



Teacher Wellbeing Index **2023**

This is our seventh year of the Teacher Wellbeing Index. It wouldn't be possible without your generous donations.

This vital research provides an evidence base for the experiences of education staff in the UK. It strengthens our policy work, and helps us call for change at a Government level.

If you're able to, please consider setting up a regular gift or making a donation so that we can continue this important work.

Thank you so much for your support.

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Teacher Wellbeing Index 2023

We would like to thank **Charlie Behrens** for the design of this report and **Simon Ellis** for the photography. We would also like to thank **Sophie Webb, Phoebe Dobson** and **Laura Piggott** from **YouGov**.

Notes on the methodology

All differences found in this Index always refer to a percentage point increase/decrease. Where a percentage point increase or decrease is statistically significant, this is marked with a ♦. If no ♦ is shown, the percentage point change is indicative.

Full details on the methodology, including the research aims and links to Education Support's previous Teacher Wellbeing Index reports, can be found in Appendix A.

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Chief Executive's foreword

The seventh Teacher Wellbeing Index arrives in a busy year for Education Support. [Our research](#) this year has evidenced the pressures on school staff caused by under-funded public services, increased levels of child poverty and the ongoing scarring effects of the pandemic.

Our [Commission on Teacher Retention](#) also investigated the drivers of staff attrition in secondary mainstream settings. There is a lot of work yet to be done to restore the professional status and value of careers in education. At present, we are on track to lose tens of thousands of talented educators, just as children and young people need them most.

This year's *Teacher Wellbeing Index* continues to hold up a mirror to the sector on issues of workforce wellbeing. There are few surprises in here. The themes we heard through our *Commission on Teacher Retention* are echoed in the data: overwork, low trust in the accountability system, poor organisational culture across many schools and colleges.

In the wake of Ruth Perry's death, we sought to understand more about how educators experience inspections as well as exploring the theme of professional isolation. I hope that these findings will inspire those in a position to make a difference to take action for improvement.

And at the risk of sounding like a broken record: the wellbeing of school and college leaders is a genuine and significant concern. The past seven years of these reports document a clear picture of stressed, overworked, staff. Almost a quarter of school and college leaders report acute stress as well.

These findings suggest that we can expect continued high levels of attrition from the workforce. It is hard to attract new talent to a profession that others are leaving in droves.

Fixing this needs immediate action from Government, and should be a priority for all political parties as we head into the next General Election.

The longer we wait to take action on these issues, the harder and more expensive it will be to make improvements.

The stakes are really high. Let's get to work.



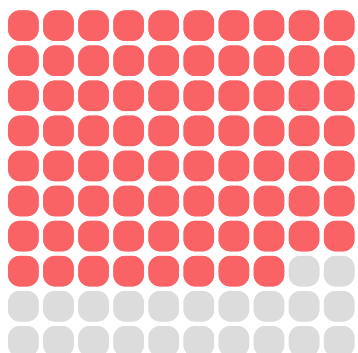
Sinéad Mc Brearty
Chief Executive Officer

#TWIX2023



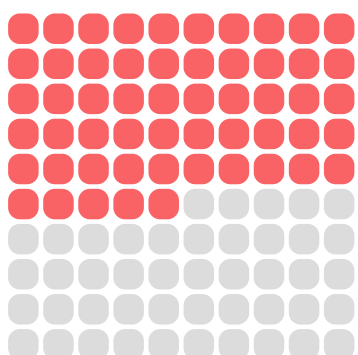
Key findings

1. The challenges in 2023



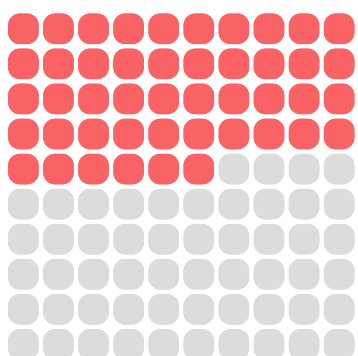
78%

of all staff are **stressed**
(89% of senior leaders,
78% of school teachers)



55%

of all staff consider **their
organisation's culture
has a negative effect
on their wellbeing**

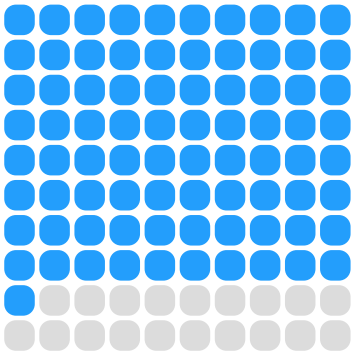


46%

of all staff say their organisations
**do not support employees well
who have mental health and
wellbeing problems**
(44% of senior leaders,
49% of school teachers)

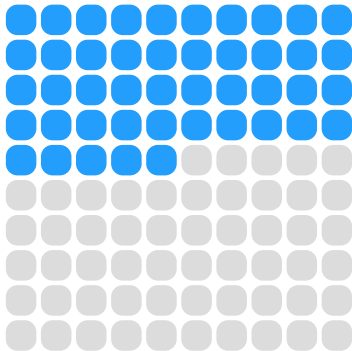
2. Mental health of education staff

81%



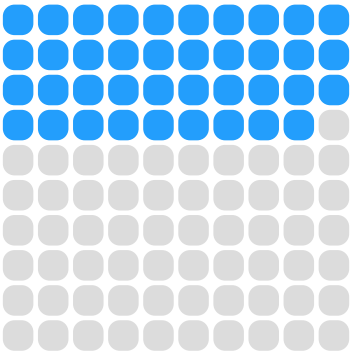
of all staff **experienced symptoms due to their work**
(84% of senior leaders, 82% of school teachers)

45%



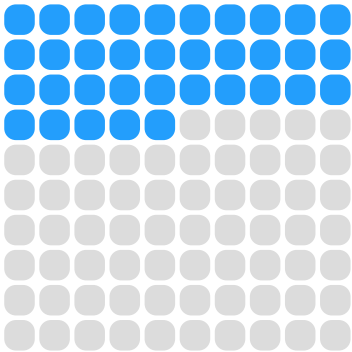
of staff **thought the symptoms could be signs of anxiety** – compares to **33% of the population of Great Britain** having high anxiety (ONS)

39%



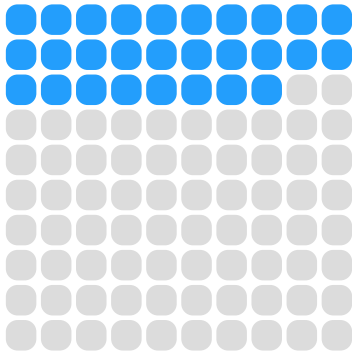
of all staff have **experienced a mental health issue in the past academic year**
(41% of school teachers, 37% of senior leaders)

35%



of staff **thought the symptoms could be signs of burnout**
(40% of senior leaders, 36% of school teachers)

28%



of staff **thought their symptoms could be signs of depression** – compares to **16% of the population of Great Britain** having moderate to severe symptoms of depression (ONS)

43.65

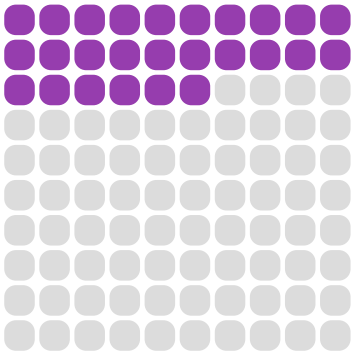
Staff wellbeing score

Lower than the national population scores for:

England	51.40
Scotland	48.60
Wales	48.20

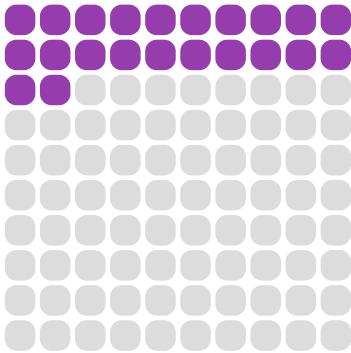
3. Loneliness

26%



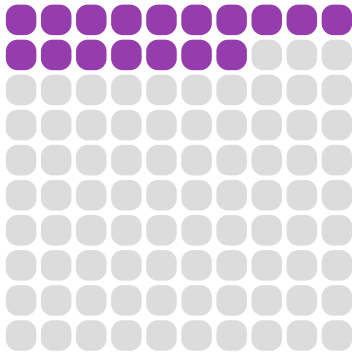
of staff **experience at least one aspect of feeling isolated, left out or lacking companionship at work**

22%



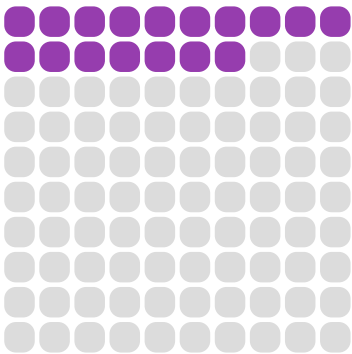
of staff **from a global majority background always, or often, feel lonely at work compared with 13% of white staff**

17%



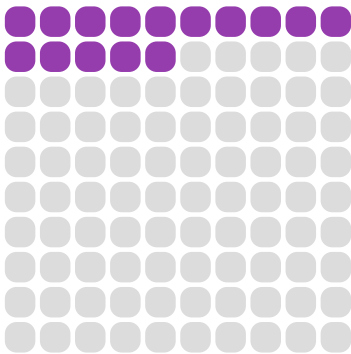
of staff **always, or often, feel isolated from others at work**
(17% school teachers, 17% support staff, & 14% senior leaders)

17%



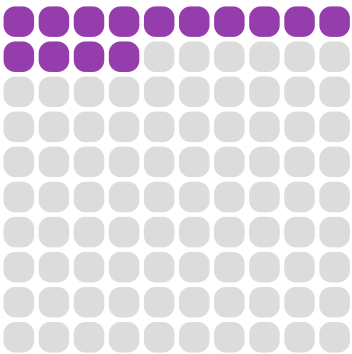
of staff **always, or often, feel left out at work**
(19% support staff, 18% school teachers, & 15% senior leaders)

15%



of staff **always, or often, lack companionship at work**
(16% school teachers, 15% support staff, & 14% senior leaders)

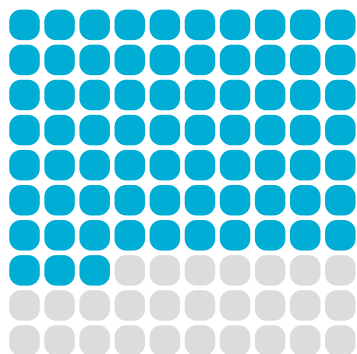
14%



of staff **always, or often, feel lonely at work - higher than the figure for the general population of Great Britain** provided by the ONS (7%)

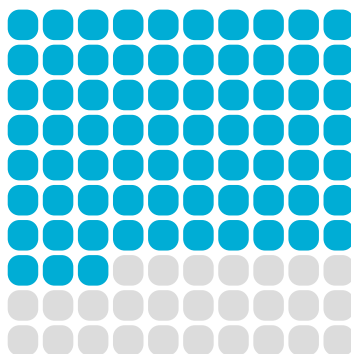
4. The impact of inspections

73%



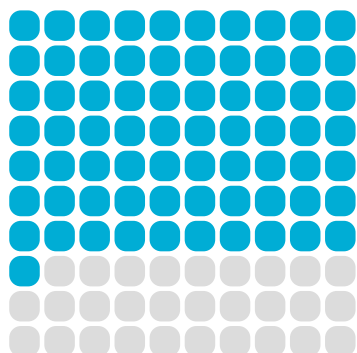
of staff **consider inspections**
are not fit for purpose

73%



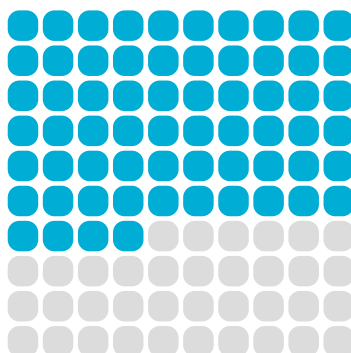
of staff **consider**
inspections do not
improve learner
achievement

71%



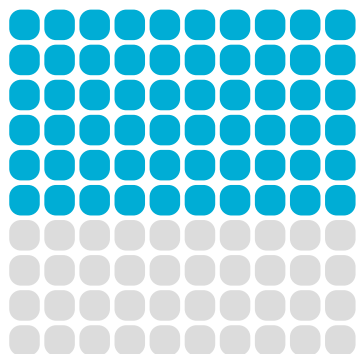
of staff **consider**
inspections negatively
impact their mental health
and wellbeing

64%



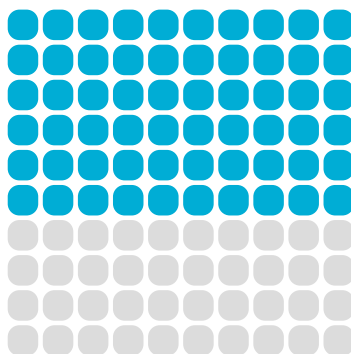
of staff **consider**
inspections do not deliver
reliable judgements

60%



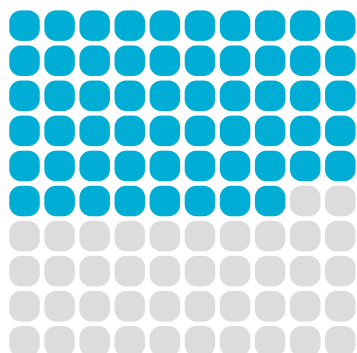
of staff **consider inspections do not provide a comprehensive picture of strengths and weaknesses of schools or colleges**

60%



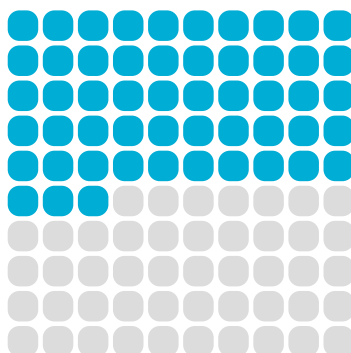
of staff **consider inspections do not take into account the level of deprivation within the school or college community**

58%



of staff **consider inspections do not view teachers positively**

53%



of staff **consider inspections do not produce useful information for parents and the wider community**



Section 1

The challenges
in 2023

1. Stress at work

Stress levels increased in 2023.

We asked teachers and education staff to describe their level of work-related stress. Overall, stress levels have increased when compared to 2022.

78% of education staff are stressed
(3%* increase on 2022)



2022

n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).

Stress levels by job role

Senior leaders

89% (95% for headteachers) 5%*↗



2022

School teachers

78% 6%*↗



2022

Support staff

63% -5%↘



2022

n. 2

Stress levels by education phase



2022



2022



2022



2022



2022



2022

n. 3

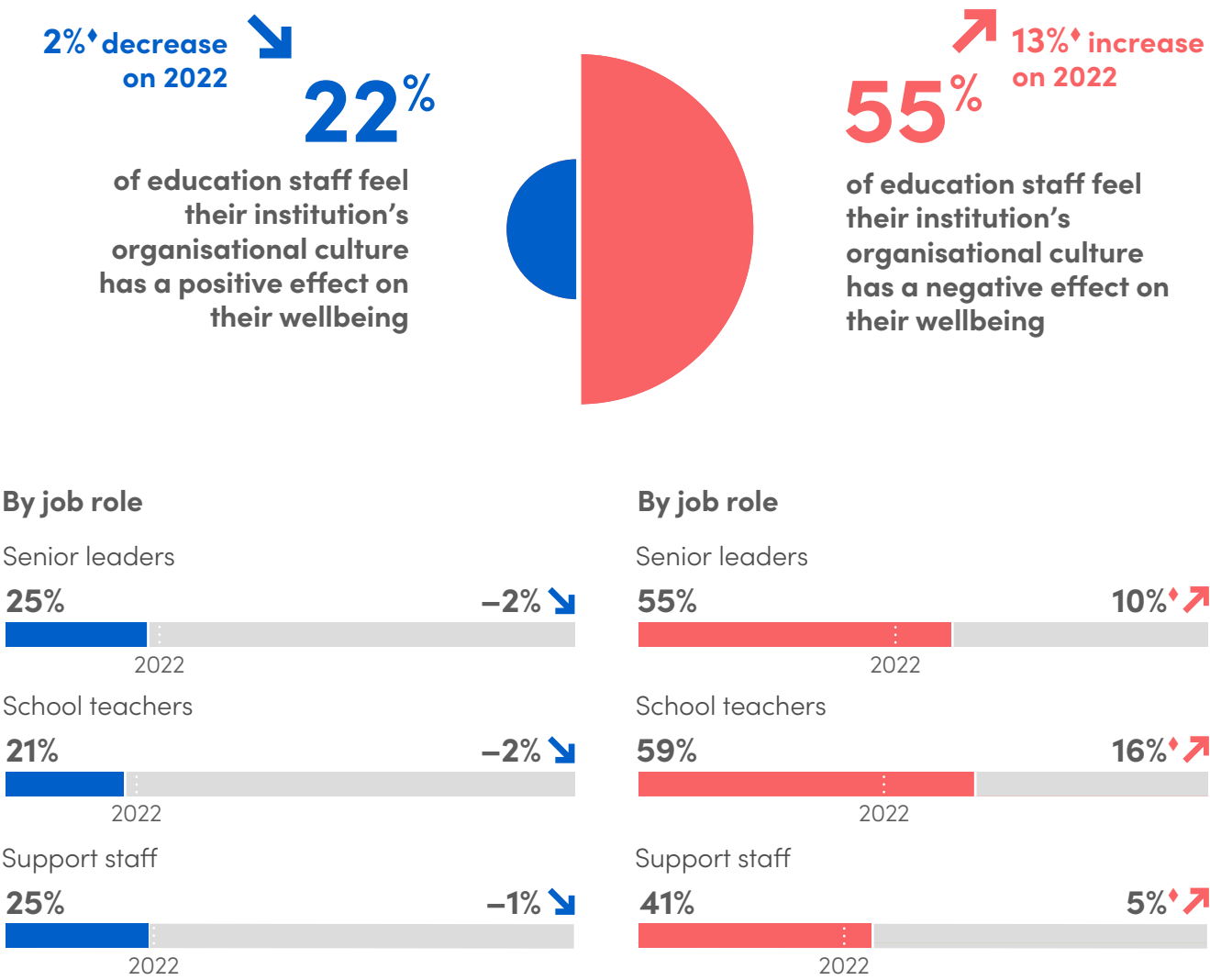
In 2021/22 stress, depression or anxiety accounted for 51% of all work-related ill health (HSE, 2022)¹

*Symbol denotes statistically significant increase or decrease.
Where no symbol is shown, the percentage point change is indicative.

*Difference due to rounding.

2. Work culture and mental health

There is a large increase in the number of school teachers and senior leaders reporting their organisational culture has a negative effect on their wellbeing.



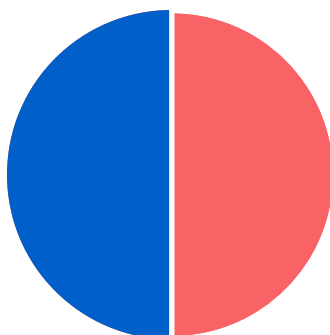
3. Support at work

We asked staff how well they thought their organisation supports employees who experience problems with mental health and wellbeing.

