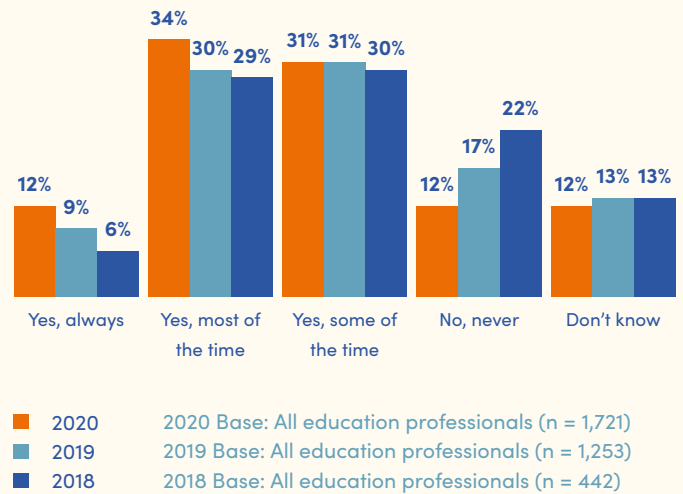
Education professionals' awareness that their organisation had a current/recent staff health and wellbeing policy



2020 Base: All education professionals (n = 3,034)
 2019 Base: All education professionals (n = 3,019)
 2018 Base: All education professionals (n = 1,278)
 2017 Base: All education professionals (n = 1,045)

- Of those education professionals who said their organisations had a staff health and wellbeing policy, more than three-quarters (76%) considered it was properly implemented either always, most or some of the time in 2020. However, of the 76%, only 12% considered it was always properly implemented (9% in 2019).
- The number of staff stating it was never implemented was 12%, and 12% did not know.

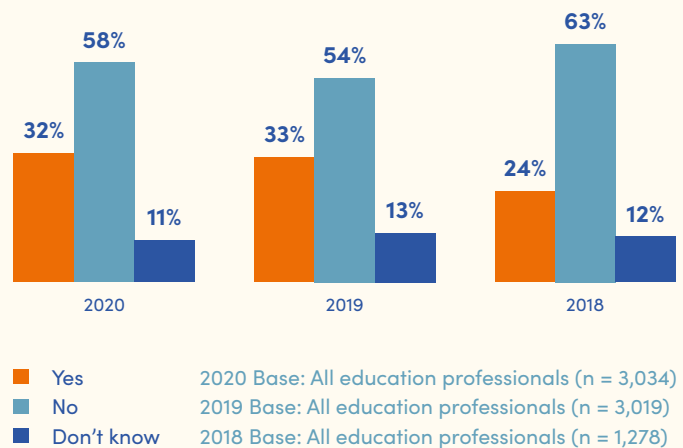
The extent to which education professionals felt that staff health and wellbeing policies were properly implemented



h How education institutions monitored staff mental health and wellbeing

- In 2020, one-third (32%) of education professionals reported that their education institutions regularly surveyed their staff to establish levels of employee wellbeing. This is consistent with 2019 levels (33%). There was an increase in the number of staff who stated wellbeing was not monitored (58% from 54% in 2019) and a small decrease in the number of staff who did not know (11% from 13% in 2019).
- Those organisations that had a wellbeing policy were more likely to monitor levels of employee wellbeing than those which did not have a policy (43%, compared to 15% which do not).

Education professionals' perception of whether their institution regularly surveyed its staff to establish levels of employee wellbeing



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



Section 4: Using the Warwick- Edinburgh Mental Wellbeing Scale to measure wellbeing in the education sector



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

This section focuses on the use of a specific scale to measure wellbeing called the Warwick-Edinburgh Mental Wellbeing Scale⁷ (WEMWBS). The results of the use of the scale with national populations and academic studies are detailed, together with the findings of this study. Comparisons are made with the data from the 2019 Index against key indicators such as country and region worked in, job role, education sector, gender and age, and the differences highlighted. Comparisons in other key areas of the report, namely stress, resilience and support have also been noted.

a Background to the use of the Warwick-Edinburgh Mental Wellbeing Scale

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) is a measure used by a variety of different organisations, including governments, to gauge the mental wellbeing of a population. The WEMWBS was introduced in the Teacher Wellbeing Index 2019 and this section reports on the findings of the data from 2020 while also comparing data with the 2019 dataset.

The WEMWBS Questionnaire

The WEMWBS is a self-administered questionnaire of subjective wellbeing and psychological functioning. There are 14 questions, each with 5 response options on a Likert scale. The options for selection are 'all of the time', 'often', 'some of the time', 'rarely' and 'none of the time'. The questions refer to a person's feelings over the preceding two weeks. The scores are summed together to provide a single score that ranges from 14-70, which are then aggregated to form a total score for each group.

