



Teacher Wellbeing Index 2025

This is our ninth year of the Teacher Wellbeing Index.

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Teacher Wellbeing Index 2025

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 and **Honor Gray** from **YouGov**.

Notes on the methodology

All differences found in this Index always refer to a percentage point increase or 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.

In some cases graphs do not add up to 100%. This is due to rounding differences.

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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Foreword

This year's Index confirms the trend of recent years: the wellbeing of our education workforce is poor, and the pressures educators face are unrelenting. For the seventh consecutive year, education staff report significantly lower wellbeing than the general population. This year's overall wellbeing score is the lowest since we began recording it in 2019.

The persistence of poor wellbeing should alarm anyone who is serious about education. Stress, burnout, and anxiety continue to loom large over the experience of working in education. Over a third of staff are at risk of probable clinical depression, and nearly half say their workplace culture negatively affects their mental health. These are not isolated findings. They are systemic, persistent, and deeply concerning.

This doesn't only matter for the individuals who are affected. An unwell teaching workforce cannot deliver the best outcomes for children and young people. Quality of education is inseparable from the wellbeing of those who provide it. If we want every child to thrive, we must ensure that those who teach and support them are thriving too.

That is why we are calling for a dedicated teacher retention strategy in all UK nations. Without coherent, long-term plans to improve wellbeing and reduce attrition, we will continue to lose talented professionals at unsustainable rates. In many cases, before people actually leave the profession, their capacity to do the job well is significantly eroded. Prolonged intense activity doesn't just lead to burnout, it reduces organisational productivity. A retention strategy must be a priority for all UK governments. In England, it should be a vital pillar of the UK Government's opportunity mission. Opportunity begins in the classroom, and classrooms need healthy, energised staff.

We also need a whole-system reset that reconfigures the public services surrounding schools and colleges. Education staff are still stepping in to fill gaps left by overstretched adjacent public services, taking on responsibilities far beyond teaching and learning. This is not sustainable, and it places additional strain on already overburdened professionals. Critically, it lets down the children and young people who wait too long for much needed support. To achieve a step change, radical thinking is needed to reshape the way in which public services support children and families.

School and college leaders remain at greatest risk, reporting the highest levels of stress, burnout, and time poverty. Their wellbeing is critical to the success of their institutions and the wider system. Without meaningful intervention, we risk losing experienced leaders when we need them most.

There are some bright spots. Across the UK, many schools and colleges are working hard to improve workplace culture and support staff wellbeing. These efforts are making a difference in local pockets, but they are not yet the norm across the sector. Government can do more to enable and sustain this cultural improvement.

Next year will mark the tenth Teacher Wellbeing Index. A decade of challenging data. A decade of clear evidence. The question is, when will it be enough to shift the dial and create meaningful action? The time for change is now.

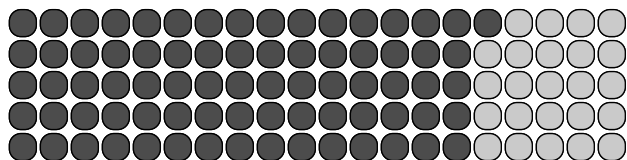
A handwritten signature in black ink, appearing to read 'Sinéad Mc Brearty', with a long, sweeping horizontal line extending to the right.

Sinéad Mc Brearty
Chief Executive Officer

Key findings

1. The challenges in 2025

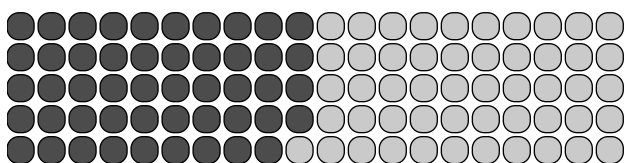
76%



of all staff are **stressed**

86% of senior leaders | **76%** of school teachers

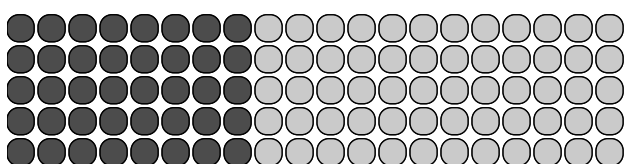
49%



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

45% of senior leaders | **51%** of school teachers

40%

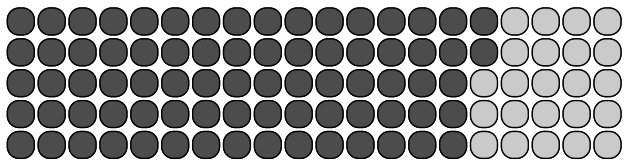


of all staff say their organisations **do not support employees who have mental health and wellbeing problems well**

35% of senior leaders | **44%** of school teachers

2. Mental health of education staff

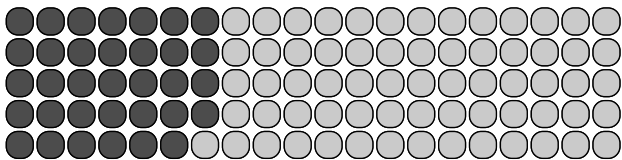
77%*



of all staff **experienced physical, psychological or behavioural symptoms due to their work**

78% of senior leaders | 78% of school teachers

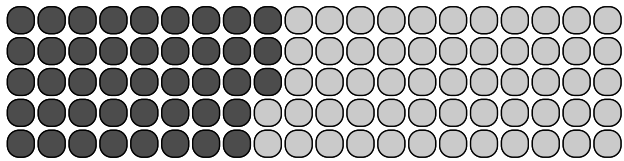
34%



of all staff have **experienced a mental health issue in the past academic year**

33% of senior leaders | 36% of school teachers

43%



of staff reported that they felt (or someone else suggested to them) **that the symptoms they experienced** (from a list) in the last two years **could be signs of anxiety**

33% of the population of Great Britain has high anxiety (ONS)

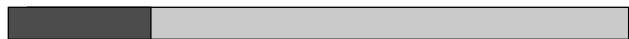
36%



of the same group **thought their symptoms could be signs of burnout**

41% of senior leaders | 37% of school teachers

23%



of the same group thought **their symptoms could be signs of depression**

16% of the population of Great Britain has moderate to severe symptoms of depression (ONS)

**Excludes respondents who preferred not to answer the question*

3. Measuring wellbeing

Subjective wellbeing: Warwick-Edinburgh Mental Wellbeing Scale



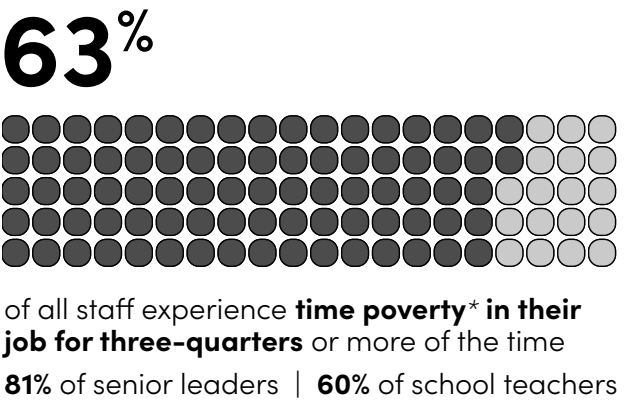
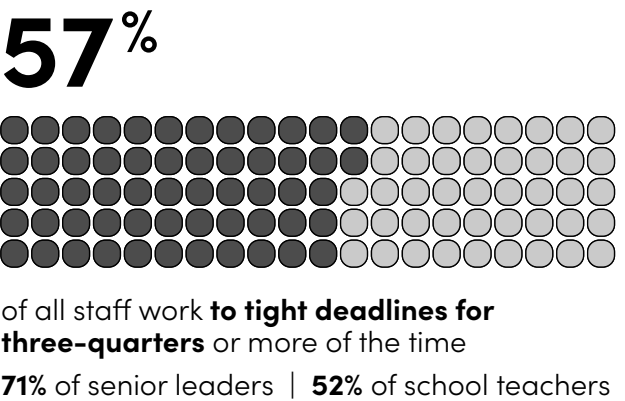
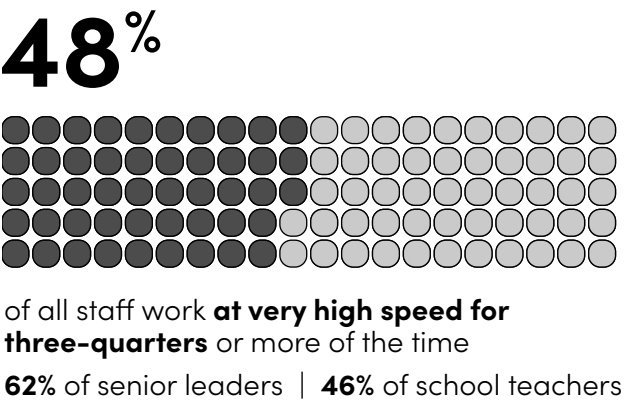
Personal and workplace wellbeing

Education staff have lower personal wellbeing scores than the national population

Satisfaction		Happiness	
Life	At work	Life	At work
6.2	5.75	6.3	5.7
(7.5 national score)		(7.4 national score)	

36% of all staff had a score indicating probable clinical depression

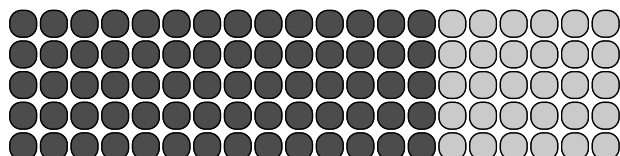
Work intensity



**Time poverty is the feeling of having too many things to do without enough time to do them*

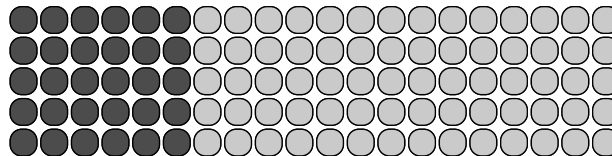
4. Additional responsibilities

70%



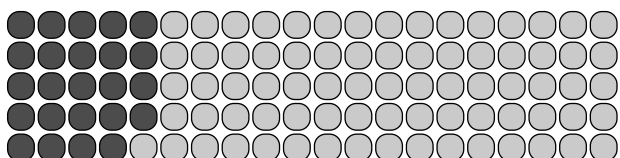
of staff who **report helping their pupils or students manage their emotional responses this academic year, say they do this weekly** (ie emotionally regulate) – which they perceive to be **10%** higher than immediately after the Covid-19 pandemic and **31%** higher than before the pandemic

30%



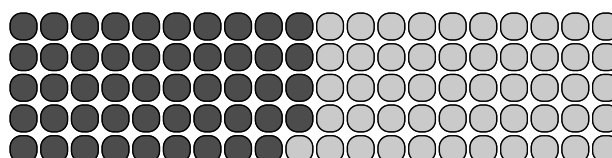
of staff who **report providing food for their pupils and students when they don't have any, say they do this weekly** – which they perceive to be around the same as immediately after the Covid-19 pandemic and **17%** higher than before the pandemic

24%



of staff who report **buying key supplies for their pupils and students which are not already provided by their school or college this academic year, say they do this weekly** – which which they perceive to be **2%** more than immediately after the Covid-19 pandemic and **9%** higher than before the pandemic

49%

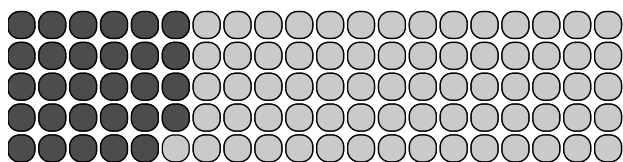


of staff who **provide help, say it has a negative impact on their mental health and wellbeing**

51% of senior leaders | **49%** of school teachers

5. Staff retention

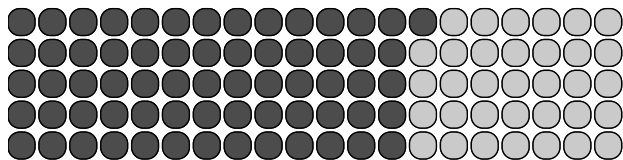
29%



of staff have **considered leaving their jobs due to pressures on their mental health and wellbeing and have actively sought to change or leave their job**

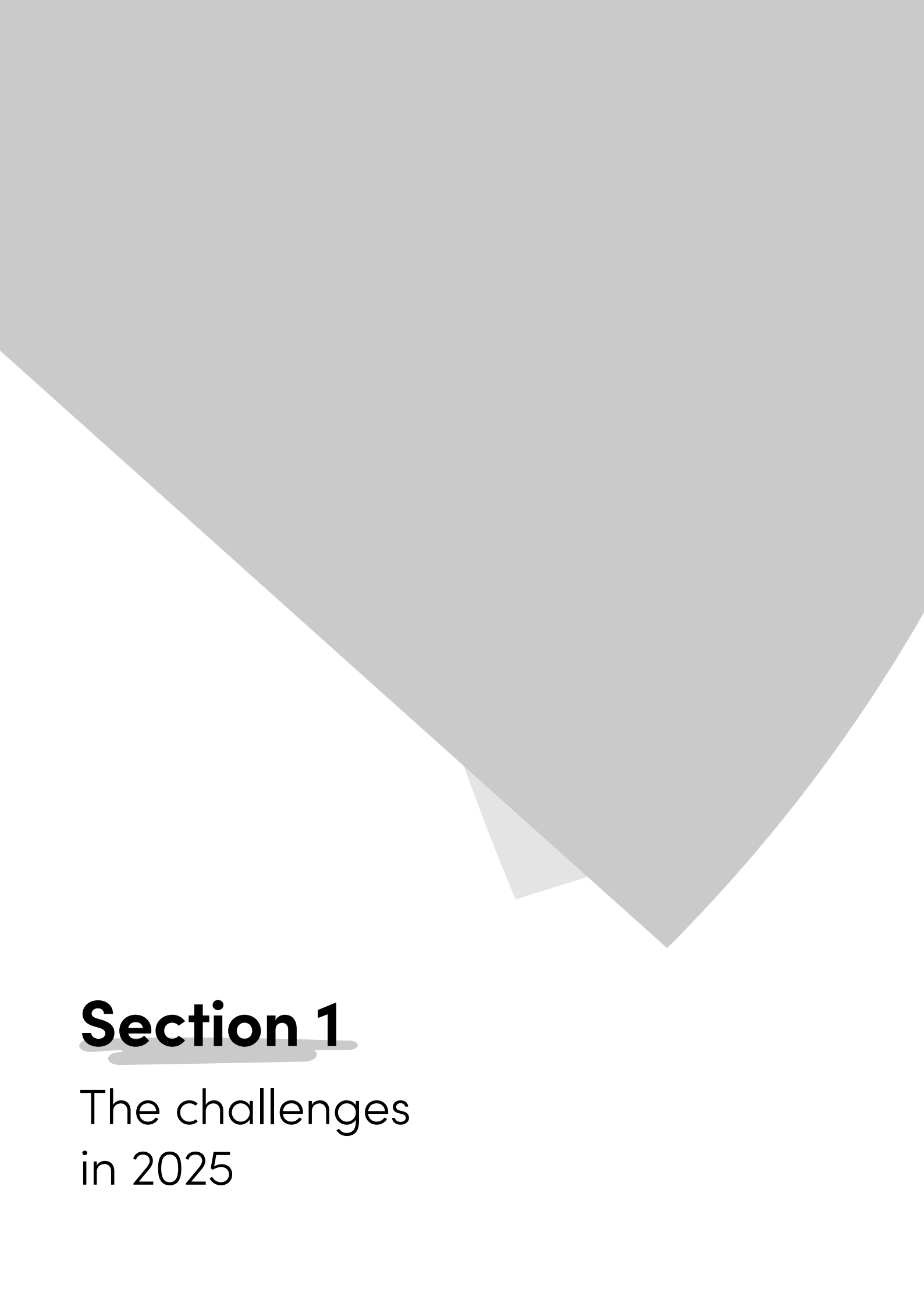
26% of senior leaders | **29%** of school teachers

66%



of those who considered leaving education over the past academic year due to pressures on their health and wellbeing cite **volume of workload as the main reason for thinking about leaving their jobs**

76% of senior leaders | **65%** of school teachers



Section 1

The challenges
in 2025

1. Stress at work

Stress levels have remained consistent overall since 2024

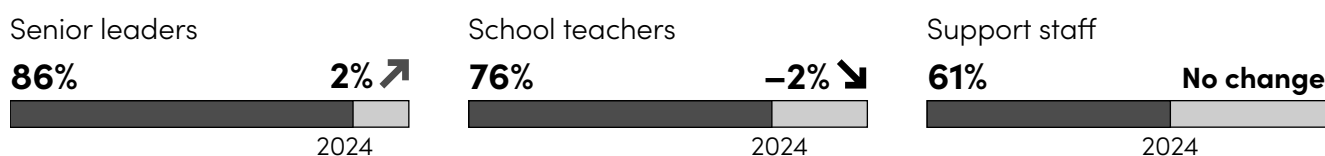
We asked teachers and education staff to describe their level of work-related stress. Overall, stress levels were found to have remained consistent when compared to 2024.

76% of education staff are **stressed**
(2% decrease on 2024)



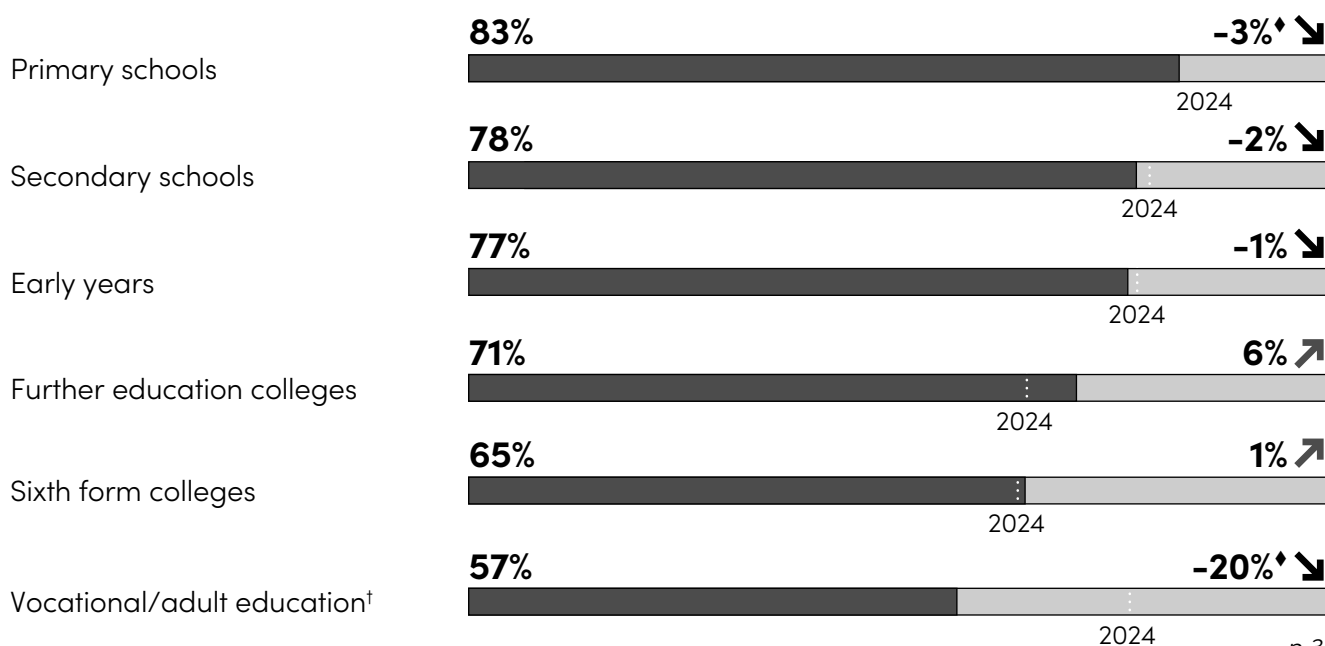
n.1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n.1 refers to note 1, and so on).

Stress levels by job role



n.2

Stress levels by education phase



n.3

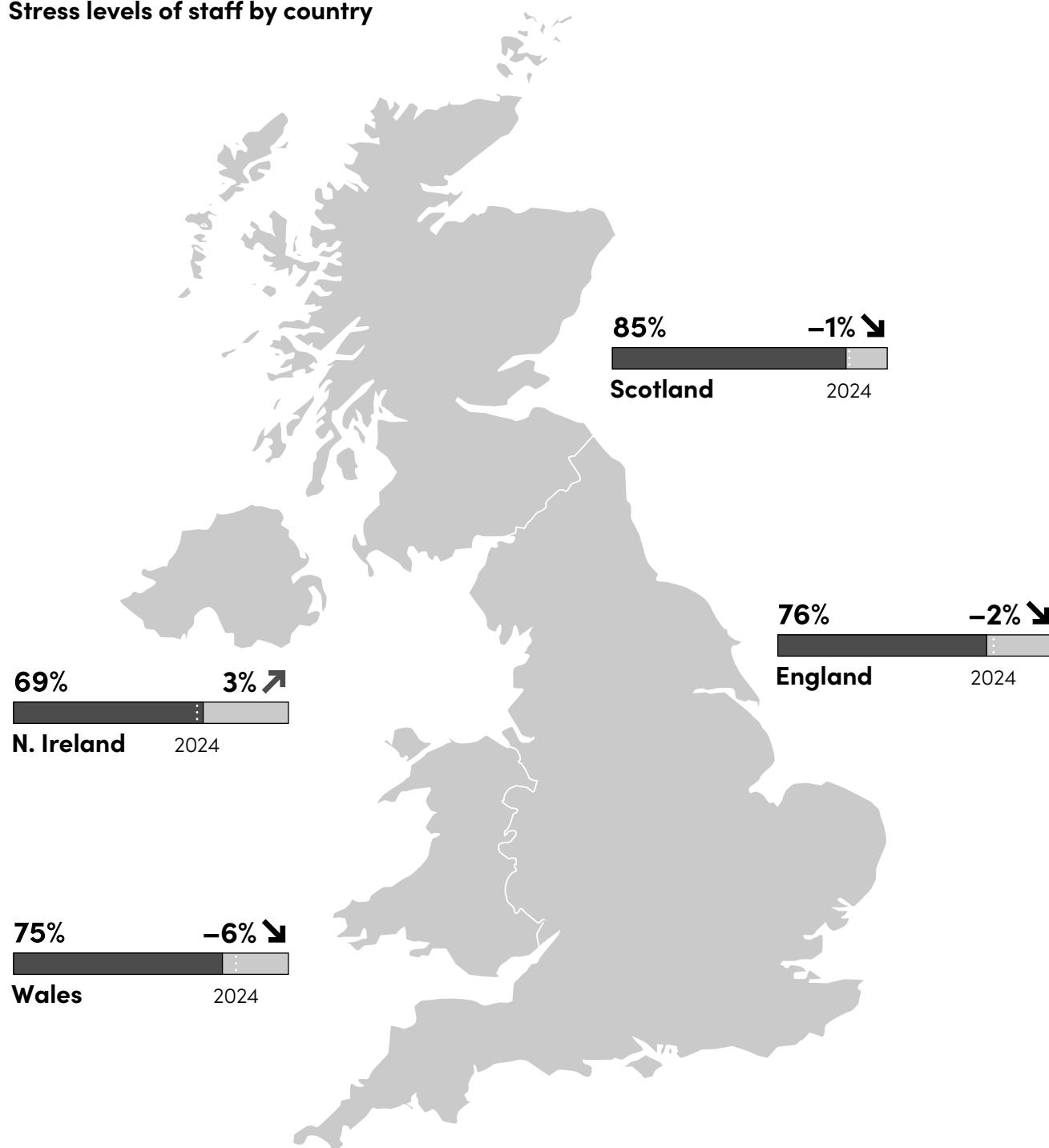
♦Symbol denotes statistically significant increase or decrease. Where no symbol is shown, the percentage point change is indicative.

Footnotes, as indicated by a small superscript number¹, can be found at the back of the section following the notes.

Where a black arrow is shown ↘, this indicates a positive change.

[†]Due to the small dataset for vocational and adult education staff, this finding can only be treated as indicative.