6%[♦] increase
on 2022

47%

of education staff feel that
employees who experience
problems with their mental
health and wellbeing are
well supported by their
organisation



2% decrease
on 2022

46%

feel that employees who
experience problems
with their mental health
and wellbeing are not
well supported by their
organisation

By job role

Senior leaders

51%

8%[♦] ↑

2022

School teachers

43%

5%[♦] ↑

2022

Support staff

50%

2% ↑

2022

By job role

Senior leaders

44%

-7%[♦] ↓

2022

School teachers

49%

1% ↑

2022

Support staff

38%

-1% ↓

2022

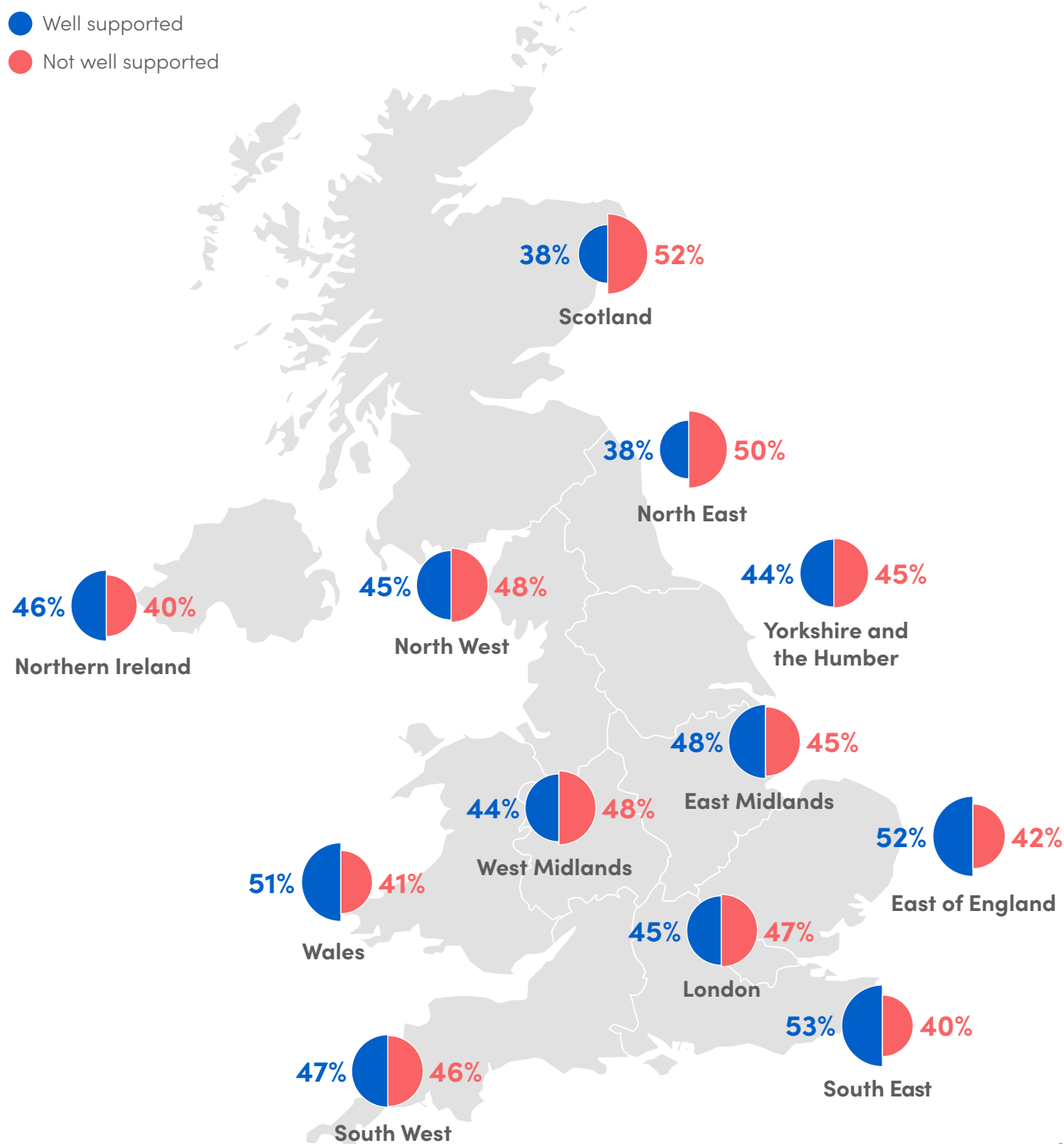
[♦]Difference due to rounding

n. 5

Organisational support for staff who experience problems with mental health and wellbeing, by region

Staff who experience problems with their mental health and wellbeing, and who feel the most supported, work in organisations in the South East, the East of England and Wales. Staff who feel the least supported work in Scotland, the North East, West Midlands and the North West.

(Note – small percentages of those surveyed in each region did not know whether or not they felt supported. These figures have not been included here).



n. 6

Sample profile

- n.1 2023 Base: All education staff (n = 3,004).
- n.2 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.3 2023 Base: Primary schools (n = 1,231), Secondary schools (n = 1,273), Early years (n = 85), Sixth form colleges (n = 56), Further Education colleges (n = 248), Vocational/Adult education (n = 61).
- n.4 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.5 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.6 2023 Base: North East (n = 115), North West (n = 340), Yorkshire and the Humber (n = 245), East of England (n = 276), West Midlands (n = 260), East Midlands (n = 230), London (n = 408), South East (n = 463), South West (n = 245), Wales (n = 127), Scotland (n = 227), Northern Ireland (n = 68).

Footnotes

1. HSE (2022). "Health and Safety Executive – Work-related stress, anxiety or depression statistics in Great Britain, 2022". 23 November 2022. Available at <https://www.hse.gov.uk/statistics/causdis/stress.pdf>



Section 2

Mental health of
education staff

1. Mental health issues experienced in the past academic year

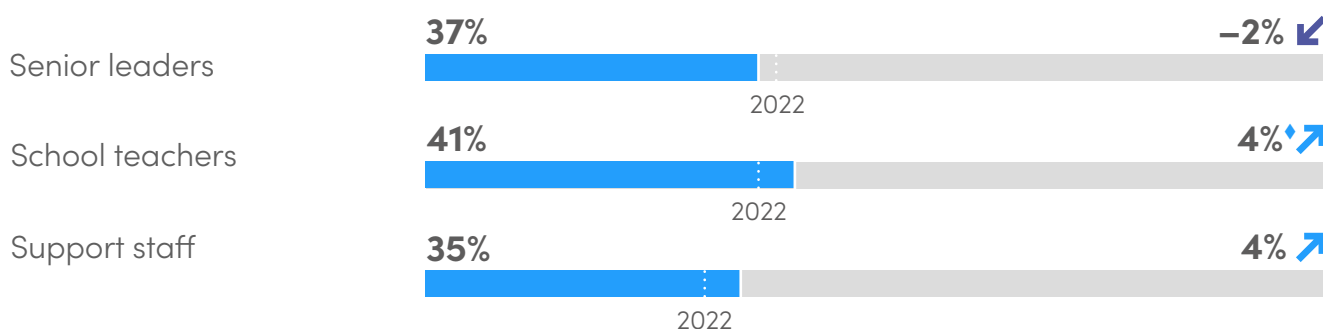
We asked all teachers and education staff if they had experienced a mental health issue in the past academic year.

39% of teachers and education staff told us they had experienced mental health issues in the past academic year



(3% increase on 2022; the highest level since we first asked this question in 2018).

Mental health issues experienced by job role



n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).

◆ Symbol denotes statistically significant increase or decrease. Where no symbol is shown, the percentage point change is indicative.

2. Symptoms of poor mental health experienced in the last year

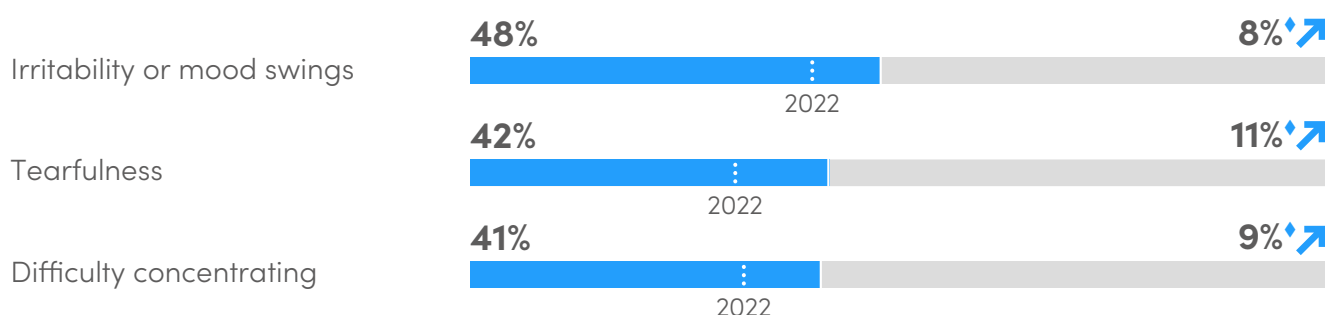
Staff said to us they had experienced many symptoms of poor mental health, which were broadly similar to those found in 2022. The most common was insomnia, or difficulty sleeping.

Note: This question asks all staff in the 2023 survey for their perceptions relating to both 2023 and 2022.

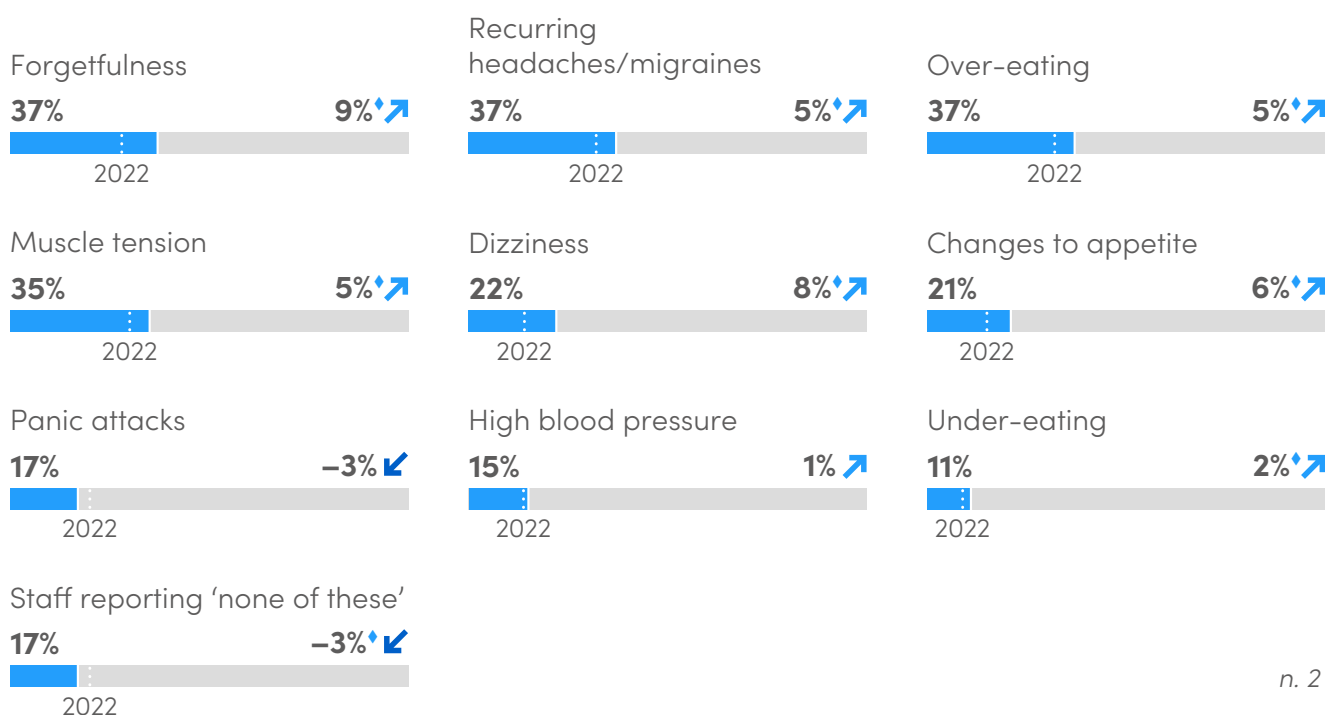
51% experienced insomnia or difficulty sleeping
(6% increase on 2022)



Large increases were also found in the levels of



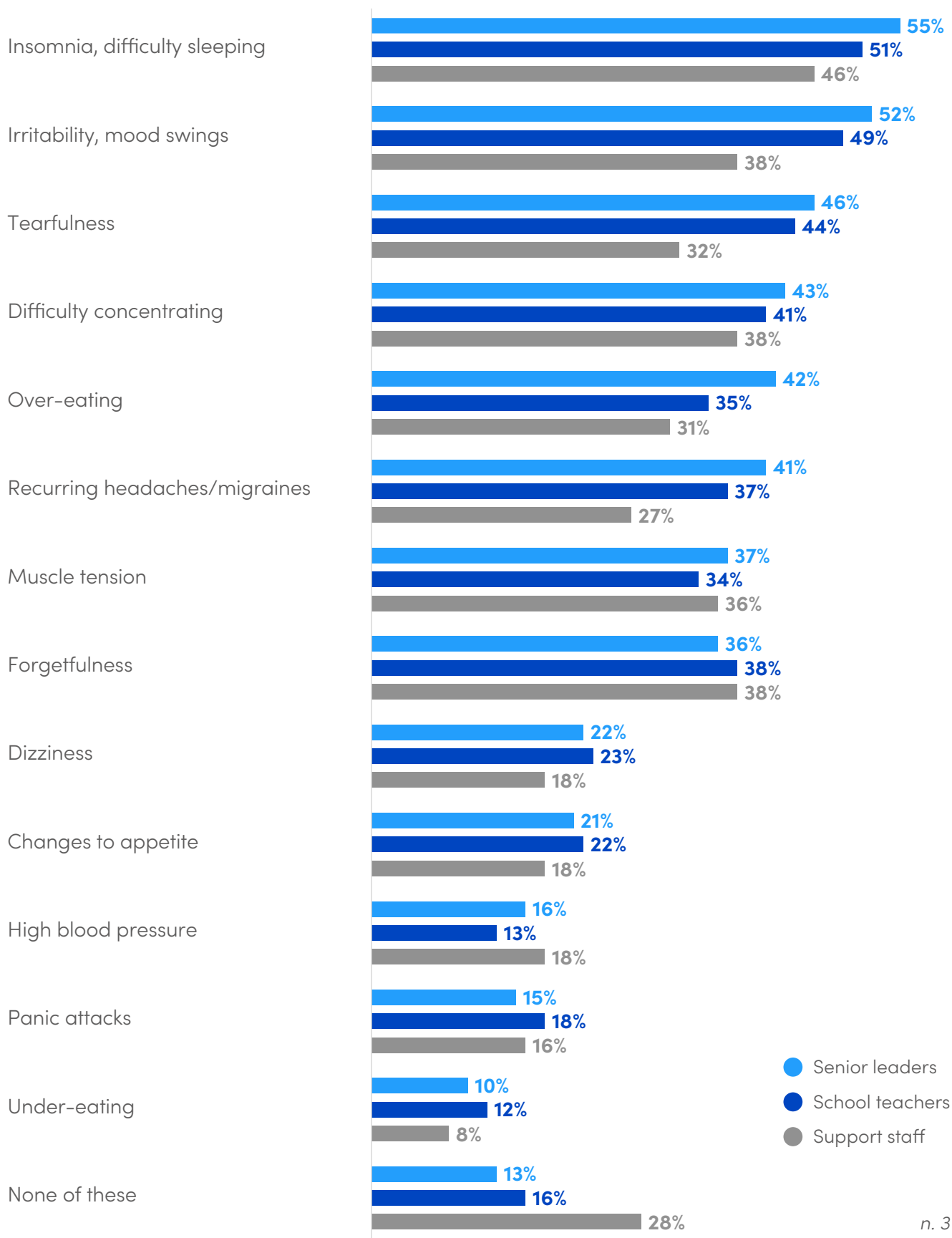
Other symptoms compared between 2023 and 2022



n. 2

Symptoms by job role in 2023

Senior leaders experienced the highest levels of insomnia, or difficulty sleeping. This has been the case since 2020.

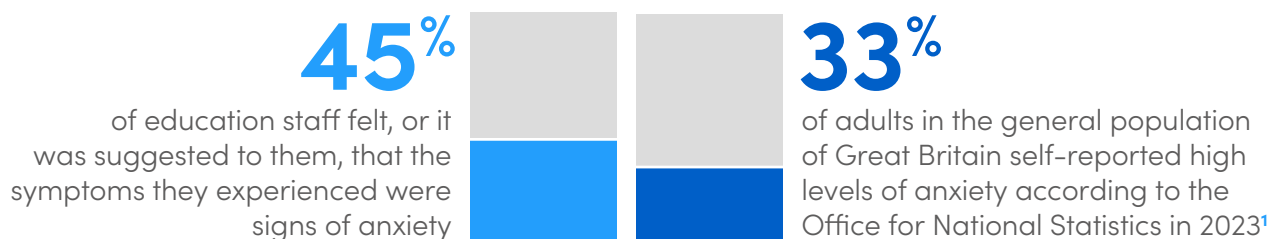


3. What do the symptoms mean?

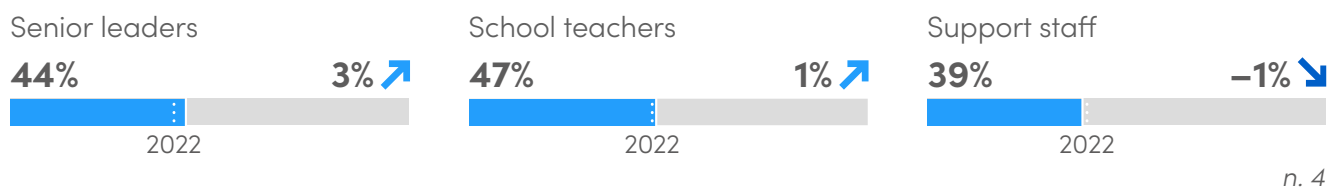
We asked staff if they felt, or it was suggested to them by others, that the symptoms they experienced were signs of anxiety, exhaustion, burnout, depression or acute stress.

Anxiety

Staff working in education experienced higher levels of anxiety than those reported by the general population of Great Britain.



The signs of anxiety were highest among school teachers

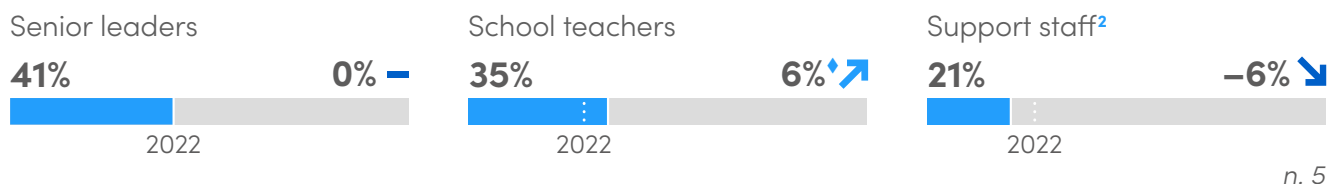


Exhaustion

34% of education staff felt, or it was suggested to them by others, that the symptoms they experienced were signs of exhaustion **(4% increase on 2022)**



The signs of exhaustion were highest among senior leaders

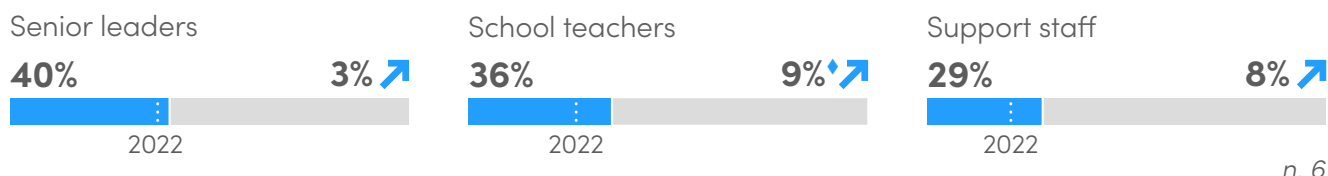


Burnout

35% of education staff felt, or it was suggested to them by others, that the symptoms they experienced were signs of burnout **(7% increase on 2022)**



The signs of burnout were highest among senior leaders.

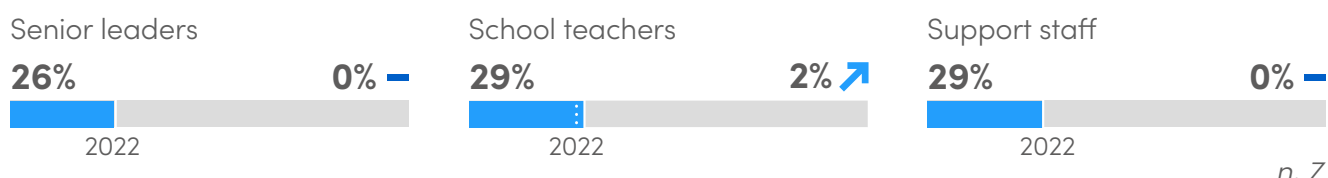


Depression

Staff working in education experienced higher levels of depression than those reported by the general population of Great Britain.



The signs of depression were highest among support staff and school teachers.

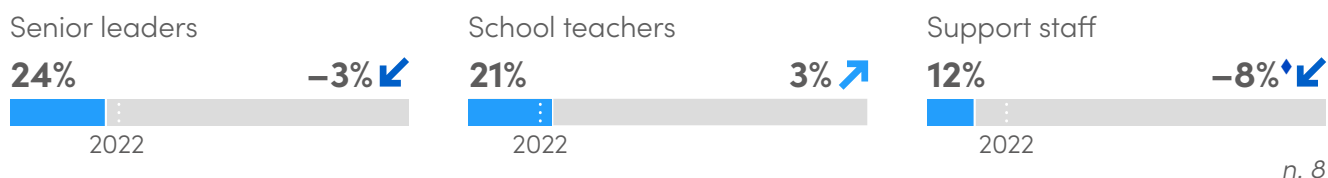


Acute stress

20% of education staff felt, or it was suggested to them by others, that the symptoms they experienced were signs of acute stress **(no change since 2022)**

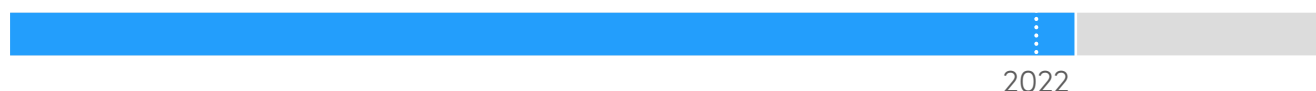


The signs of acute stress were highest among senior leaders.