Those with scores between 41 and 45 should be considered in high risk of psychological distress and increased risk of depression. Scores below 40 suggest an individual could be at high risk of major depression and should be advised to seek help (Taggart et al, 2015).

Note – detailed statistics comparing the findings relating to 2020 and 2019 can be found in Appendix C.

⁷Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006 all rights reserved.

b Published WEMWBS scores of national results and for education professionals

National studies

National studies have been carried out using WEMWBS in Wales, England and Scotland.

Project	Organisation	Research Focus	WEMWBS score
National Survey for Wales (2018-19)	Welsh Government	Covers a range of topics such as wellbeing and people's views on public services	51.4
Health Survey for England – Wellbeing and Mental Health (2016)	NHS Digital	The overall prevalence of wellbeing and probable mental ill health, with comparison by sex, age, region, household income and deprivation, as well as lifestyle factors, physical activity and Body Mass Index (BMI)	49.85
Scottish Health Survey (2020)	Scottish Government	To monitor progress towards the national indicators of mental health and wellbeing, general health, cardiovascular conditions and lifestyle factors	49.4

Academic studies

Academic studies have also been carried out using WEMWBS with education professionals.

Journal article	Researchers	Details of study	WEMWBS score
How did lockdown affect teachers' psychological wellbeing?	Allen et al (2020)	'Around' 8,000 teachers in England	48
Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross sectional study in English secondary schools	Kidger et al (2016)	1,182 secondary school teachers in England and Wales	47.2
Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?	Harding et al (2019)	555 secondary school teachers in England	46.81

Previous WEMWBS scores from national surveys have varied from 49.85 in England in 2016 (NHS Digital, 2017), to 51.4 in Wales in 2018-19 (Welsh Government, 2019) and 49.4 in Scotland in 2018 (Scottish Government, 2020).

Academic studies have examined wellbeing in the education sector using WEMWBS. They have found the scores for staff working in education were generally lower than the general population.

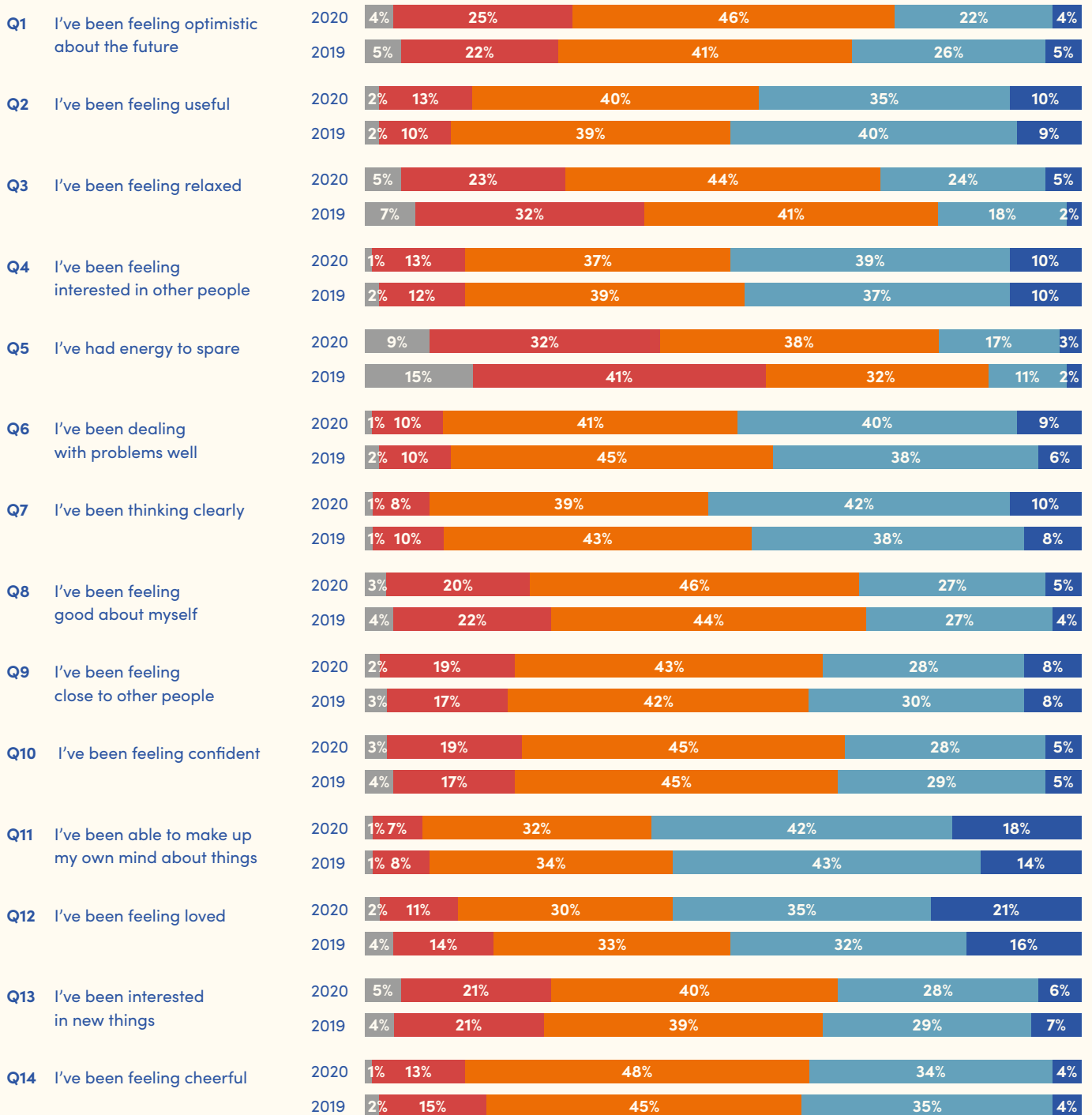
- A study that involved 'around' 8000 teachers in England in October 2019 produced a WEMWBS score of 47. The scale was repeated in April 2020 and the score increased to 48.0. This study noted that a score of 42 or below would indicate poor wellbeing and a score of 52 and above suggested good wellbeing (Allen et al, 2020).
- The Wellbeing in Secondary Education (WISE) project involved 1,182 secondary school teachers in England and Wales and produced a WEMWBS score of 46.81 (Harding et al, 2019).
- A study that involved 555 secondary school teachers in England found a WEMWBS score of 47.2 (Kidger et al, 2016).