Stress levels of staff by country

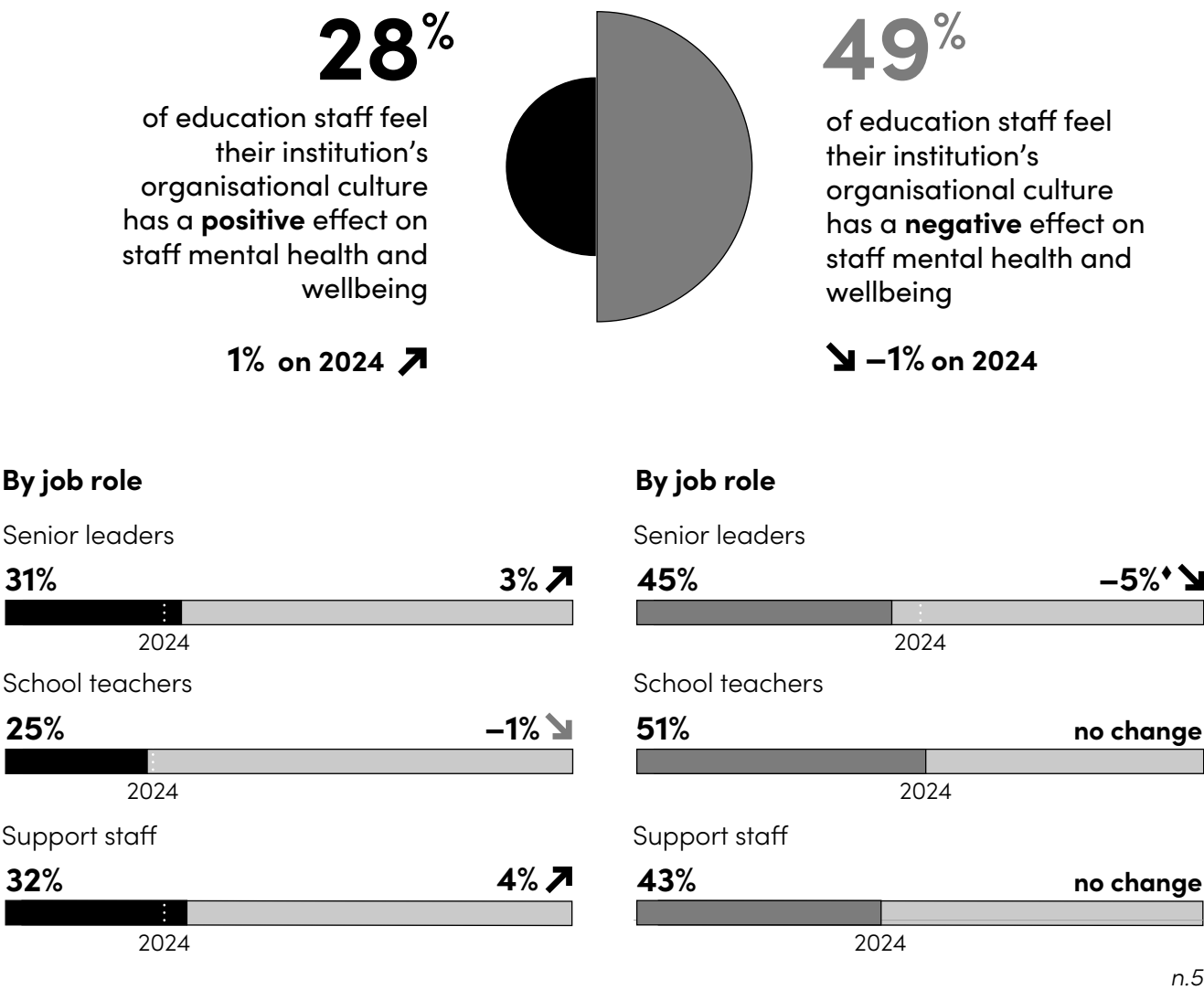


n.4

In 2023/24 **stress, depression or anxiety** accounted for **46%** of all work-related ill health. In the education sector, this represents 2.5 million working days lost due to work-related illness at an economic cost of (c) £1.8 billion (HSE, 2024)¹

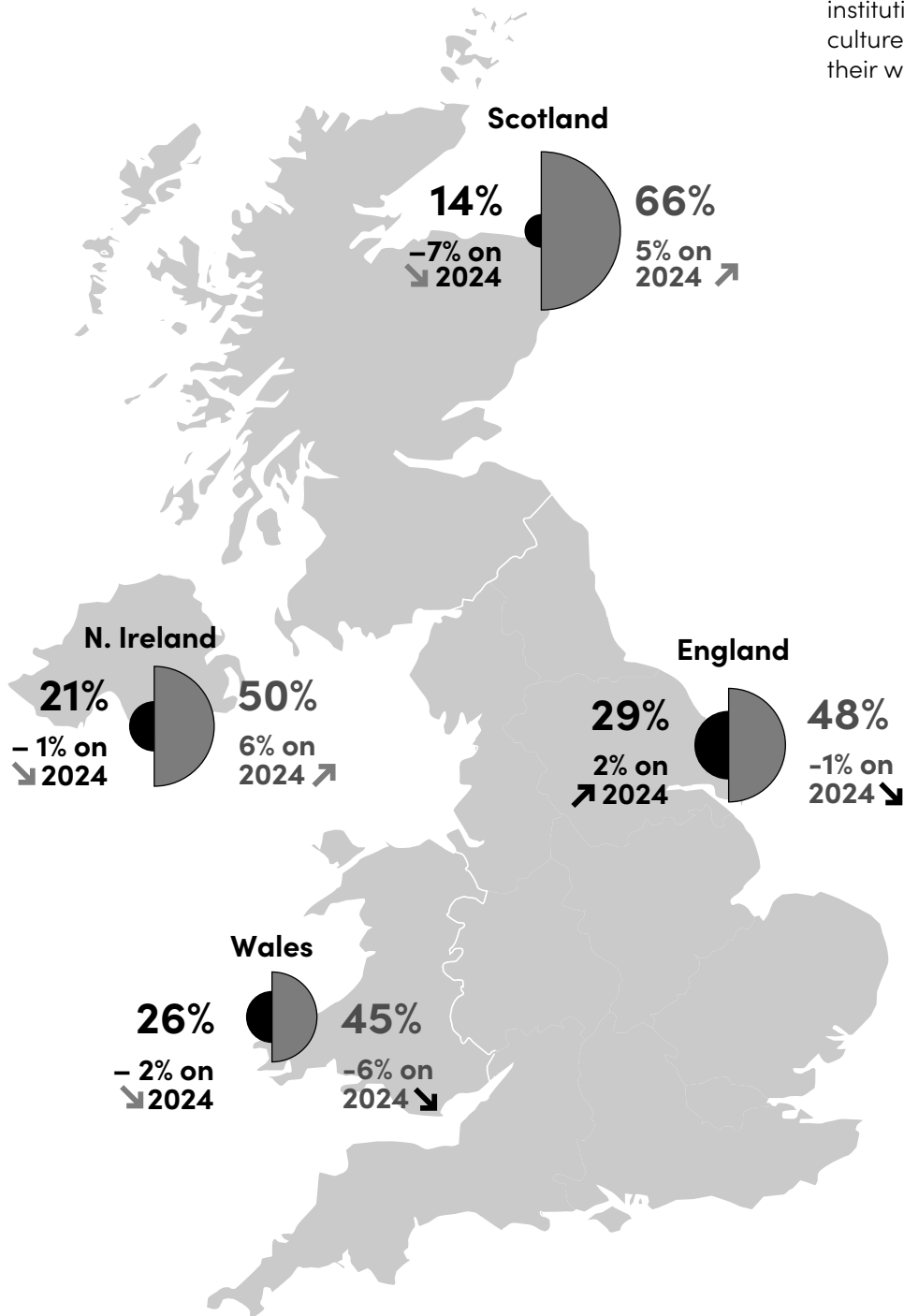
2. Work culture and mental health

The number of staff reporting their organisational culture has a positive effect on their wellbeing has remained consistent



By country

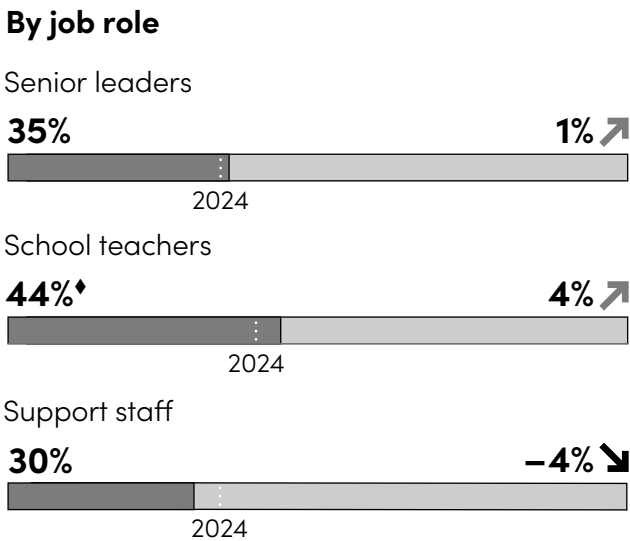
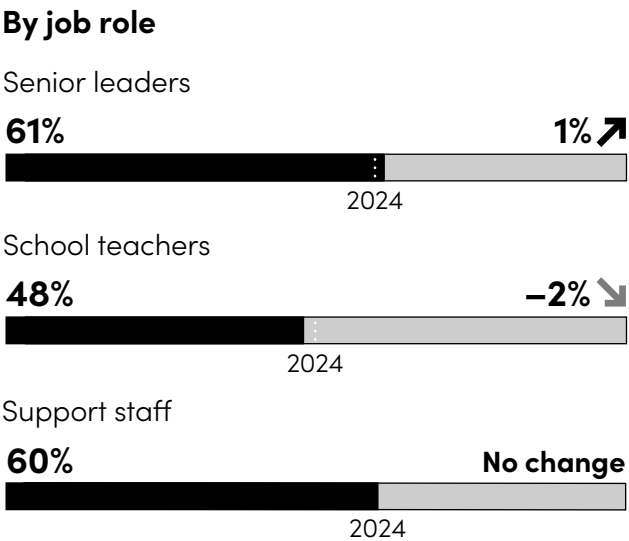
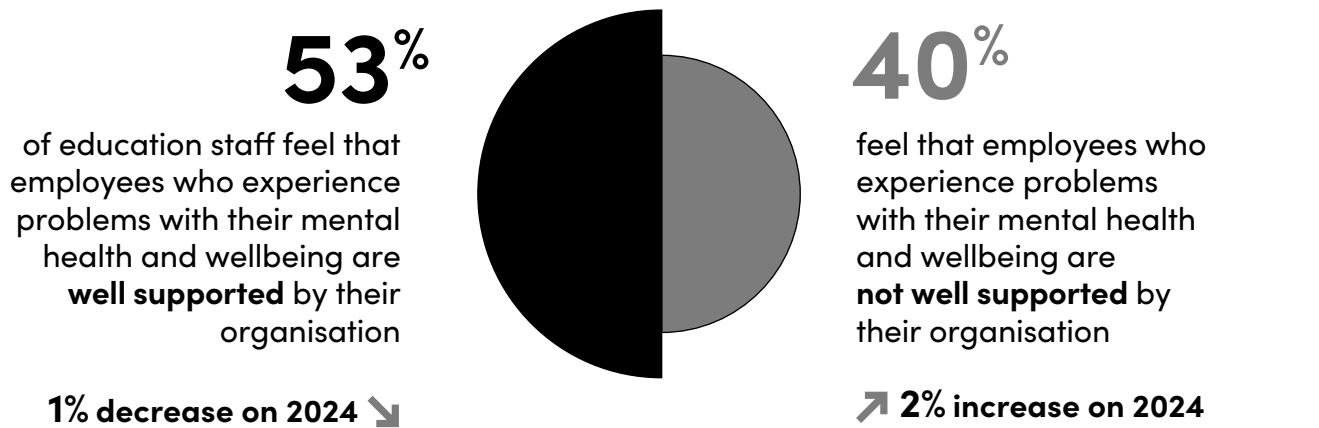
- education staff who feel their institution's organisational culture has a **positive effect** on their wellbeing
- education staff who feel their institution's organisational culture has a **negative effect** on their wellbeing



n.6

3. Support at work

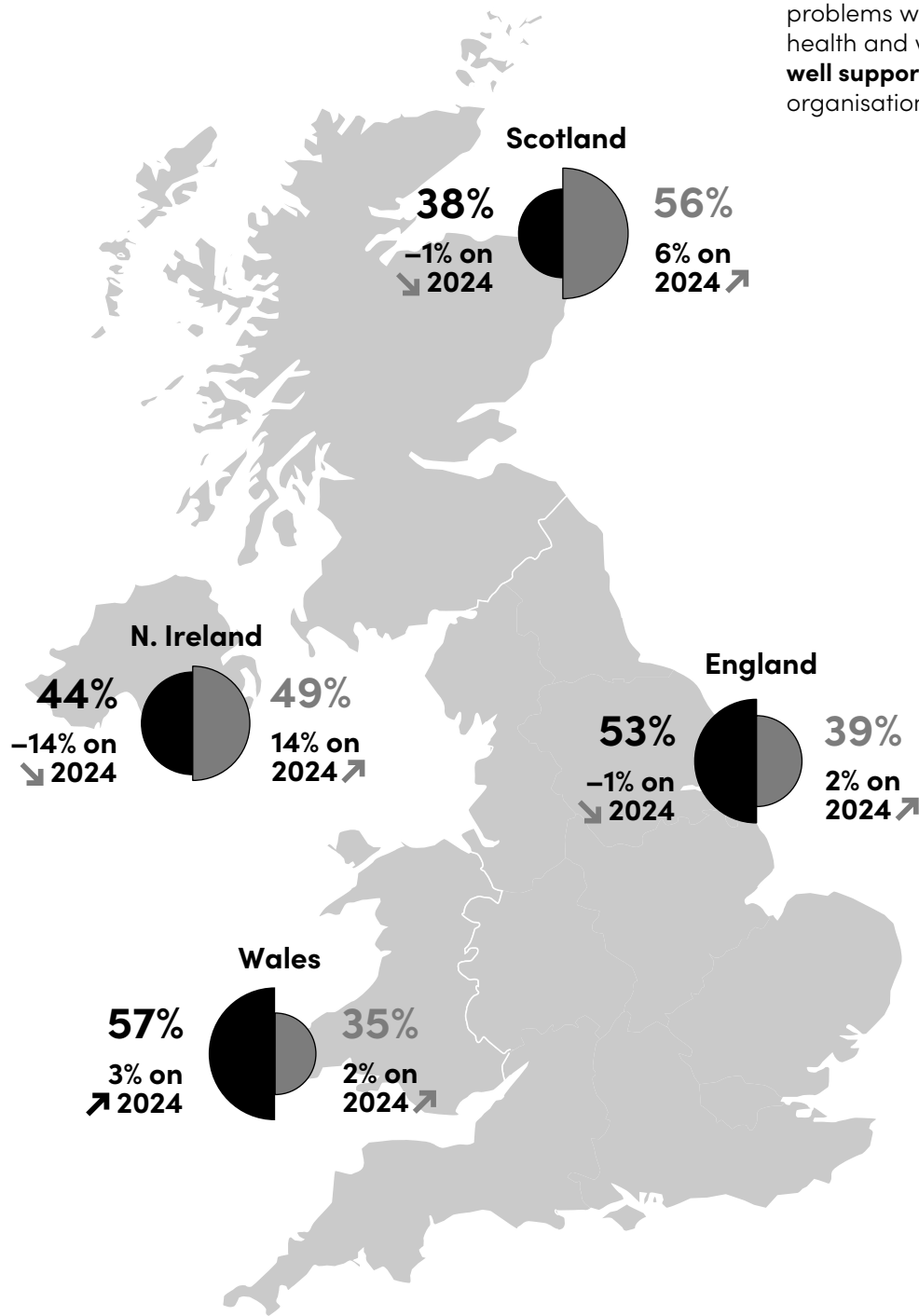
We asked staff how well they thought their organisation supports employees who experience problems with mental health and wellbeing. There is a significant increase in the number of school teachers who do not feel well supported



n.7

By country

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



n.8

Sample profile

n.1 2025 Base: All education staff (n = 3,082)

n.2 2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)

n.3 2025 Base: Primary schools (n = 1,267), Secondary schools (n = 1,267), Early years (n = 137), Sixth form colleges (n = 82), Further Education colleges (n = 150), Vocational/Adult education (n = 58)

n.4 2025 Base: All education staff (n = 3,082)

England (n = 2,614), 76% of staff say they are stressed, 24% say they are not stressed

Scotland (n = 208), 85% of staff say they are stressed, 15% say they are not stressed. The stress levels of staff working in Scotland were found to be significantly higher than those of staff working in England, Wales and Northern Ireland

Wales (n = 200), 75% of staff say they are stressed, 25% say they are not stressed

Northern Ireland (n = 60), 69% of staff say they are stressed, 31% say they are not stressed

n.5 2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)

n.6 2025 Base: All education staff (n = 3,082)

England (n = 2,614), 29% of staff say the culture of my organisation positively affects staff mental health and wellbeing, 48% of staff say the culture of my organisation negatively affects staff mental health and wellbeing

Scotland (n = 208), 14% of staff say the culture of my organisation positively affects staff mental health and wellbeing, 66% of staff say the culture of my organisation negatively affects staff mental health and wellbeing. For the negative effect, this was found to be significantly higher for staff working in Scotland than staff working in England, Wales and Northern Ireland

Wales (n = 200), 26% of staff say the culture of my organisation positively affects staff mental health and wellbeing, 45% of staff say the culture of my organisation negatively affects staff mental health and wellbeing

Northern Ireland (n = 60), 21% of staff say the culture of my organisation positively affects staff mental health and wellbeing, 50% of staff say the culture of my organisation negatively affects staff mental health and wellbeing

n.7 2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)

n.8 2025 Base: All education staff (n = 3,082)

England (n = 2,614), 53% of staff think their organisation supports employees who experience problems with mental health and wellbeing well, 39% not well

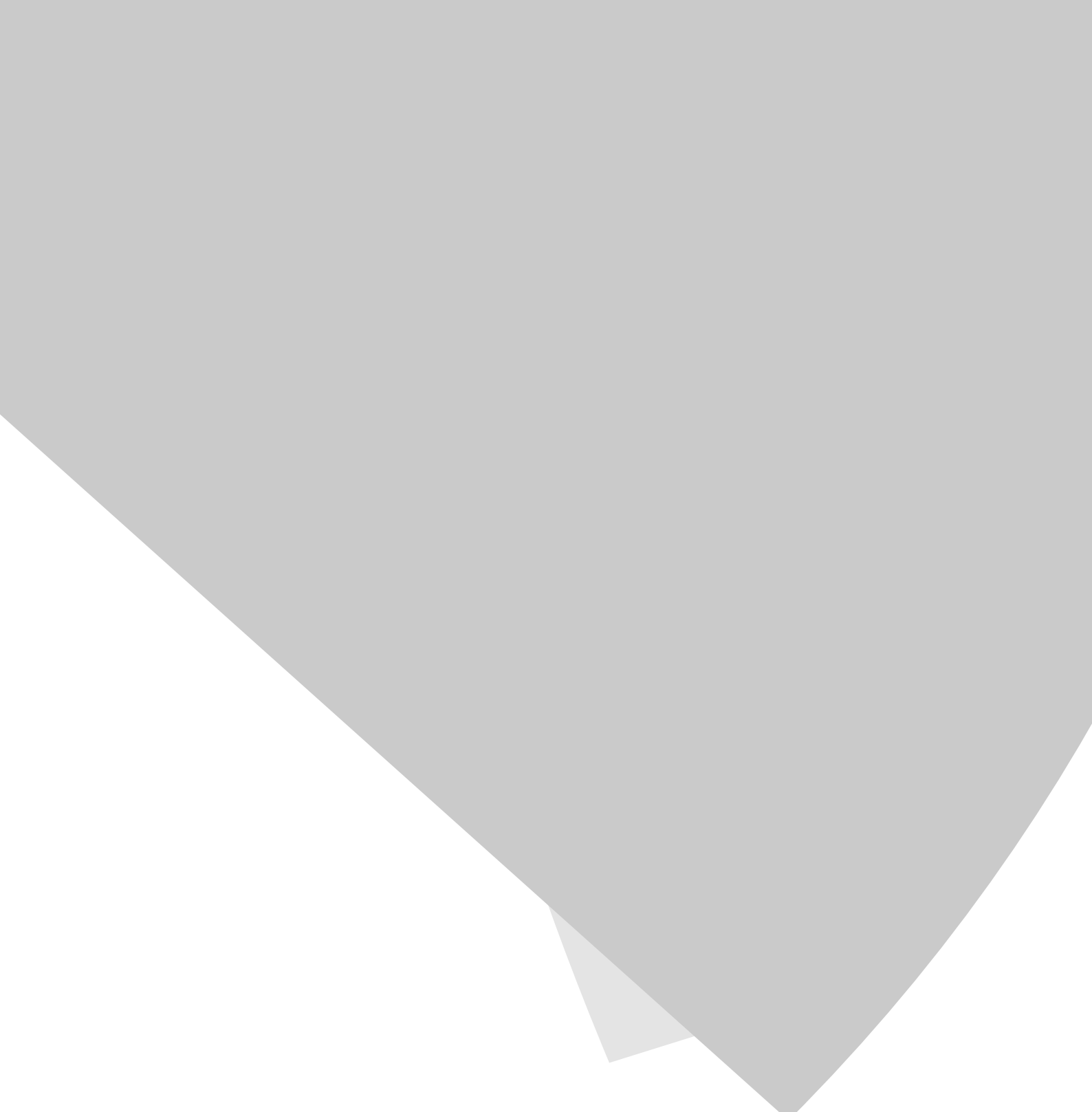
Scotland (n = 208), 38% of staff think their organisation supports employees who experience problems with mental health and wellbeing well, 56% not well

Wales (n = 200), 57% of staff think their organisation supports employees who experience problems with mental health and wellbeing well, 35% not well

Northern Ireland (n = 60), 44% of staff think their organisation supports employees who experience problems with mental health and wellbeing well, 49% not well

Footnotes

1. HSE (2024). "Health and Safety Executive – Work-related stress, depression or anxiety statistics in Great Britain, 2024". 20 November 2024. <https://www.hse.gov.uk/statistics/assets/docs/stress.pdf>
2. Note: In this report the HSE states that 2.9 million working days (full-day equivalent) were lost each year, of which 88% (calculated to be 2.53 million working days) is due to work-related illness, and 12% due to workplace injury. The same formula has been applied to estimate the total economic cost, ie 88% of c£2 billion (calculated to be c£1.8 billion).



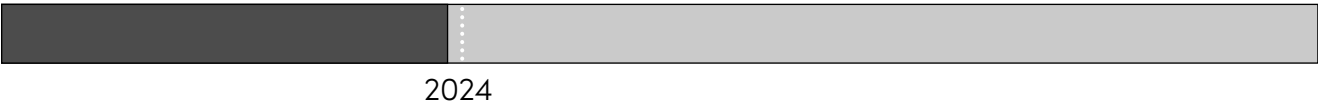
Section 2

Mental health of
education staff

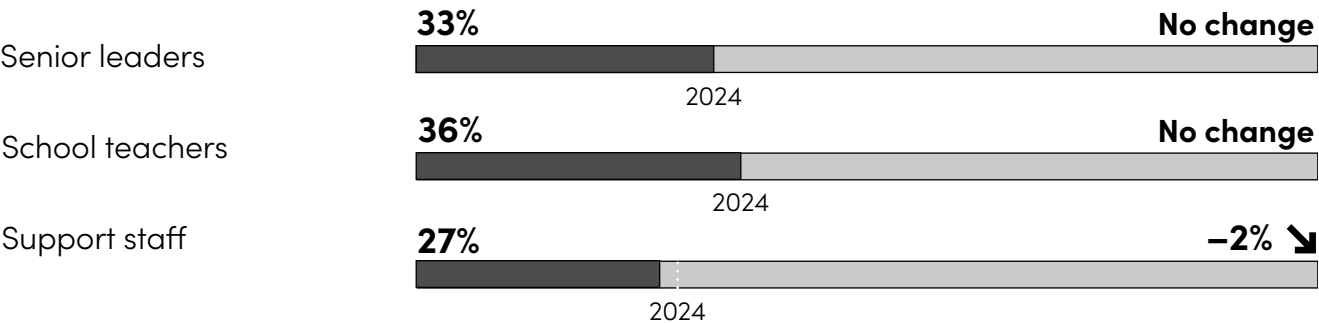
1. Mental health issues experienced in the past academic year

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

34% of teachers and education staff told us they **had experienced mental health issues in the past academic year (1% decrease on 2024)**



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.
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Footnotes, as indicated by a small superscript number¹, can be found at the back of the section following the notes.

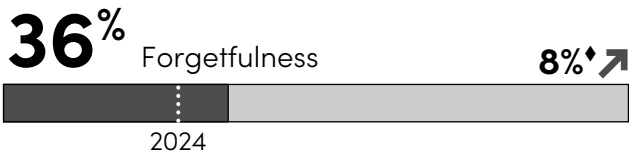
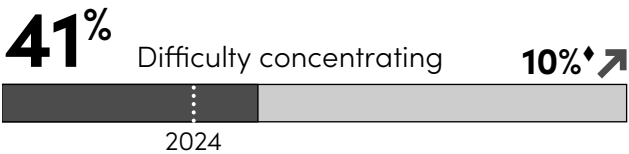
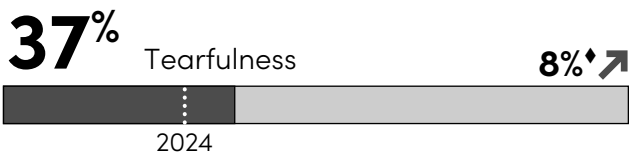
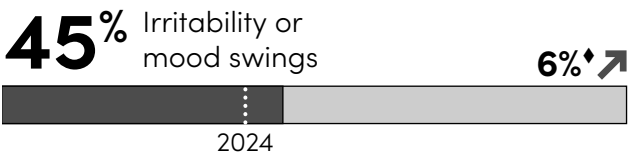
Where a black arrow is shown ↘, this indicates a positive change.

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

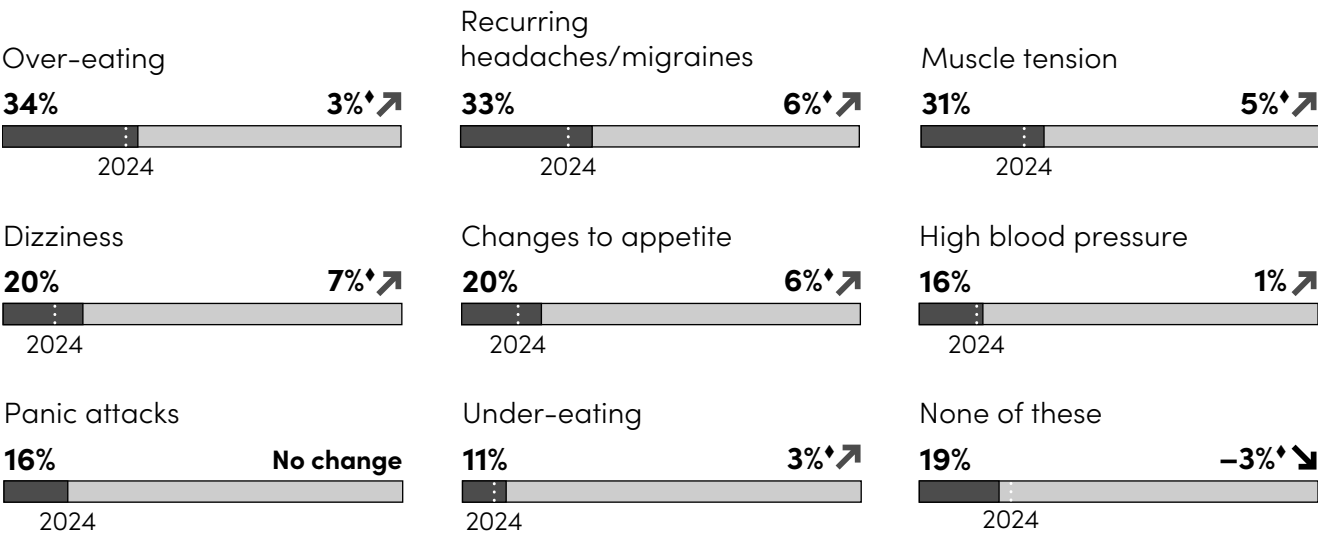
50% experienced insomnia or difficulty sleeping
(8% increase on 2024)



Large increases were found among these symptoms



Other symptoms compared between 2025 and 2024

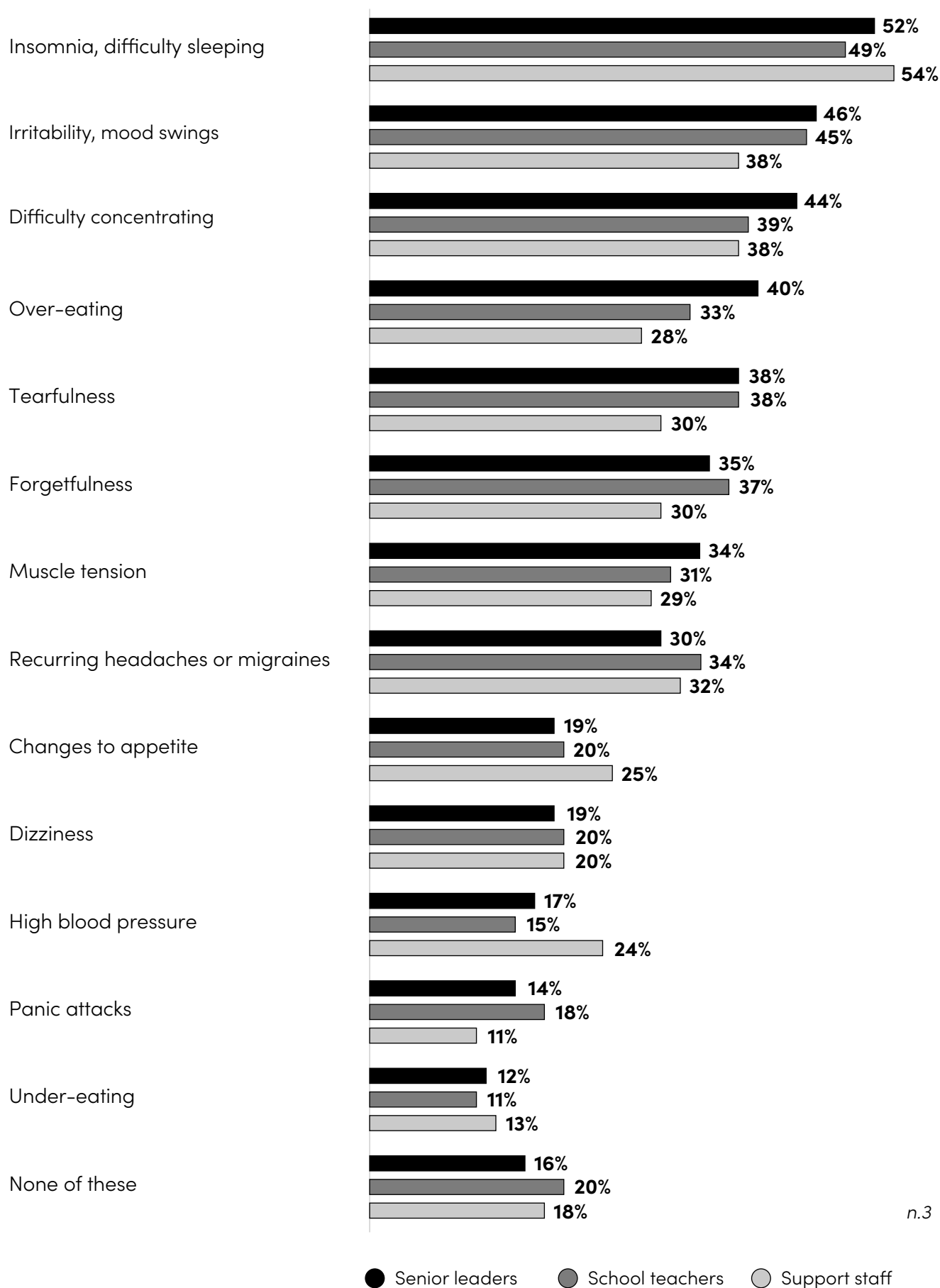


n.2

The number of staff telling us they experienced symptoms of poor mental health is broadly in line with 2024. The most common symptom was insomnia, or difficulty sleeping. Insomnia was the most common symptom experienced by support staff.

