

## Staff Wellbeing

For what age?	At what level?
Any members of staff working within the school community.	All levels

### Why is staff wellbeing important?

We all know that working in education can be tough, with school staff facing many challenges on a daily basis. Various surveys have highlighted that many people working in education have experienced difficulties with their mental health and wellbeing, and that working within education, can impact negatively upon their wellbeing and mental health. For example:

- In the 2017/18 Labour Force Survey, teaching was one of the three professions with the highest reports of stress and depression.
- In the summer of 2018, OFSTED commissioned research into teacher wellbeing. The key findings from this research were:
  - 28% of respondents reported low well-being at work, 26% medium, 35% high and 11% reported very high well-being at work.
  - 76% of teachers reported that their job impacts negatively on their mental health and 60% reported that it impacts negatively on their physical health.
- The NASUWT Survey, 'The Big Question' (2019) found that 66% respondents felt that their job prevented them from giving the time they wanted to their partner, family or friends. Whilst 70% stated that the job had adversely affected their mental health in the last 12 months.

When schools do support and promote staff wellbeing, it has a positive impact on staff retention, job satisfaction and productivity. It also leads to a reduction in sickness and absence, and improved teaching ability.

Furthermore, cared for school leaders, teachers and other school staff, are better able to care for pupils.

### What supports positive staff wellbeing?

Research suggests that the following are important in promoting and maintaining positive staff wellbeing:

- Being organised and able to prioritise are two essential skills teachers need to learn to maintain good wellbeing (Glazzard, J. & Rose, A, 2019).
- Creating a positive working environment is one of the main ways that senior leaders can improve staff wellbeing and enhance retention (DfE, 2019)

A Systematic Literature Review undertaken by Acton and Glasgow (2015) identified the following factors as impacting positively on staff wellbeing:

- Individual factors such as demonstrating an emotional intelligence that allows staff to think positively about the demands of the job and applying realistic coping strategies; and having a sense of professional competence.
- Feeling valued, respected, supported and cared for in the workplace enhances staff wellbeing. This includes: open two-way communication between school leaders and teaching staff based on collegiality and trust; a focus on developing a working community where demands are shared, challenges discussed and solutions explored collaboratively; opportunities and support for career development and professional learning; and creating a community where staff feel they belong.
- The provision of additional training in effective emotional coping strategies may raise awareness of the role of emotions in teaching and help support teachers to implement practices that develop and maintain wellbeing in the profession.
- The implementation of whole school wellness plans that target both staff and students can be an important strategy in developing a positive collegial school culture.

### How does staff wellbeing impact on children and young people?

Research suggests that positive staff wellbeing has a positive impact on the wellbeing of children and young people, as well as impacting positively on educational attainment. For example:

- Children learn more when their teacher is happy and performing well (Glazzard, J. & Rose, A, 2019).
- A survey of 466 adults who worked in schools in Australia found that 96.4% strongly agreed or agreed that teacher wellbeing is critical to student wellbeing and learning outcomes (Wellbeing Australia, 2011).
- Staff wellbeing can have a paramount effect on relationships forged with students, which indirectly mediates positive student wellbeing (Van Petegem, Aelterman, Rossel & Creemers, 2007).
- Performance in SATs was found to be positively associated with teacher wellbeing especially in relation to 'job stimulation and enjoyment (Briner & Dewberry, 2007)
- American research has found a significant relationship between staff job satisfaction and student outcomes (Ostroff, 1992).

### How can TaMHS and the Educational Psychology Service help?

There are many ways in which the EPS and TaMHS can support staff wellbeing including:

- Coaching: Coaching is the application of psychology to enhance the performance, development, learning and well-being of others. An EP will work with individual staff to help them achieve goals related to their day-to-day practice using collaborative solution-focused approaches.
- Supervision: An opportunity for individuals or groups of staff to receive emotional support where they are able to reflect and review their practice, considering any challenges they may be experiencing, and exploring possible solutions.
- Staff training on effective strategies to promote individual emotional wellbeing and coping strategies e.g. The Great Dream or Mindfulness.

- Facilitate discussions, using different psychological frameworks, to explore factors that support and hinder staff wellbeing within the school system and possible ways in which these factors can be addressed in order to further enhance staff wellbeing.

To find out more about any of the above, please speak to your Link EP or email:  
Tamhs@childrenfirstnorthamptonshire.co.uk

### Useful Resources

- [Anna Freud staff wellbeing webpage](#)
- [Mentally Healthy in Schools website](#)
- [Education Support website](#)
- [Be You staff wellbeing webpage](#)