c WEMWBS scores for education professionals in this study

This section details the wellbeing of education professionals' WEMWBS scores. The graph below compares the percentage of answers given to each of the 14 WEMWBS questions in 2020 and 2019. Although many of the answers are broadly similar, when looking at those who answered 'all of the time' or 'some of the time', the top three positive differences found were:

- **Feeling relaxed (Q3)** – this increased 9 percentage points to 29% in 2020 from 20% in 2019.
- **Feeling loved (Q12)** – this increased 8 percentage points to 56% in 2020 from 48% in 2019.
- **Having energy to spare (Q5)** – this increased 7 percentage points to 20% from 13% in 2019.

A breakdown and comparison of 2019 and 2020 WEMWBS scores



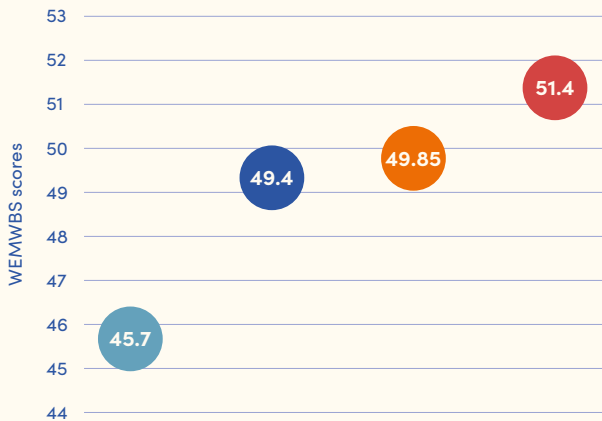
None of the time Rarely Some of the time
Often All of the time

2020 Base: All education professionals (n = 3,034)
2019 Base: All education professionals (n = 3,019)

Education professionals' WEMWBS scores and comparison with national scores

The total WEMWBS score for all educational professionals in 2020 was **45.7**, which is a one-point increase on the score of 44.7 found in 2019. The difference suggests a marginal improvement in wellbeing, but not one that is regarded as significant.

Education professionals' WEMWBS scores – comparison with national indicators



- Teacher Wellbeing Index 2020
- Scotland
- England
- Wales

Teacher Wellbeing Index Base:
All education professionals (n = 3,034)

When comparing the results of this study with the national studies carried out, noted in Section 4b), it can be seen that education professionals in this study were found to be lower than the three national population scores. Namely, 3.7 points lower than the average of the Scottish population, 4.15 points lower than the average English population, and 5.7 points lower than the average Welsh population.