Note: This question asks all respondents in the 2025 survey for their perceptions relating to both 2025 and 2024.

Symptoms of poor mental health by job role

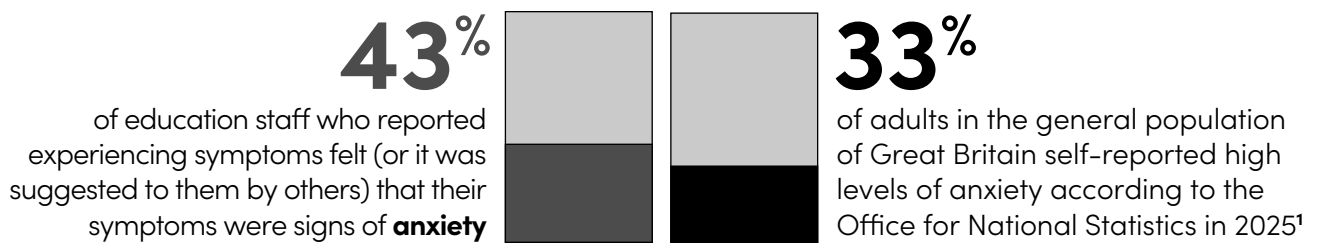


3. What do the symptoms mean?

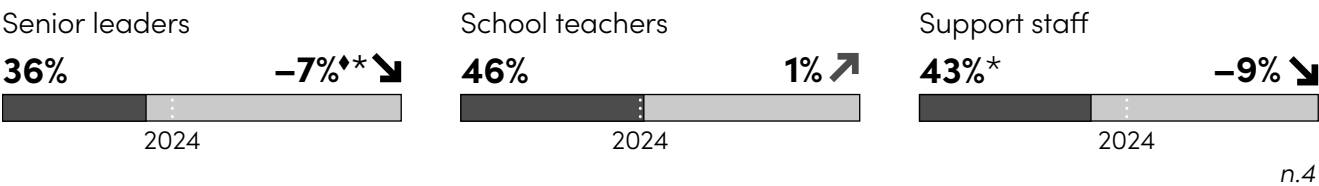
We asked staff who reported experiencing symptoms in the past two years if they felt (or it was suggested to them by others) that the symptoms they experienced were signs of anxiety, exhaustion, burnout, depression or acute stress.

Anxiety

Staff working in education experienced high levels of anxiety

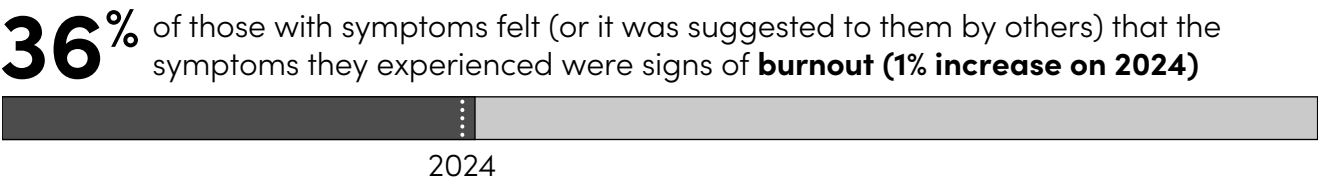


The signs of anxiety were highest among school teachers

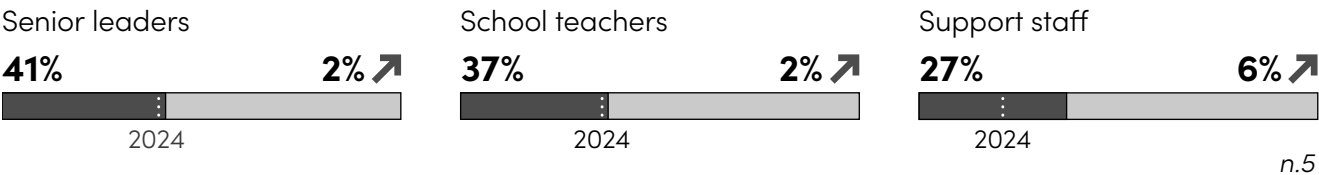


Teachers and education staff’s feelings of anxiousness are also measured against the scores for the general population in Section 3 (measuring personal wellbeing).

Burnout

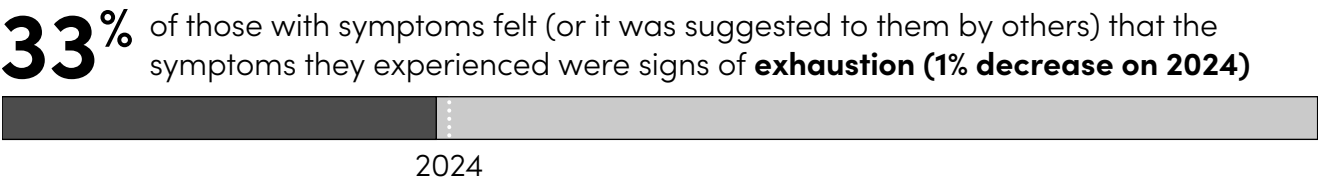


The signs of burnout were highest among senior leaders

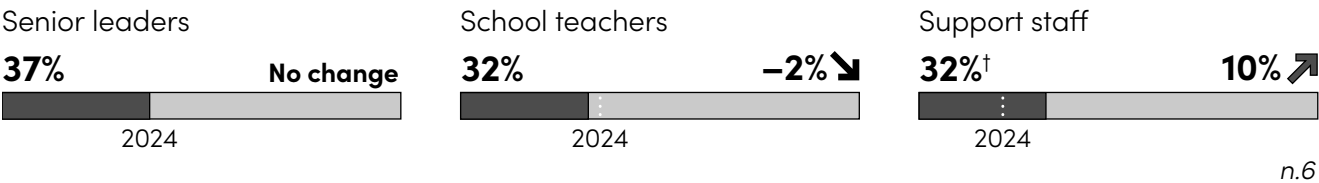


*Difference due to rounding

Exhaustion

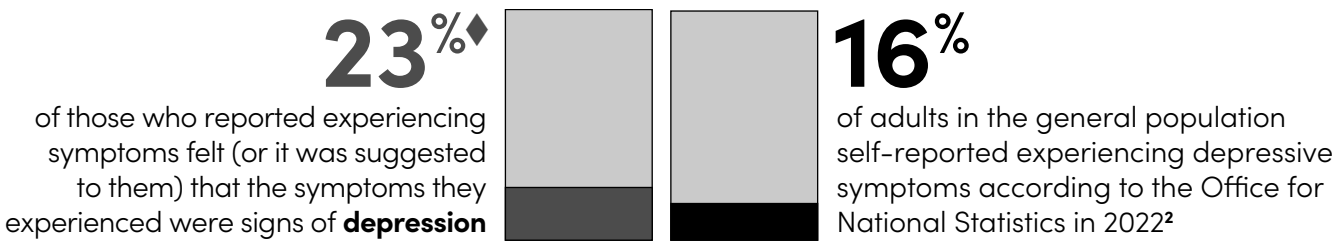


The signs of exhaustion were highest among senior leaders

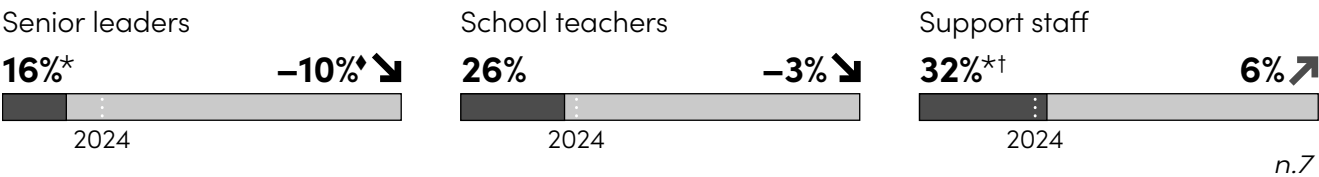


Depression

Staff working in education experienced high levels of depression

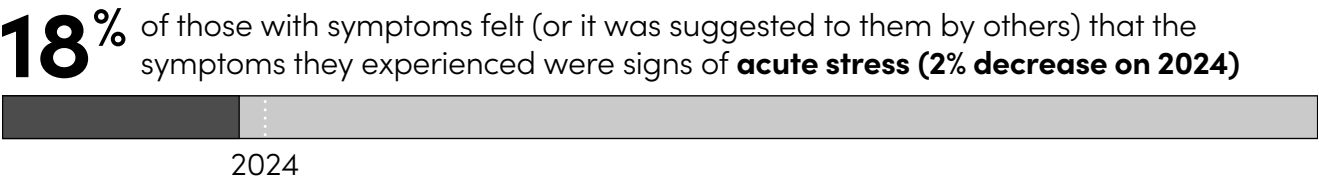


The signs of depression were highest among support staff

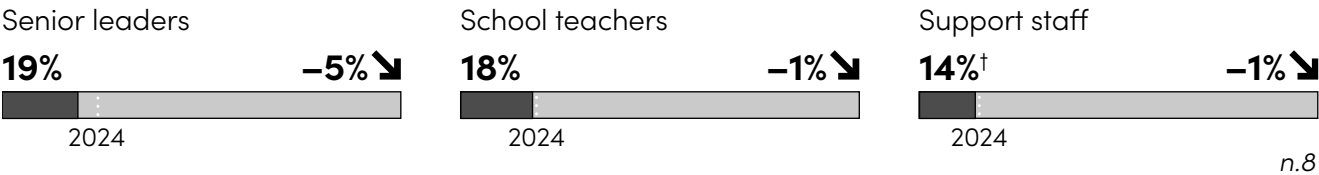


^{*}Difference due to rounding
[†]Due to the small dataset for support staff in 2024, the findings can only be treated as indicative

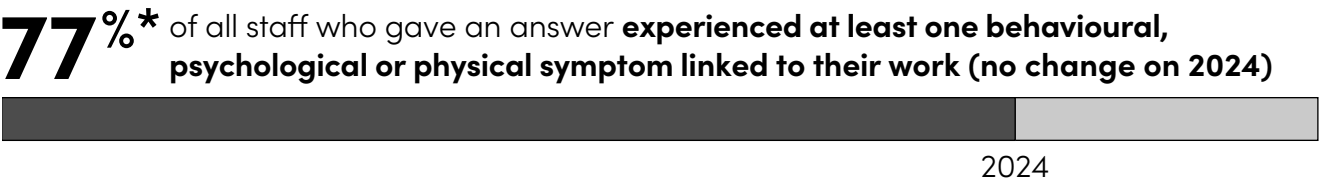
Acute stress



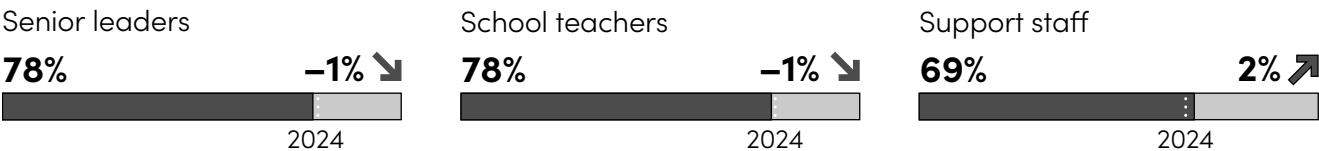
The signs of acute stress were highest among senior leaders



4. Symptoms of poor mental health due to work



Symptoms of poor mental health due to work by job role



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

56%
No change from 2024 levels

Psychological symptoms
(eg depression, anxiety, panic attacks)

50%
No change from 2024 levels

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

53%
increase of 2% on 2024 levels

n.9

†Due to the small dataset for support staff in 2024 and 2025, the findings can only be treated as indicative
*Excludes respondents who preferred not to answer the question

In 2025 the Department for Education in England reported that teachers were more likely than leaders to feel that their work negatively affected their mental health (**63%** vs. **55%**), whereas leaders were more likely to say their work affected their physical health (**57%** vs. **48%** among teachers). These differences were not observed in 2022 or 2023 (DfE, 2025)³

Sample profile

n.2-n.9 excludes those staff who did not give an answer

- n.1 2025 Base: All education staff (n = 2,926), Senior leaders (n = 714), School teachers (n = 1,894), Support staff (n = 213)*
- n.2 2025 Base: All education staff in the last year (n = 2,622), in the last two years (n = 2,332)*
- n.3 2025 Base: All education staff experiencing symptoms in the past year (n = 2,622), Senior leaders (n = 660), School teachers (n = 1,682), Support staff (n = 188)*
- n.4 2025 Base: All education staff experiencing symptoms in the past two years (n = 1,807), Senior leaders (n = 478), School teachers (n = 1,028), Support staff (n = 123)*
- n.5 2025 Base: All education staff experiencing symptoms in the past two years (n = 1,807), Senior leaders (n = 478), School teachers (n = 1,028), Support staff (n = 123)*
- n.6 2025 Base: All education staff experiencing symptoms in the past two years (n = 1,807), Senior leaders (n = 478), School teachers (n = 1,028), Support staff (n = 123)*
- n.7 2025 Base: All education staff experiencing symptoms in the past two years (n = 1,807), Senior leaders (n = 478), School teachers (n = 1,028), Support staff (n = 123)*
- n.8 2025 Base: All education staff experiencing symptoms in the past two years (n = 1,807), Senior leaders (n = 478), School teachers (n = 1,028), Support staff (n = 123)*
- n.9 2025 Base: All education staff (n = 2,953)*

Footnotes

1. ONS (2025). "Opinions and Lifestyle Survey – Public opinions and social trends, Great Britain: personal well-being and loneliness". 2 to 27 July 2025. Office for National Statistics. Release date 15 August 2025. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/publicopinionsandsocialtrendsgreatbritainpersonalwellbeingandloneliness>

Notes

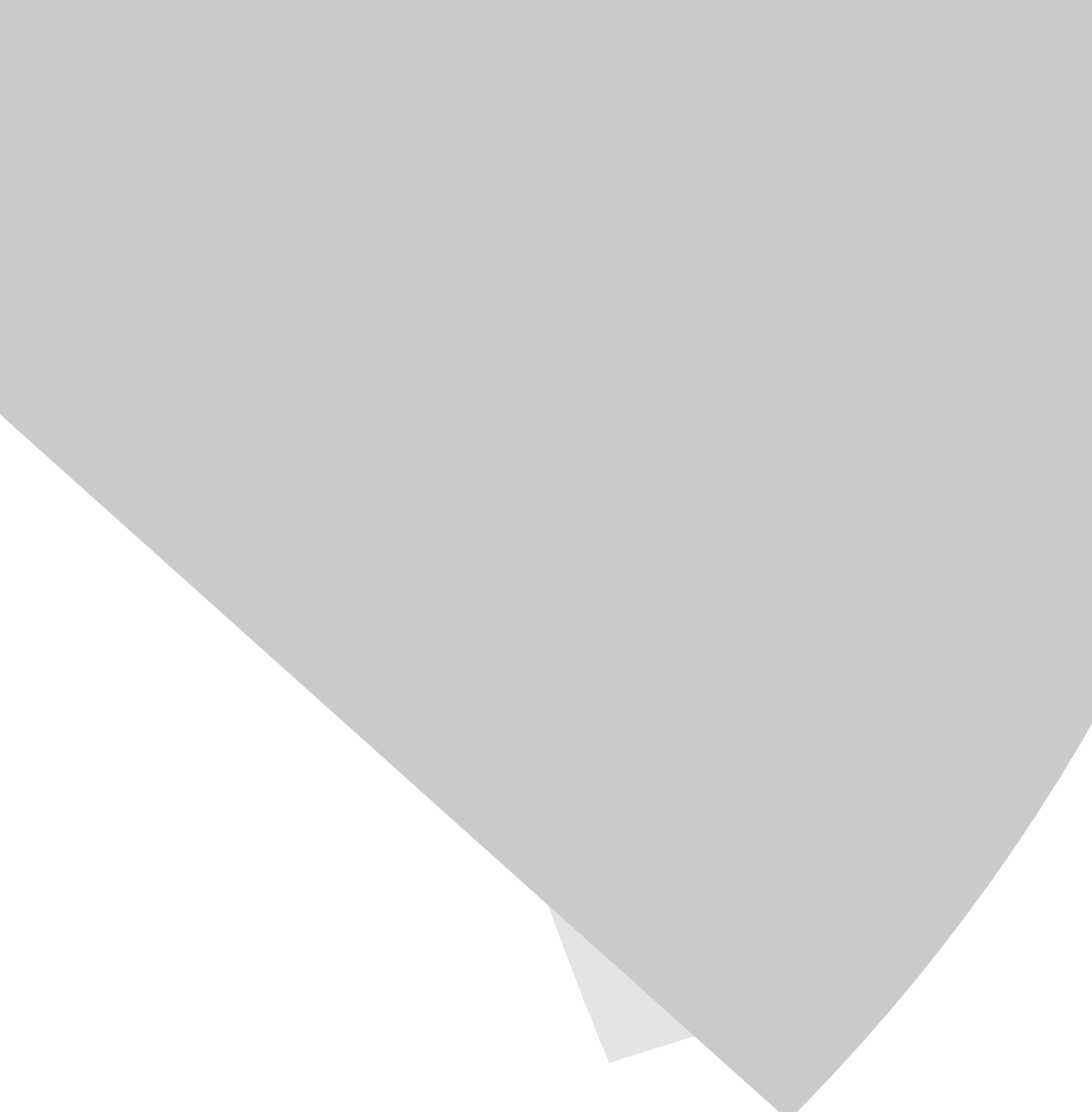
- i. The ONS Opinions and Lifestyle Survey for the period of 2 to 27 July 2025 has been used, which is the nearest comparable data collected to this survey.
The question asked was "Overall, how anxious did you feel yesterday?" Respondents answered on a 10-point Likert scale where 0 is "not at all" and 10 is "completely". Scores of 6 to 10 were classed as having high levels of anxiety. Table 22 shows that 33% of all adults were found to have high levels of anxiety. The sample was 3,790 persons.
- ii. The Teacher Wellbeing Index survey took place during 6 June and 14 July 2025. Education staff were asked if they felt, or it was suggested to them by anybody else, that the symptoms they experienced were signs of anxiety. 43% of staff indicated signs of anxiety. The sample size was 1,807 education staff who indicated they had symptoms.

2. 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 5 to 28 July 2024.
Education staff were asked if the symptoms they experienced or it was suggested by anybody else, that they were signs of depression.
28% of staff indicated signs of depression. The sample was 1,684 education staff who indicated they had symptoms.

3. DfE (2024). "Working lives of teachers and leaders: wave 3 research report". June 2025. https://assets.publishing.service.gov.uk/media/685c0d7c0433072fce0e1036/Working_lives_of_teachers_and_leaders_wave_3_-_research_report.pdf. The sample was 2,364 teachers and leaders who answered the sub-set of questions on work-life/wellbeing. 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.



Section 3

Measuring wellbeing

Since 2019 we have been measuring the subjective wellbeing of teachers and education staff by using the Warwick-Edinburgh Mental Wellbeing Scale. This year we decided we wanted to expand how we measure the wellbeing of staff to build a more holistic picture. We have included two new wellbeing scales.

The first is the set of four questions used by the Office for National Statistics (ONS) to investigate the personal wellbeing of the adult population in the UK, which allows us to compare our findings with those of the UK Government, and other research studies, also using this measure.

The second is a set of four questions proposed for use by the Wellbeing Research Centre at the University of Oxford to measure staff wellbeing at work. It also explores the issues of work intensity and time poverty on wellbeing.

This section reports the findings of measuring teacher and education staff's subjective wellbeing, personal wellbeing and their wellbeing at work.

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

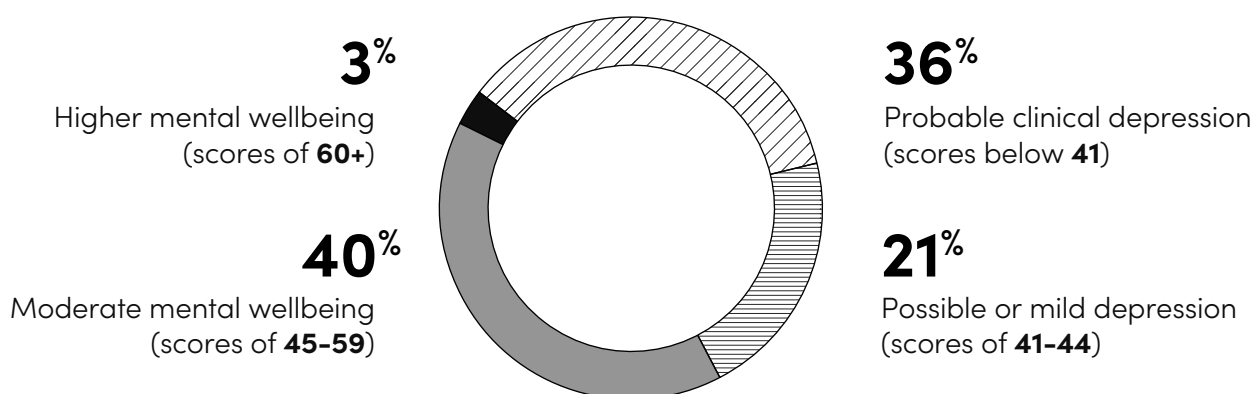
Footnotes, as indicated by a small superscript number¹, can be found at the back of the section following the notes.

1. Measuring subjective wellbeing

To measure subjective wellbeing we use an established questionnaire to determine the wellbeing score for teachers and education staff over the preceding two weeks. This is the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). A higher WEMWBS score indicates a greater level of positive mental wellbeing, with the median score to be around 50 for the UK adult population. To understand more about this, go to Appendix C.

Teachers and education staff were found to have an overall low score of **43.42** (0.48 decrease on 2024 and **the lowest score we have recorded since we started measuring subjective wellbeing in 2019**). When the range of scores are benchmarked against well-validated measures of depression, we found that **36% of education staff had a score of less than 41 which indicates probable clinical depression**.

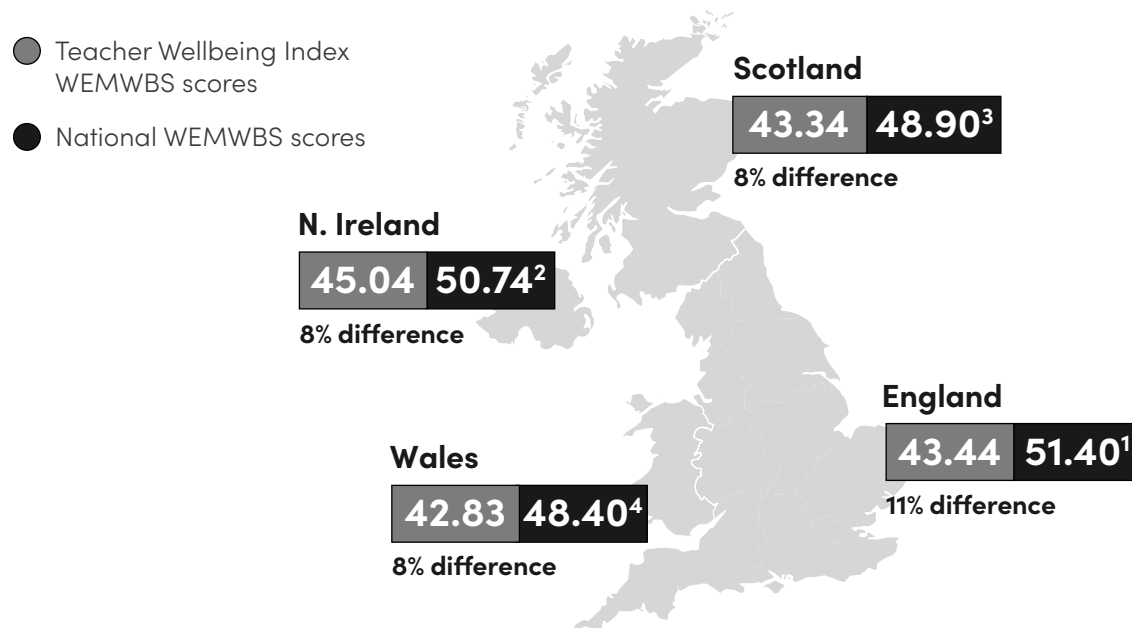
Benchmarked WEMWBS scores for teachers and education staff



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).

Comparing the scores for teachers and education staff with the population

The governments of the four UK countries publish WEMWBS scores for their adult populations. When the scores for education staff are compared, the wellbeing of the education sector was found to be much lower.

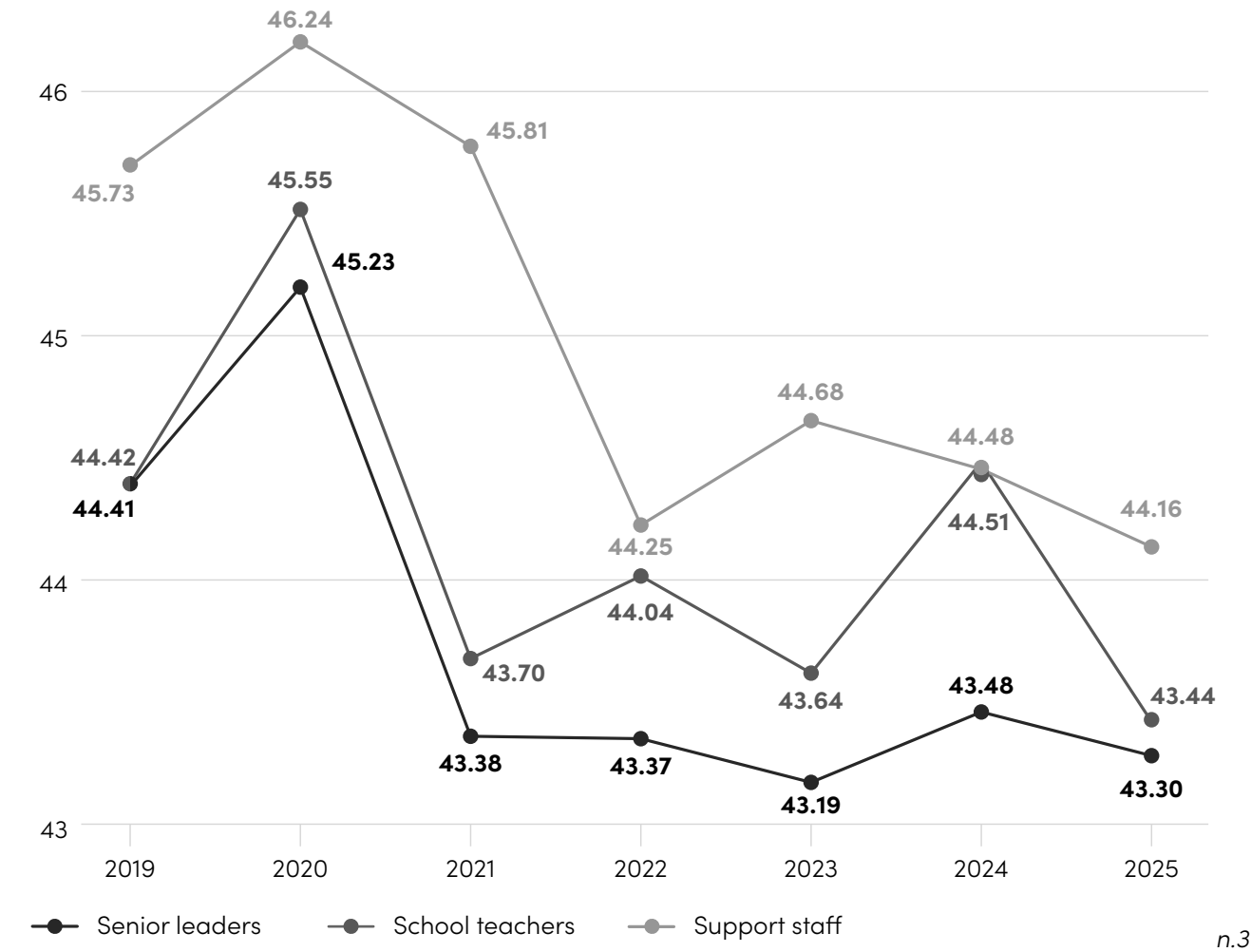


n.2

Comparison by job role

The wellbeing of senior leaders, school teachers and support staff have all decreased in the last year.