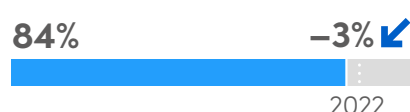
4. Symptoms of poor mental health due to work

81% of all staff experienced at least one behavioural, psychological or physical symptom linked to their work **(3%[↑] increase on 2022, and is the highest level since 2018)**

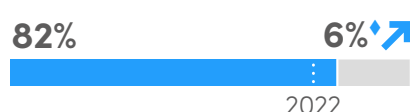


Symptoms of poor mental health due to work – by job role

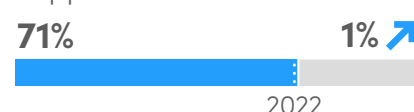
Senior leaders



School teachers



Support staff



Behavioural symptoms

(eg changes to appetite, irritability, procrastination, mood swings)

59%

Remained unchanged from 2022 (they were the most common type of symptoms)

Psychological symptoms

(eg depression, anxiety, panic attacks)

52%

Increased by 1% from 2022

Physical symptoms

(eg raised blood pressure, muscle tension, sweating, dizziness, headaches or migraines)

55%

Increased by 2% from 2022

n. 9

Other findings

- Staff who were stressed were more likely to experience symptoms than those who were not stressed **(88% compared to 54%)**.
- Staff who told us their organisations do support their employees well, and who experience mental health problems, were less likely to experience symptoms than those who did not feel well supported **(90% compared to 73%)**.
- Staff who told us their organisations did not support employees who experienced problems with their mental health and wellbeing well, experienced more symptoms than those who reported feeling supported in all of the categories **(90% compared to 73%)**.
- Staff who felt their organisation had a negative culture experienced more symptoms than those with a positive organisational culture **(62% compared to 20%)**.

5. Wellbeing scores

We use an established questionnaire to determine the wellbeing score for teachers and education staff, namely the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). To understand more about this, go to Appendix C.

Those with scores of between **41** and **45** should be considered at high risk of psychological distress and increased risk of depression.

Scores **below 40 suggest an individual could be at risk of major depression** and should be advised to seek help (Taggart et al, 2015)⁴.

The overall wellbeing score of the education workforce was

43.65 ↙

(0.36 decrease on 2022)

This wellbeing score is 0.36 points lower than in 2022 and the lowest recorded within the past five years.

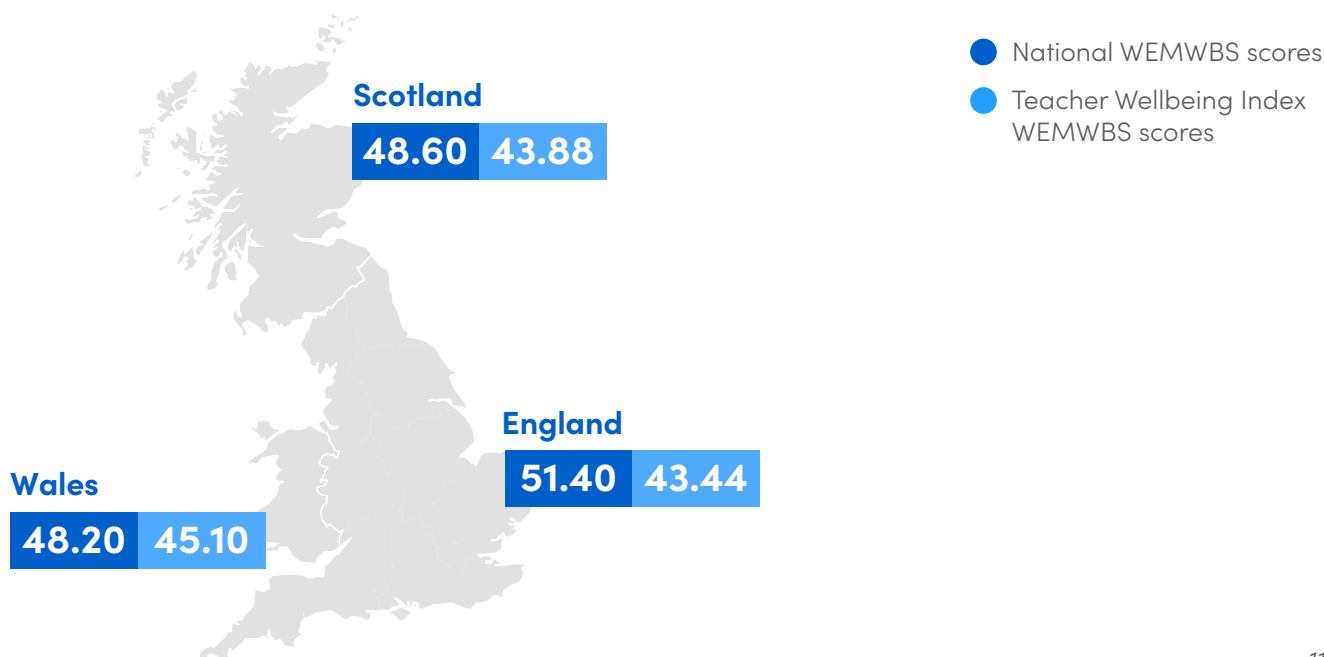


The full scores for 2023 and 2022 can be found in Appendix C.

n. 10

Comparisons with published wellbeing data for the UK adult population

The governments of England⁵, Scotland⁶ and Wales⁷ measure the wellbeing of their adult populations using nationally available WEMWBS scores. When the scores from the Teacher Wellbeing Index are compared with the most recent nationally available scores, they are found to be much lower.

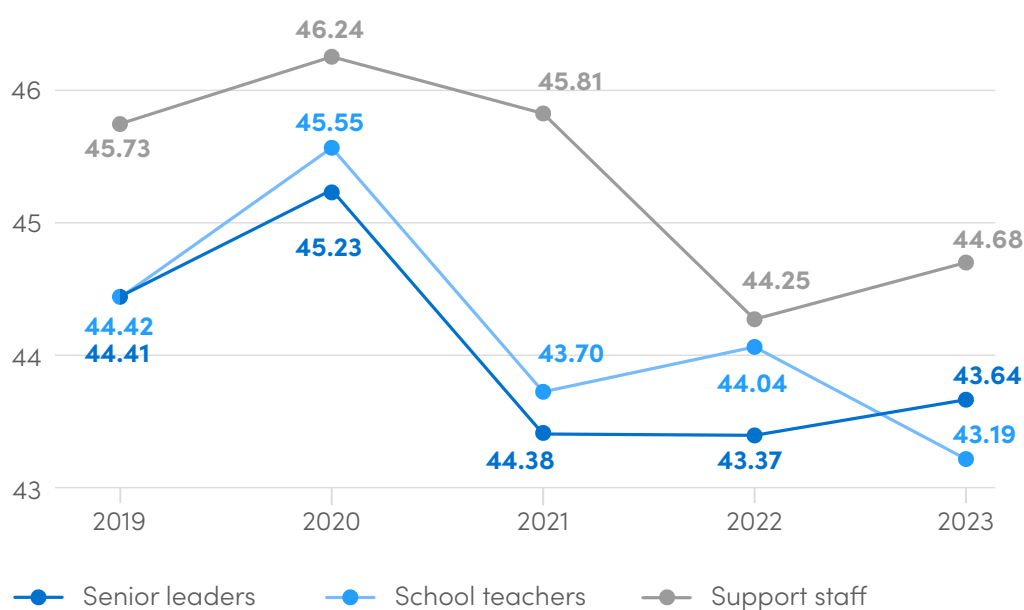


n. 11

Comparison by job role

The wellbeing of school teachers is now at its lowest level for the past five years. The wellbeing of both senior leaders and support staff is lower in 2023 than in 2019 (ie before the Covid-19 pandemic).

Teacher Wellbeing Index WEMWBS scores by job role 2019-2023



n. 12

Sample profile

n.1–n.9 excludes those staff who did not give an answer

- n.1 2023 Base: All education staff (n = 2,884), Senior leaders (n = 732), School teachers (n = 1,830), Support staff (n = 238)*
- n.2 2023 Base: All education staff in the last year (n = 2,557), in the last two years (n = 2,220)*
- n.3 2023 Base: All education staff (n = 2,557), Senior leaders (n = 655), School teachers (n = 1,620), Support staff (n = 209)*
- n.4 2023 Base: All education staff (n = 1,800), Senior leaders (n = 473), School teachers (n = 1,138), Support staff (n = 134)*
- n.5 2023 Base: All education staff (n = 1,800), Senior leaders (n = 473), School teachers (n = 1,138), Support staff (n = 134)*
- n.6 2023 Base: All education staff (n = 1,800), Senior leaders (n = 473), School teachers (n = 1,138), Support staff (n = 134)*
- n.7 2023 Base: All education staff (n = 1,800), Senior leaders (n = 473), School teachers (n = 1,138), Support staff (n = 134)*
- n.8 2023 Base: All education staff (n = 1,800), Senior leaders (n = 473), School teachers (n = 1,138), Support staff (n = 134)*
- n.9 2023 Base: All education staff (n = 2,898), Senior leaders (n = 744), School teachers (n = 1,830), Support staff (n = 237)*
- n.10 2023 Base: All education staff (n = 3,004)*
2022 Base: All education staff (n = 3,082)
2021 Base: All education staff (n = 3,354)
2020 Base: All education staff (n = 3,034)
2019 Base: All education staff (n = 3,019).
- n.11 2023 Base: England (n = 2,582), Scotland (n = 227). Wales (n = 127).*
- n.12 2023 Base: Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245)*
2022 Base: Senior leaders (n = 707), School teachers (n = 2,039), Support staff (n = 215)
2021 Base: Senior leaders (n = 776), School teachers (n = 2,251), Support staff (n = 225)
2020 Base: Senior leaders (n = 749), School teachers (n = 2,010), Support staff (n = 184)
2019 Base: Senior leaders (n = 545), School teachers (n = 1,842), Support staff (n = 474)

Footnotes

1. ONS (2023). "UK Measures of National Well-being Dashboard". January to March 2023. Office for National Statistics. Release date 11 August 2023. Available at <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/ukmeasuresofnationalwellbeing/dashboard>.

Notes

- i. The ONS Opinions and Lifestyle Survey for the period of 12 to 23 July 2023 has been used, which is the nearest comparable data collected to this survey. The question asked was "Overall, how anxious did you feel yesterday?" Respondents answered on a 10-point Likert scale where 0 is "not at all" and 10 is "completely". Scores of 6 to 10 were classed as having high anxiety. Worksheet 13 shows that 33% of all adults were found to have high anxiety. The sample was 2,310 persons.
- ii. The Teacher Wellbeing Index survey took place during 27 June and 24 July 2023. Education staff were asked if the symptoms they experienced, or it was suggested by anybody else, were signs of anxiety. 45% of staff indicated signs of anxiety (47% in England, 38% in Wales and 40% in Scotland). The sample size was 1,800 education staff who indicated they had symptoms.

2. Due to the small dataset for support staff, the findings can only be treated as indicative.

3. ONS (2022). "Cost of living and depression in adults, Great Britain". 29 September to 23 October 2022. Office for National Statistics. Release date 6 December 2022. <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/mentalhealth/datasets/costoflivinganddepressioninadultsgreatbritain>.

Notes

- i. The ONS Opinions and Lifestyle Survey contains the latest data (2022) relating to depression in adults.

Respondents were asked an eight-item Patient Health Questionnaire (PHQ-8) screener with four response options ranging from 0 (not at all) to 3 (nearly every day). The depression score was calculated by summing all the responses chosen resulting in a score ranging from 0-24. The higher the score, the greater the severity of depressive symptoms. Scores between 0-9 indicated no or mild symptoms, scores between 10-24 indicated moderate to severe symptoms.

Worksheet 1.1 shows that 16% of adults had moderate to severe symptoms (16% in England, 19% in Wales and 21% in Scotland). The sample was 4,270 participants.
- ii. The Teacher Wellbeing Index survey took place 27 June and 24 July 2023. Education staff were asked if the symptoms they experienced, or it was suggested by anybody else, were signs of depression.

28% of staff indicated signs of depression (29% in England, 28% in Wales, and 32% in Scotland). The sample was 1,800 education staff who indicated they had symptoms.

4. Taggart, F et al (2015). "Warwick-Edinburgh Mental Well-being Scale (WEMWBS)". User Guide – Version 2. Warwick Medical School, University of Warwick and NHS Scotland.
5. The 2019 national WEMWBS score for England is 51.4, as communicated to Education Support by NHS Digital's Lifestyles Team on 23 August 2021.
6. Scottish Government (2021). "The Scottish Health Survey 2021 – Chapter 2: Mental Wellbeing Tables. 8 November 2022. Available at <https://www.gov.scot/publications/scottish-health-survey-2021-volume-1-main-report/pages/7/>.
7. Welsh Government (2023). "National Survey for Wales headline results: April 2022 to March 2023". StatsWales. 11 July 2023. <https://www.gov.wales/national-survey-wales-headline-results-april-2022-march-2023-html#126294>.



Section 3

Loneliness

1. Loneliness at work

Both loneliness and social isolation are sources of stress and are common risk factors linked to suicide.

This year we asked teachers and education staff to tell us about their experiences of feeling lonely or isolated at work.

In 2022-2023, our helpline supported 4,178 education staff, of whom 9.5% were clinically assessed to be at risk of suicide¹

What teachers and education staff said:

1. Teachers and education staff feel twice as lonely at work than the national population (as measured in England)

At work, 14 per cent of staff working in education always, or often, feel lonely. This is twice the level of the general population of England, which is 7 per cent². In addition, 26 per cent of staff experience at least one of the following three indirect measures of loneliness – feeling isolated, left out or lacking companionship at work.

2. School teachers are more likely to say they feel lonely

School teachers are more likely to say they feel lonely at work, compared to senior leaders and support staff.

3. Teachers and education staff from a global majority background feel more lonely than white staff

Staff from a global majority background are more likely to say they are lonely compared to their white colleagues. Our previous report³ emphasised the need for networks for staff from global majority backgrounds to create connections and combat isolation.

2. How loneliness is measured in the UK

The responsibility for tackling loneliness in the UK is a devolved issue. The nations have different approaches to measuring the loneliness of its population, at different frequencies, and report it in different ways (useful summaries are by the OSR⁴ and Age UK⁵).

For this study, we decided to adopt the guidelines and harmonisation standards recommended by the ONS^{6 7} and What Works Wellbeing⁸ to measure loneliness. This comprises a single direct question about loneliness, and a further three questions which indirectly explore aspects of loneliness (feeling isolated from others, feeling left out and lacking companionship). By adopting this methodology, it allows us to make comparisons across nations. We have also emphasised the findings relating to staff who tell us they always, or often, feel lonely as this group are described as being chronically lonely⁹ and the figures can be compared with published statistics by the ONS.

3. Feeling lonely

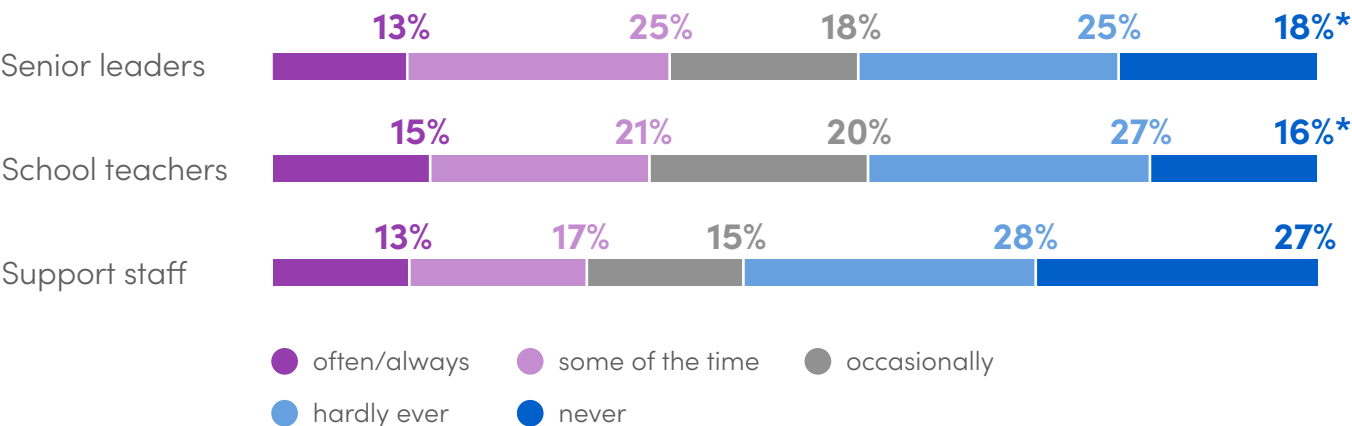
We asked teachers and education staff how often they feel lonely at work.

14% of all education staff always, or often, feel lonely at work



Loneliness by job role

School teachers are most likely to say they are always, or often, lonely at work.



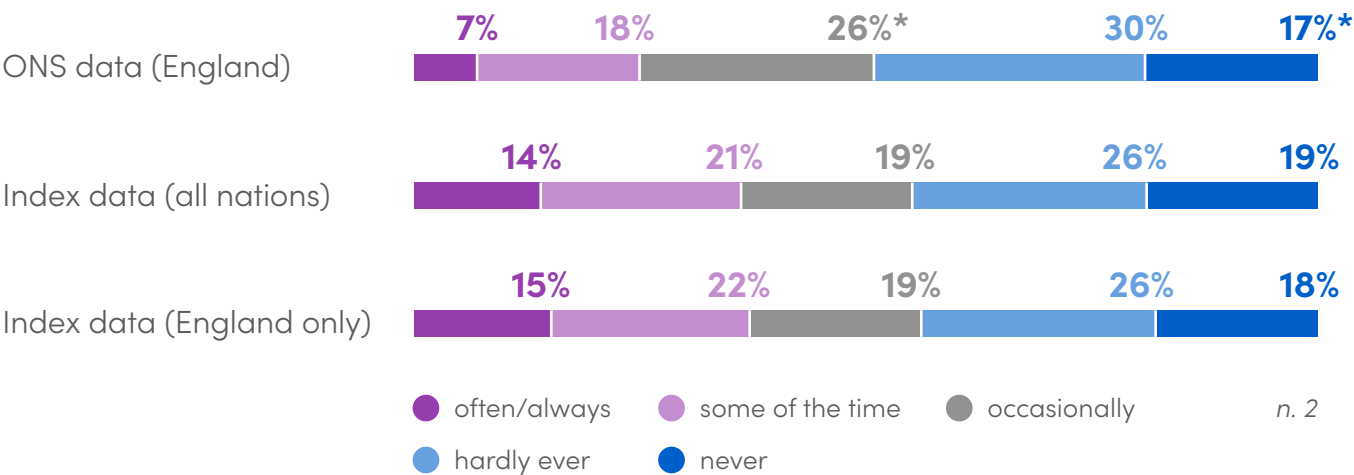
n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).

*This bar does not add up to 100 due to rounding issues.

Comparing the loneliness of all education staff with the general population score for England

We compared the loneliness score of all education staff with the national population score for England using ONS national survey data gathered at approximately the same time (12 to 23 July 2023)¹⁰.

Loneliness comparison between the national results for England and the Teacher Wellbeing Index data



*This bar does not add up to 100 due to rounding issues.

TWICE
the number of staff working in education always, or often, feel lonely at work, compared to the loneliness of the population of England

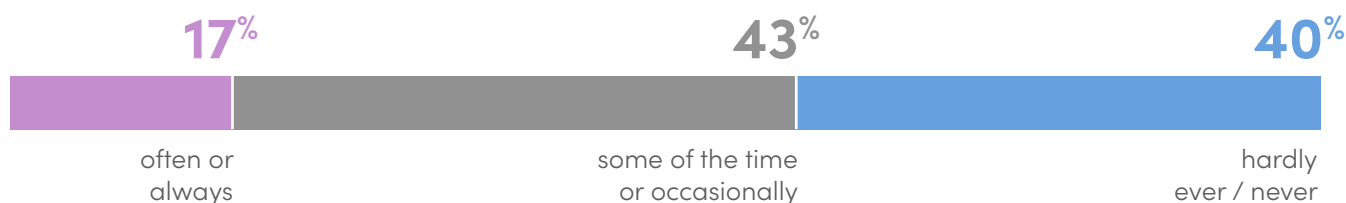
6% of all staff (8% of senior leaders) experience acute stress and loneliness at work*

*includes feeling lonely at work always, often or some of the time.