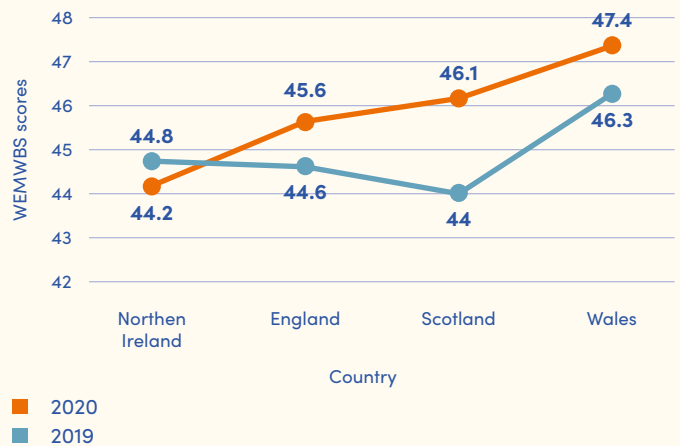
d Comparison of WEMWBS scores by area

This section will look at how the WEMWBS scores differentiates between nations and regions.

Comparing nations

The WEMWBS scores for each nation in 2020 and 2019 are compared below. The data relating to Northern Ireland has been included for completeness but findings should be treated only as indicative due to the small dataset.

WEMWBS score – country comparisons between 2019 and 2020



2020 Base: Wales (n = 123), Scotland (n = 252), England (n = 2,632), Northern Ireland* (n = 27)
2019 Base: Wales (n = 132), Scotland (n = 250), England (n = 2,602), Northern Ireland* (n = 35)

It can be seen that in 2020 education professionals based in Wales had the highest WEMWBS score of 47.4, followed by Scotland at 46.1, England at 45.6 and Northern Ireland at 44.2. When 2020 is compared with 2019, it can be seen Scotland improved by 2.1 from 44 to 46.1, Wales improved by 1.1 from 46.3 to 47.4, and England improved by 1 point from 44.6 to 45.6. Northern Ireland decreased by 0.6 from 44.8 to 44.2.

*Due to the small dataset, the figures for Northern Ireland can only be treated as indicative

Comparing regions

When the data for the 12 regions are compared, it can be seen that Wales had the highest WEMWBS score at 47.4, the South West and the North East of England had the second and third highest at 46.8. The regions with the lowest wellbeing scores were found in the West Midlands at 44, Northern Ireland at 44.2,

and the East Midlands and North West with a score of 45. The greatest year-on-year changes were found in the North East of England which improved by 2.5 points from 44.3 in 2019 to 46.8 in 2020 and in Scotland which improved by 2.1 points from 44.0 in 2019 to 46.1 in 2020. The only region which decreased was South East England, which decreased by 0.3 points from 45.8 to 45.5.

WEMWBS score – regional comparisons (2019 and 2020)



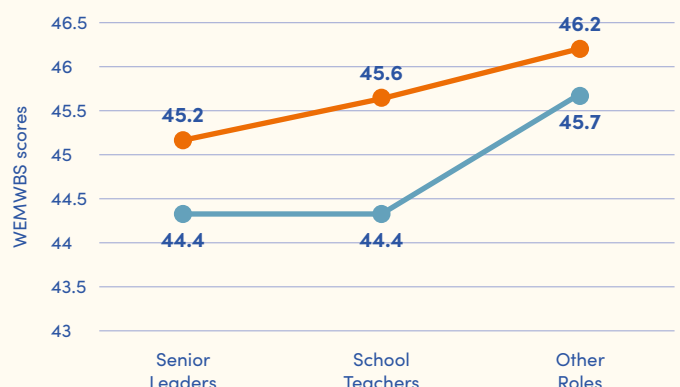
■ 2020 2020 Base: North East (n = 116), North West (n = 349), Yorkshire and the Humber (n = 263), East of England (n = 254), West Midlands (n = 278), East Midlands (n = 243), London (n = 330), South East (n = 513), South West (n = 286), Wales (n = 123), Scotland (n = 252), Northern Ireland* (n = 27)
■ 2019 2019 Base: North East (n = 135), North West (n = 367), Yorkshire and the Humber (n = 290), East of England (n = 237), West Midlands (n = 277), East Midlands (n = 228), London (n = 326), South East (n = 462), South West (n = 280), Wales (n = 132), Scotland (n = 250), Northern Ireland* (n = 35)

e WEMWBS scores by job role

In 2020, education professionals working in other roles had the highest WEMWBS score of 46.2, followed by school teachers at 45.6, and senior leaders at 45.2.

All job roles showed a small increase in their WEMWBS scores from 2019 to 2020. School teachers' wellbeing improved by 1.1 points from 44.4 in 2019 to 45.6 in 2020. Senior leaders improved by 0.8 points from 44.4 in 2019 to 45.2 in 2020. Staff in other roles improved by 0.5 points from 45.7 in 2019 to 46.2 in 2020.