Teacher Wellbeing Index WEMWBS scores by job role 2019-2025



2. Measuring personal wellbeing

The Office for National Statistics (ONS) regularly monitors the wellbeing of the UK adult population using questions to cover four areas of personal wellbeing⁵ – satisfaction with life, happiness, the feeling that things done in life are worthwhile and the level of anxiousness felt the previous day. We asked teachers and education staff these questions.

Comparisons are made with two sets of ONS data. Firstly, the most recently published results, which covers the adult population in Great Britain⁵. Secondly, the latest available full data set which allows comparisons to be made in this section, and covers the UK population⁶. Also included are the results of the Department for Education's use of the ONS questions to measure staff wellbeing in England⁷.

	Satisfaction with life	Happiness	Worthwhile	Anxiety
	Scores of 0–4 indicate low levels, 5–6 medium levels, 7–8 high levels and 9–10 very high levels			Scores of 0–1 indicate very low levels, 2–3 low levels, 4–5 medium levels and 6–10 high levels
General population scores				
Great Britain (2–27 July 2025) ⁵	6.9	7.0	7.2	4.0
UK (January to March 2025) ⁶	7.5	7.4	7.8	3.2
Education Staff scores				
Working lives of teachers and leaders: wave 3 (DfE, 2024) ⁷	6.4	6.3	7.0	4.6
Teacher Wellbeing Index 2025 scores				
All education staff	6.2	6.3	6.8	4.5
By job role				
Senior leaders	6.3	6.3	7.0	4.6
School teachers	6.2	6.3	6.8	4.6
Support staff	6.3	6.4	6.6	4.3
By country				
England	6.2	6.3	6.8	4.6
Scotland	6.2	6.4	6.8	4.5
Wales	6.2	6.4	6.6	4.2
Northern Ireland	6.6	6.8	7.1	3.8

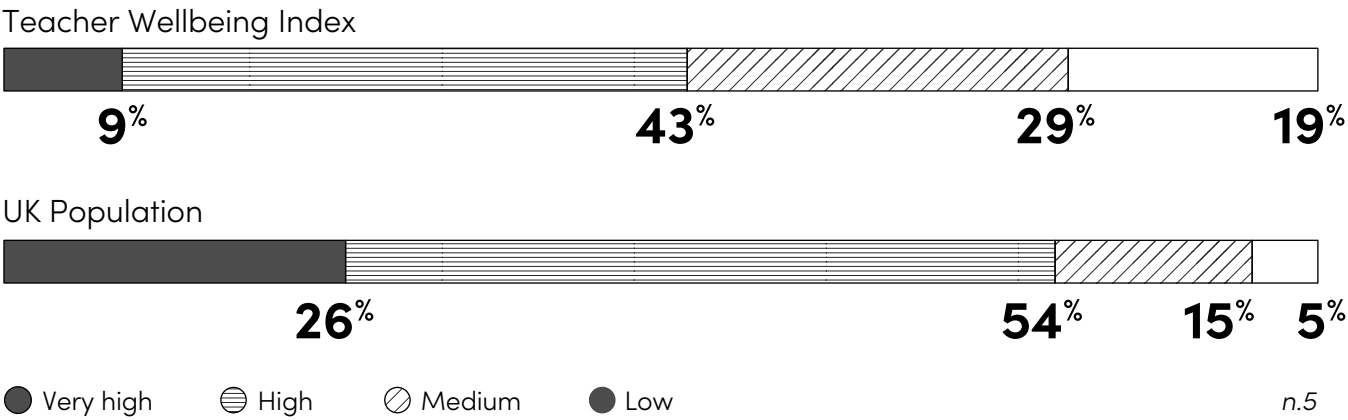
n.4

When compared to the national average for the UK population⁶, teachers and education staff have lower levels of life satisfaction, happiness and feeling worthwhile, and higher anxiety.

Key points are below, and a detailed breakdown of each of the four aspects of personal wellbeing can be found in Appendix D.

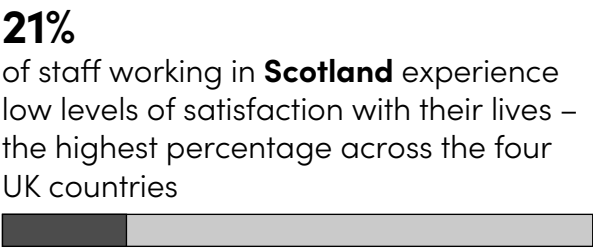
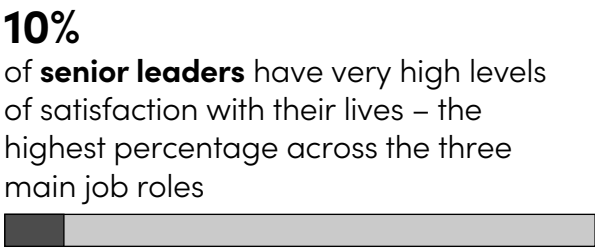
Satisfaction with life nowadays

Overall satisfaction with life



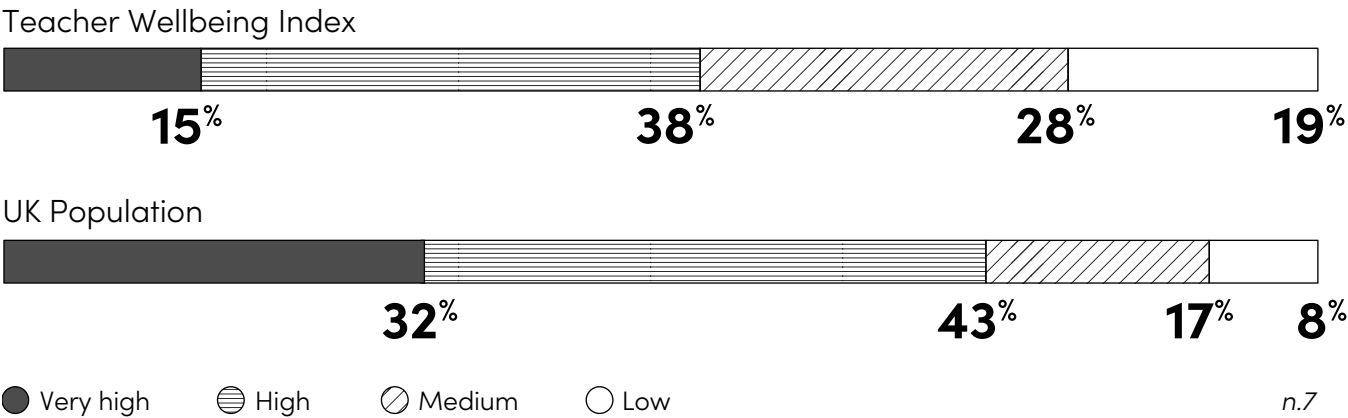
9% of education staff experience very high levels of satisfaction compared to **26%** of the adult UK population

19% of education staff experience very low levels of satisfaction compared to **5%** of the adult UK population



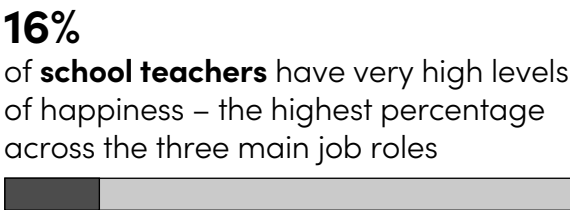
Happiness felt the previous day

Level of happiness felt the previous day



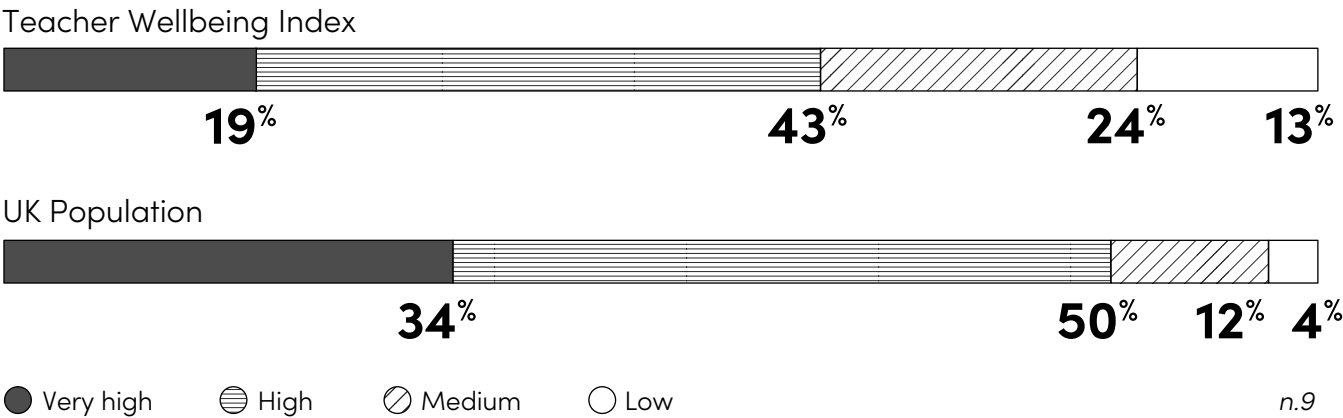
15% of education staff have very high levels of happiness compared to **32%** of the adult UK population

19% of staff working in education have low levels of happiness compared to **8%** of the adult UK population



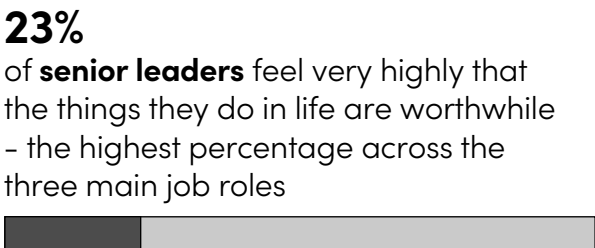
Feeling that the things done in life are worthwhile

Feelings the things done in life are worthwhile



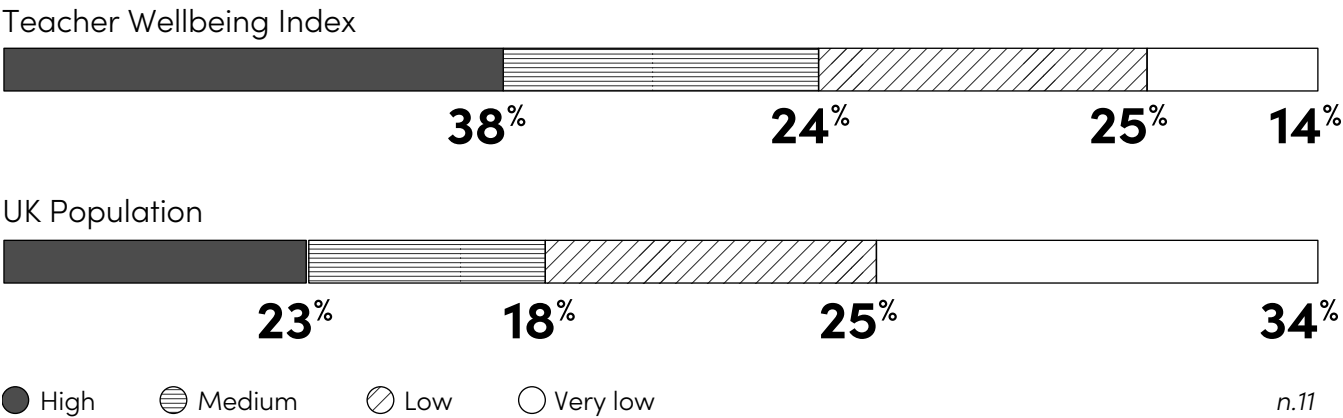
19% of education staff have very high levels of feeling the things they do in life are worthwhile, compared to **34%** of the adult UK population

13% of education staff have low levels of feeling the things they do in life are worthwhile, compared to **4%** of the adult UK population



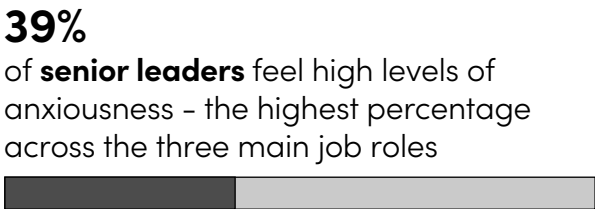
Anxiousness felt the previous day

Level of anxiousness felt the previous day



38% of education staff have high levels of anxiousness compared to **23%** of the adult UK population

14% of education staff have very low levels of anxiousness compared to **34%** of the adult UK population



The levels of anxiety reported by teachers and education staff are also explored in Section 2 using a different research approach



n.12

3. Measuring workplace wellbeing

The Wellbeing Research Centre at the University of Oxford has suggested the use of four questions to measure staff wellbeing at work⁸. There is some broad similarity with the ONS questions used to measure satisfaction and happiness (although these now specifically refer to teachers and education staff's life at work), and the other two questions explore if work is regarded as purposeful and meaningful, and stress levels experienced at work.

	Satisfaction	Purposeful and meaningful	Happiness	Stress ⁹
	Scores of 0-4 indicate low levels, 5-6 medium levels, 7-8 high levels and 9-10 very high levels			Scores of 0-1 indicate very low levels, 2-3 low levels, 4-5 medium levels and 6-10 high levels
Workplace wellbeing scores				
All education staff	5.75	6.97	5.66	6.11
Senior leaders	5.92	7.27	5.64	6.78
School teachers	5.65	6.92	5.62	6.05
Support staff	5.74	6.48	5.64	5.22
By country				
England	5.78	6.99	5.67	6.13
Scotland	5.49	6.84	5.50	6.22
Wales	5.54	6.71	5.55	5.88
Northern Ireland	6.06	7.18	5.86	5.18

n.13

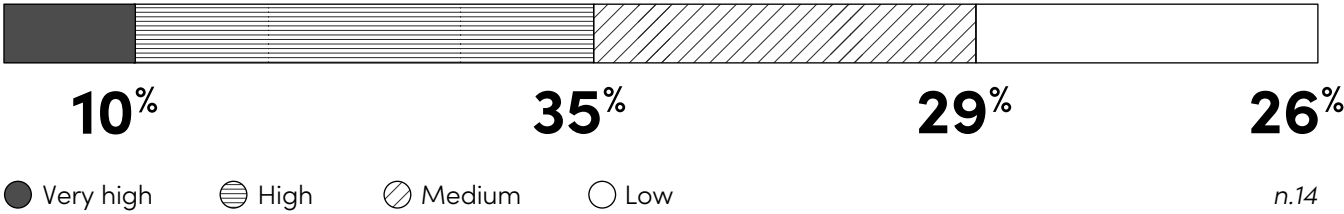
Currently national figures for workplace wellbeing are unavailable.

Key points follow, and a detailed breakdown of each of the four aspects of workplace wellbeing can be found in Appendix E

Job satisfaction

Job satisfaction

Teacher Wellbeing Index



45% of education staff have high or very high levels of job satisfaction

48% of **senior leaders** feel very high or high levels of job satisfaction – the highest percentage across the three main job roles

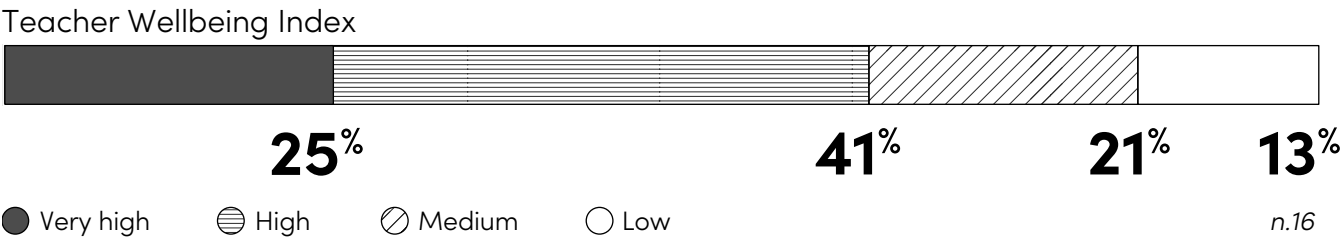


30% of staff working in **Scotland** feel low levels of job satisfaction – the highest percentage across the four UK countries



How purposeful and meaningful education staff find their work

How purposeful and meaningful education staff find their work



66% of education staff find their work to be purposeful and meaningful (very high or high levels)

30%[♦] of **senior leaders** feel very high levels of job purpose and meaning – this is significant when the three main job roles are compared



15% of staff working in **Wales** feel low levels of job purpose and meaning – the highest percentage across the four UK countries

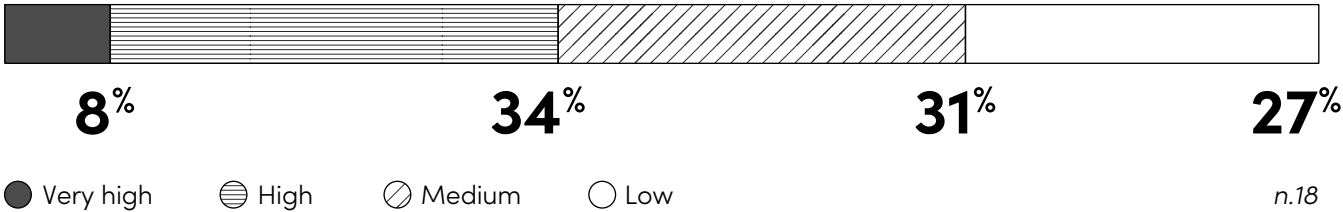


n.17

Happiness at work felt the past week

Happiness at work

Teacher Wellbeing Index



42% of staff working in education had very high or high levels of happiness the past week

42% of **school teachers** feel very high or high levels of happiness at work – the highest percentage across the three main job roles



28% of staff working in **Wales** feel low levels of happiness at work – the highest percentage across the four UK countries



n.19

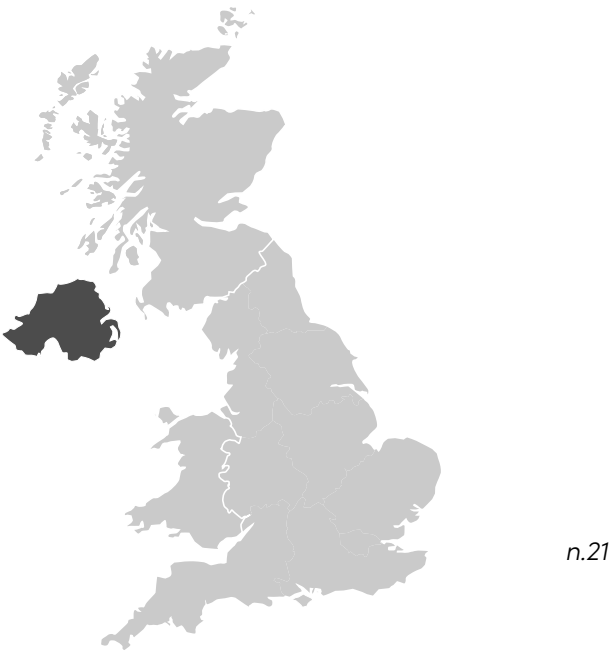
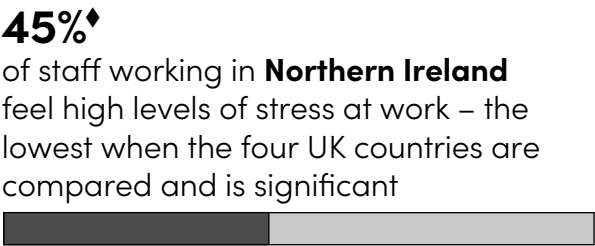
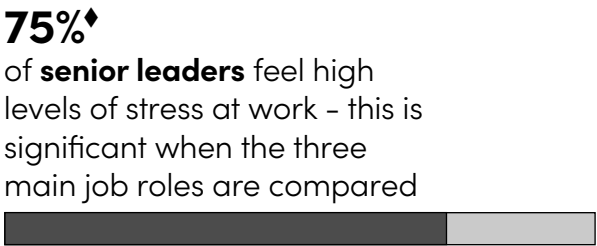
Stress at work the previous week

Stress at work the previous week

Teacher Wellbeing Index



64% of education staff have very high levels of stress at work



4. Work intensity and time poverty

The intensity of our working lives can have a direct impact on our workplace wellbeing. We therefore asked teachers and education staff about the intensity of their work. We focused our questions on the time they spend working at very high speed and to tight deadlines.

Our questions were taken from a research study conducted by Felstead et al (2023)⁹, commissioned by the National Education Union.

We also asked teachers and education staff about time poverty, or the feeling of having too many things to do without enough time to do them at work. This is a further indicator of factors which can influence wellbeing at work.

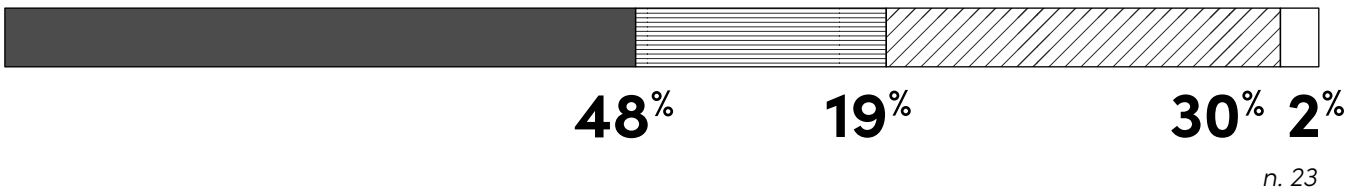
Work intensity

Staff were asked if their work involves working at very high speed and, separately, if it involves working to tight deadlines. When the results for both are combined, it gives the following work intensity scores where the higher the score, the more intense the work (further details about the scores and detailed breakdowns can be found in Appendix F).

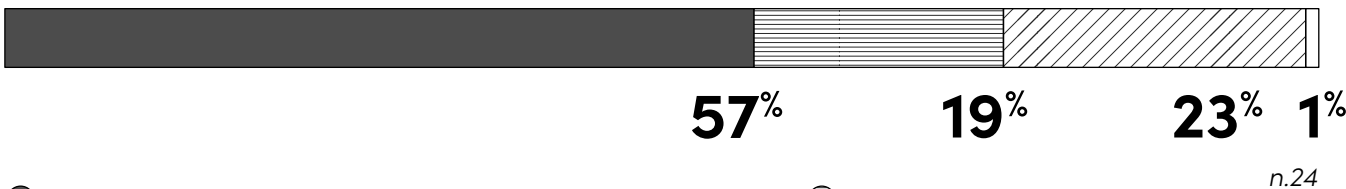


Staff were asked to estimate how much of their time at work is experienced as both working at very high speed and to tight deadlines. We have applied the same measure as used by Felstead et al (2023) of reporting the data where staff have indicated they undertake these activities for three-quarters or more of the time.

Time spent working at very high speed



Time spent working to tight deadlines



- ☒ Around three-quarters of the time or more
- ☐ Never, almost never and around a quarter of the time

- ☐ Around half the time
- ☐ Don't know

48% of staff work at very high speed for **three-quarters or more of the time**

57% of staff work to tight deadlines for **three quarters or more of the time**

62%[♦] of **senior leaders** work at very high speed for **three-quarters or more of the time** – this is significant when the three main job roles are compared



71%[♦] of **senior leaders** work to tight deadlines for **three-quarters or more of the time** – this is significant when the three main job roles are compared



54% of staff working in **Scotland** work at very high speed for **three-quarters or more of the time** – the highest level found in the four UK countries



59% of staff working in **Scotland** work to tight deadlines for **three-quarters or more of the time** – the highest level found in the four UK countries



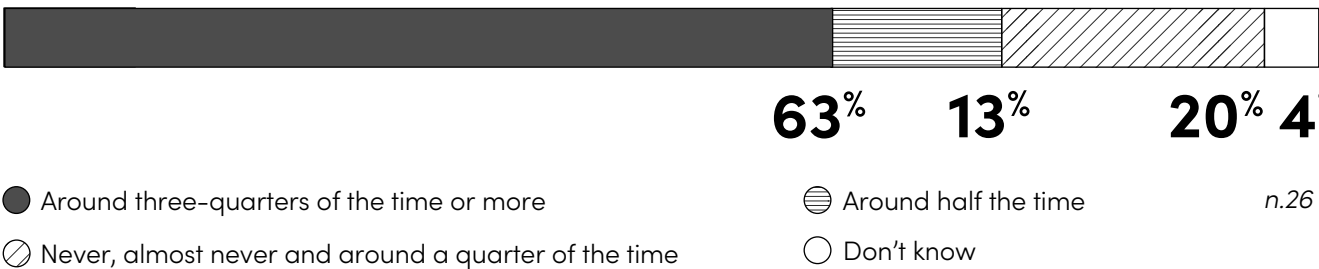
n.25

Time poverty

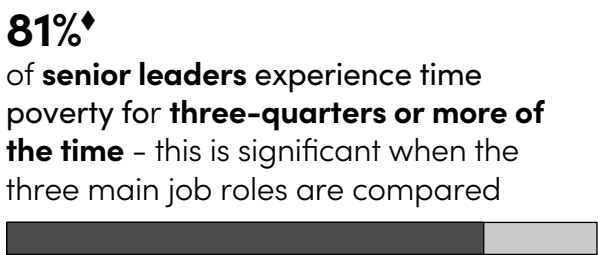
Creagh et al (2025)¹¹ consider that time poverty is the product of the interplay of workload and work intensification, which is becoming a common experience for teachers and school leaders.

We asked teachers and education staff if they feel they have too many things to do without enough time to do them in their job, using the same scale for responses as work intensity above, as a further indicator of their wellbeing at work (as this could link to the experience of stress, burnout and dissatisfaction).