Measuring aspects of loneliness (indirect measures of loneliness)

We asked teachers and education staff about feeling isolated from others, feeling left out and lacking companionship, as these are all indirect ways of exploring loneliness.

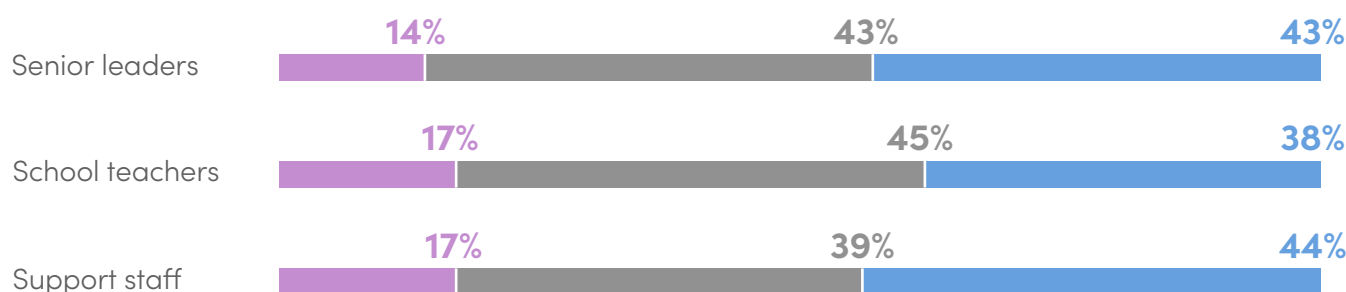
Feeling isolated from others



By job role

School teachers and support staff always, or often, feel the most isolated from others at work.

n. 3



n. 4

● often/always ● some of the time/occasionally ● hardly ever/never

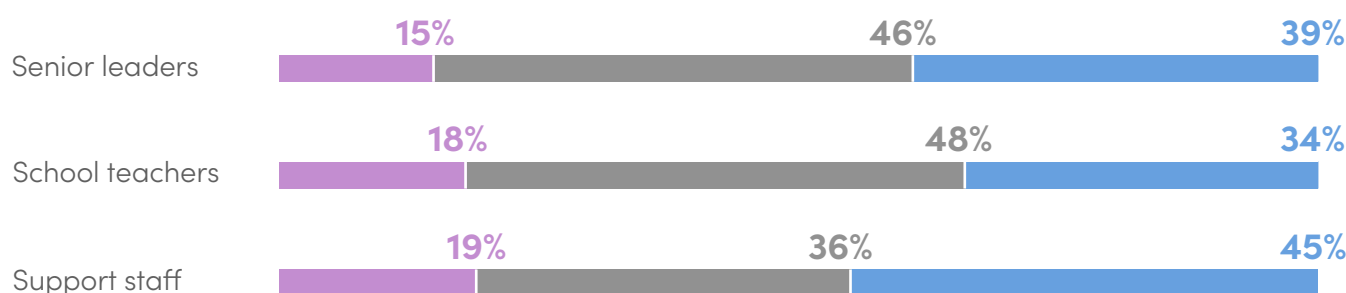
Feeling left out



By job role

Support staff always, or often, feel the most left out at work.

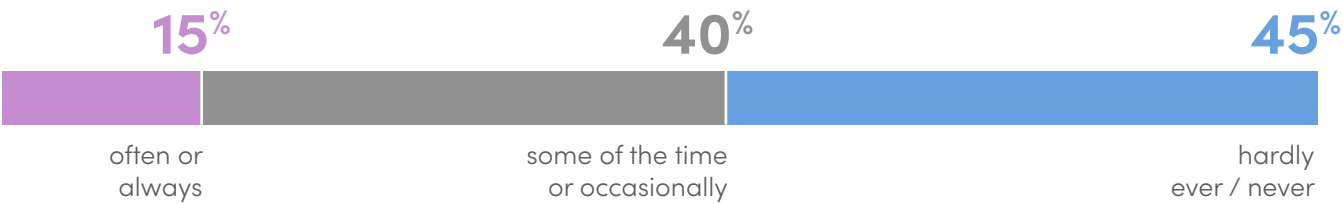
n. 5



n. 6

● often/always ● some of the time/occasionally ● hardly ever/never

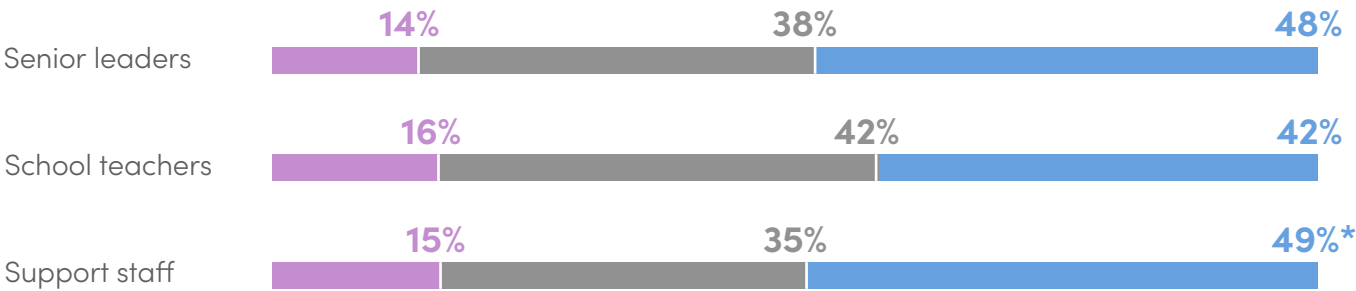
Feeling lacking in companionship



By job role

n. 7

School teachers always, or often, feel they lack companionship the most.



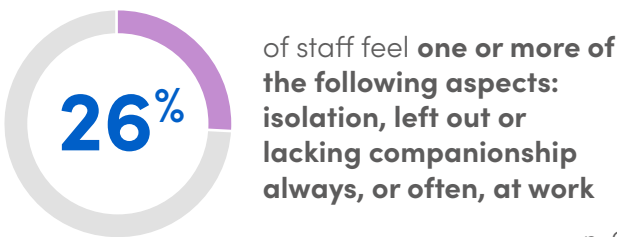
n. 8

● often/always ● some of the time/occasionally ● hardly ever/never

*This bar does not add up to 100 due to rounding issues.

11% of all staff (13% of senior leaders) experience both burnout and isolation* at work

Further analysis found that



n. 9



n. 10



n. 11



n. 12

*feeling always, often or some of the time isolated from others at work.

4. Suicide risk factors

Social relationships, at work and personally, are an important external protective factor to reduce suicide and poor mental health. We are deeply concerned about the population that experiences loneliness alongside acute stress and/or burnout. The combination of these factors points to an elevated mental health risk, up to and including an indicative elevated suicide risk factor¹¹, as at least six per cent of senior leaders and five per cent of all staff experience acute stress and/or burnout AND loneliness.

If you need to talk, call our helpline.

08000 562 561

We're open all day, every day and calls are totally confidential. You'll speak to a qualified counsellor and receive immediate emotional support.

Call us. We'll listen.

Sample profile

- n.1 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.2 2023 ONS Base: 2,480. 2023 Base (Teacher Wellbeing Index): 3,004, England only (n = 2,582)
- n.3 2023 Base: All education staff (n = 3,004).
- n.4 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.5 2023 Base: All education staff (n = 3,004).
- n.6 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.7 2023 Base: All education staff (n = 3,004).
- n.8 2023 Base: All education staff (n = 3,004), Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245).
- n.9 2023 Base: All education staff (n = 3,004).
- n.10 2023 Base: All education staff (n = 3,004).
- n.11 2023 Base: All education staff (n = 3,004), White staff (n = 2,617), Global majority staff (n = 328)
- n.12 2023 Base: All education staff (n = 3,004), Staff aged 18–49 (n = 2,247), staff aged 50+ (n = 757)

Footnotes

1. Education Support Trustees' Annual Report and Accounts for the year ending 31 March 2023. <https://www.educationsupport.org.uk/media/5tvpmtti/education-support-annual-report-22-23.pdf>
2. ONS (2023). Opinions and Lifestyle Survey (OPN). Public opinions and social trends, Great Britain: personal well-being and loneliness. Worksheet 3. 28 July 2023. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/publicopinionsandsocialtrendsgreatbritainpersonalwellbeingandloneliness>
3. Education Support (2023). The mental health and wellbeing of ethnic minority teachers. January 2023. <https://www.educationsupport.org.uk/resources/for-organisations/research/mental-health-and-wellbeing-of-ethnic-minority-teachers/>
4. OSR (2021). OSR Systemic Review – Loneliness Statistics. Office for Statistics Regulation. September 2021. <https://osr.statisticsauthority.gov.uk/wp-content/uploads/2021/09/Review-of-Loneliness-Statistics.pdf>
5. Age UK (2020). Loneliness among the UK Population – How is loneliness measured across the countries of the UK? February 2020. <https://www.ageuk.org.uk/globalassets/age-uk/documents/reports-and-publications/reports-and-briefings/loneliness/loneliness-measures-across-the-uk.pdf>
6. ONS (2018). Measuring loneliness: guidance for use of the national indicators on surveys. 5 December 2018. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/measuringlonelinessguidanceforuseofthenationalindicatorsonsurveys#recommended-measures-for-adults>
7. ONS (2020). Loneliness harmonised standard. Government Analysis Function, ONS. 13 May 2020. <https://analysisfunction.civilservice.gov.uk/policy-store/loneliness-indicators/>
8. WWW (2019). A Brief Guide to Measuring Loneliness for Charities and Social Enterprises. February 2019. <https://whatworkswellbeing.org/wp-content/uploads/2020/02/Brief-Guide-to-measuring-Loneliness-Feb2019.pdf>
9. ONS (2020). Coronavirus and loneliness, Great Britain: 3 April to 3 May 2020. 8 June 2020. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/coronavirusandlonelinessgreatbritain/3aprilto3may2020>
10. ONS (2023). Opinions and Lifestyle Survey (OPN). Public opinions and social trends, Great Britain: personal well-being and loneliness. Worksheet 3. 28 July 2023. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/publicopinionsandsocialtrendsgreatbritainpersonalwellbeingandloneliness>
11. These indicative suicide factors are informed by the work of Howard et al (2021) and calculated using the percentages of staff who told us they were always, or often lonely, and who also suffered from burnout/acute stress n = 241 for senior leaders; n = 3,004 for all staff (NB it is not a direct finding from the data). Howard, M C, Follmer, K B, Smith, M B., Tucker, R P and Van Zandt, E C (2021). Work and suicide: An interdisciplinary systematic literature review. Journal of Organizational Behavior. 10 April 2021. <https://doi.org/10.1002/job.2519>



Section 4

The impact
of inspections

We asked teachers and education staff about their experience of inspections.

They told us eight important things:

Inspections are not fit for purpose	73% agreed
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Inspections do not improve learner achievement	73% agreed
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Inspections negatively impact staff mental health and wellbeing	71% agreed
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Inspections do not deliver reliable judgements	64% agreed
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Inspections do not provide a comprehensive picture of strengths and weaknesses of schools or colleges	60% agreed
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Inspections do not take into account the level of deprivation within the school or college community	60% agreed
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Inspections do not view teachers positively	58% agreed
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Inspections do not produce useful information for parents and the wider community	53% agreed
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Other findings

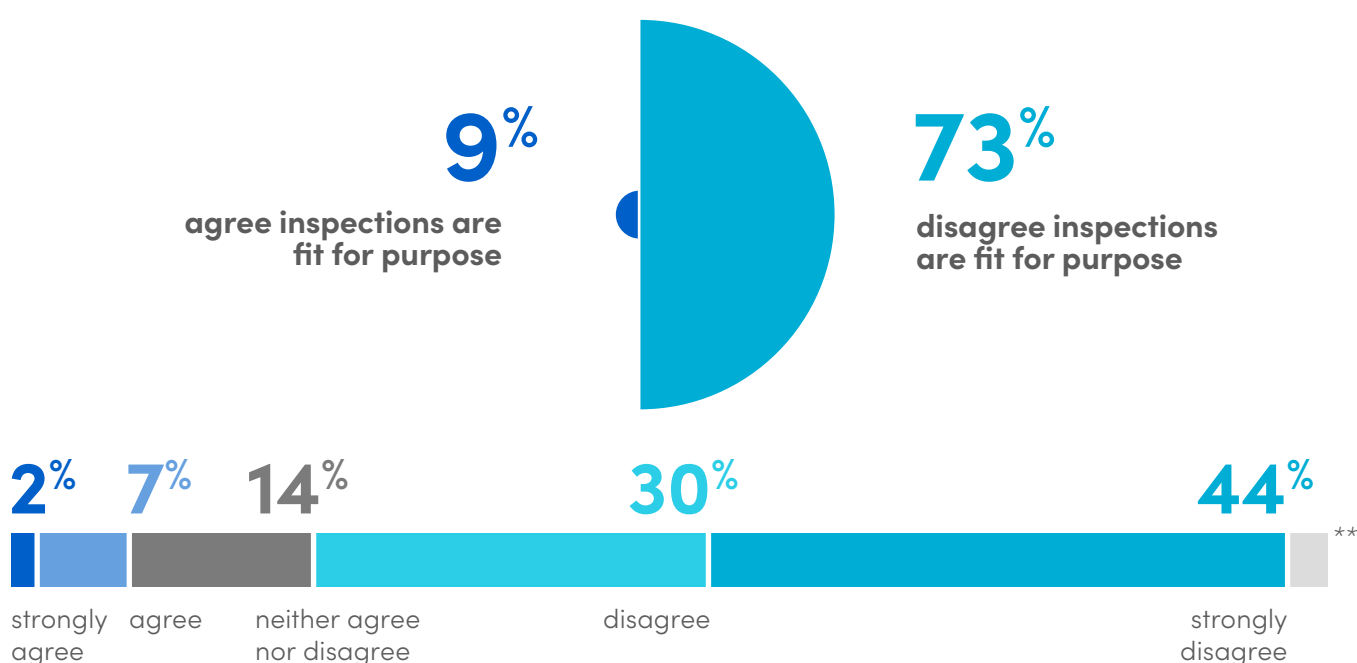
- Inspections do not take into account the level of children with special educational needs and disabilities (SEN/SEND, additional support/learning needs) in a school or college – **48% agreed**.
- Inspections do not accurately identify key areas for improvement – **43% agreed**.
- Staff are divided on whether inspections are important for maintaining standards of teaching and learning or not (**38% agreed** and **41% disagreed**).
- Staff working in England are more likely to have negative feelings towards the inspection process, compared to other nations.
- Staff working in England are also more likely to say the inspection process has a negative effect on their mental health.
- Compared to those working in different roles in schools, senior leaders are the most likely to say the inspection process has a negative effect on their mental health (for **82% of senior leaders compared to 75% of school teachers and 42% of support staff**).

In the UK, each country has a different inspection body. In England, it is the Office for Standards in Education (Ofsted), in Scotland, it is Education Scotland, in Wales it is Estyn, and in Northern Ireland, it is the Education and Training Inspectorate (ETI).

We gave all staff ten statements about the inspection process and asked them to indicate the extent to which they agreed or disagreed with the statements. The answers to each question are below, together with a breakdown of responses by country. Our key findings are listed below, followed by the responses to each question. The answers are broken down by both job role and nation to reflect attitudes to the different inspection systems.

1. Are inspections fit for purpose?

We asked teachers and education staff if they agreed or disagreed with the statement.

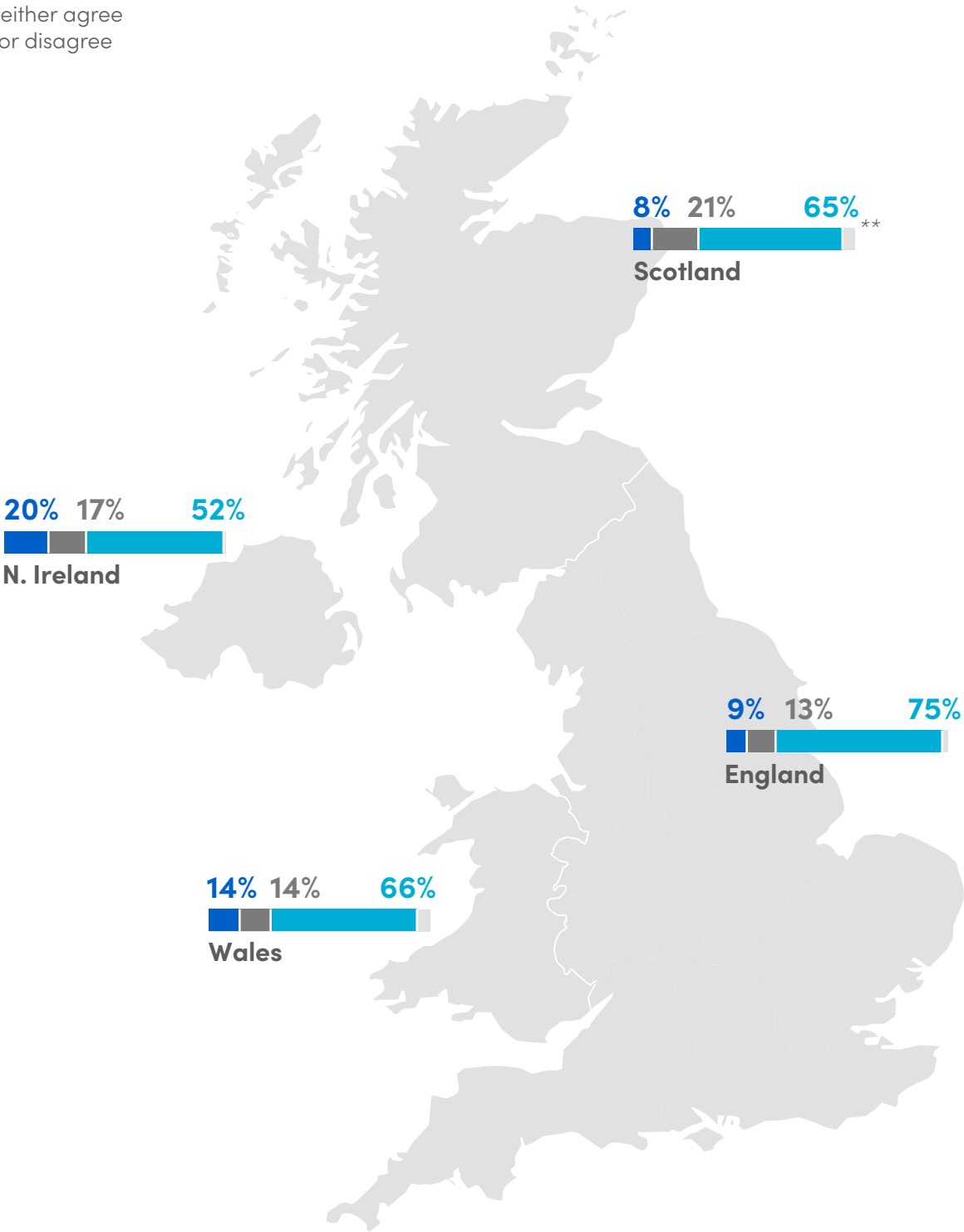


n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).