WEMWBS scores – job role comparison 2019 and 2020



■ 2020 2020 Base: Senior Leaders (n = 749), School Teachers (n = 2,010), Other Roles (n = 184)
■ 2019 2019 Base: Senior Leaders (n = 545), School Teachers (n = 1,842), Other Roles (n = 474)

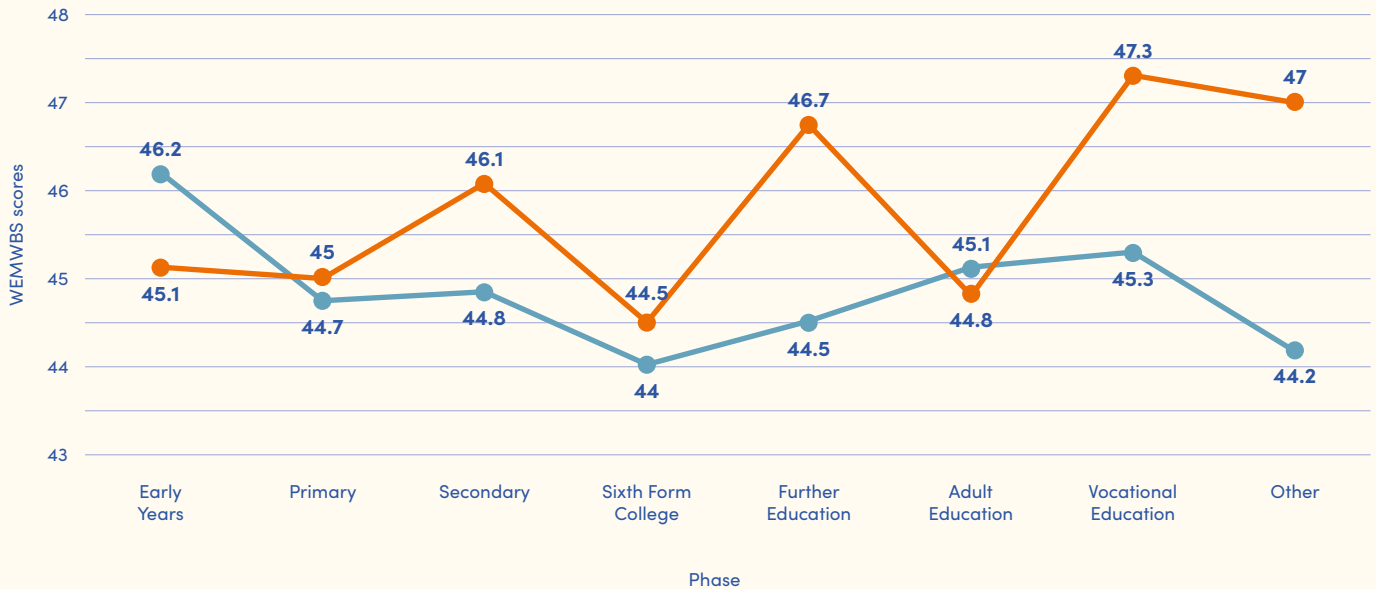
*Due to small dataset the figures for Northern Ireland can only be treated as indicative

f WEMWBS scores by education sector

The chart below summarises the WEMWBS scores by the education sector that staff worked in. In 2020 the highest WEMWBS score was 47.3 for those working in vocational education, 47 for those working in other education settings and 46.7 for those working in further education. The lowest scores were 44.5 for those working in sixth form colleges and 44.8 for those working in adult education.

When comparing 2019 and 2020, staff working in most sectors had an increased WEMWBS score. Staff working in other sectors showed the highest increase of 2.8 points from 44.2 in 2019 to 47 in 2020. Staff working in early years noted a decrease of 1.1 from 46.2 in 2019 to 45.1 in 2020. The primary sector WEMWBS scores increased by 0.3 from 44.7 in 2019 to 45.0 in 2020, and the secondary sector WEMWBS score increased in 2020 by 1.3 to 46.1 from 44.8 in 2019.