Experiencing time poverty (the feeling of having too many things to do without enough time to do them in their job)



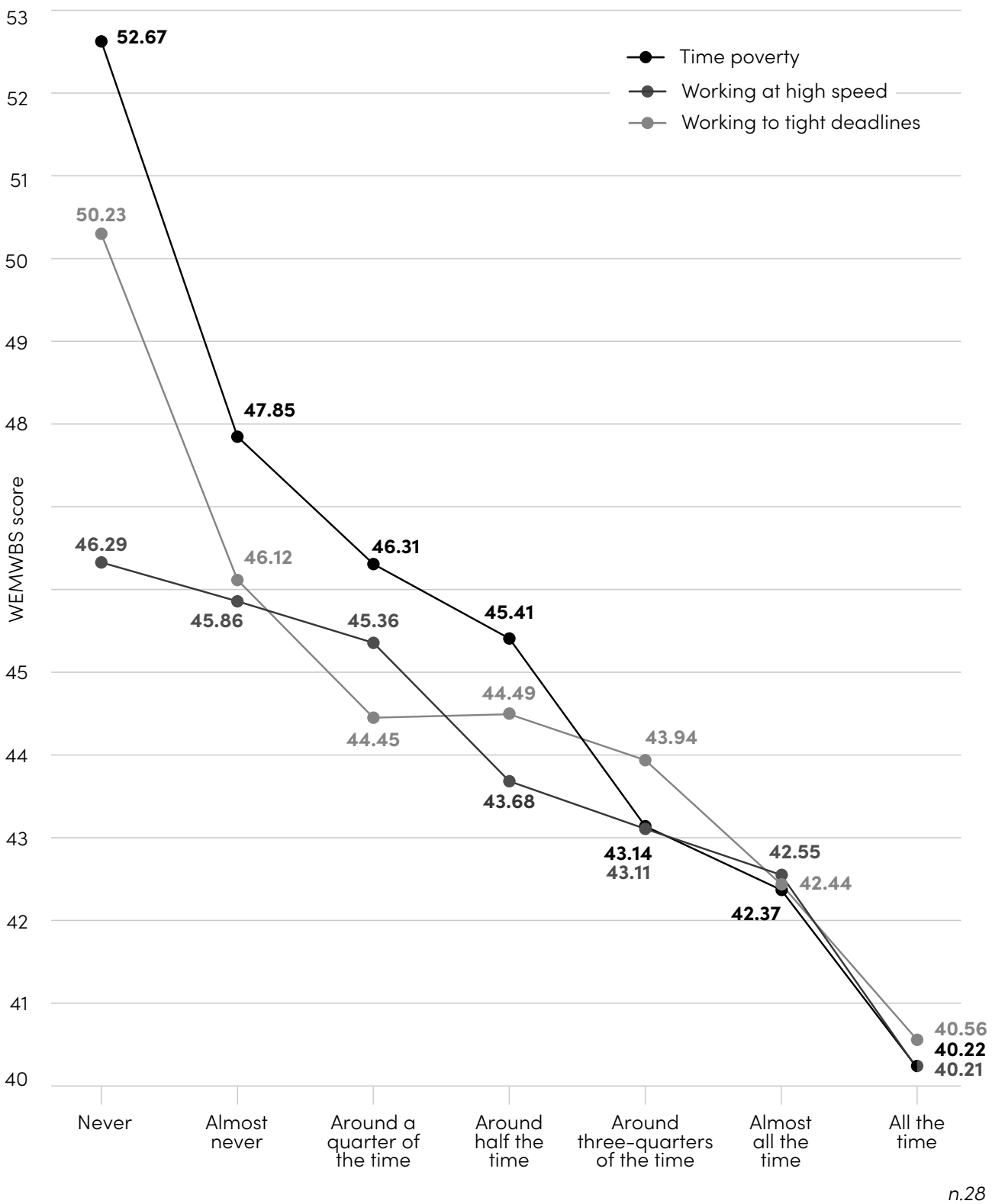
63% have too many things to do without enough time to do them for three-quarters or more of the time



n.27

We have compared the time spent by staff working at very high speed, to tight deadlines, and the experience of time poverty with their wellbeing (using WEMWBS scores). We found that as their experience of these three factors at work increases, their wellbeing decreases.

Comparing working at very high speed, to tight deadlines and the experience of time poverty with subjective wellbeing scores



Measuring wellbeing – our findings

The wellbeing of the education workforce is below that of the adult population in all four UK countries

This has been verified using:

- **The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)** which measures subjective wellbeing. This year we recorded an education workforce score of **43.42**, which is the lowest since we began using this measure in 2019, with **36%** at risk of probable clinical depression. School teachers have had the lowest WEMWBS score for the past two years.
- **The four ONS measures of personal wellbeing.** The scores for life satisfaction, happiness and the feeling that the things staff do in their lives are worthwhile were all lower than the adult population, whereas the levels of anxiety felt were higher than the adult population. There is similarity with the findings of the most recent DfE study into the working lives of teachers and senior leaders.

Wellbeing of the education workforce in detail (see Appendices D–F for more information)

- **Stress levels** – **75%** of senior leaders indicated they had high levels of stress at work the previous week. This compares to **63%** of school teachers and **50%** of support staff (Workplace Subjective Wellbeing {WSWB} measure)*.
- **Working at very high speed for large periods of time** – **62%** of senior leaders work at very high speed for three-quarters or more of the time. This compares to **46%** of school teachers and **35%** of support staff (Felstead et al, 2023, measure).
- **Working to tight deadlines for large periods of time** – **71%** of senior leaders work to tight deadlines for three-quarters or more of the time. This compares to **52%** of school teachers and **49%** of support staff (Felstead et al, 2023, measure).
- **Experiencing time poverty** (the feeling of having too many things to do without enough time to do them in their job) for large periods of time – **81%** of senior leaders experience time poverty for three-quarters or more of the time. This compares to **60%** of school teachers and **42%** of support staff (adapted from Creagh et al, 2025).
- **Working at very high speed, to tight deadlines and experiencing time poverty** – as the experience of each of these factors by staff at work increases, their wellbeing decreases.
- **Job satisfaction and satisfaction with life nowadays** – **48%** of senior leaders, **43%** of school teachers and **47%** of support staff have very high or high levels of job satisfaction (WSWB measure). This compares to **55%** of senior leaders, **51%** of school teachers and **51%** of support staff having very high or high levels of satisfaction with their lives nowadays (ONS measure). This difference is statistically significant.

- **Happiness at work and general levels of happiness the previous day** – **40%** of senior leaders, **42%** of school teachers and **42%** of support staff felt very high or high levels of happiness at work the previous week (WSWB measure). This can be contrasted with **54%** of senior leaders, **53%** of school teachers and **54%** of support staff who felt they had very high or high levels of happiness the previous day (ONS measure).
- **Experiencing work as purposeful and meaningful** – **72%** of senior leaders, **65%** of school teachers and **53%** of support staff find their work purposeful and meaningful (WSWB measure). This can be contrasted with **67%** of senior leaders, **62%** of school teachers and **52%** of support staff indicating very high or high levels of feeling the things they do in life are worthwhile (ONS measure).

* Levels of workplace stress is also reported in Section 1 using a different indicator

Sample profile

- n.1 2025 Base: All education staff (n = 3,082)*
- n.2 2025 Base: England (n = 2,614), Scotland (n = 208). Wales (n = 200), Northern Ireland (n = 60)*
- n.3 2025 Base: Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)*
2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)
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)
- n.4 The ONS quarterly wellbeing population estimates: life satisfaction (n = 23,490), Worthwhile (n = 23,450), Happiness (n = 23,480), Anxiety (n = 23,480)*
2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)
England (n = 2,614), Scotland (n = 208). Wales (n = 200), Northern Ireland (n = 60)
- n.5 The ONS quarterly wellbeing population estimates: Life satisfaction (n = 23,490)*
2025 Base: All education staff (n = 3,082)
See Appendix D for full details
- n.6 2025 Base: Senior leaders (n = 762). Senior leaders' satisfaction with life was not found to be significantly higher than school teachers and support staff*
2025 Base: Scotland (n = 208). The satisfaction with life experienced by staff working in Scotland was not found to be significantly higher than staff working in England, Wales and Northern Ireland
See Appendix D for full details
- n.7 The ONS quarterly wellbeing population estimates: Happiness (n = 23,480)*
2025 Base: All education staff (n = 3,082)
See Appendix D for full details
- n.8 2025 Base: School teachers (n = 1,988). The happiness of school teachers the previous day was found to be significantly higher than senior leaders, but not significantly higher than support staff*
2025 Base: England (n = 2,614). The happiness of staff working in England was not found to be significantly higher than staff working in Scotland, Wales and Northern Ireland
See Appendix D for full details
- n.9 The ONS quarterly wellbeing population estimates: Worthwhile (n = 23,450)*
2025 Base: All education staff (n = 3,082)
See Appendix D for full details
- n.10 2025 Base: Senior leaders (n = 762). The feeling that the things done in life are worthwhile was found to be significantly higher for senior leaders than for school teachers, but not significantly higher than support staff*
2025 Base: Scotland (n = 208). The feeling that the things done in life are worthwhile by staff working in Scotland was found not to be significantly higher than staff working in England, Wales and Northern Ireland
See Appendix D for full details
- n.11 The ONS quarterly wellbeing population estimates: Anxiety (n = 23,480)*
2025 Base: All education staff (n = 3,082)
See Appendix D for full details

- n.12 2025 Base: Senior leaders (n = 762). The level of anxiousness felt the previous day by senior leaders was found not to be significantly higher than school teachers and support staff
2025 Base: Wales (n = 200). The level of anxiousness felt the previous day by staff working in Wales was significantly higher than staff working in England and Scotland, but not significantly higher than staff working in Northern Ireland
See Appendix D for full details
- n.13 2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)
England (n = 2,614), Scotland (n = 208). Wales (n = 200), Northern Ireland (n = 60)
- n.14 2025 Base: All education staff (n = 3,082)
- n.15 2025 Base: Senior leaders (n = 762). Senior leaders' job satisfaction was found to be significantly higher than school teachers, but not significantly higher than support staff
2025 Base: Scotland (n = 208). The job satisfaction of staff working in Scotland was not found to be significantly higher than staff working in England, Wales and Northern Ireland.
See Appendix E for full details
- n.16 2025 Base: All education staff (n = 3,082)
- n.17 2025 Base: Senior leaders (n = 762). Senior leaders experiencing their work as purposeful and meaningful was found to be significantly higher than school teachers and support staff
2025 Base: Wales (n = 200). The experience of staff working in Wales of finding their work to be purposeful and meaningful was not significantly higher than staff working in England, Scotland and Northern Ireland.
See Appendix E for full details
- n.18 2025 Base: All education staff (n = 3,082)
- n.19 2025 Base: School teachers (n = 1,988). The happiness at work during the past week of school teachers was found not to be significantly higher than senior leaders and support staff
2025 Base: Wales (n = 200). The happiness of staff working in Wales was found not to be significantly higher than staff working in England, Scotland and Northern Ireland
See Appendix E for full details
- n.20 2025 Base: All education staff (n = 3,082)
- n.21 2025 Base: Senior leaders (n = 762). Senior leaders' stress levels the previous week were found to be significantly higher than those of school teachers and support staff
2025 Base: Northern Ireland (n = 60). The stress levels of staff working in Northern Ireland the previous week were found to be significantly lower than staff working in England, Scotland and Wales.
See Appendix E for full details
- n.22 2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)
England (n = 2,614), Scotland (n = 208), Wales (n = 200), Northern Ireland (n = 60)
- n.23 2025 Base: All education staff (n = 3,082)
- n.24 2025 Base: All education staff (n = 3,082)
- n.25 2025 Base: Senior leaders (n = 762). The time spent working at very high speed by senior leaders was found to be significantly higher than school teachers and support staff
2025 Base: Senior leaders (n = 762). The time spent working to tight deadlines by senior leaders was found to be significantly higher than school teachers and support staff
2025 Base: Scotland (n = 208). The time spent working at very high speed by staff working in Scotland was found to be significantly higher than staff working in Wales, but not significantly higher than staff working in England and Northern Ireland

2025 Base: Scotland (n = 208). The time spent working to tight deadlines by staff working in Scotland was found to be significantly higher than staff working in Northern Ireland, but not significantly higher than staff working in England and Wales

See Appendix F for full details

n.26 2025 Base: All education staff (n = 3,082)

n.27 2025 Base: Senior leaders (n = 762). The time poverty experienced by senior leaders was found to be significantly higher than school teachers and support staff

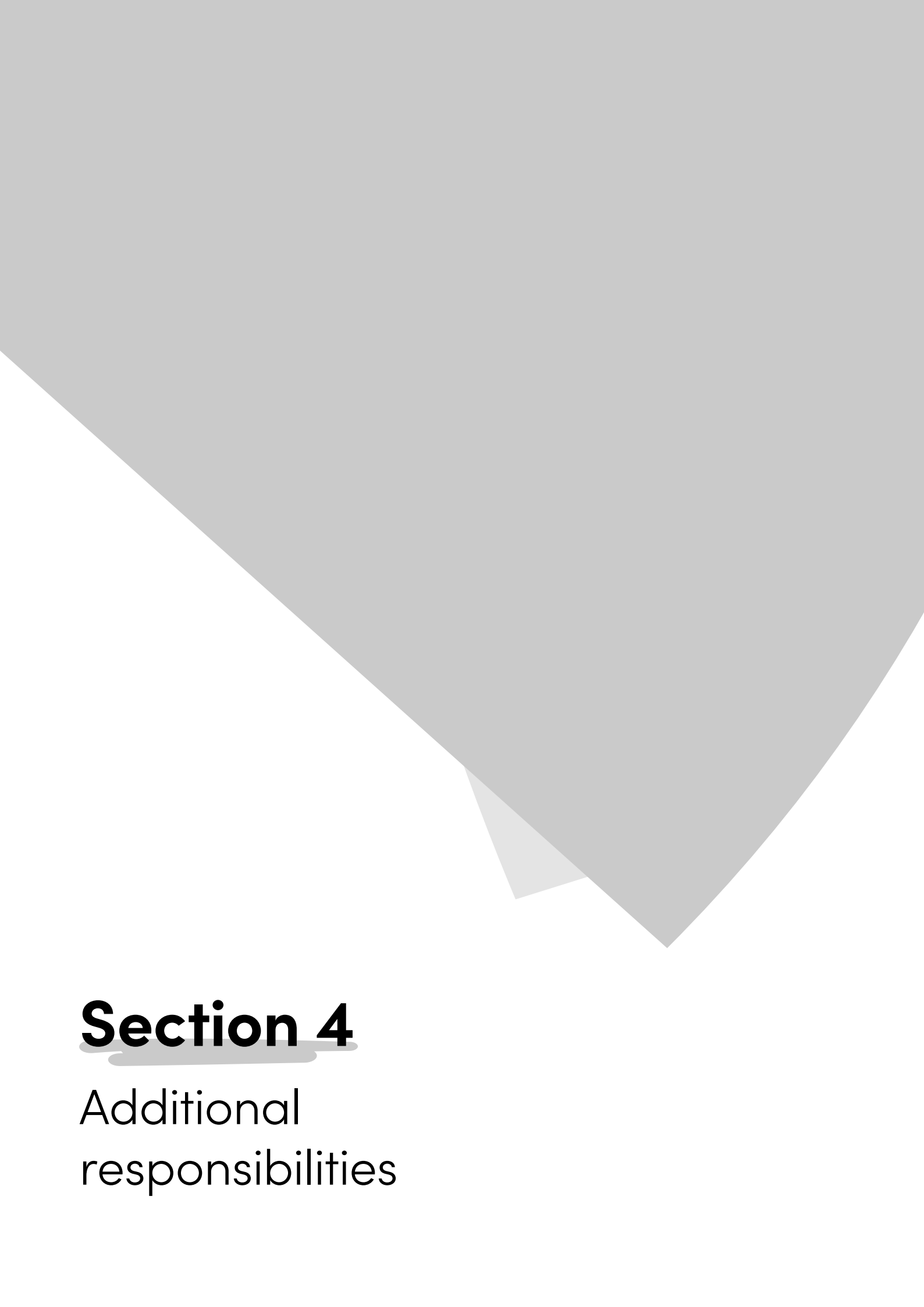
2025 Base: Scotland (n = 208). The time poverty experienced by staff working in Scotland was found to be significantly higher than staff working in England, Wales and Northern Ireland

See Appendix F for full details

n.28 2025 Base: All education staff working to very high speed (n = 3,006), All education staff working to tight deadlines (n = 3,053), All education staff experiencing time poverty (n = 2,946)

Footnotes

1. 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
2. Department of Health (2024). Health Survey Northern Ireland: First results 2023–24. 15 May 2025. <https://www.health-ni.gov.uk/publications/health-survey-northern-ireland-first-results-202324>
3. Scottish Government (2024). "The Scottish Health Survey 2023 – Main Report. November 2024. <https://www.gov.scot/publications/scottish-health-survey-2023-volume-1-main-report/>
4. Welsh Government (2023). "National Survey for Wales headline results: April 2025 to March 2025". A27 August 2025. <https://www.gov.wales/national-survey-wales-headline-results-april-2024-march-2025-html>
5. ONS (2025). "Public opinion and social trends, Great Britain: personal well-being and loneliness – 2 to 27 July". Tables 14–17. 15 August 2025. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/publicopinionsandsocialtrendsgreatbritainpersonalwellbeingandloneliness>
The four questions asked were:
 - i. "Overall, how satisfied are you with your life nowadays? Where 0 is 'not at all satisfied' and 10 is 'completely satisfied'".
 - ii. "Overall, to what extent do you feel the things you do in your life are worthwhile? Where 0 is 'not at all worthwhile' and 10 is 'completely'".
 - iii. "Overall, how happy did you feel yesterday? Where 0 is 'not at all happy' and 10 is 'completely happy'".
 - iv. "Overall, how anxious did you feel yesterday? Where 0 is 'not at all anxious' and 10 is 'completely anxious'".
6. ONS (2025). "Non-seasonally adjusted quarterly estimates of personal well-being in the UK: April 2011 to March 2025". August 2025. Sample populations are life satisfaction (n = 23,490), worthwhile (n = 23,450), happiness (n = 23,480), anxiety (n = 23,480) <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/quarterlypersonalwellbeingestimatesnonseasonallyadjusted>
7. DfE (2024). "Working lives of teachers and leaders: wave 3". 26 June 2025. <https://www.gov.uk/government/publications/working-lives-of-teachers-and-leaders-wave-3>
8. The questions suggested for use by the Wellbeing Research Centre at the University of Oxford are:
 - i. "Overall, how satisfied are you with your job?" Where 0 is 'not at all' and 10 is 'completely'
 - ii. "Overall, how purposeful and meaningful do you find your work?" Where 0 is 'not at all' and 10 is 'completely'
 - iii. "How happy did you feel while at work during the past week?" Where 0 is 'not at all' and 10 is 'completely'
 - iv. "How stressed did you feel while at work during the past week?" Where 0 is 'not at all' and 10 is 'completely'
9. The same scale for analysis has been adopted here as used by the ONS to analyse levels of anxiousness for personal wellbeing.
10. The questions relating to work intensity and time poverty were informed by this research study: Felstead, A, Green, F and Huxley, K (2023). "Working in Schools: Job quality of educational professionals before and after the pandemic". NEU. July 2023. <https://neu.org.uk/latest/library/working-schools>
11. Creagh et al (2025). "Workload, work intensification and time poverty for teachers and school leaders: a systematic research synthesis". Educational Review 77:2, 661–680, DOI: 10.1080/00131911.2023.2196607

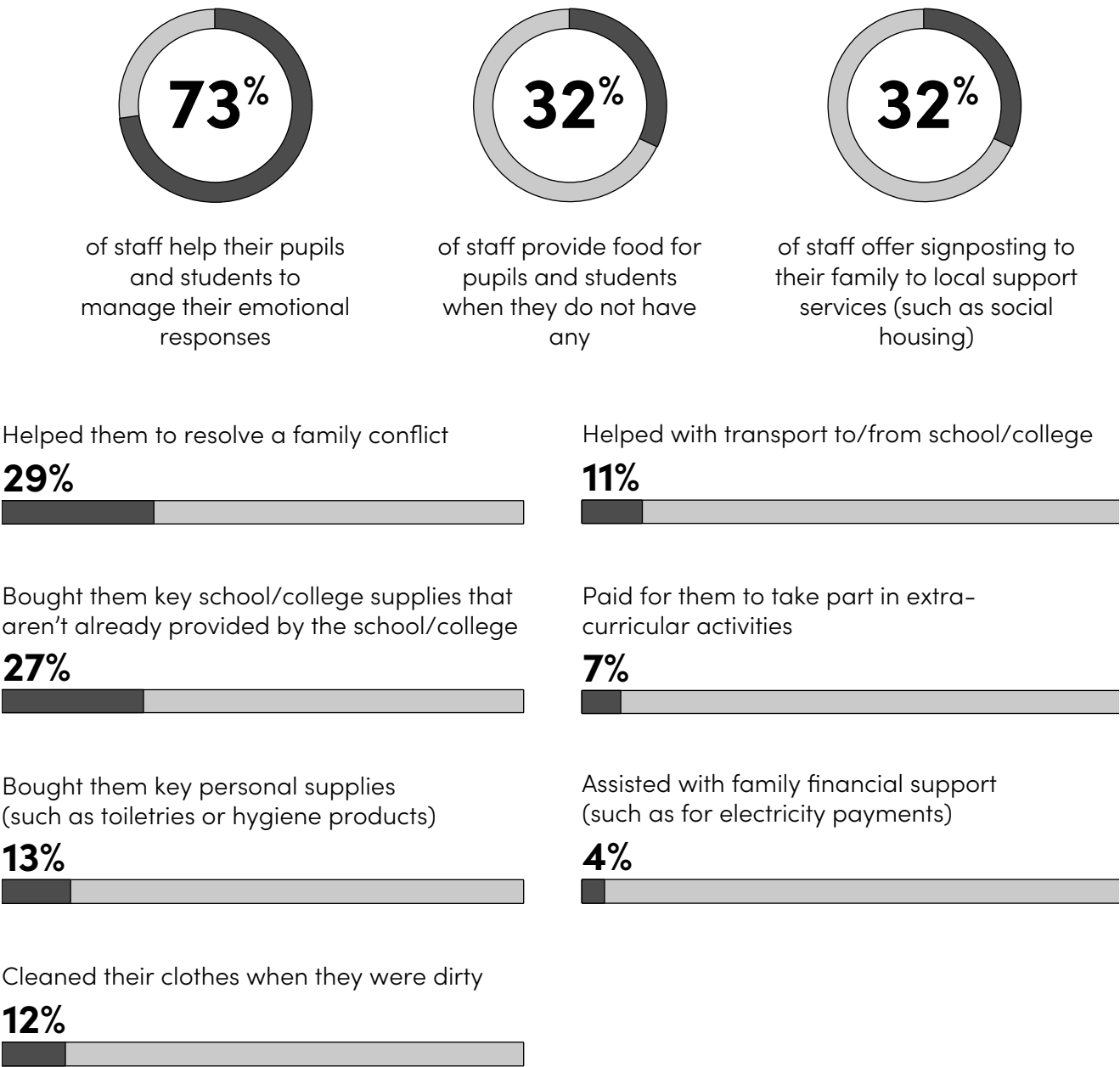


Section 4

Additional
responsibilities

We wanted to explore ten additional responsibilities that teachers and education staff tell us they undertake as part of their job roles, and understand how these have changed over time

Types of support offered to pupils and students in the last academic year (2024-2025)



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).

Footnotes, as indicated by a small superscript number¹, can be found at the back of the section following the notes.

Comparison across three academic years

Where teachers and education staff have indicated they undertook additional responsibilities with their pupils and students in the academic year 2024–2025, we asked them to indicate how such support differed when compared to their perception of two other academic years (immediately after the pandemic in 2021–2022 and before the pandemic in 2019–2020) to understand how this has changed over time. Where staff have answered ‘not applicable’, these responses have been removed and the responses recalculated in order to more accurately represent the findings.

The data for the top five additional responsibilities identified is presented below (ie where they are undertaken by more than 20% or more of staff)¹.

Limitations of the data

We recognise that asking staff to retrospectively recall additional responsibilities in two past time periods might mean that the data captured may not be fully reliable. However, by asking such questions it gives us the opportunity to get a sense of how teachers and education staff perceive their job roles have changed over time.

1. Helping pupils and students to manage their emotional responses (ie to emotionally regulate)

Help given to pupils and students to manage their emotional responses (ie emotionally regulate)

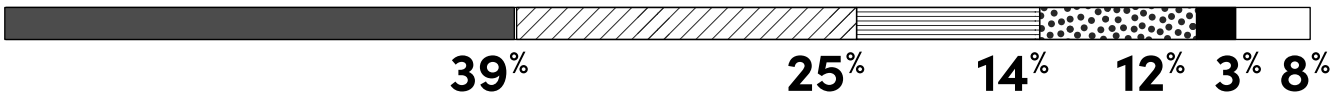
This academic year



Immediately after the COVID-19 pandemic (ie 2021–2022 academic year)



Immediately before the COVID-19 pandemic (ie 2019–2020 academic year)



- At least once a week
- ⦶

At least once a month
- Never
- ⦶

At least once a term
- ⦶

Less than once a term
- Don't know
- n.2

Of those staff who help their pupils and students to manage their emotional responses:

70% help them **at least weekly** in 2024–2025, which they perceive to be **10%** higher than immediately after the Covid-19 pandemic and **31%** higher than before the pandemic



78% of staff working in **Scotland** told us they help pupils and students manage their emotional response **at least weekly** in 2024–2025, which they perceive to be **11%** higher than immediately after the Covid-19 pandemic and **26%** higher than before the pandemic



87% help them **at least monthly** in 2024–2025, which they perceive to be **10%** higher than immediately after the Covid-19 pandemic and **23%** higher than before the pandemic



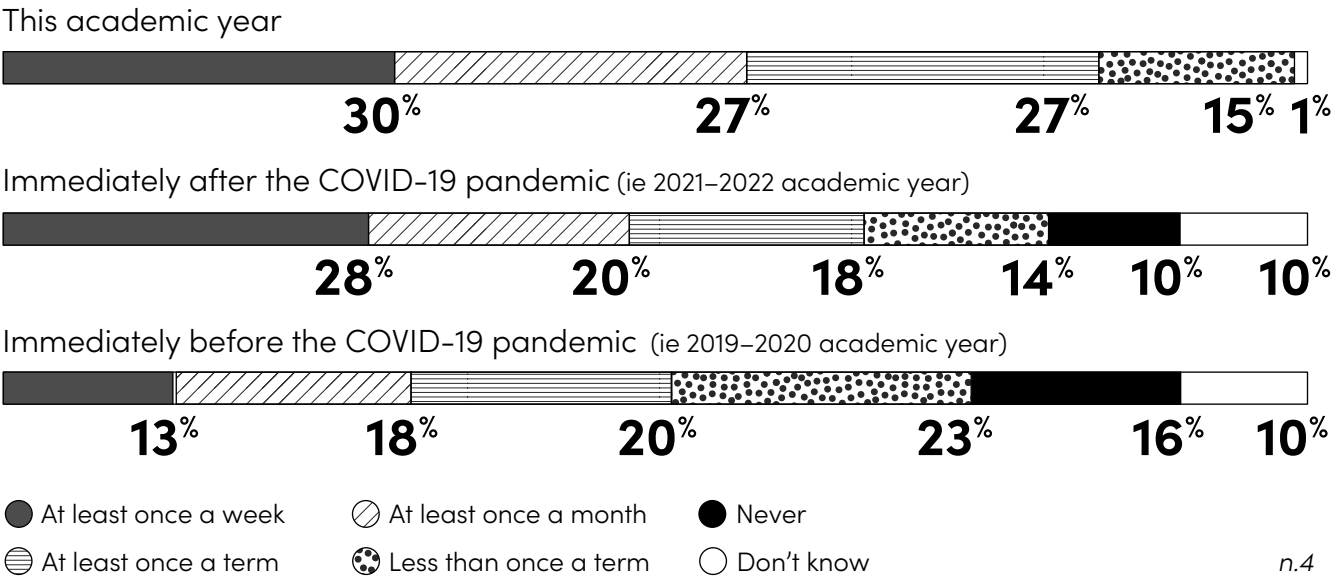
n.2



n.3

2. Providing food for pupils and students when they don't have any

Help given to pupils and students by providing food for them when they don't have any



Those staff who provide food for pupils and students when they don't have any:

30% provide food **at least weekly** in 2024–2025, which they perceive to be around the same as immediately after the Covid-19 pandemic and **17%** higher than before the pandemic