***the light grey area on the right of the bar chart refers to staff who answered 'don't know'.*

‘Are inspections fit for purpose?’ By region

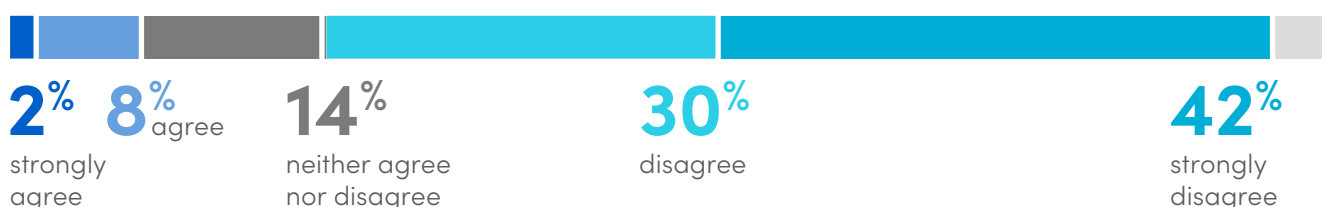
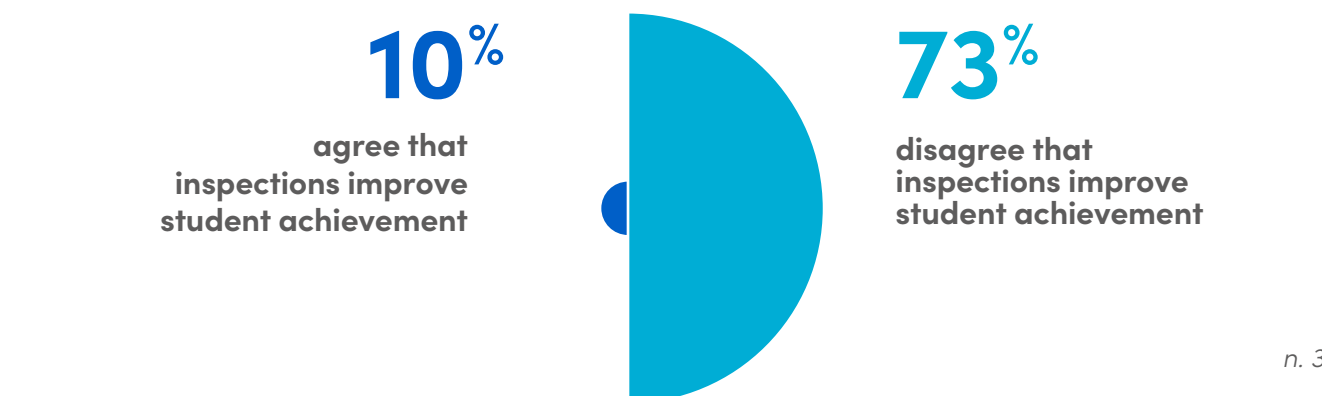
- Agree
- Disagree
- Neither agree nor disagree



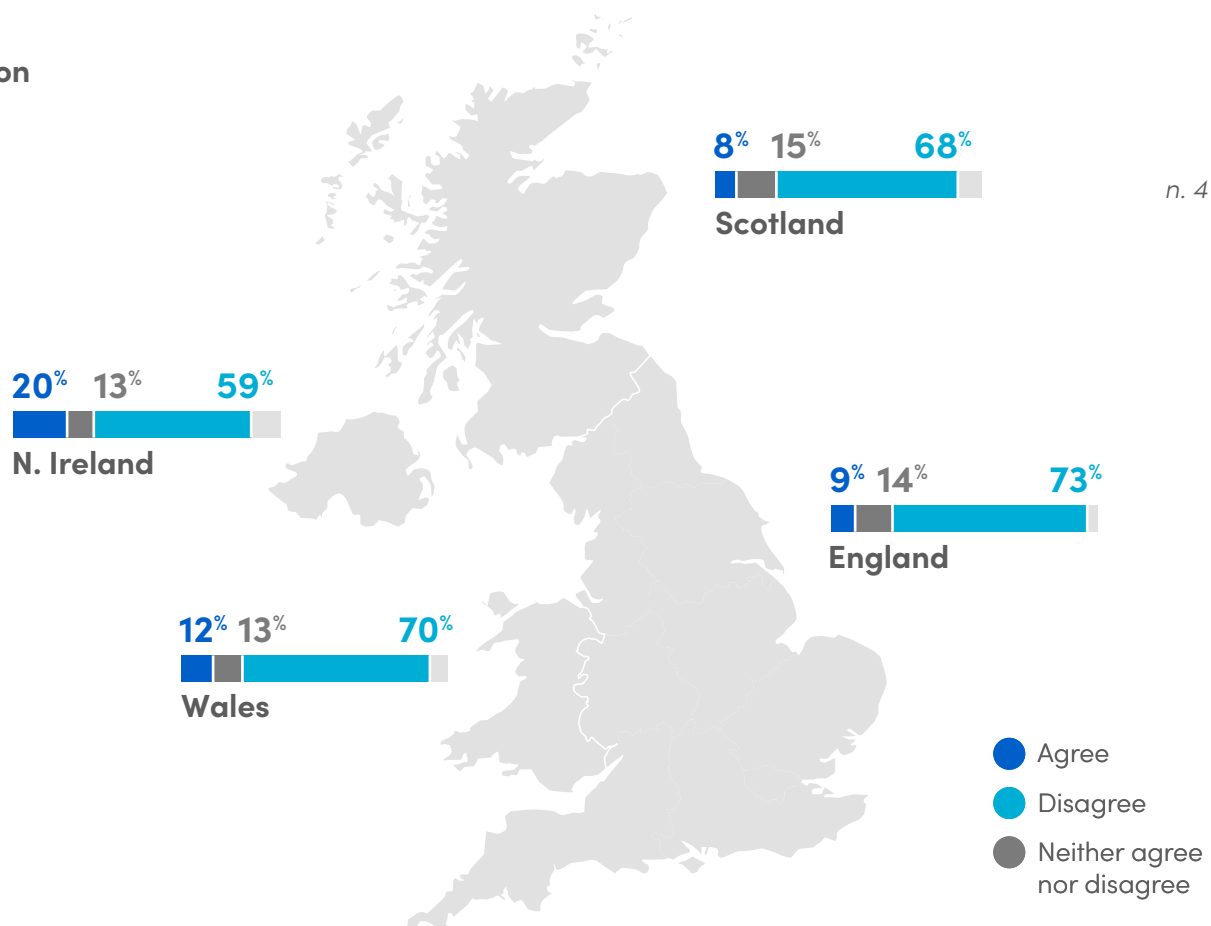
**the light grey area on the right of the regional bar charts refers to staff who answered ‘don’t know’.

2. Do inspections improve learner achievement?

We asked teachers and education staff if they agreed or disagreed with the statement.

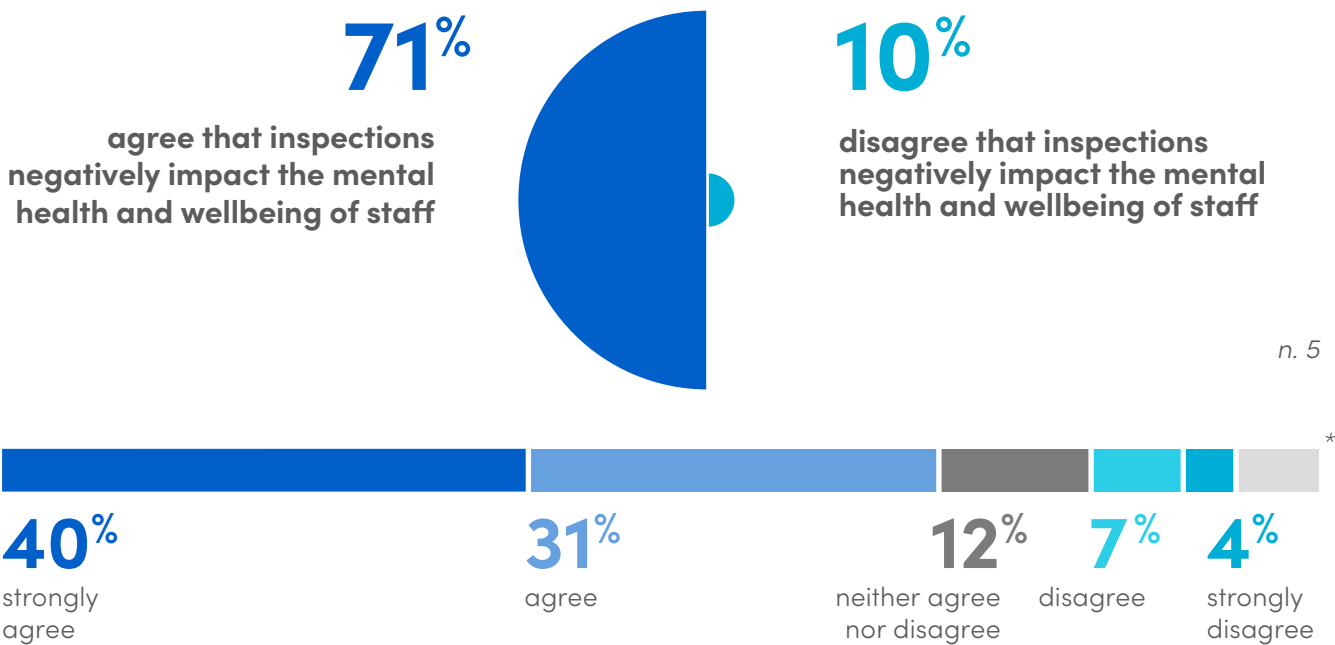


By region

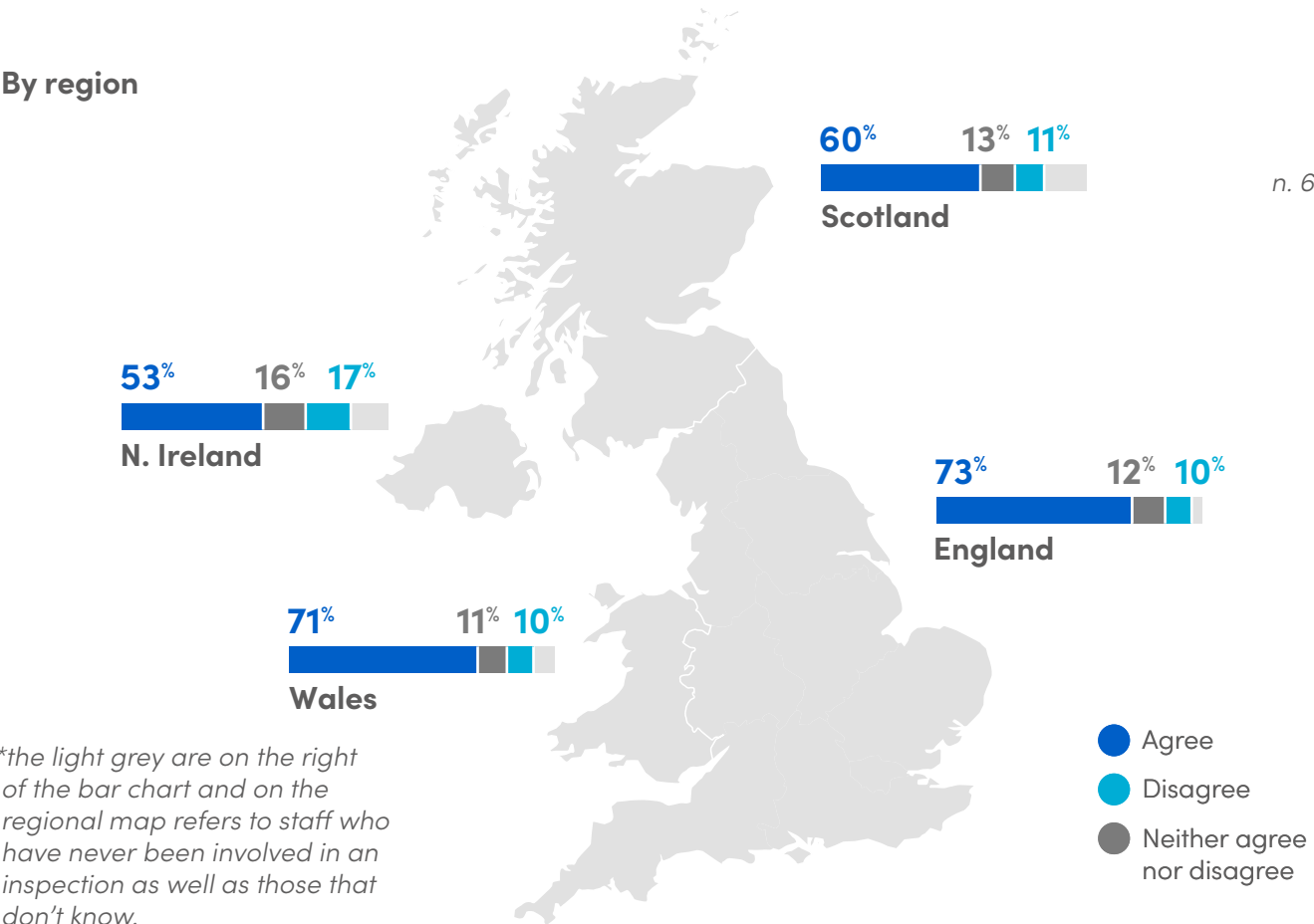


3. The impact of inspections on the mental health and wellbeing of staff

We asked teachers and education staff if they agreed or disagreed with the statement.

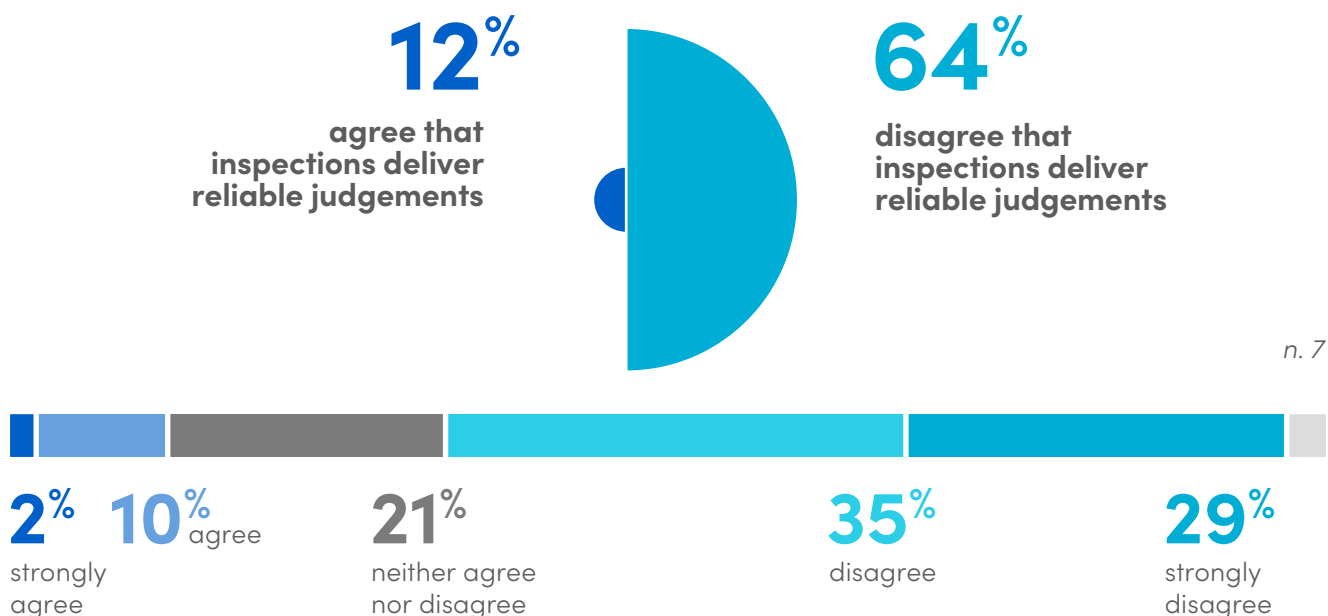


By region

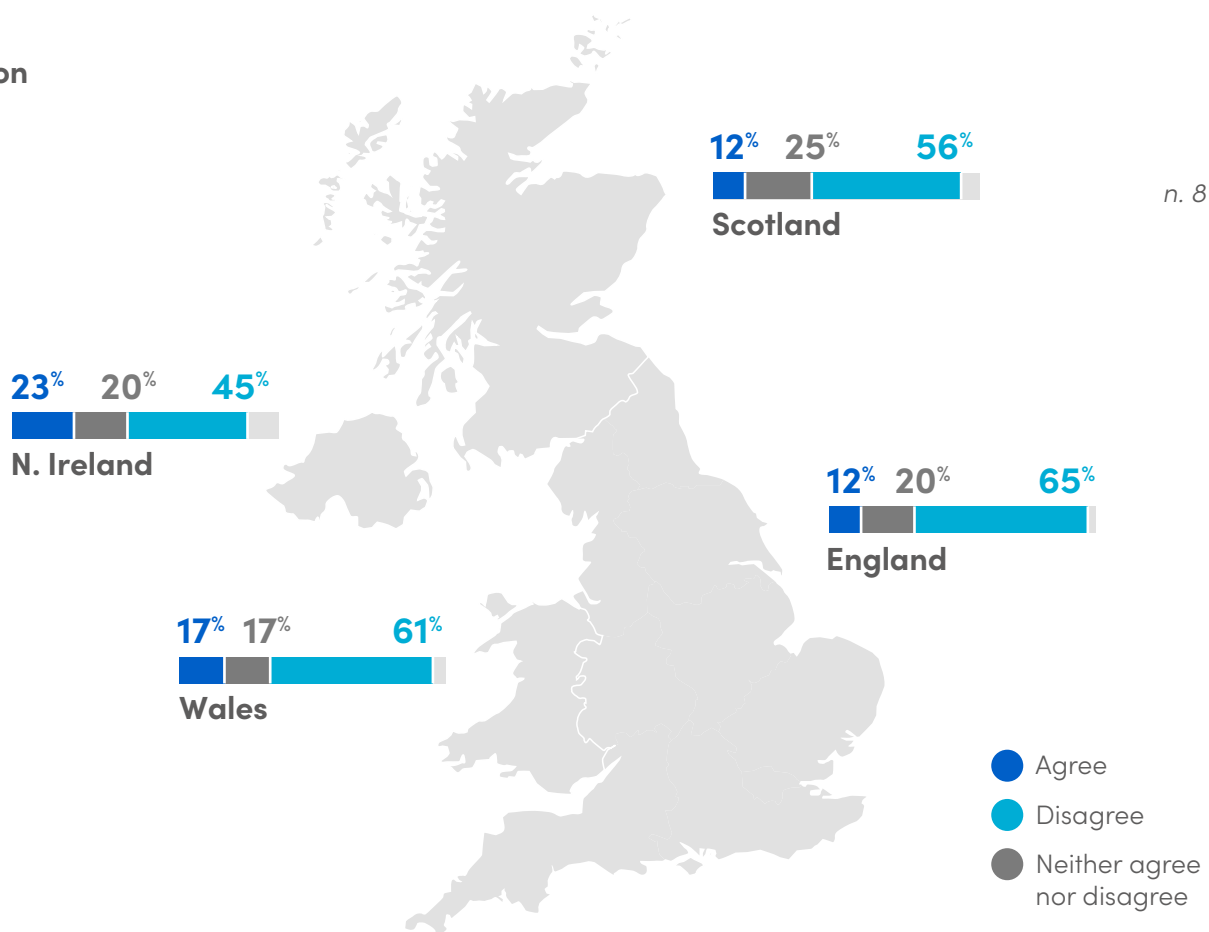


4. Do inspections deliver reliable judgements?

We asked teachers and education staff if they agreed or disagreed with the statement.