WEMWBS scores – education sector comparison between 2019 and 2020



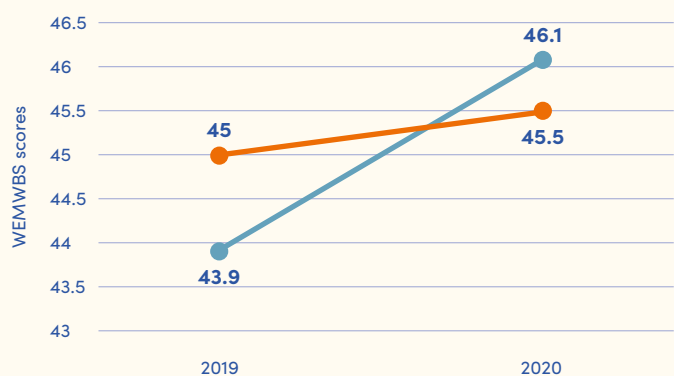
■ 2020 2020 Base: Early years (n = 128), Primary (n = 1197), Secondary (n = 1368), Sixth Form College (n = 71), Further education (n = 116), Adult education* (n = 30), Vocational education* (n = 10), Other (n = 114)
■ 2019 2019 Base: Early years (n = 172), Primary (n = 1158), Secondary (n = 1187), Sixth Form College (n = 79), Further education (n = 234), Adult education* (n = 48), Vocational education* (n = 7), Other (n = 134)

g WEMWBS by gender

When the WEMWBS scores for females and males were compared, both were found to have improved in 2020. Females had a score of 45.5 and males were 0.6 points higher with a score of 46.1.

When the scores for 2020 and 2019 were compared, males were found to have improved by 2.2 points from 43.9 in 2019 to 46.1 in 2020. Females improved by 0.5 points from 45 in 2019 to 45.5 in 2020.

WEMWBS scores – gender comparison (2019 and 2020)



■ Female ■ Male

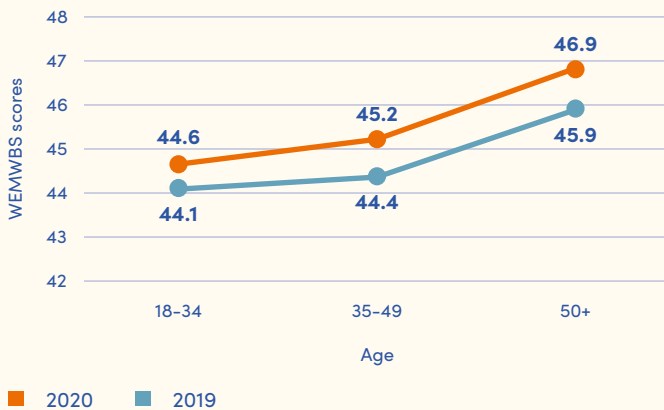
2020 Base: Male (n = 790), Female (n = 2,244)
 2019 Base: Male (n = 788), Female (n = 2,231)

*Due to small datasets the figures for Adult and Vocational Education can only be treated as indicative

h WEMWBS by age

The chart below summarises the WEMWBS scores by the age of the educational professionals. It was found that staff in the three age bands had greater WEMWBS scores in 2020 compared with 2019, with the highest increase in scores for those aged 50+ at 46.9 in 2020.

WEMWBS scores – age comparison between 2019 and 2020



2020 Base: 18-34 (n = 707), 35-49 (n = 1,437), 50+ (n = 890)
 2019 Base: 18-34 (n = 891), 35-49 (n = 1,514), 50+ (n = 614)

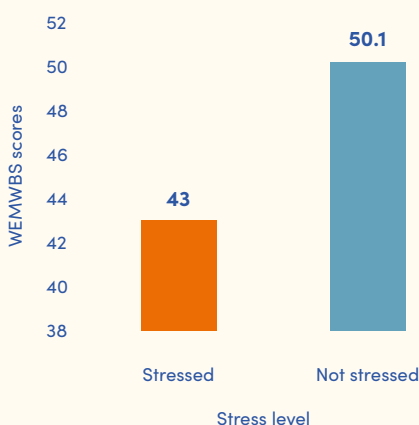
i Comparison of WEMWBS scores with other key factors in the Index

A number of key factors in this Index have been compared with the WEMWBS scores.

Stress Levels

A comparison was performed between educational professionals' stress levels and their WEMWBS scores. Those who stated they were stressed had a WEMWBS score of 43 and those who stated they were not stressed scored 50.1. The difference between these groups was 7.2 points. This result suggests that those who were stressed had significantly lower wellbeing than those who were not stressed.

WEMWBS scores compared to levels of stress felt by education professionals

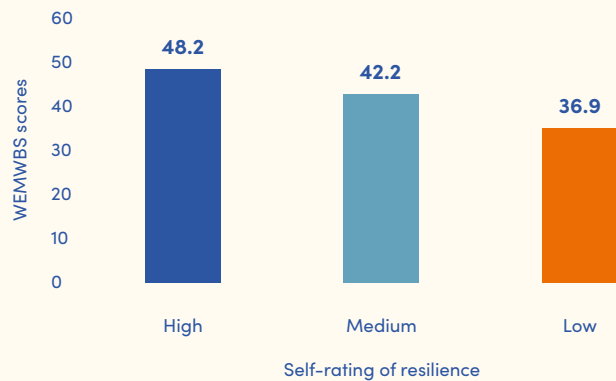


2020 Base: Stressed (n = 1910), Not stressed (n = 1100)

Resilience Levels

Educational professionals who self-rated with high resilience had a WEMWBS score of 48.2 which dropped by 11.3 points for those who self-rated with low resilience to a score of 36.9. Medium resilience was 42.2. This suggests that education professionals who have higher levels of resilience also have significantly higher wellbeing than those with low resilience levels.