57% provide food **at least monthly** in 2024–2025, which they perceive to be **9%** higher than immediately after the Covid-19 pandemic and **26%** higher than before the pandemic



n.4

47% of staff working in **Scotland** help their pupils and students by providing food **at least weekly** in 2024–2025, which they perceive to be **6%** higher than immediately after the Covid-19 pandemic and **23%** higher than before the pandemic



n.5

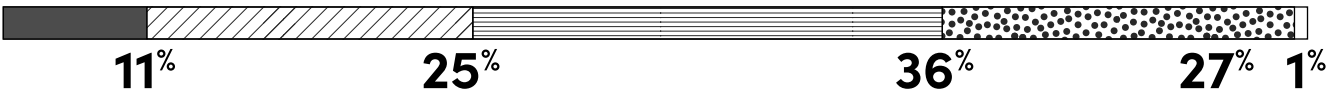
15% of senior teachers have spent their own money to provide food for struggling families (Teacher Tapp, 2025)¹

The provision of nutritional food to all pupils (paid for by either families or through FSM) is a core responsibility of schools and colleges (ASCL, 2025)²

3. Signposting their families to local support services (such as social housing)

Signposting pupils' and students' families to local support services (such as social housing)

This academic year



Immediately after the COVID-19 pandemic (ie 2021–2022 academic year)



Immediately before the COVID-19 pandemic (ie 2019–2020 academic year)



- At least once a week
- At least once a month
- Never
- ⦿

At least once a term
- ⦿

Less than once a term
- Don't know
- n.6

Those staff who signpost pupils' and students' families to local support services:

11%

signpost **at least weekly** in 2024–2025, which they perceive to be **5%** lower than immediately after the Covid-19 pandemic and **6%** higher than before the pandemic



13%

of staff working in **Wales** help signpost pupils' and students' families to local support services at least weekly in 2024–2025



36%

signpost **at least monthly** in 2024–2025, which they perceive to be **2%** lower than immediately after the Covid-19 pandemic and **16%** higher than before the pandemic



n.6

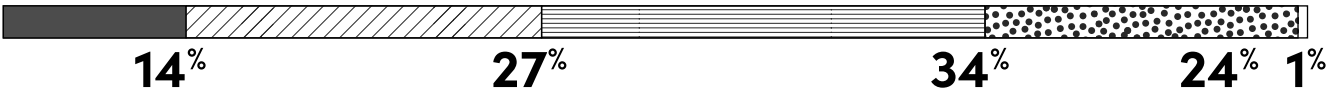


n.7

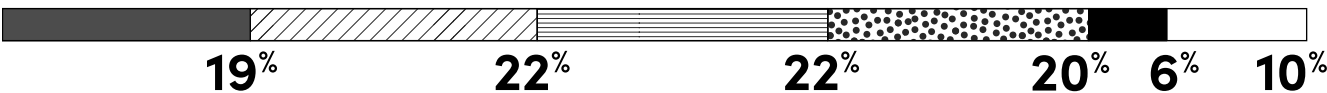
4. Helping pupils and students to resolve a family conflict

Helping pupils and students to resolve a family conflict

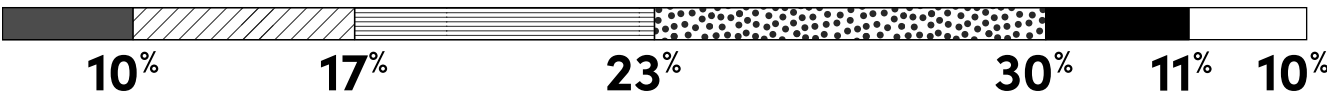
This academic year



Immediately after the COVID-19 pandemic (ie 2021–2022 academic year)



Immediately before the COVID-19 pandemic (ie 2019–2020 academic year)



- At least once a week
- ⊙

At least once a month
- Never
- ⊙

At least once a term
- ⊙

Less than once a term
- Don't know

n.8

Those staff who help pupils and students families to resolve a family conflict:

14% help them **at least weekly** in 2024–2025, which they perceive to be **5%** lower than immediately after the Covid-19 pandemic and **5%** higher than before the pandemic



14% of staff working in **England** help pupils' and students' families resolve a family conflict **at least weekly** in 2024–2025, which they perceive to be **5%** lower than immediately after the Covid-19 pandemic and **5%** higher than before the pandemic



41% help them **at least monthly** in 2024–2025, which they perceive to be roughly the same immediately after the Covid-19 pandemic and **14%** higher than before the pandemic



n.8

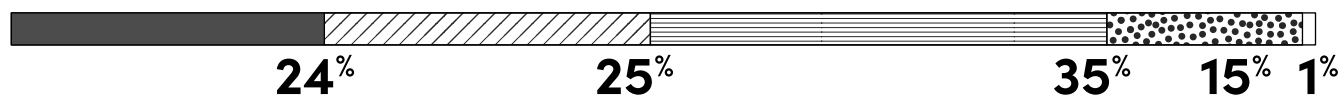


n.9

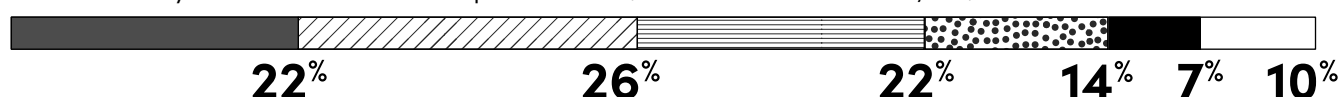
5. Buying pupils and students key school or college supplies*

Buying pupils and students key school or college supplies

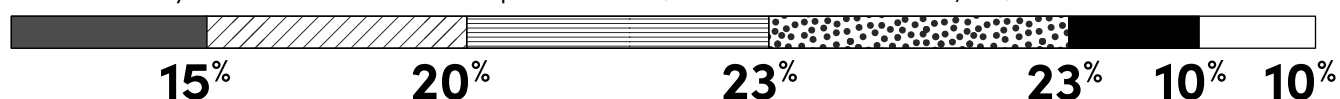
This academic year



Immediately after the COVID-19 pandemic (ie 2021–2022 academic year)



Immediately before the COVID-19 pandemic (ie 2019–2020 academic year)



- At least once a week ○ At least once a month ● Never
- At least once a term ● Less than once a term ○ Don't know

n.10

Of those staff who buy pupils and students key school or college supplies:

24%

buy supplies **at least weekly** in 2024–2025, which they perceive to be **2%** more than immediately after the Covid-19 pandemic and **9%** higher than before the pandemic



24%

of staff working in **England** help pupils and students buy supplies **at least weekly** in 2024–2025, which they perceive to be **2%** higher than immediately after the Covid-19 pandemic and **10%** higher than before the pandemic



49%

buy supplies **at least monthly** in 2024–2025, which they perceive to be around the same as immediately after the Covid-19 pandemic and **15%** higher than before the pandemic



n.10

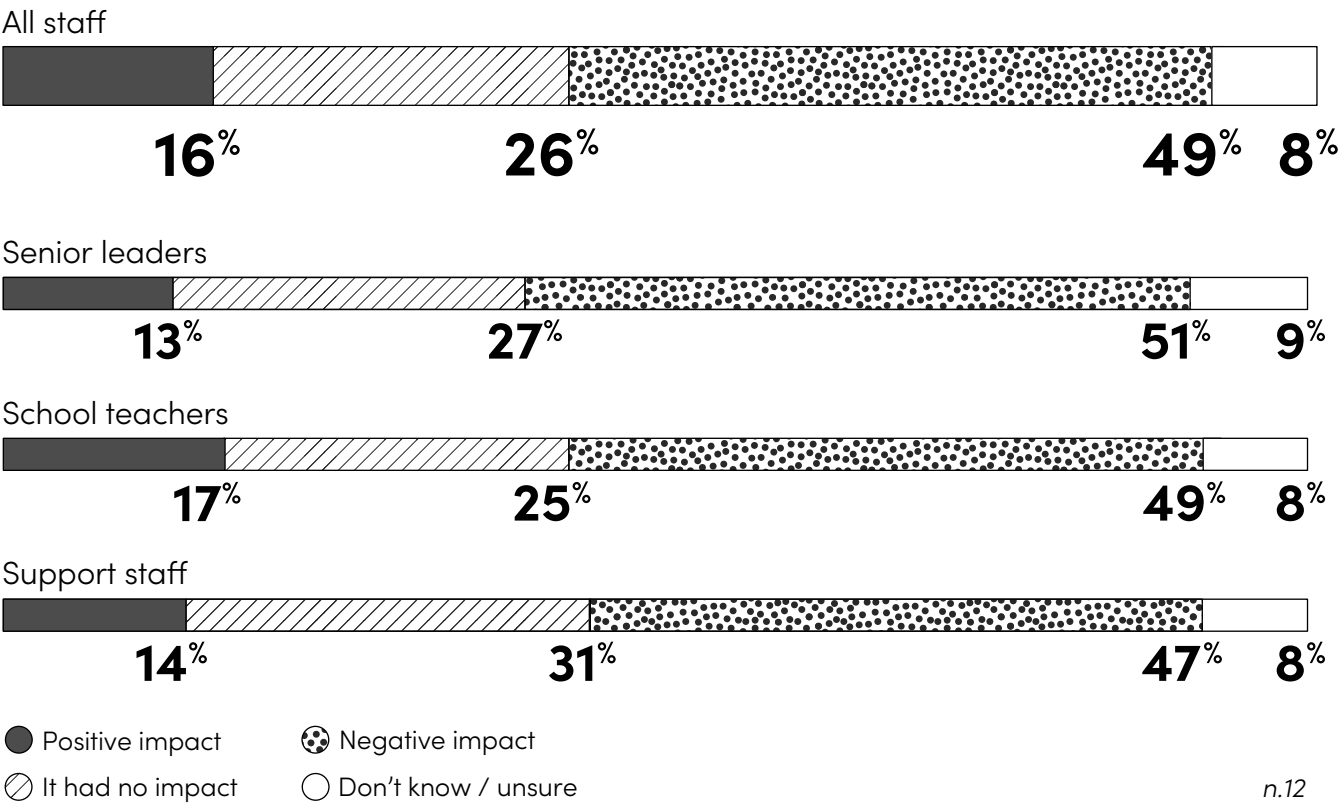


n.11

*that are not already provided by their school or college such as uniform, pens and paper

6. Impact on staff mental health and wellbeing

The overall impact on staff mental health and wellbeing of helping pupils in 2024–2025



Those staff who help their pupils and students undertake additional responsibilities:

49% of teachers and education staff say providing such help has a negative impact on their mental health and wellbeing

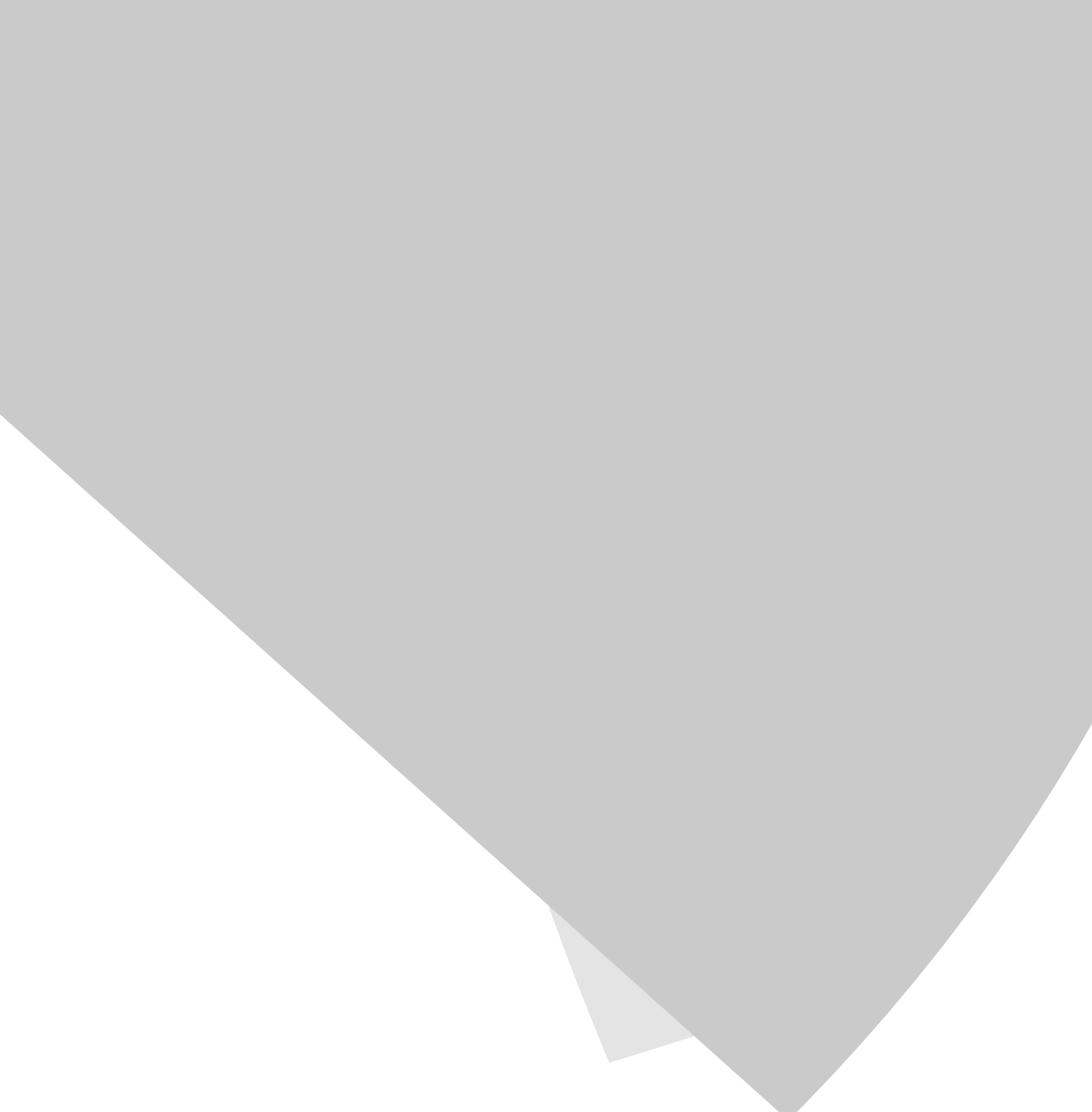
51% of senior leaders say it has a negative impact, compared to **49%** of school teachers and **47%** of support staff

Sample profile

- n.1 2025 Base: All education staff (n = 3,082)
- n.2 2025 Base: Total 2019–2020 (n=2,082), Total 2021–2022 (n=2,154), Total 2024–2025 (n=2,373)
- n.3 2025 Base: Staff working in Scotland 2019–2020 (n=149), Staff working in Scotland 2021–2022 (n=156), Staff working in Scotland 2024–2025 (n=167)
- n.4 2025 Base: Total 2019–2020 (n=984), Total 2021–2022 (n=995), Total 2024–2025 (n=1,112)
- n.5 2025 Base: Staff working in Scotland 2019–2020 (n=91), Staff working in Scotland 2021–2022 (n=95), Staff working in Scotland 2024–2025 (n=100)
- n.6 2025 Base: Total 2019–2020 (n=938), Total 2021–2022 (n=957), Total 2024–2025 (n=1,041)
- n.7 2025 Base: Staff working in Wales 2019–2020 (n=55), Staff working in Wales 2021–2022 (n=54), Staff working in Wales 2024–2025 (n=64)
- n.8 2025 Base: Total 2019–2020 (n=869), Total 2021–2022 (n=888), Total 2024–2025 (n=953)
- n.9 2025 Base: Staff working in England 2019–2020 (n=745), Staff working in England 2021–2022 (n=754), Staff working in England 2024–2025 (n=810)
- n.10 2025 Base: Total 2019–2020 (n=807), Total 2021–2022 (n=827), Total 2024–2025 (n=917)
- n.11 2025 Base: Staff working in England 2019–2020 (n=682), Staff working in England 2021–2022 (n=694), Staff working in England 2024–2025 (n=770)
- n.12 2025 Base: All education staff (n=2,597), Senior leaders (n=687), School teachers (n=1,700), Support staff (n=125)

Footnotes

1. ASCL (2025). "A roadmap for a sustainable education system". September 2025.
<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/A-roadmap-for-a-sustainable-education-system.pdf>
2. Teacher Tapp (2025). "My teachers buy food and clothes for pupils". 30 January 2025.
<https://www.bbc.co.uk/news/articles/c79d7vxzdyro>



Section 5

Staff retention

1. Staff considering leaving the education sector

We asked teachers and education staff if they had considered leaving the education sector during the academic year 2024-2025 due to pressures on their mental health and wellbeing. For those who had considered leaving, we also asked them if they had actively taken steps to change or leave their current job as an indicator of how likely they were to leave their jobs.

1 in 4 (29%) of education staff have actively sought to change or leave their current job due to pressures on their **health and wellbeing**



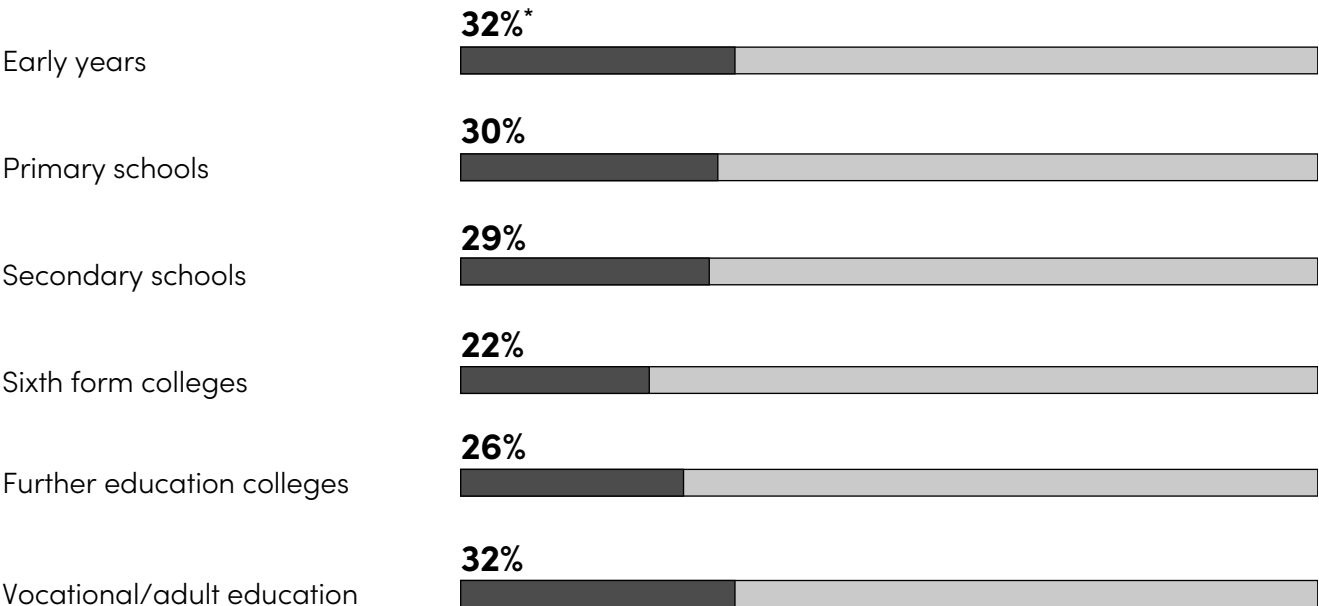
n.1 (All sample sizes for each chart (known as ‘n’ numbers) can be found at the back of the section. n.1 refers to note 1, and so on).

By job role



n.2

By education phase



n.3

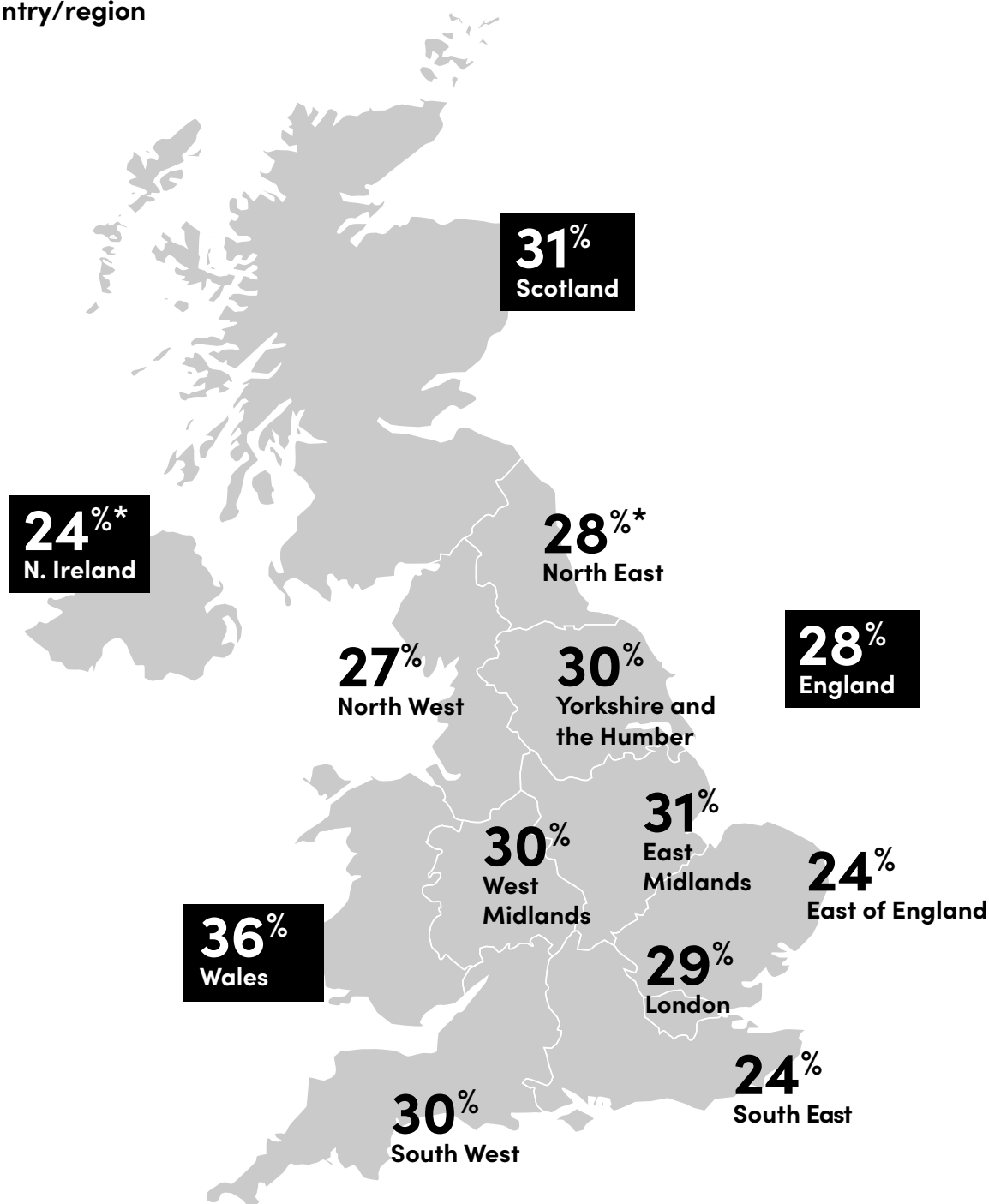
*Due to the small dataset for early years’ staff, this finding can only be treated as indicative.

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

Where a black arrow is shown ↴, this indicates a positive change.

Footnotes, as indicated by a small superscript number¹, can be found at the back of the section following the notes.

By country/region



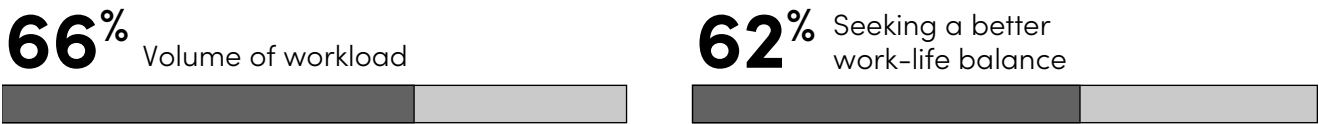
In 2024 the Department for Education in England reported that **34%** of teachers and leaders indicated they had considered leaving the state school sector in the next 12 months for reasons other than retirement¹

**Due to the small datasets for staff working in Northern Ireland and the North East, these findings can only be treated as indicative.*

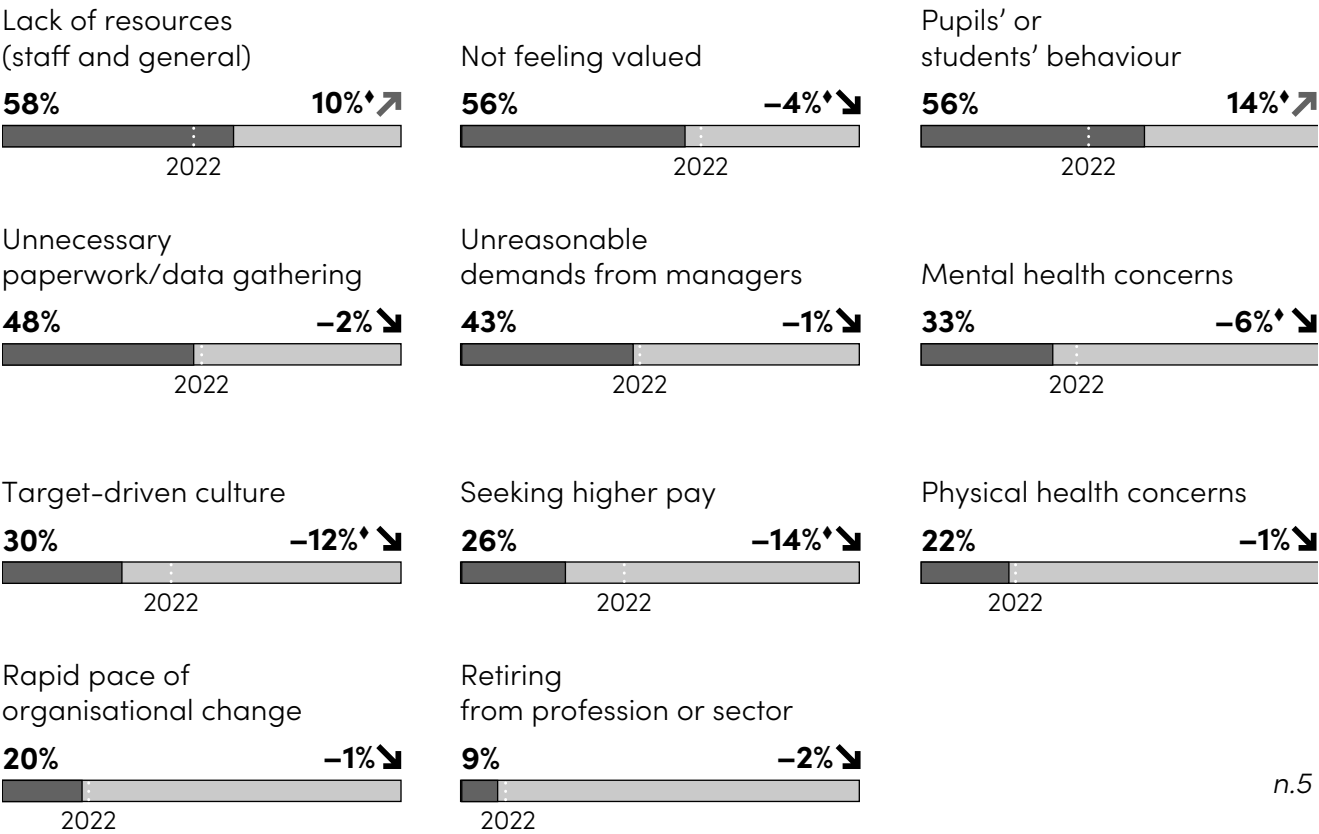
2. Reasons why staff want to leave

We can compare the reasons for why staff want to leave in 2024–2025 with the findings reported three years ago in the Teacher Wellbeing Index (2022)².