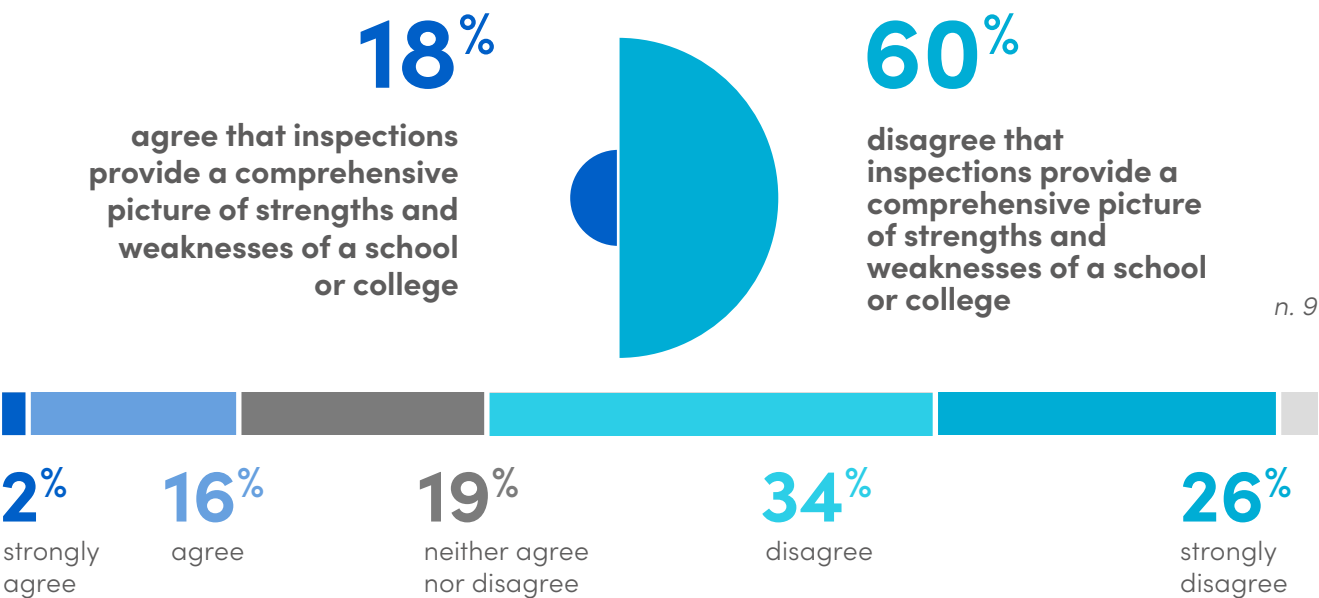


By region

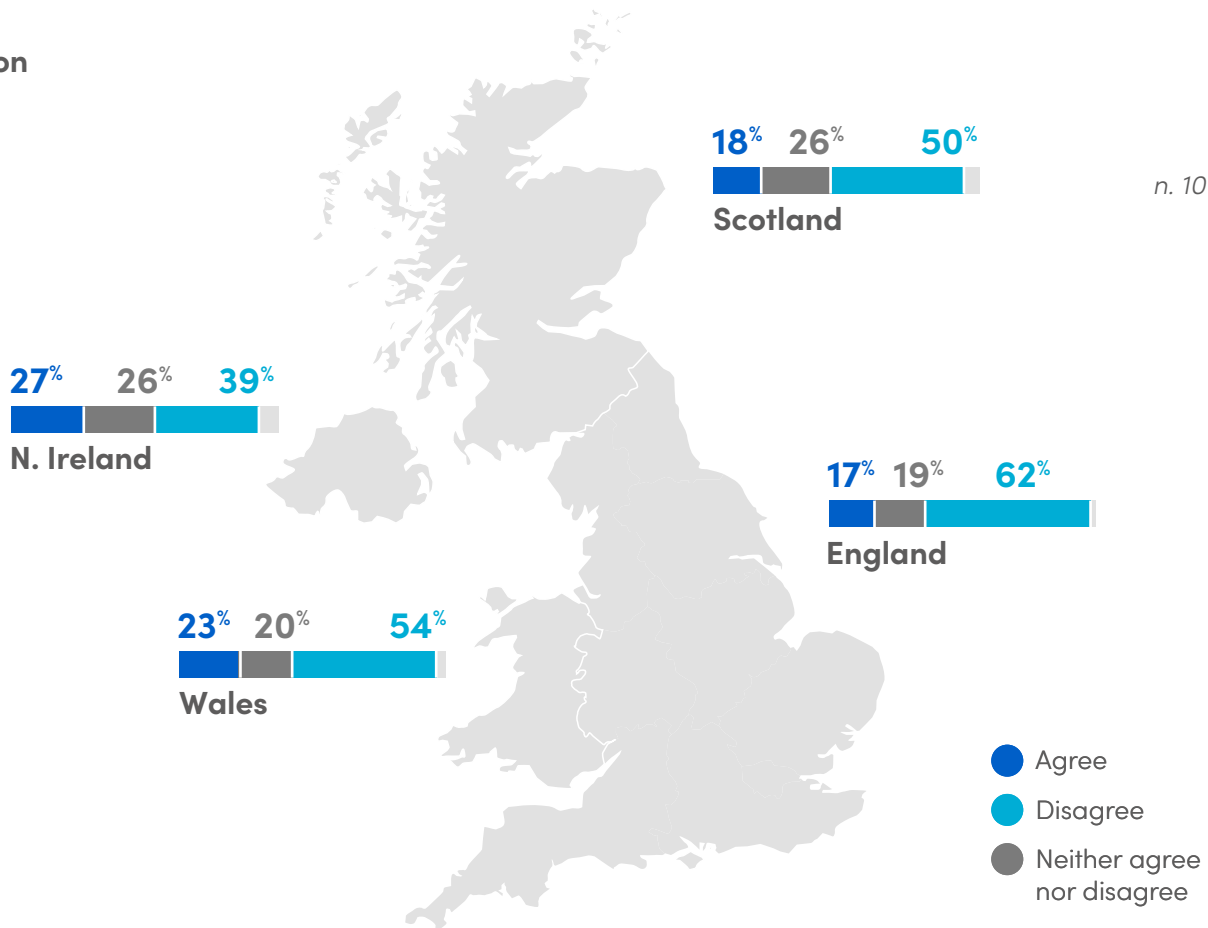


5. Do inspections provide a comprehensive picture of strengths and weaknesses of a school or college?

We asked teachers and education staff if they agreed or disagreed with the statement.

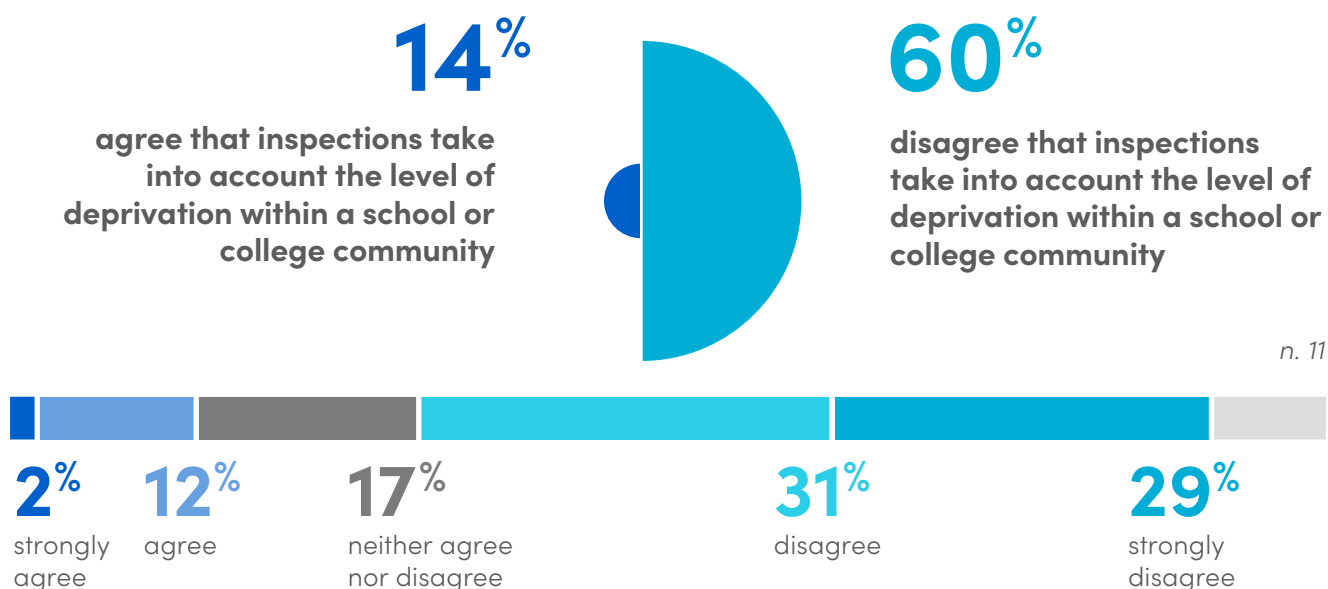


By region

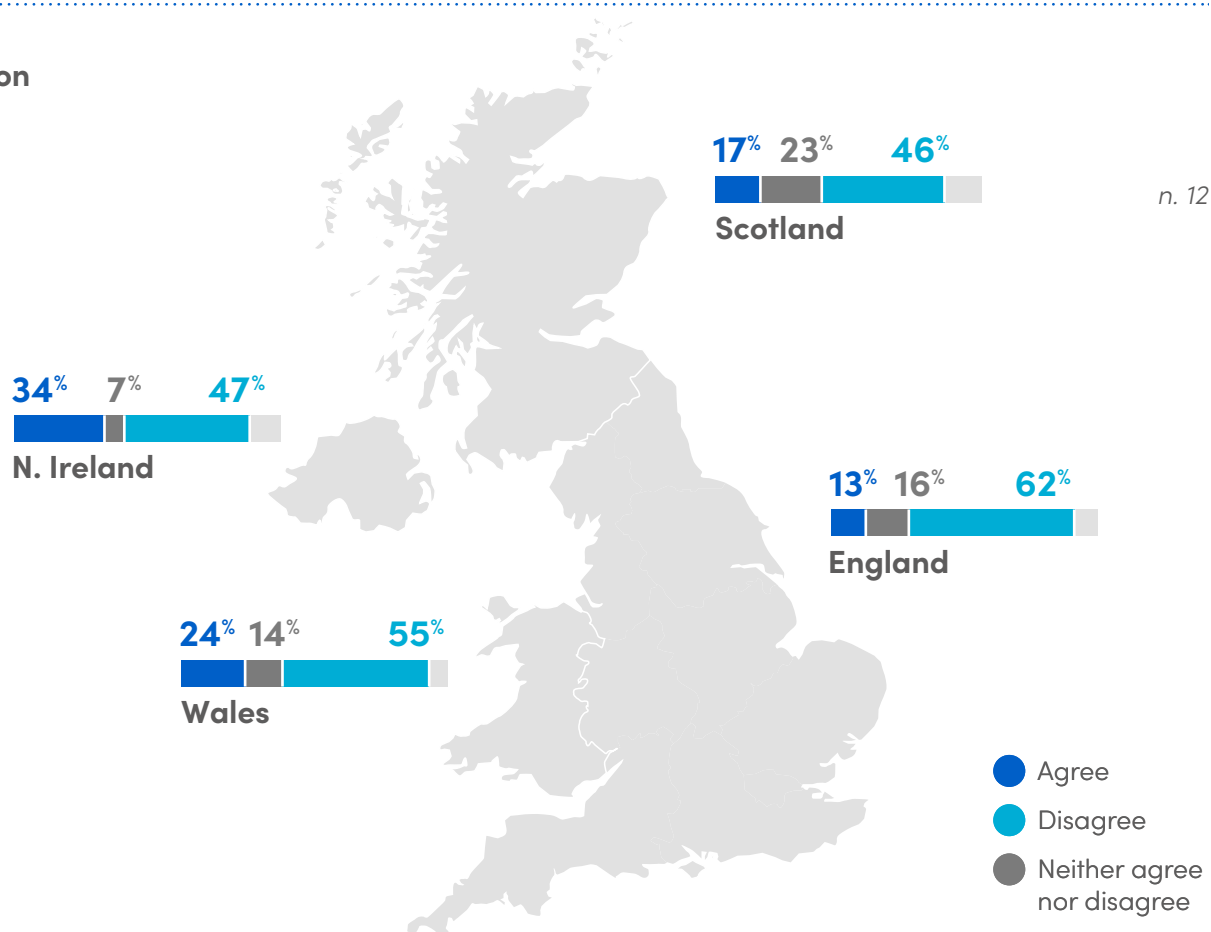


6. Do inspections take into account the level of deprivation within the school or college community?

We asked teachers and education staff if they agreed or disagreed with the statement.

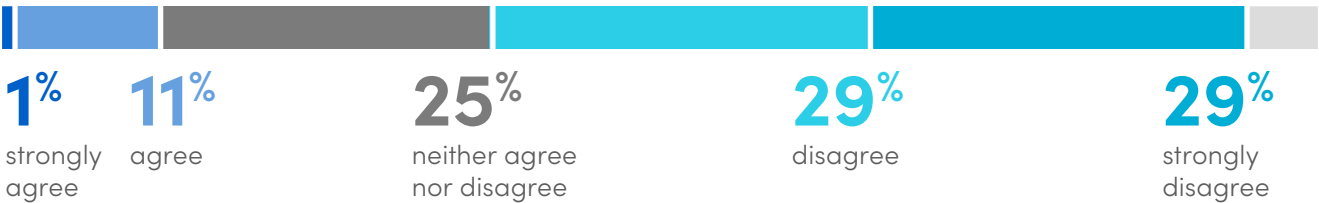
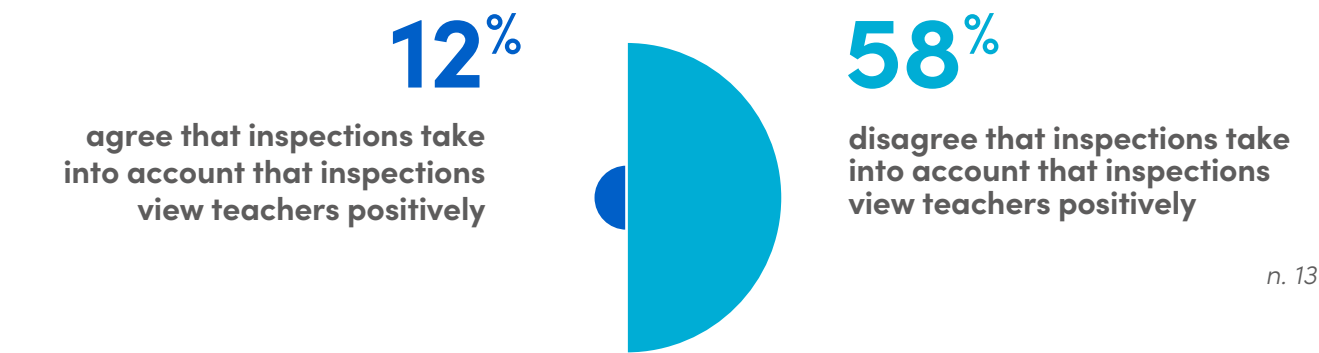


By region

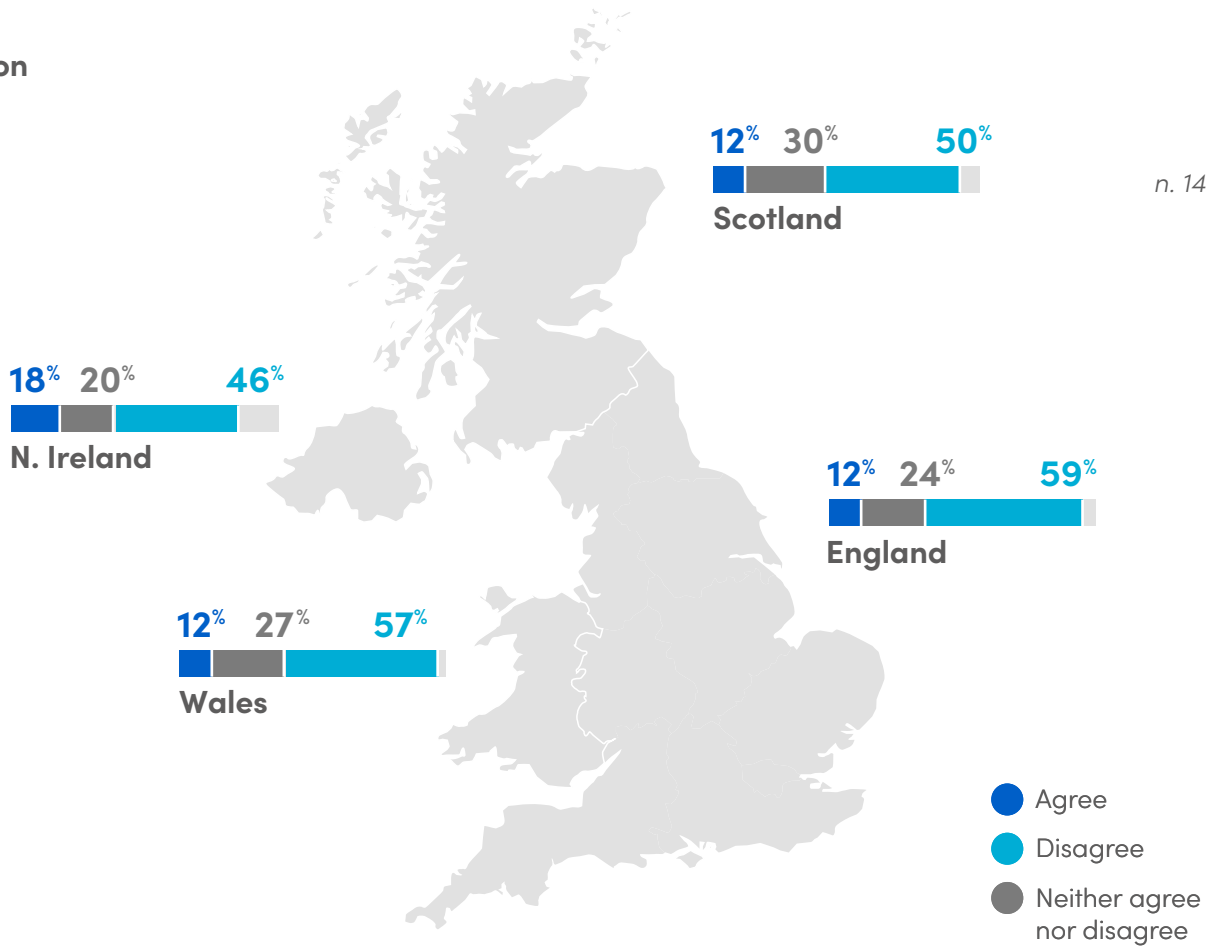


7. Do inspections view teachers positively?

We asked teachers and education staff if they agreed or disagreed with the statement.

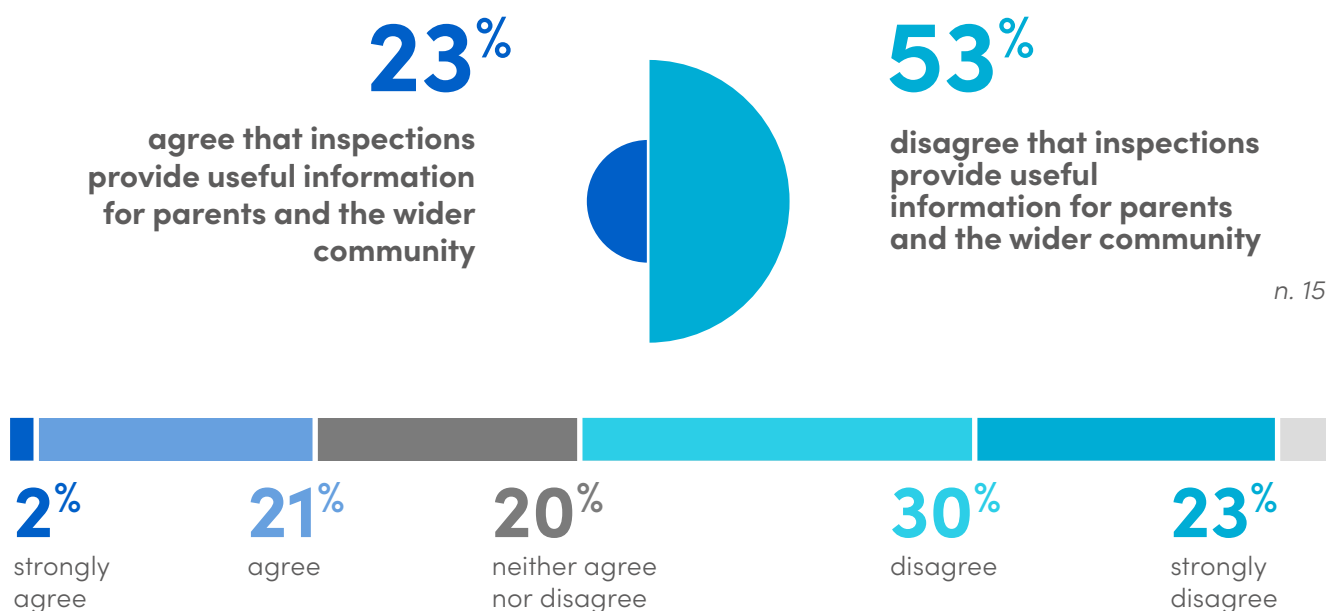


By region

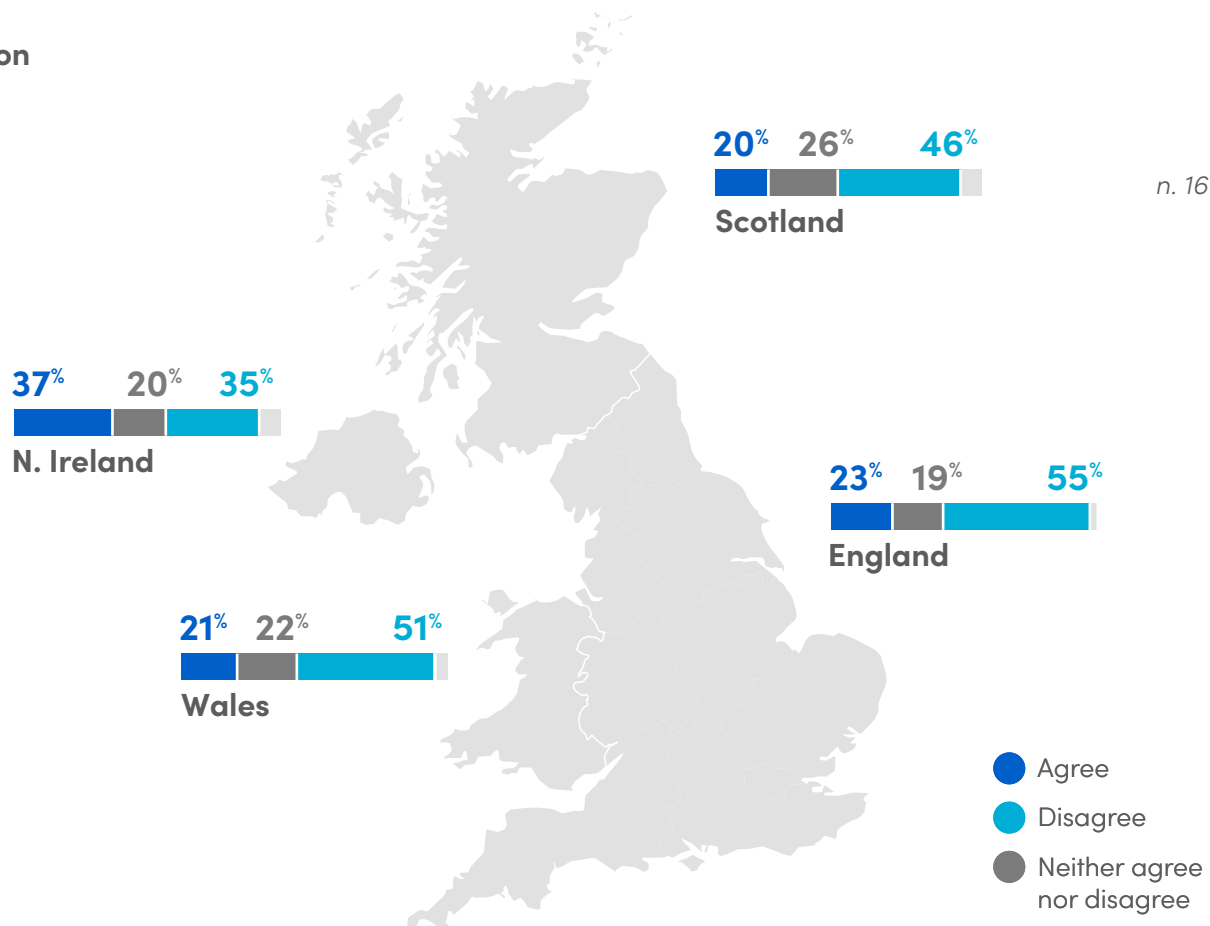


8. Do inspections produce useful information for parents and the wider community?

We asked teachers and education staff if they agreed or disagreed with the statement.