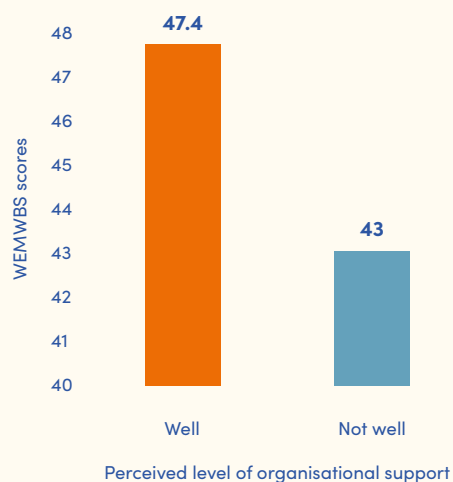
WEMWBS scores compared to education professionals' levels of resilience



2020 Base: High (n = 1,994), Medium (n = 750), Low (n = 272)

The support educational professionals felt they received from their organisation

Educational professionals who had felt they were well supported by their organisation had a WEMWBS score of 47.4, whereas those who stated they were not well supported had a score of 43. This was a difference of 4.4. This result suggests educational professionals who felt more supported by their organisation had a higher level of wellbeing.



2020 Base: Well (n = 1563), Not well (n = 1082)

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Appendix A

Teacher stress

Background

The data for the Teacher Wellbeing Index 2020, this report, was collected during the period 24 June and 16 July 2020, ie during the Coronavirus (Covid-19) school lockdown. In October 2020, Education Support investigated again the levels of stress being experienced by teachers. It partnered again with YouGov to run a second online survey.

The survey was conducted during the period 15-25 October 2020, and involved 1,072 teachers (433 senior leaders and 639 school teachers) working in primary and secondary schools in the UK. The data has been weighted by YouGov to be representative of the teaching profession. The findings are as follows:

1 Current stress levels (October 2020)

Question asked – Overall, how would you describe the current level of stress you feel from working?	Total Responses	Responses by Job Role	
		Senior Leaders	School Teachers
Stressed (very or somewhat stressed)	84%	89%	81%
Not stressed (not very or not at all stressed)	15%	11%	18%

2 Reasons for such stress

Question asked – Which if any, of the following issues are currently causing you the most stress? Please choose up to three options.	Total Responses	Responses by Job Role	
		Senior Leaders	School Teachers
Organising/maintaining 'bubbles' of pupils for social distancing	33%	36%	32%
Possibility of me testing positive for Covid-19	30%	25%	33%
Pupils' learning loss	29%	26%	31%
Pupil behavioural issues	29%	24%	32%
Preparing work for pupils to complete at home	27%	25%	28%
Teaching remotely using technology	21%	21%	20%
Examination process concerns (eg SATs, GCSEs, 'A' levels, Scottish Highers)	20%	26%	16%
Concern for exposure to Covid-19 of vulnerable colleagues	16%	18%	14%
Handling arrangements if a pupil/colleague displays Covid-19 symptoms	14%	16%	12%
Getting timely access to Covid-19 tests and timely results for staff/pupils	13%	17%	10%
Other	12%	12%	12%
Getting timely advice from Education Department/ Health Protection Services relating to Covid-19	7%	10%	6%
Supporting families who might need emotional and/or financial support	7%	9%	5%
Not applicable – nothing is causing me stress at the moment	3%	2%	3%
Supporting pupils who may have suffered loss/bereavement	2%	2%	2%

Appendix B

Sample profile

A total of 3,034 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.