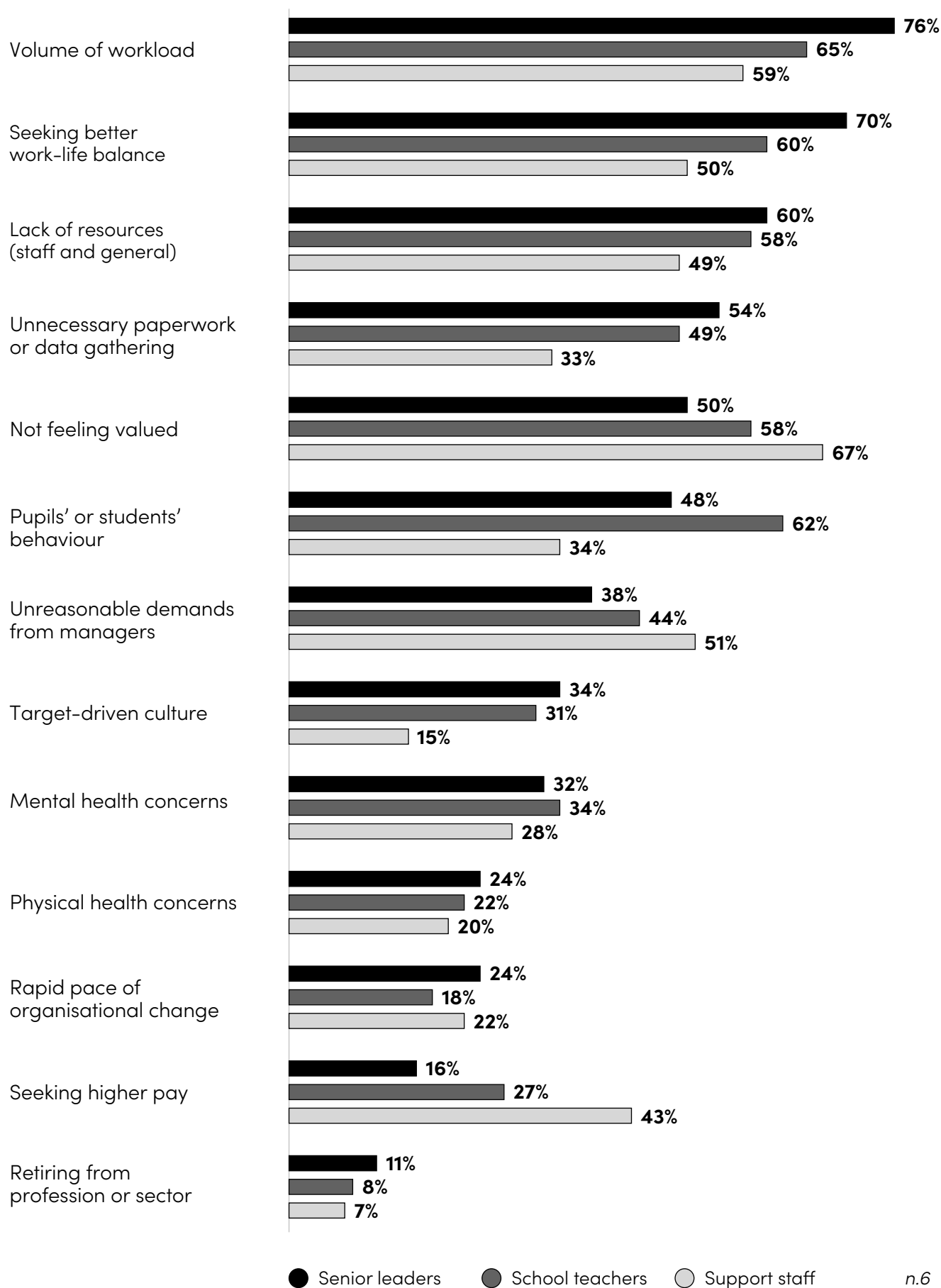
In both 2025 and 2022 teachers and education staff gave two main reasons for thinking of leaving the education sector due to pressures on their health and wellbeing:



Other reasons for considering leaving the education profession in 2025 were:

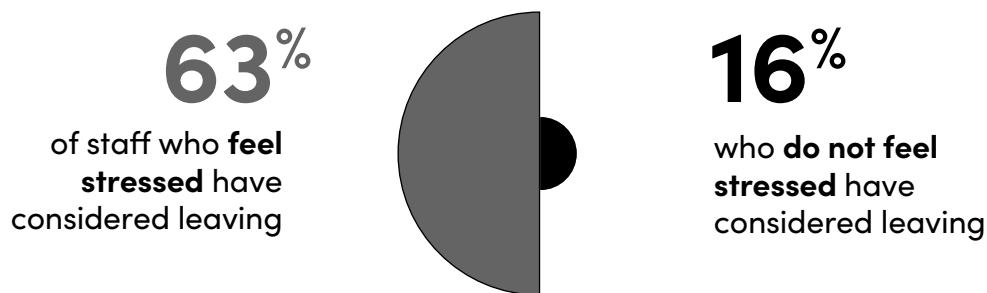
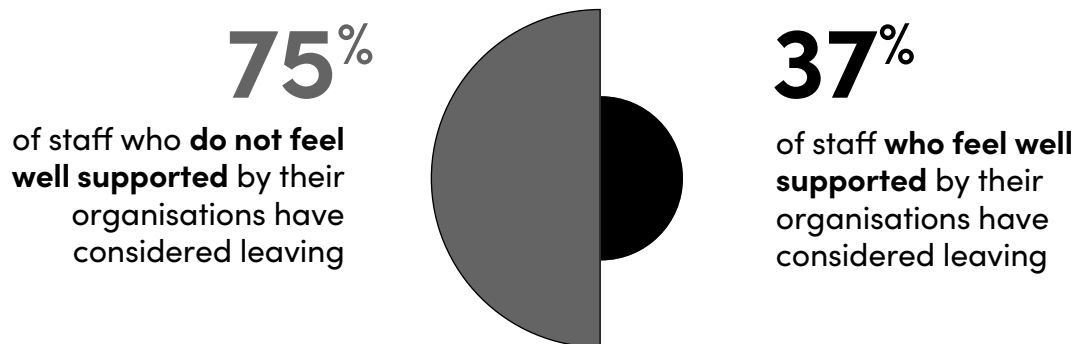


Excessive workloads, stress and exhaustion correlate with poorer mental and physical health (CIPD, 2025)³

By job role (in 2025)

What influences staff to consider leaving (in 2025)?

Support and working culture have an impact on whether staff consider leaving.



In 2022/23, **9.6%** of teachers left teaching in the state sector. This was slightly lower than the previous year but marginally higher than the year before the pandemic (NFER, 2025)⁴

Sample profile

- n.1 2025 Base: All education staff (n = 3,082)
- n.2 2025 Base: All education staff (n = 1,651), Senior leaders (n = 421), School teachers (n = 1,086), Support staff (n = 90)
- n.3 2025 Base: Early Years (n = 137), Primary (n = 1267), Secondary (n = 1267), Sixth form college (n = 82), Further education (n = 150), Adult/Vocational education (n = 58)
- n.4 2025 Base: North East (n = 116), North West (n = 354), Yorkshire and the Humber (n = 236), East of England (n = 272), West Midlands (n = 295), East Midlands (n = 225), London (n = 405), South East (n = 462), South West (n = 249), Wales (n = 200), Scotland (n = 208), Northern Ireland (n = 60)
- n.5 2025 Base: All education staff (n = 1,641)
- n.6 2025 Base: All education staff (n = 1,641), Senior leaders (n = 418), School teachers (n = 1,079), Support staff (n = 90)
- n.7 2025 Base: All education staff (n = 2,805)
- n.8 2025 Base: All education staff (n = 3,013)

Footnotes

1. DfE (2024). "Working lives of teachers and leaders: wave 3 research report". June 2025. https://assets.publishing.service.gov.uk/media/685c0d7c0433072fce0e1036/Working_lives_of_teachers_and_leaders_wave_3_-_research_report.pdf. The sample was 2,364 teachers and leaders who answered the sub-set of questions on work-life/wellbeing.
2. The 2022 data has been rebased to remove those education staff who had refused to answer the question for comparison with 2025 data
3. CIPD (2025). "CIPD Good Work Index 2025". June 2025. <https://www.cipd.org/uk/knowledge/reports/goodwork/>
4. NFER (2025). "Teacher Labour Market in England – Annual Report 2025". National Foundation for Educational Research. March 2025. <https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2025/>

Conclusions & recommendations

Our conclusions

1. Education staff still have poor wellbeing compared to the general population

For seven years we've reported that education staff have poorer wellbeing than the general population using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)¹. This remains true, and this year's score is in fact the lowest since we started to record it in 2019. The overall state of our educators' wellbeing is not improving.

Over one third (**36 per cent**) of staff are at risk of probable clinical depression, with schoolteachers having the lowest overall wellbeing (WEMWBS) score. This year we also explored staff's personal wellbeing by using the questions developed by the ONS. We found that the scores for their satisfaction with life and happiness are lower than the national scores, and anxiety is higher than the national scores².

These findings are broadly in line with the DfE's most recent report into the Working Lives of Teachers and Leaders³, demonstrating that this stark picture is well understood, but we do not as yet have clear strategies in place to address the issues.

2. High levels of stress persist

Stress remains a persistent and normalised part of working in many jobs, but particularly in education. Over three-quarters of all staff (**76 per cent**) report feeling stressed, rising to eight in ten (**86 per cent**) for senior leaders.

It is well understood that persistent stress has a detrimental effect on long-term health. We work with teachers and leaders regularly to consider how to manage their individual stress levels with the intention of reducing the negative impact on their health. Due to the complex mix of systemic and organisational cultural factors that drive this stress, these efforts are helpful but obviously reactive and limited in scope.

Staff continue to report that their responsibilities form a much wider range of tasks beyond those related to teaching and learning (see Section 4, page 54) and they report high levels of work intensity and time poverty (see Section 3, page 45). There has always been an element of this in the job, but teachers report a shift in the overall balance over the last decade.

1. University of Warwick (2025). "Transforming mental wellbeing one insight at a time". 24 April 2025. <https://warwick.ac.uk/services/innovations/wemwbs>
2. ONS (2025). "Non-seasonally adjusted quarterly estimates of personal well-being in the UK: April 2011 to March 2025". August 2025. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/quarterlypersonalwellbeingestimatesnonseasonallyadjusted>
3. DfE (2024). "Working lives of teachers and leaders: wave 3". Summary report. November 2024 https://assets.publishing.service.gov.uk/media/67852c953a9388161c5d2335/Wave_3_Summary_Report.pdf

It will continue to be incredibly challenging to reduce the rate of acute and chronic stress in the sector while the systemic and cultural factors driving high work intensity and time poverty persist.

3. Senior leaders' poor wellbeing still puts them most at risk

School and college leaders remain the cohort with the highest risk of negative health consequences to their workplace wellbeing. Their levels of reported stress are the highest (**86 per cent**), as is their level of work intensity (**62 per cent** say they work at very high speed, and **71 per cent** say they work to tight deadlines, for three-quarters or more of the time). They also suffer from time poverty (**81 per cent** feel they have too many things to do without enough time to do them in their job. See Section 3, page 47). They simply have more to do than there is time for.

They also report worrying symptoms of poor mental health, such as insomnia (**52 per cent**) and irritability or mood swings (**46 per cent**). Of those who reported at least one symptom in the last two years, they felt (or someone else suggested) that the symptoms could be signs of burnout (**41 per cent**), exhaustion (**37 per cent**) and acute stress (**19 per cent**). The volume of workload they undertake every day is the main reason they give for considering leaving their job.

We continue to see too many talented school and college leaders leave the sector before retirement. As the Education Policy Institute (EPI) points out, heads are five times more likely to leave the profession for reasons other than retirement since 2010/11⁴.

4. Culture remains a critical but under-addressed factor in staff wellbeing

Nearly half (**49 per cent**) of education staff continue to report that their organisation's culture negatively affects their mental health. This figure is consistent with our findings in 2024.

This persistent trend suggests that, for many, moving to a new role in the sector carries a 50/50 chance of entering a workplace that could harm their wellbeing.

While we know that many school and college leaders are working hard to improve culture, these efforts are often isolated, under-supported, and lacking consistency across the sector. Leaders need reliable, ongoing professional development and resources to embed positive cultural practices that support staff wellbeing.

The evidence base for why workplace wellbeing matters and what constitutes a healthy workplace culture has been well defined⁵, and its link to improved organisational outcomes is particularly relevant in education..

4. Zuccollo, J (2024). "Blog: The workforce challenges facing an incoming government". Education Policy Institute. 10 June 2024. <https://epi.org.uk/publications-and-research/blog-the-workforce-challenges-facing-an-incoming-government/>

5. De Neve, J-E and Ward, G (2025). "Why Workplace Wellbeing Matters - The Science Behind Employee Happiness and Organizational Performance". Harvard Business Review Press, Boston, USA.

Our recommendations

As highlighted in our recently published paper on teacher retention⁶, the evidence shows that taking a workplace wellbeing lens to staff retention has the potential to improve the outcomes of schools and colleges, as well as better retain talented staff.

With pressures on teacher supply evident across the UK, and long-term challenges to the attractiveness of the profession, our principal recommendation is:

Governments develop dedicated teacher and education staff retention strategies.

These should include – or be complemented by – the following:

1. A whole system strategy which strengthens public services to support education staff and young people

We know that many public services supporting children and families are under-resourced and overstretched, much like schools and colleges themselves. As a result, education staff are increasingly faced with a wider range of needs, often stepping in to provide practical, emotional, and material support far beyond their core roles.

This growing pressure affects staff wellbeing, job satisfaction, and mental health, while also increasing the intensity of their work. Teachers attempt to compensate for wider system gaps, but this comes at a cost to their own ability to stay in the profession. Most importantly, children and young people are let down while they wait too long for vital mental health or social care support that should be available elsewhere in the system.

To address this, we need a whole-system approach to improving public services, as recommended by the Public Accounts Committee in July 2025⁷, to reduce the burden on schools and colleges and ensure young people get the help they need, when they need it. Relying on educators to fill gaps left by underfunded public services (acting as de facto social workers or counsellors)

6. Education Support (2025). "Revisiting the teacher retention crisis: recommendations for change". Autumn 2025. <https://www.educationsupport.org.uk/about/about-us/policy-campaigns-and-influencing/revisiting-the-teacher-retention-crisis-recommendations-for-change/>

7. Public Accounts Committee (2025). "Increasing teacher numbers: Secondary and further education" (HC 825). 9 July 2025. <https://committees.parliament.uk/publications/48695/documents/255438/default/>

is neither sustainable nor effective. It also presents an existential challenge to teacher supply and the quality of outcomes that can be achieved by children and young people.

2. We still need a proper national debate on all aspects of the accountability system, including inspections

Accountability systems have many well-documented negative effects on school staff and their wellbeing. A wide-ranging debate on the essential elements of the whole accountability system in England was called for by Dame Christine Gilbert in her independent review of Ofsted⁸. Accountability should be considered in the round, but inspections (and their impact on staff wellbeing) are an important aspect which remain a source of anxiety for staff. The high stakes of inspection are not necessary to ensure accountability or to drive quality in the system. The cost of these high stakes undermines the espoused goals of accountability.

3. Interventions to reduce stress and work intensity for school and college leaders

Urgent, targeted support for school and college leaders is essential to stem the tide of burnout and attrition.

School and college leaders continue to face some of the most severe wellbeing challenges in the education workforce. This year's data confirms a persistent and deeply concerning trend: leaders are experiencing acute stress and reporting symptoms of burnout at higher rates than any other group.

Without meaningful intervention, we risk losing experienced and talented leaders at a time when their expertise is most needed. Government must prioritise the provision of high-quality, targeted support for leaders across the UK. This includes access to evidence-informed interventions such as professional supervision and reflective practice, which have shown promising effects on wellbeing and retention.

Every school and college leader should have access to tools and resources that enable them to better manage the demands of their role and protect their health, while longer term systemic change is sought.

4. Suicide awareness must be prioritised

Suicide is not 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

8. Gilbert, C (2024). "Independent learning review for Ofsted". September 2024. https://assets.publishing.service.gov.uk/media/66ce24201aaf41b21139cf94/Independent_learning_review_for_Ofsted_by_Dame_Christine_Gilbert.pdf

of staff is a concern. Initiatives 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.

5. School and college communities must continue to lead the way in transforming workplace culture but Government support must improve

Across the country, schools and colleges are continuing to invest time and energy into improving the culture of their workplaces and this effort is making a difference. Positive change is happening, driven by committed leaders and staff who recognise the link between wellbeing and organisational success.

However, this progress is not yet consistent, as our data shows. Despite the clear benefits, efforts to improve workplace culture remain uneven and under-supported, particularly at a national level. Government must do more to support and sustain the improvement of workplace culture across the sector.

Those leading the way are not only improving their own communities but also helping to shift the national picture by showing that meaningful change is achievable. They should be celebrated and supported.

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 2025.**
- 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 **3,082** education staff completed the survey, which was conducted between **6 June and 14 July 2025**.

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, Cover Supervisors, Technicians, Careers Advisors, Librarians, Youth Officers, Data Administrators, IT Support and Exams Officers 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 ninth large-scale survey that Education Support has conducted. In 2018–2025, 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.

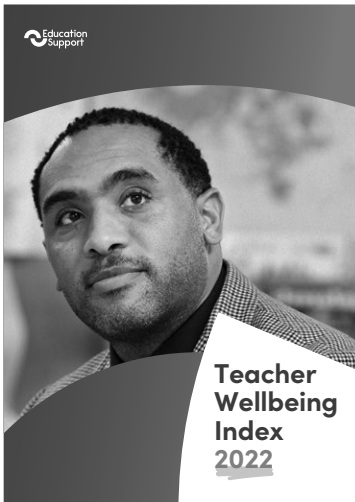
Visit our website to view previous reports.



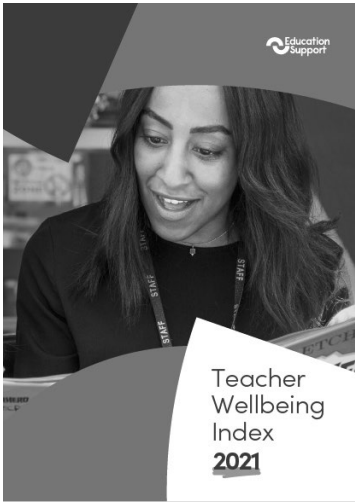
2024



2023



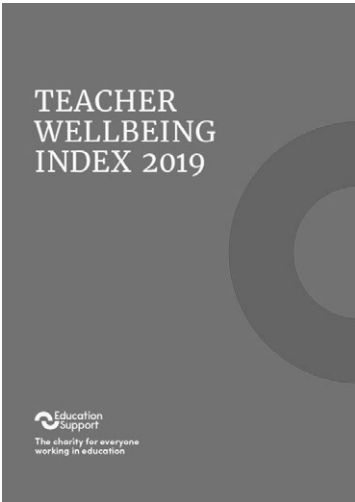
2022



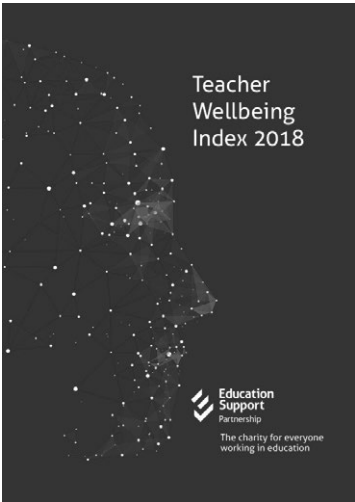
2021



2020



2019



2018



2017

B. Sample profile

A total of **3,082** 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	762	26%
School teachers	1988	67%
Support staff	222	7%

Phase

Early years	137	4%
Primary	1267	41%
Secondary	1267	41%
Sixth form college	82	3%
Further	150	5%
Adult	41	1%
Vocational	17	1%
Other	121	4%

Gender

Male	803	26%
Female	2279	74%

Age

18-34	717	23%
35-49	1481	48%
50+	884	29%

Region / Country	Number	Proportion
North East	116	4%
North West	354	11%
Yorkshire and the Humber	236	8%
East of England	272	9%
West Midlands	295	10%
East Midlands	225	7%
London	405	13%
South East	462	15%
South West	249	8%
Wales	200	6%
Scotland	208	7%
Northern Ireland	60	2%

Length of Time Working in Education

0-2 years	97	3%
3-5 years	283	9%
6-10 years	504	16%
11-20 years	1092	35%
21-30 years	748	24%
31+ years	358	12%

C.Measuring subjective wellbeing: 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.

Using the benchmarking approach, scores of less than **41** suggest probable clinical depression, scores between **41-44** possible or mild depression, **45-59** moderate mental wellbeing and **60+** higher mental wellbeing¹.

The table below summarises all WEMWBS scores for 2025 with comparisons for 2024.

	WEMWBS Score		Number		SD		2024-2025 Difference (rounded)
	2024	2025	2024	2025	2024	2025	
Total							
All education professionals	43.90	43.42	3025	3082	9.04	9.03	-0.48
Role							
Senior leaders	44.51	43.44	1823	1909	9.06	8.96	-0.18
School teachers	43.48	43.30	820	739	8.70	8.94	-1.07
Support staff	44.48	44.16	258	305	9.58	9.33	-0.32

¹University of Warwick (2025). "Warwick-Edinburgh Mental Well-being Scale (WEMWBS)". How it works, Analysis. Updated 24 April 2025. <https://warwick.ac.uk/services/innovations/wemwbs/how/>

	WEMWBS Score		Number		SD		2024-2025 Difference (rounded)
	2024	2025	2024	2025	2024	2025	
Phase							
Early Years	44.25	41.74	57	59	8.44	8.70	-2.51
Primary	43.23	42.67	967	1015	8.76	9.04	-0.55
Secondary	43.55	43.39	1063	1015	9.00	9.08	-0.16
Sixth Form Colleges	47.29	44.46	222	254	9.28	9.40	-2.83
Further Education	44.44	44.19	524	464	9.15	8.67	-0.25
Adult Education	43.20	44.34	100	127	8.77	8.64	1.14
Vocational Education	44.50	44.24	34	53	9.64	8.05	-0.27
Other	44.37	44.56	57	97	10.16	9.58	0.19

Region / Country

North East	44.24	44.41	148	111	10.52	10.18	0.17
North West	43.88	42.92	344	362	8.39	8.45	-0.96
Yorkshire and the Humber	43.40	41.70	226	248	8.26	8.76	-1.70
East of England	44.34	44.15	273	253	8.98	9.51	0.11
West Midlands	43.99	42.58	279	299	8.65	9.12	-1.41
East Midlands	43.00	44.44	211	274	9.00	8.59	1.15
London	43.71	44.21	483	398	8.89	8.99	0.50
South East	44.03	43.29	386	455	9.44	9.06	-0.45
South West	44.70	43.23	261	251	9.25	8.86	-1.47
Wales	43.77	42.83	122	198	8.85	9.06	-0.94
Scotland	42.64	43.33	207	178	8.85	9.19	0.69
Northern Ireland	46.65	45.05	86	54	10.72	9.31	-1.60
England	43.92	43.44	1963	2652	8.85	9.01	-0.48

	WEMWBS Score		Number		SD		2024-2025 Difference (rounded)
	2024	2025	2024	2025	2024	2025	

Gender

Male	44.43	43.32	857	851	9.59	9.53	-1.11
Female	43.70	43.46	2168	2231	8.80	8.83	-0.24

Age

18-34	43.68	42.85	753	661	9.35	8.75	-0.83
35-49	43.51	42.57	1435	1412	8.59	8.76	-0.94
50+	44.78	44.99	837	1009	9.43	9.37	0.21

Time working in education

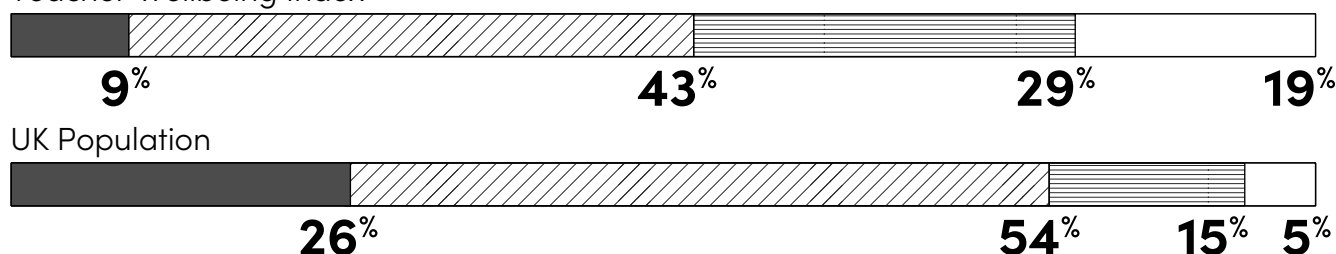
0-2 years	46.89	44.73	98	100	9.57	9.01	-2.16
3-5 years	43.51	43.23	325	272	9.43	8.83	-0.28
6-10 years	42.51	42.77	541	519	8.78	8.98	0.25
11-20 years	43.98	42.94	1054	1042	8.95	8.97	-1.04
21-30 years	43.97	43.63	696	756	8.82	9.06	-0.34
31+ years	45.40	44.96	311	392	9.25	9.15	-0.44

D. Measuring personal wellbeing

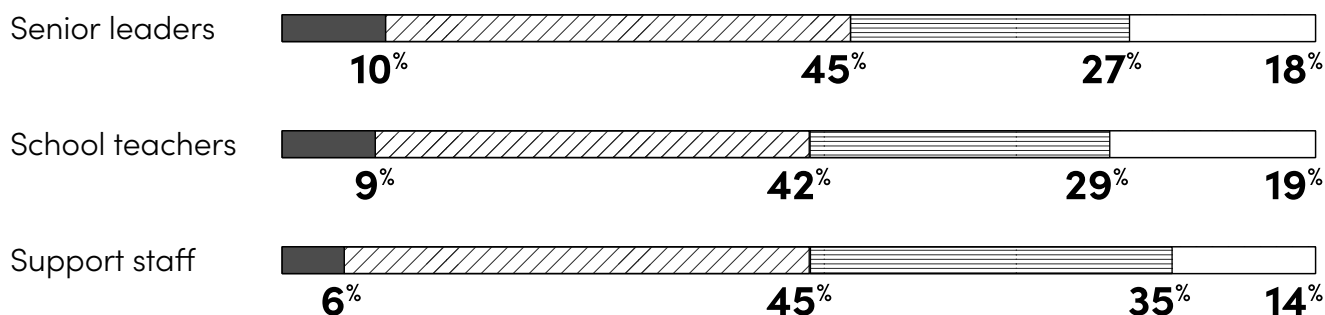
The Office for National Statistics (ONS) uses four measures to gauge the personal wellbeing of a population. The four measures are satisfaction with life, happiness, the feeling that things done in life are worthwhile and the level of anxiousness felt the previous day. For the first three measures, scores of **0-4** indicate low levels, **5-6** medium levels, **7-8** high levels and **9-10** very high levels. For anxiety, scores of **0-1** indicate very low levels, **2-3** low levels, **4-5** medium levels and **6-10** high levels. These scores have been recalculated as percentages in order to show the differences between the UK population and this survey findings, which are also broken down by job role and nation.