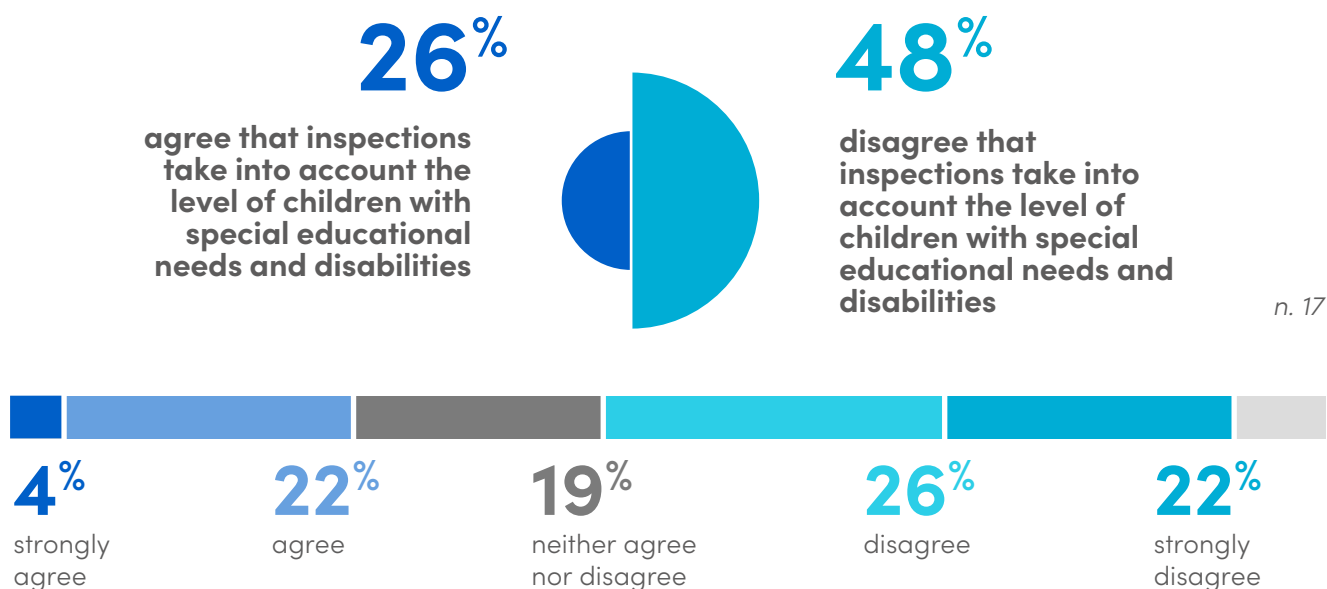


By region

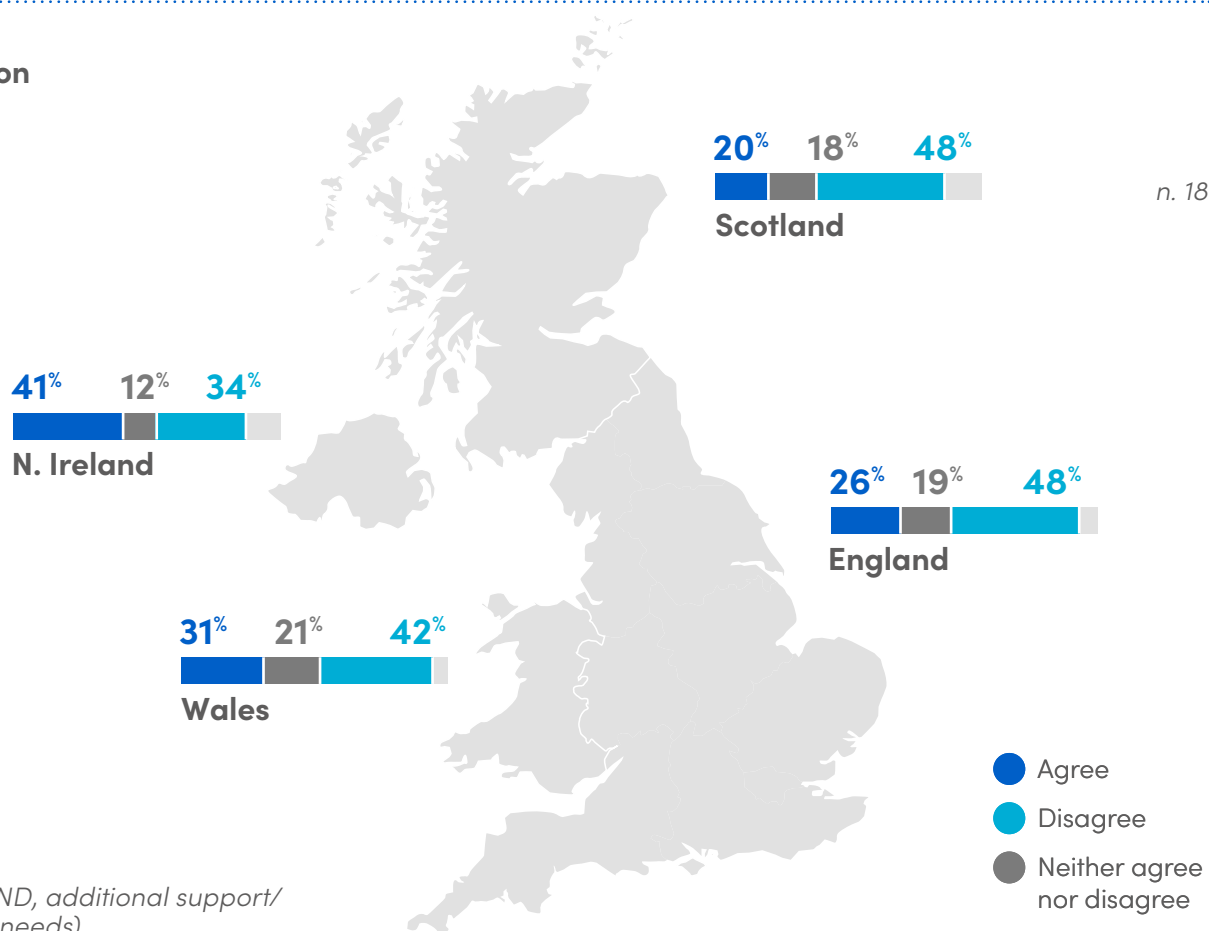


9. Do inspections take into account the level of children with special educational needs and disabilities* in a school or college?

We asked teachers and education staff if they agreed or disagreed with the statement.



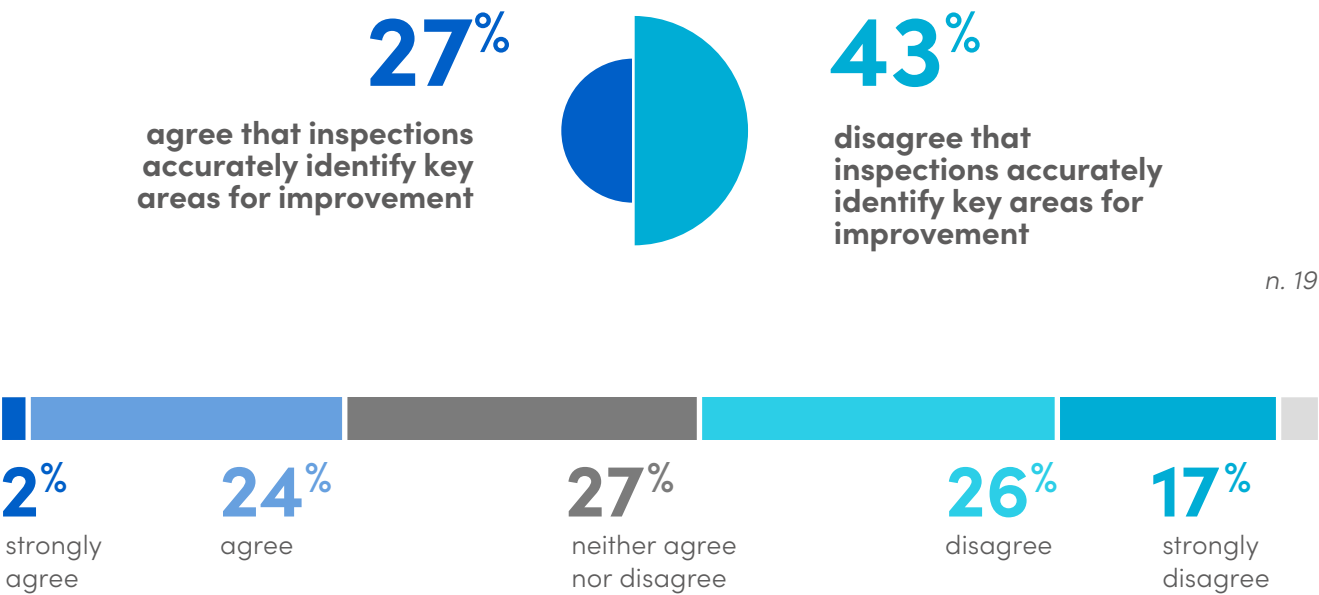
By region



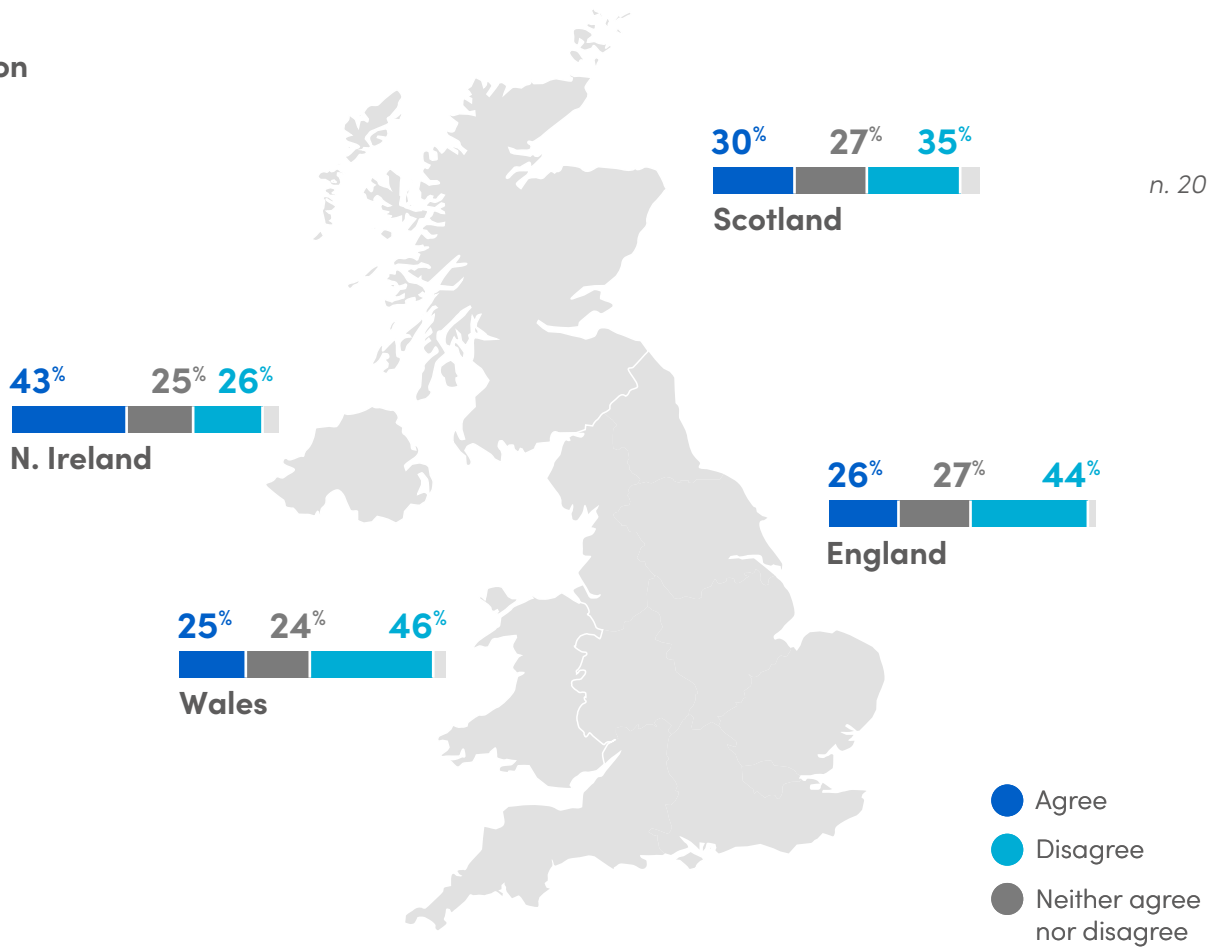
*(SEN/SEND, additional support/learning needs)

10. Do inspections accurately identify key areas for improvement?

We asked teachers and education staff if they agreed or disagreed with the statement.

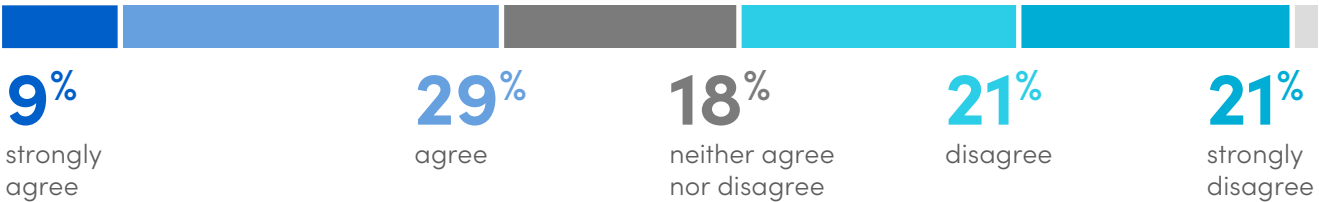
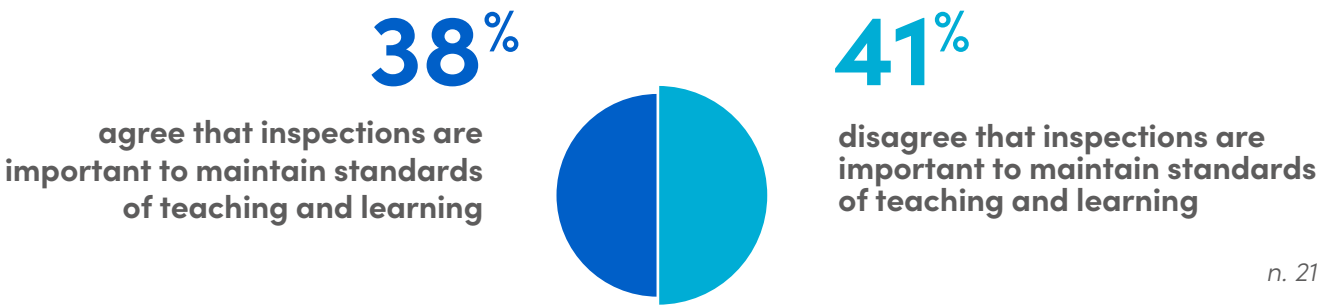


By region

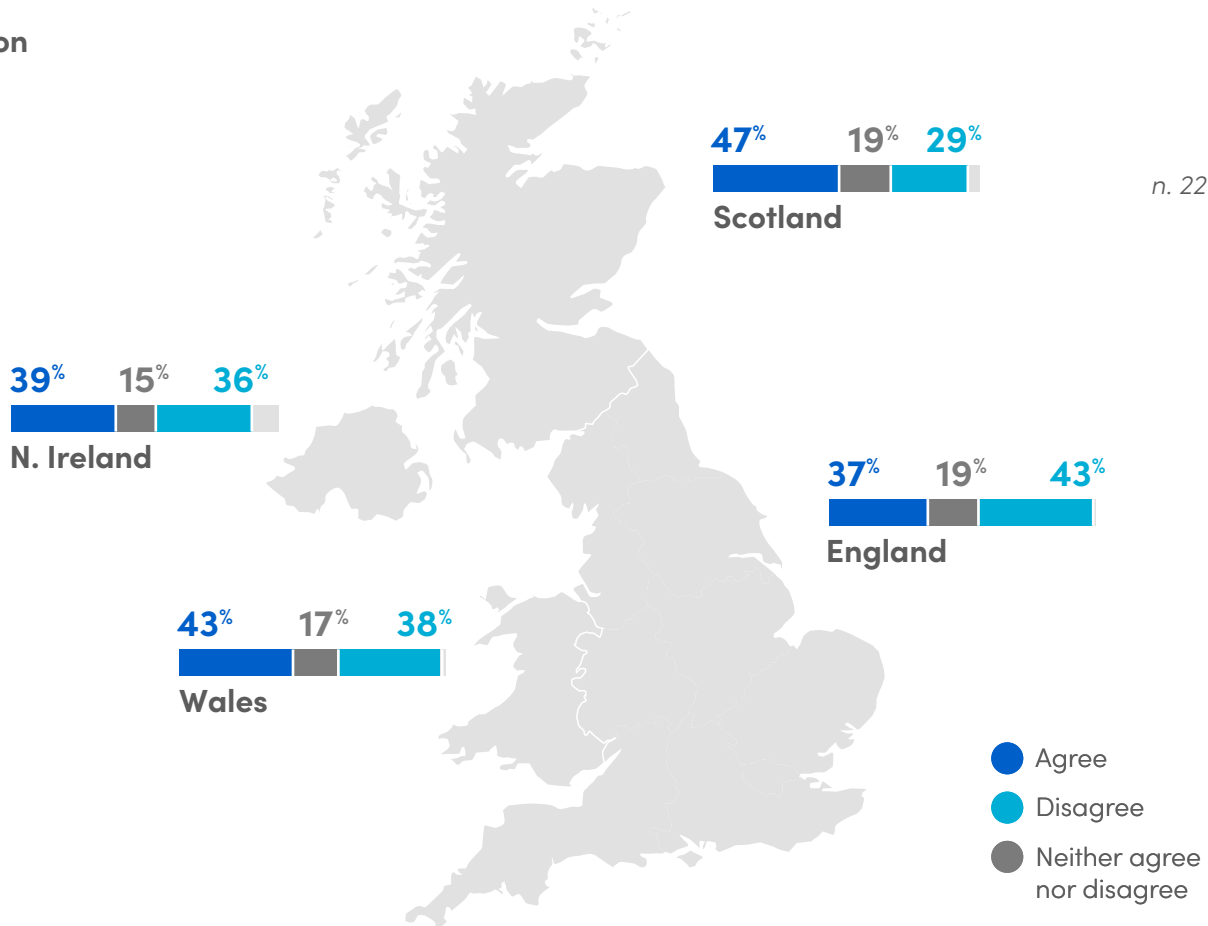


11. Are inspections important to maintain standards of teaching and learning?

We asked teachers and education staff if they agreed or disagreed with the statement.