Role	Number	Proportion
Senior Leaders	749	25%
Teachers/lecturers	1432	47%
Other Roles	184	6%

Phase	Number	Proportion
Early Years	128	4%
Primary	1197	39%
Secondary	1368	45%
Sixth Form College	71	2%
Further	116	4%
Adult	30	1%
Vocational	10	0%
Other	114	4%

Region	Number	Proportion
North East	116	4%
North West	349	12%
Yorkshire and the Humber	263	9%
East of England	254	8%
West Midlands	278	9%
East Midlands	243	8%
London	330	11%
South East	513	17%
South West	286	9%
Wales	123	4%
Scotland	252	8%
Northern Ireland	27	1%

Gender	Number	Proportion
Male	790	26%
Female	2244	74%

Age	Number	Proportion
18-34	707	23%
35-49	1437	47%
50+	890	29%

Length of Time Working in Education	Number	Proportion
0-2 years	121	4%
3-5 years	358	12%
6-10 years	590	19%
11-20 years	1120	37%
21-30 years	627	21%
31+ years	218	7%

Ethnicity	Number	Proportion
White	2845	96%
BAME	127	4%

Appendix C

Full list of WEMWBS scores 2019 and 2020

Total	2019			2020			2019-2020
	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
All Education Professionals	44.7	3019	8.96	45.7	3034	8.64	1
Role	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
School Teachers	44.4	1842	9.01	45.6	2010	8.77	1.1*
Senior Leaders	44.4	545	8.37	45.2	749	7.89	0.8
Other Roles	45.7	474	8.91	46.2	184	9.14	0.5
Phase	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
Early Years	46.2	172	8.52	45.1	128	8.09	-1.1
Primary	44.7	1158	8.62	45.0	1197	8.96	0.3
Secondary	44.8	1187	9.11	46.1	1368	8.38	1.3
Sixth Form Colleges	44.0	79	8.5	44.5	71	7.62	0.5
Further Education	44.5	234	9.23	46.7	116	8.77	2.2
Adult Education	45.1	48	9.49	44.8	30	9.12	-0.2*
Vocational Education	45.3	7	11.08	47.3	10	9.76	2.0
Other	44.2	134	9.01	47.0	114	8.97	2.8

*Rounding differences.

Region	2019			2020			2019-2020
	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
North East	44.3	135	9.03	46.8	116	9.24	2.5
North West	43.4	367	9.21	45.0	349	8.33	1.6
Yorkshire and the Humber	44.3	290	8.85	45.7	263	7.88	1.4
East of England	45.6	237	9.19	46.3	254	9.97	0.7
West Midlands	43.6	277	9.08	44.0	278	7.99	0.4
East Midlands	44.0	228	8.54	45.0	243	8.41	1.1*
London	45.0	326	8.94	45.8	330	9.31	0.8
South East	45.8	462	8.33	45.5	513	8.26	-0.3
South West	45.4	280	9.22	46.8	286	8.53	1.5*
Wales	46.3*	132	9.66	47.4	123	8.32	1.1
Scotland	44.0	250	8.33	46.1	252	8.92	2.1
Northern Ireland**	44.8*	35	9.82	44.2	27	7.93	-0.6
England	44.6	2602	8.94	45.6	2632	8.63	1
Gender	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
Male	43.9	788	N/A*	46.1	790	8.28	2.2
Female	45.0	2231	N/A*	45.5	2244	8.77	0.5
Age	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
18-34	44.1	891	8.89	44.6	707	8.59	0.5
35-49	44.4*	1514	8.67	45.2	1437	8.38	0.8
50+	45.9	614	9.54	46.9	890	8.9	1.1*

*Rounding differences.

**Due to small dataset, the figures relating to Northern Ireland can only be treated as indicative

Length of time working in education	2019			2020			2019-2020
	WEMWBS Score	Number	SD	WEMWBS Score	Number	SD	Difference
0-2 years	45.5	230	8.93	44.9	121	9.31	-0.6
3-5 years	44.7	500	8.53	45.4	358	8.94	0.7
6-10 years	44.1	666	8.95	45.0	590	8.11	0.9
11-20 years	44.9	1077	8.78	45.8	1120	8.52	0.9
21-30 years	44.2	436	9.53	45.7	627	9.19	1.5
31+ years	46.0*	110	9.9	47.4	218	7.92	1.4

Independent t-test comparisons performed to analyse the significance of differences between wellbeing scores

- Section 4i** – Comparison between educational professionals' stress levels and their WEMWBS scores, (equal variance assumed),
 $t(3007) = -24.04$ (SE = 0.3, CI -7.76 – -6.59), $p < 0.001$
- Section 4i** – Comparison between education professionals' resilience levels and their WEMWBS scores (NB due to a low level of significance in Levene's test for equality of variance ($F = 4.84$, $P < .03$), equal variance was not assumed),
 $t(381.3) = 22.57$ (SE = 0.5, CI 10.28 – 12.24), $P < 0.001$
- Section 4i** – Comparison between education professionals' wellbeing support received from their organisation and their WEMWBS scores (equal variance assumed),
 $t(2625) = 13.39$ (SE = 0.33, CI 3.79 – 5.09), $P < 0.001$.

*Rounding differences.

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