By region

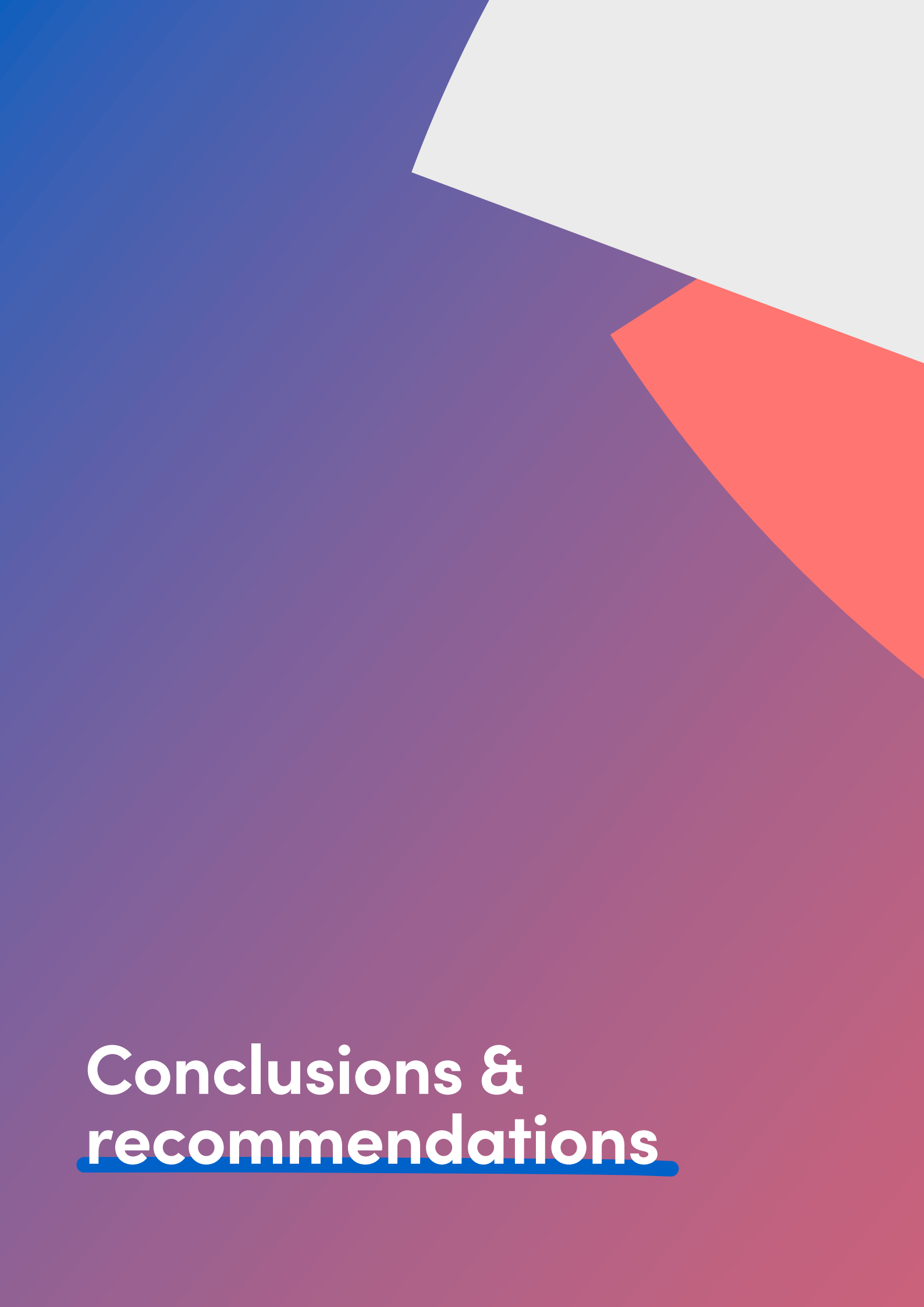


Sample profile

- n.1 2023 Base: All education staff (n = 3,004)
- n.2 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.3 2023 Base: All education staff (n = 3,004)
- n.4 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.5 2023 Base: All education staff (n = 3,004)
- n.6 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.7 2023 Base: All education staff (n = 3,004)
- n.8 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.9 2023 Base: All education staff (n = 3,004)
- n.10 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.11 2023 Base: All education staff (n = 3,004)
- n.12 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.13 2023 Base: All education staff (n = 3,004)
- n.14 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.15 2023 Base: All education staff (n = 3,004)
- n.16 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.17 2023 Base: All education staff (n = 3,004)
- n.18 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.19 2023 Base: All education staff (n = 3,004)
- n.20 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)
- n.21 2023 Base: All education staff (n = 3,004)
- n.22 2023 Base: All education staff (n = 3,004), England (n = 2,582), Scotland (n = 227), Wales (n = 127), Northern Ireland (n = 68)

Footnotes

1. Education Support (2022). Teacher Wellbeing Index.
<https://www.educationsupport.org.uk/media/zoga2r13/teacher-wellbeing-index-2022.pdf>
2. NAO (2018). Ofsted's Inspection of Schools. National Audit Office. 21 May 2018.
<https://www.nao.org.uk/wp-content/uploads/2018/05/Ofsteds-inspection-of-schools.pdf>
3. Hutchinson, J (2016). School Inspection in England – Is there room to improve? Education Policy Institute. November 2016.
<https://epi.org.uk/wp-content/uploads/2018/01/school-inspection-in-england-web.pdf>
4. Bradbury, J and Harford, S (2018). Deprivation, ethnicity and school inspection judgements. Ofsted. 22 June 2018.
<https://educationinspection.blog.gov.uk/2018/06/22/deprivation-ethnicity-and-school-inspection-judgements/>



Conclusions & recommendations

Our conclusions

1. Workforce wellbeing is poor and continues to decline

Educator wellbeing has been continually reported as lower than the general population since 2019. This year, the Warwick-Edinburgh Mental Wellbeing Score for the workforce is the lowest we've ever recorded.

The proportion of all staff (**78 per cent**) and senior leaders (**89 per cent**) reporting stress is the highest we have yet recorded. The level of staff who experienced mental health issues due to their work is the highest we have ever seen (**39 per cent**). Over a third of staff (**35 per cent**) and **40 per cent** of senior leaders report signs of burnout this year.

We anticipate that this population will experience negative physical and mental health outcomes as a consequence of these working norms.

2. Specific cohorts are at risk of suicide

We are particularly concerned about the proportion of educators who experience acute stress or burnout and also feel isolated from others always or often at work (**31 per cent** and **23 per cent** respectively). A recent systemic literature review (Howard et al¹) highlights the link between occupational stress and suicidal ideation, as well as the association between burnout and predictors of suicide.

Social relationships, at work and personally, are an important external protective factor to reduce suicide and poor mental health. We are deeply concerned about the population that experiences loneliness alongside acute stress and/or burnout. The combination of these factors points to an elevated mental health risk, up to and including an indicative elevated suicide risk factor², as at least **six per cent** of senior leaders and **five per cent** of all staff experience acute stress and/or burnout AND loneliness.

1. Howard, M C, Follmer, K B, Smith, M B., Tucker, R P and Van Zandt, E C (2021). Work and suicide: An interdisciplinary systematic literature review. *Journal of Organizational Behavior*. 10 April 2021. <https://doi.org/10.1002/job.2519>

2. These indicative suicide factors are informed by the work of Howard et al (2021) and calculated using the percentages of staff who told us they were always, or often lonely, and who also suffered from burnout/acute stress
n = 241 for senior leaders; n = 3,004 for all staff (NB it is not a direct finding from the data).
Howard, M C, Follmer, K B, Smith, M B., Tucker, R P and Van Zandt, E C (2021). Work and suicide: An interdisciplinary systematic literature review. *Journal of Organizational Behavior*. 10 April 2021. <https://doi.org/10.1002/job.2519>

3. School and college leader wellbeing and mental health is a serious concern

Senior leader stress stands at **89 per cent** this year. Within that group, **95 per cent** of headteachers described themselves as stressed. One in five leaders (**24 per cent**) identify as acutely stressed. These numbers are high and go some way to explaining the rise in leaders leaving the profession. The proportion of leaders experiencing mental health issues each year appears to have plateaued at a high level.

Additionally, a high proportion of leaders believe that school and college inspections have a negative impact on staff mental health and wellbeing. Along with other staff, leaders experience a much higher level of loneliness at work than the general population.

Whilst there has been an improvement in the extent to which leaders feel supported at work, taken together, these data paint a disturbing picture of their welfare.

4. Teacher wellbeing has declined significantly over the past year

This year we observe a significant deterioration in teacher and lecturer wellbeing across a range of measures. For the first time since we began tracking it, the Warwick-Edinburgh Mental Wellbeing Score for teachers is lower than that for senior leaders.

There has been a **six per cent** increase in teachers reporting exhaustion and a huge **nine per cent** increase in teachers reporting signs of burnout. The proportion of teachers and lecturers reporting mental health issues due to work has risen, as has the number describing themselves as stressed and acutely stressed.

These data suggest a worrying decline in the wellbeing of classroom teachers and lecturers. We would expect this to lead to higher attrition in the workforce over the next three years. Importantly, we would expect teachers who are stressed, tired and unhappy at work to – quite understandably – work less well than they otherwise could, with a range of knock-on effects for children and young people.

5. School and college staff have little trust in the inspection system, particularly in England

Just **nine per cent** of school and college staff across the UK agreed that inspections are fit for purpose, with **73 per cent** disagreeing. The workforce does not believe that inspections improve learner achievement or deliver reliable judgements on schools or colleges. They believe that inspections neither take into account the specific needs within a local population, nor the level of deprivation experienced by communities.

There is a relatively equitable split between those who believe that inspections are important to maintain standards of teaching and learning, with **38 per cent** of educators agreeing that this is the case.

71 per cent of staff believe that inspections negatively affect the mental health and wellbeing of staff, with **10 per cent** disagreeing with this statement.

These data highlight issues of legitimacy and trust around school and college inspections as well as flagging a notable impact on workforce wellbeing.

6. Organisational culture is a big problem for more than half the workforce

This year we see a surprisingly large rise in the proportion of teachers and education staff reporting that the culture of their school or college has a negative impact on their wellbeing. **55 per cent** experience a negative impact from their workplace culture. This is a very significant increase from **38 per cent** who responded in the same way in 2020. Over the same period, those who feel that workplace culture has a positive impact on their wellbeing has declined from **30 per cent** (in 2020) to **22 per cent** this year.

Interestingly, the experience of leaders and wider staff is similar. When we consider these data alongside our recent research for the [Commission on Teacher Retention](#) and our [Teaching: the new reality](#) report, we conclude that external pressure and demand on the system is shaping the culture within schools. Whilst college, school and MAT leadership teams hold responsibility for some of the cultural issues, we think that the lack of capacity in wider public services, the increase in children and young people experiencing destitution¹, ongoing post-pandemic scarring, challenging pupil behaviour and the inadequacy of SEND provision are driving negativity in workplace culture across the sector. Schools are insufficiently funded to meet the extent of demand they now face from their communities. This creates dissatisfaction across the community and makes colleges and schools tough places to work.

1. <https://www.jrf.org.uk/report/destitution-uk-2023>

7. A sixth of education staff feel isolated at work, especially educators from a global majority background

The proportion of education staff experiencing loneliness at work runs at twice the rate in the general population. **17 per cent** of staff feel isolated from others often or always.

While good collegiate relationships are important for positive workplace wellbeing in any organisation, in education they are essential and contribute to the protective resilience of staff.

The levels of loneliness and isolation reported here are deeply troubling. Good workplace relationships and the development of quality connections ought to be considered foundational for school and college culture. In particular, the especially high levels of loneliness experienced by staff from a global majority background requires attention and action from policymakers and workplace leaders alike.

Our recommendations

1. All education departments must develop a coherent strategy to improve the wellbeing of the education workforce

National workload initiatives across the UK are very welcome, but we must go further. A coherent and fully funded strategy is needed in each nation to maintain the wellbeing and attractiveness of the profession. This will help to address the staff attrition crisis – which is of particular concern in England – as well as the health outcomes of those working in the sector now and in future.

Any strategy must be developed in partnership with the sector, with meaningful opportunities for the workforce to contribute to its development.

2. Suicide prevention must be prioritised

Urgent work is required to reduce the levels of stress, burnout and loneliness across the education workforce and ought to form part of the workforce wellbeing strategies we recommend above. Protective strategies that support collegiality and professional reflection should also be available to all educators.

Suicides are one of the biggest causes of work related deaths each year. They are not, however, included in the Health and Safety Executive's annual reporting or its inspection and protection regimes. This exemption should be removed if we are to take suicide in the workplace seriously. This will improve transparency for all sectors – especially education – where the mental health and wellbeing of staff is a concern.

A positive campaign to raise awareness of mental health risks and to reduce the stigma associated with seeking help should be targeted at the education workforce. Existing support services – including Education Support's confidential, free helpline **08000 562 561** – should be widely promoted.

3. It's time to overhaul the inspection system

Work is required to improve trust, legitimacy and the perceived fairness of inspection across all nations. Regulators ought to work with the profession to redesign inspection systems (to varying extents) and to implement approaches that ensure accountability and prevent the significant negative impact on education staff.

Inspectors should be trained and supported to understand the relationship between professional identity, stress, burnout and mental health and equipped to handle inspection with due care and empathy.

4. We must invest in soft leadership skills

We must support sector leaders to develop the high quality social, emotional and behavioural skills that matter so much for organisational cultures.

Education leadership development tends to prioritise technical skills and it is unsurprising that leaders, who are ill-equipped to lead teams through challenging times, do exist. Parity between people skills and technical skills is a vital step toward rebuilding the wellbeing of the workforce. Without investment in this, we are unlikely to see meaningful improvement in the relative attractiveness of education workplaces.

5. We need a funding settlement that matches current levels of demand on schools and colleges

We must ensure there is sufficient financial resource for schools to provide high quality education and support to children and young people. This is especially necessary in areas with high levels of deprivation where need is greatest. In the absence of funding that matches need, educators will remain demoralised.

6. The wider ecosystem of public services must also be properly funded

In our report [Teaching: the new reality](#), we called on Government to provide clarity on the role of schools. Is their purpose simply teaching and learning, or are they the front line of children's services? Wherever we land on this question, the wider ecosystem of public services must be adequately funded. At present the status quo is not working, with added responsibilities and underfunded children's services having a demonstrable effect on the job satisfaction and wellbeing of educators, which will have a knock-on effect on children and young people.

7. A review of training frameworks to reflect the current reality of educators' lives and embed mental health and wellbeing

The Government should commit to a review of the Early Career Framework (ECF) and National Professional Qualifications (NPQs), co-produced with a wide range of stakeholders working in the profession.

The frameworks should be updated to reflect the new reality of life in schools – with the necessary time and resources provided – equipping teachers and leaders with the skills they need to stay well, and stay in the job, for the long run.



Appendices

A. Methodology

This research study had three main aims:

- 1. Provide a description of the mental health and wellbeing of education staff using data collected in 2023.**
- 2. Analyse trends over time.**
- 3. Identify differences found between the mental health and wellbeing of senior leaders, school teachers and support staff working in the education sector.**

The research was conducted using an online survey of education staff drawn from YouGov's panel. A total of **3,004** education staff completed the survey, which was conducted between **27 June and 24 July 2023**.

The sample included all job roles within the education profession from senior leaders through to support staff. The job category Senior Leaders includes Headteachers and Principals, Deputy and Assistant Headteachers and Principals and Head and Deputy Heads of Year and Departments and Senior Business Leaders. School Teachers includes Teachers, Supply Teachers, Newly Qualified/Early Career Teachers, Teaching Assistants and specialists working in the classroom (eg SEN staff). Support staff includes all non-classroom based roles, eg Cover Supervisor, Technician, Careers Advisor, Librarian, Youth Officer, Data Administrator, IT Support and Exams Officer etc.

Staff worked in a variety of settings including early years, primary, secondary, further, adult and vocational education sectors. A detailed breakdown of the respondents by sector, region, gender, age and time spent working in education can be found in Appendix B.

As a result of GDPR legislation, all YouGov respondents taking part from 2018 onwards were given the option to opt-out of questions which gathered sensitive personal data, including questions which captured information about their health. In the analysis these were coded as 'refused', or 'preferred not to say'. Where index comparisons have been made in our publications below using 2017 or 2018 data, the figures are based on those who responded to the questions (ie excluding 'refused' and 'preferred not to say').

This is the seventh large-scale survey that Education Support has conducted. In 2018-2023, the results of the surveys have been published as the *Teacher Wellbeing Index* and in 2017 as *Health Survey 2017 – The mental health and wellbeing of education professionals in the UK*. The 2020 and 2021 indices relate to staff mental health and wellbeing during the Covid-19 pandemic. The publications are available on the Education Support's website, or by clicking on the image on the next page.

Click on the cover images below to view previous reports.



2017



2018



2019



2020



2021



2022

B. Sample profile

A total of **3,004** 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, organisation, 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	769	26%
School teachers	1901	65%
Support staff	245	8%

Phase

Early years	85	3%
Primary	1231	41%
Secondary	1273	42%
Sixth form college	56	2%
Further	248	8%
Adult	36	1%
Vocational	25	1%
Other	50	2%

Gender

Male	722	24%
Female	2282	76%

Age

18-34	772	26%
35-49	1475	49%
50+	757	25%

Region	Number	Proportion
North East	115	4%
North West	340	11%
Yorkshire and the Humber	245	8%
East of England	276	9%
West Midlands	260	9%
East Midlands	230	8%
London	408	14%
South East	463	15%
South West	245	8%
Wales	127	4%
Scotland	227	8%
Northern Ireland	68	2%

Length of Time Working in Education

0-2 years	103	3%
3-5 years	270	9%
6-10 years	618	21%
11-20 years	1113	37%
21-30 years	623	21%
31+ years	277	9%

C. Warwick-Edinburgh Mental Wellbeing Scores

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 questionnaire

The WEMWBS is a self-administered questionnaire of subjective wellbeing and psychological functioning. There are 14 questions, each with five 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.

Scores between **41** and **45** should be considered at 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).

The table below summarises all WEMWBS scores for 2023 with comparisons for 2022.

	WEMWBS Score		Number		SD		Difference (rounded)
	2022	2023	2022	2023	2022	2023	
Total							
All education staff	44.01	43.65	3082	3004	8.97	9.02	-0.36
Role							
School teachers	44.04	43.19	1940	1755	8.90	8.77	-0.85
Senior leaders	43.37	43.64	669	704	8.76	8.66	0.27
Support staff	44.25	44.68	325	425	9.41	10.18	0.43

	WEMWBS Score		Number		SD		Difference (rounded)
	2022	2023	2022	2023	2022	2023	
Phase							
Early Years	45.36	41.69	59	57	9.34	7.91	-3.67
Primary	44.08	42.70	994	999	8.89	8.58	-1.38
Secondary	43.50	43.52	1037	1033	8.87	8.75	0.02
Sixth Form Colleges	44.68	43.39	258	134	8.39	8.33	-1.29
Further Education	43.80	45.25	446	594	9.10	10.09	1.45
Adult Education	45.04	45.39	161	86	9.71	9.11	0.35
Vocational Education	46.55	45.80	32	60	11.39	8.75	-0.75
Other	44.60	43.68	95	41	9.30	9.84	-0.92
Region							
North East	43.13	43.92	110	122	9.21	10.04	0.79
North West	42.54	42.83	390	336	8.88	9.13	0.29
Yorkshire and the Humber	43.62	43.57	306	256	8.98	8.28	-0.05
East of England	43.39	43.36	239	291	9.11	8.98	-0.03
West Midlands	42.66	42.17	256	251	8.72	9.13	-0.49
East Midlands	44.02	43.36	234	230	8.77	9.51	-0.66
London	45.19	44.17	418	397	9.60	9.15	-1.02
South East	44.48	43.80	484	446	8.88	8.39	-0.68
South West	45.15	43.54	244	254	8.58	8.91	-1.61
Wales	43.21	45.10	112	136	8.35	8.69	1.89
Scotland	45.02	43.88	211	218	8.69	9.09	-1.14
Northern Ireland	45.96	48.05	80	67	8.44	9.33	2.09
England	43.91	43.44	2680	2582	9.03	8.99	-0.47

	WEMWBS Score		Number		SD		Difference (rounded)
	2022	2023	2022	2023	2022	2023	

Gender

Male	44.18	43.84	814	785	8.93	9.32	-0.34
Female	43.95	43.58	2268	2219	8.99	8.91	-0.37

Age

18-34	42.99	42.94	720	683	8.80	8.57	-0.05
35-49	43.43	42.66	1477	1374	8.81	8.64	-0.77
50+	45.81	45.60	885	947	9.15	9.55	-0.21

Time working in education

0-2 years	43.94	43.23	144	101	8.29	8.89	-0.71
3-5 years	43.59	42.53	332	276	8.49	9.15	-1.06
6-10 years	43.66	43.83	684	601	9.46	8.77	0.17
11-20 years	43.78	43.34	1132	1069	8.75	8.88	-0.44
21-30 years	44.12	43.82	602	634	9.12	9.20	-0.30
31+ years	47.11	45.08	188	322	8.86	9.33	-2.03

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