Overall satisfaction with life

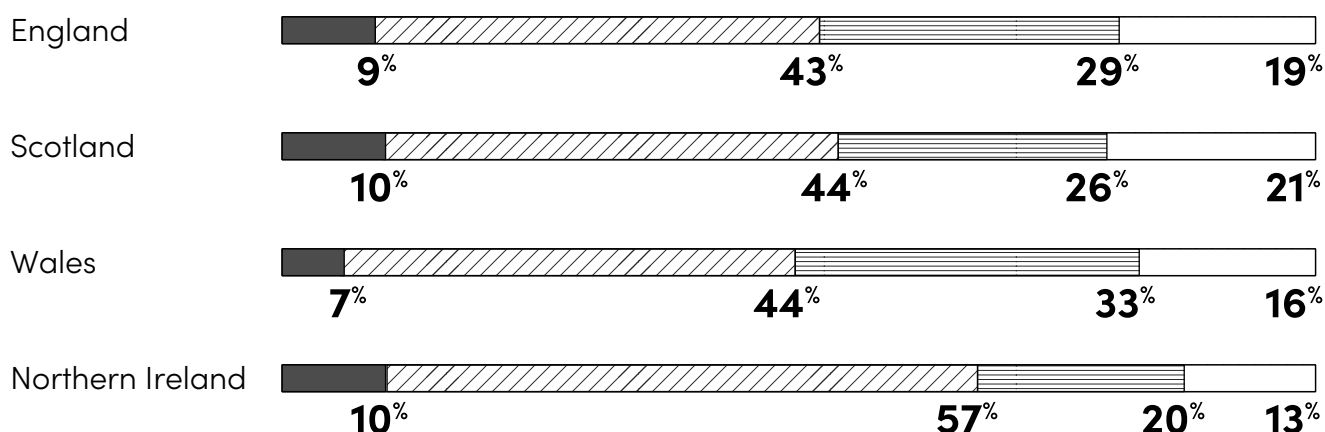
Teacher Wellbeing Index



By job role



By country

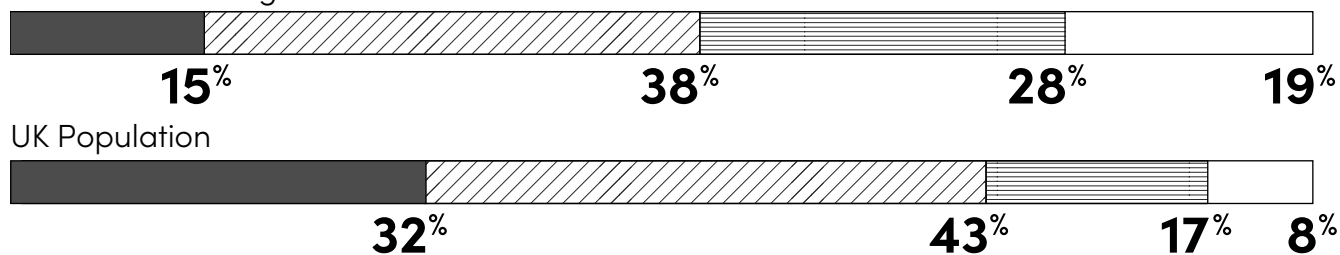


Very high
 High
 Medium
 Low

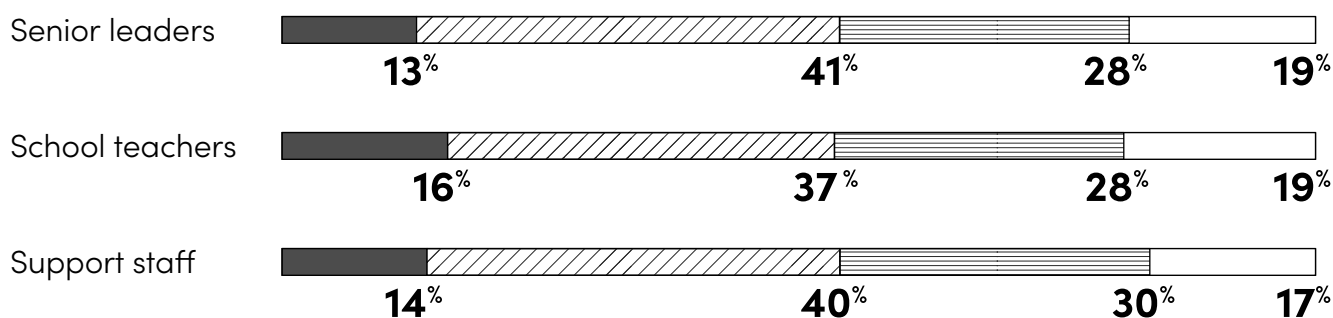
n.1

Level of happiness felt the previous day

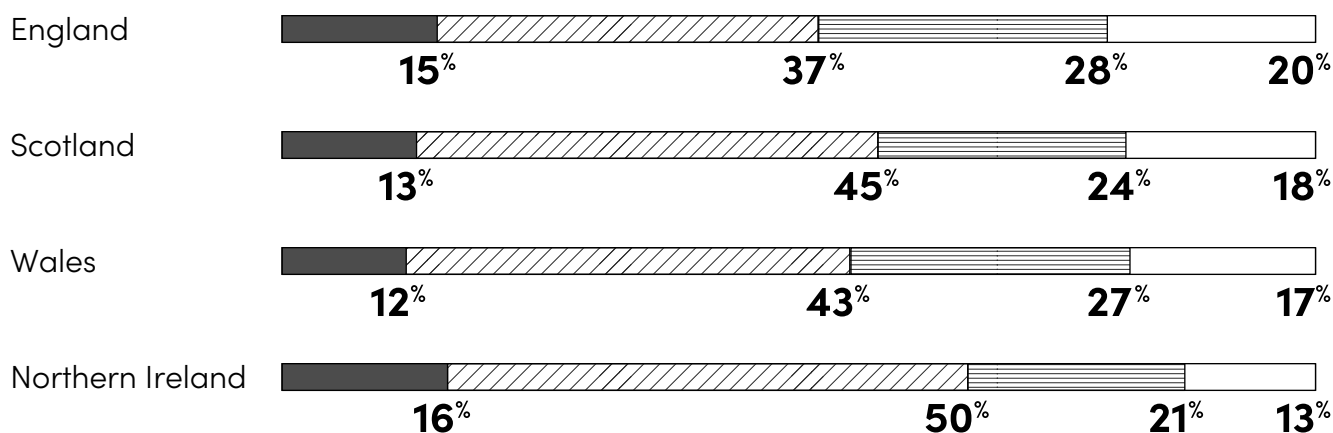
Teacher Wellbeing Index



By job role



By country

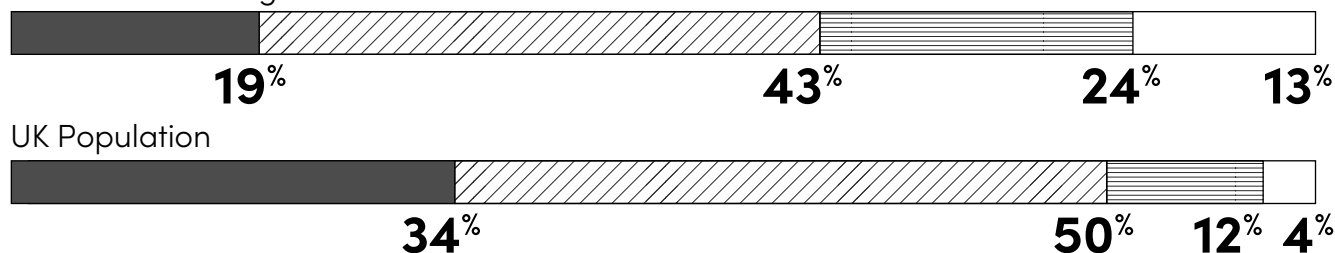


● Very high ◌ High ◌ Medium ◌ Low

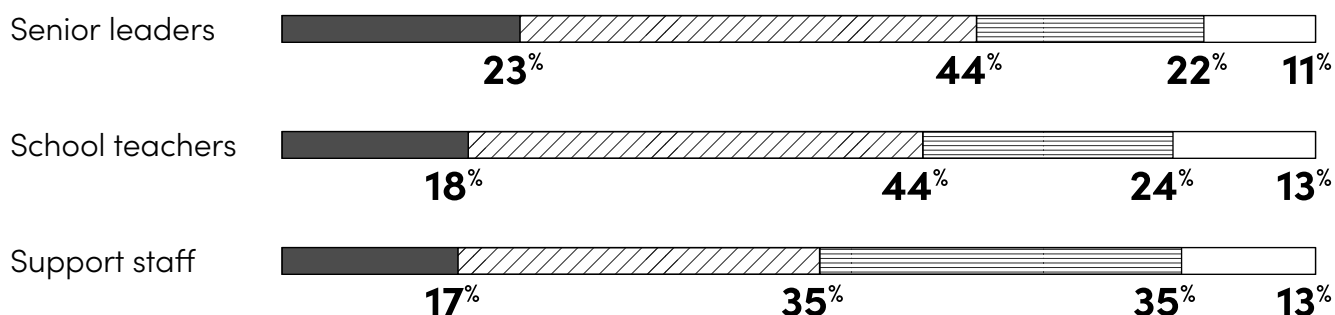
n.2

Feeling the things done in life are worthwhile

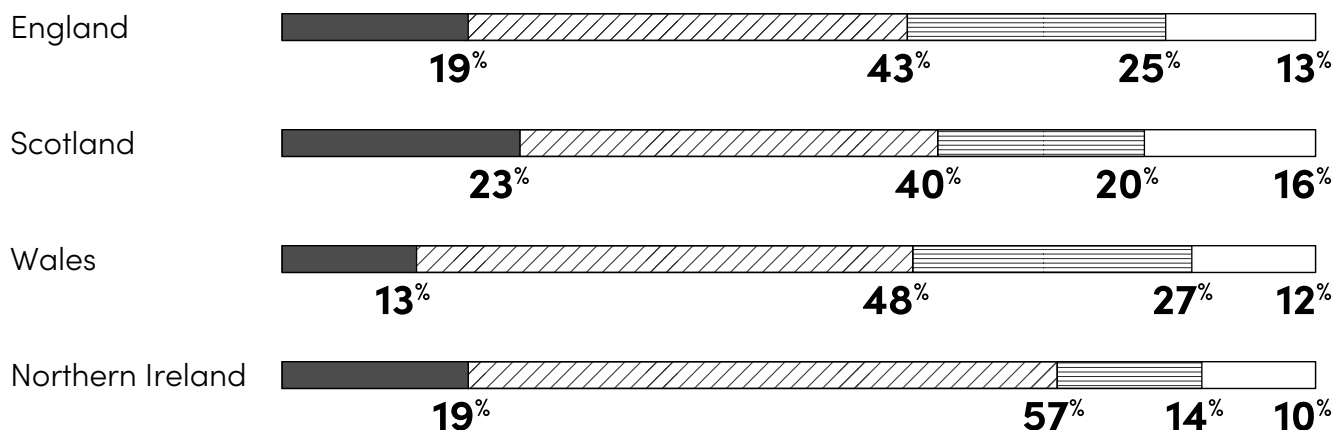
Teacher Wellbeing Index



By job role



By country

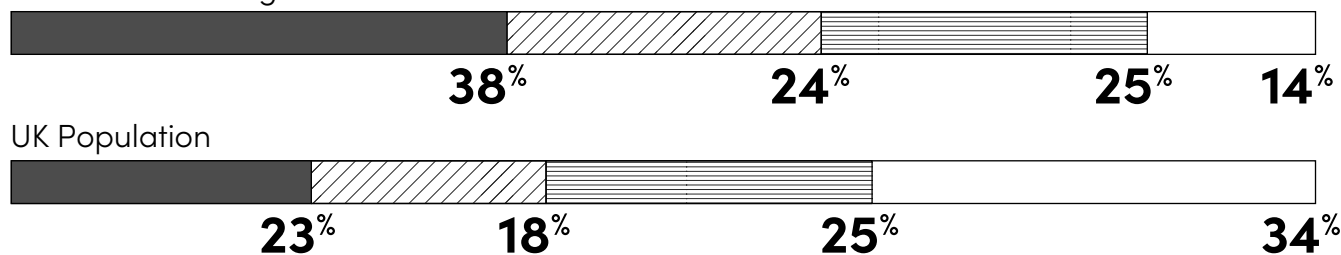


● Very high
 ○ High
 ○ Medium
 ○ Low

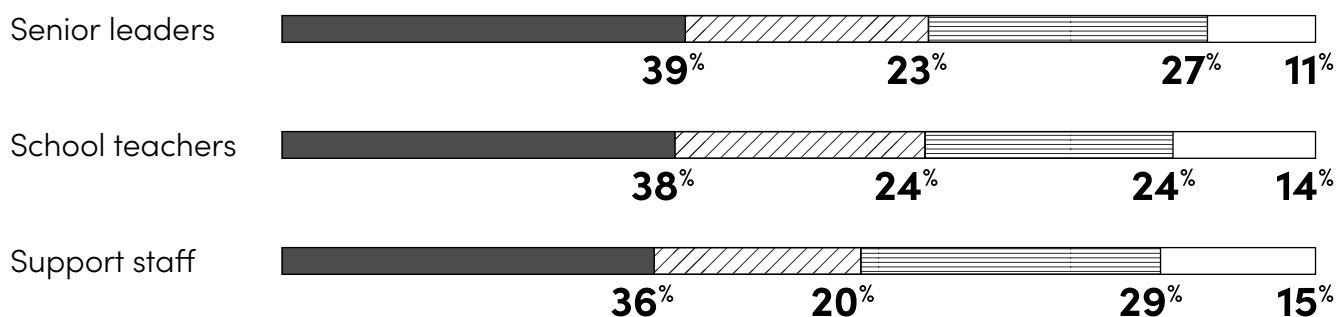
n.3

The level of anxiousness felt the previous day

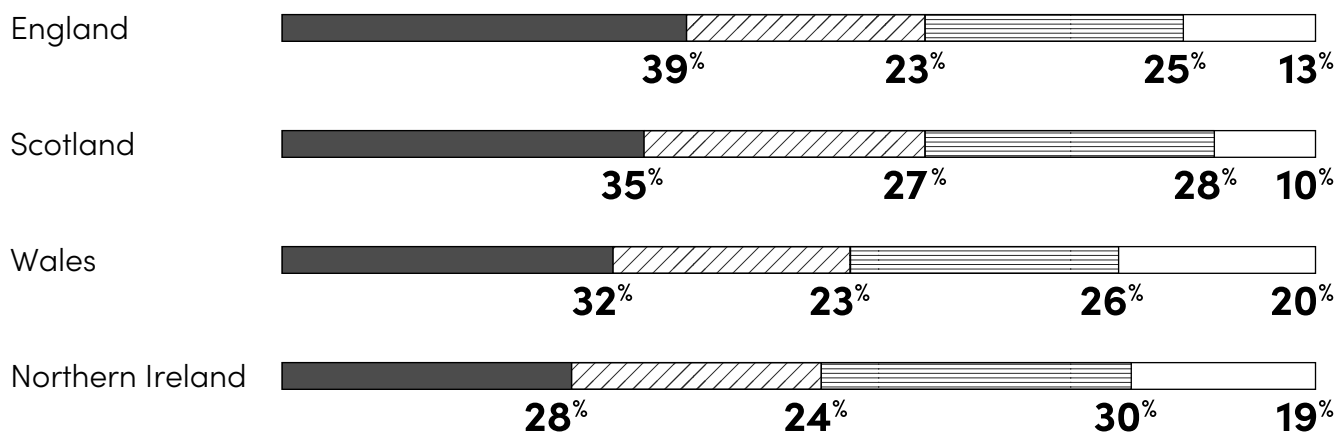
Teacher Wellbeing Index



By job role



By country



● High ⊗ Medium ⊘ Low ○ Very low

n.4

Sample profile

n.1-n.4 The ONS "Non-seasonally adjusted quarterly estimates of personal well-being in the UK: April 2011 to March 2025". August 2025. Population estimates: Life satisfaction (n = 23,490), Worthwhile (n = 23,450), Happiness (n = 23,480), Anxiety (n = 23,480)

2025 Base: All education staff (n = 3,082). Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222)

England (n = 2,614), Scotland (n = 208). Wales (n = 200), Northern Ireland (n = 60)

E. Measuring workplace wellbeing

The Wellbeing Research Centre at the University of Oxford has suggested the use of four questions to measure staff wellbeing at work. There is some broad similarity with the ONS questions used to measure satisfaction and happiness in Appendix D (although these specifically refer to teachers and education staff's lives at work), and the other two questions explore if work is regarded as purposeful and meaningful, and stress experienced at work.

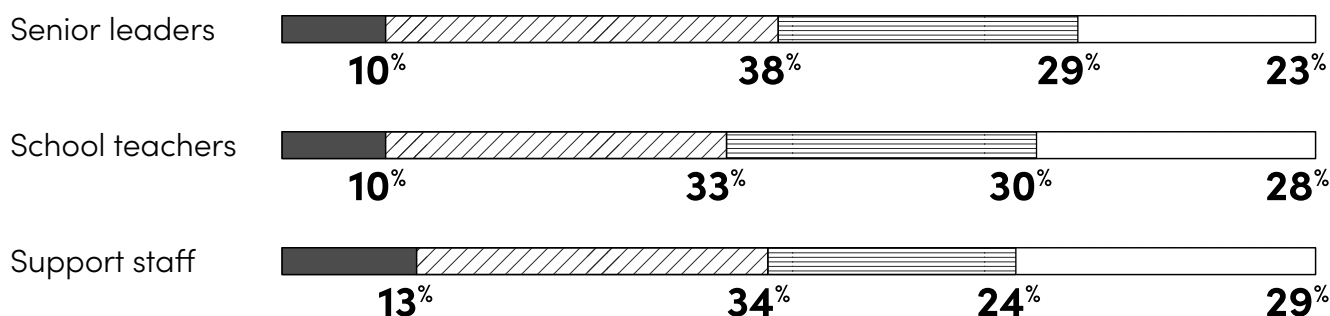
The same approach to scoring has been taken for the first three measures as used by the ONS, ie for the first three measures scores of **0-4** indicate low levels, **5-6** medium levels, **7-8** high levels and **9-10** very high levels. For anxiety, scores of **0-1** indicate very low levels, **2-3** low levels, **4-5** medium levels and **6-10** high levels. These scores have been recalculated as percentages in order to show the differences, and are broken down by job role and nation.

Job satisfaction

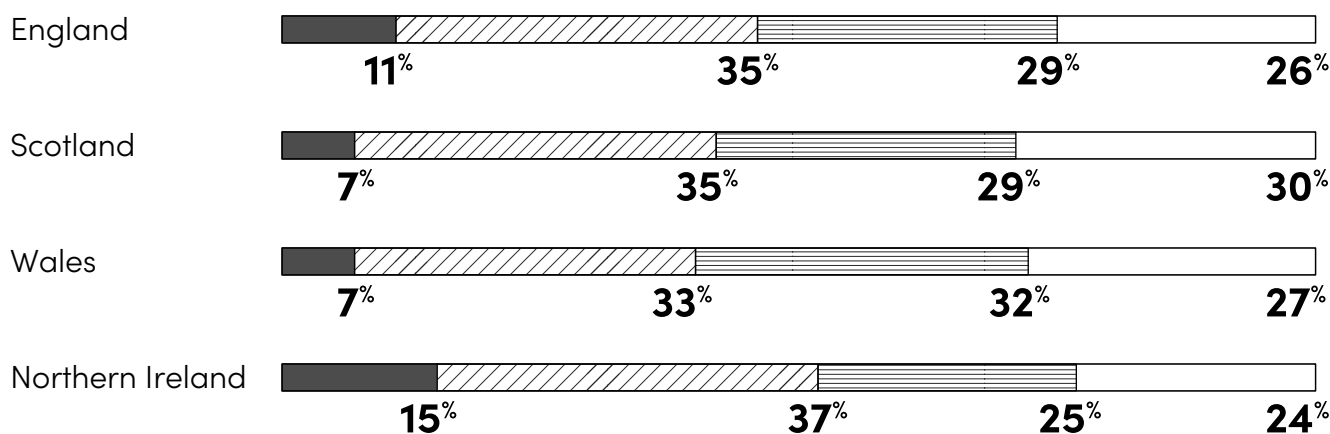
Teacher Wellbeing Index



By job role



By country

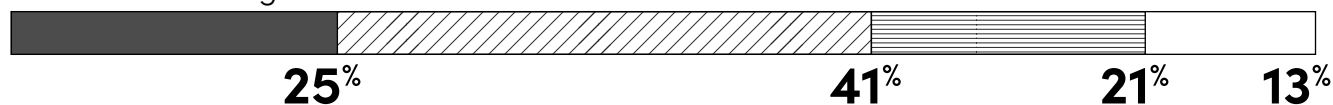


● Very high ◌ High ◌ Medium ◌ Low

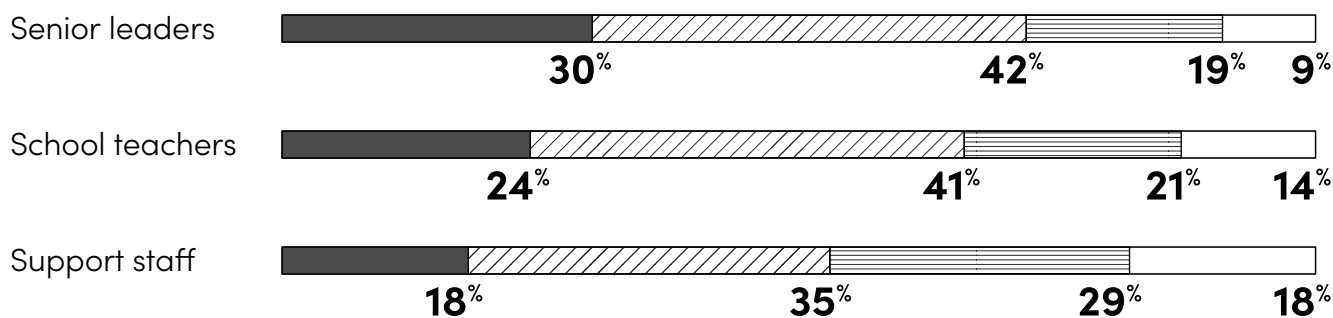
n.1

How purposeful and meaningful staff find their work

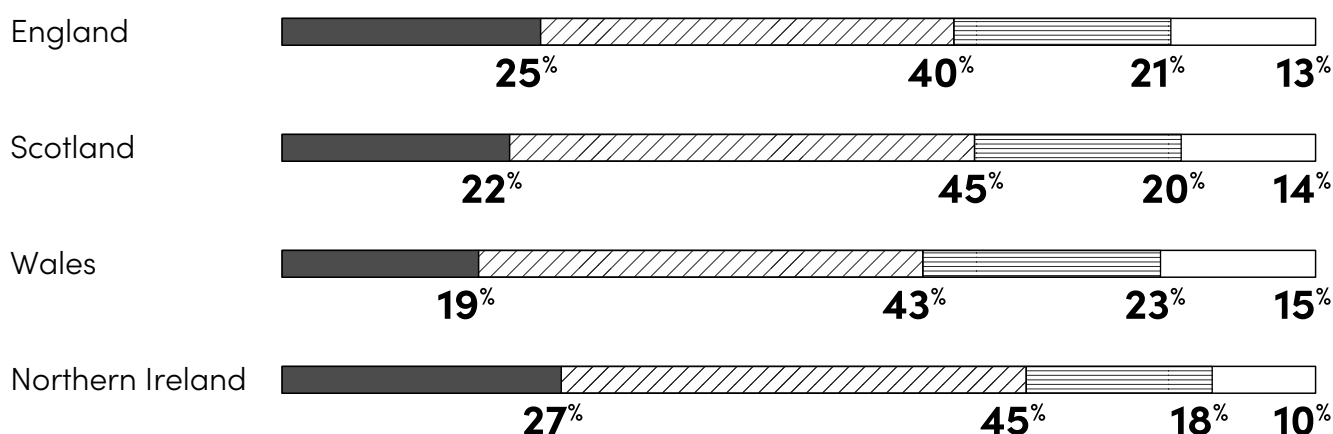
Teacher Wellbeing Index



By job role



By country

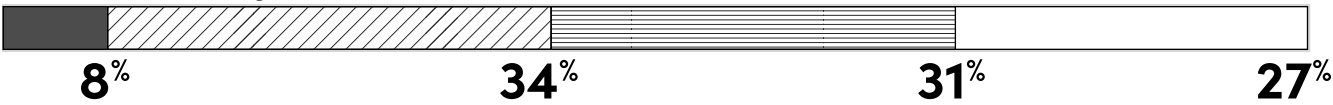


● Very high
 ○ High
 ○ Medium
 ○ Low

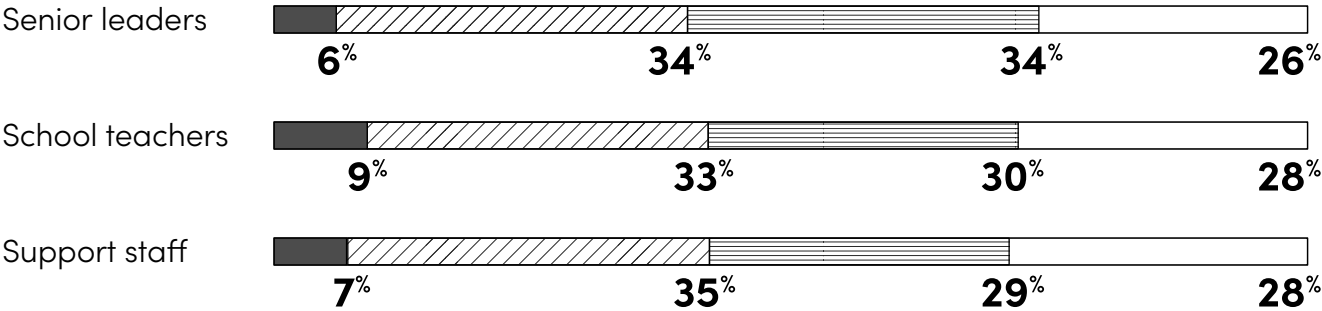
n.2

Happiness at work

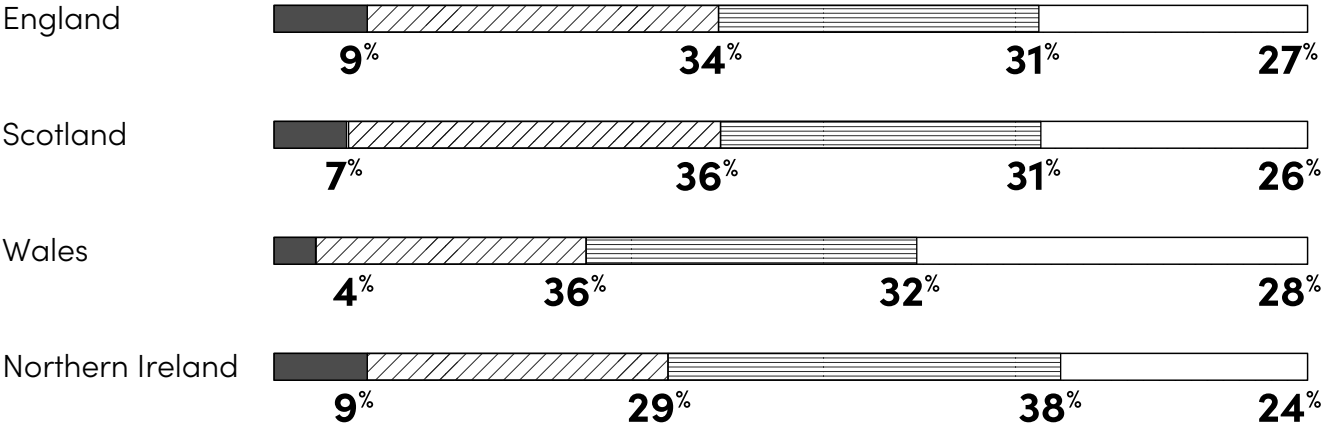
Teacher Wellbeing Index



By job role



By country



Very high High Medium Low

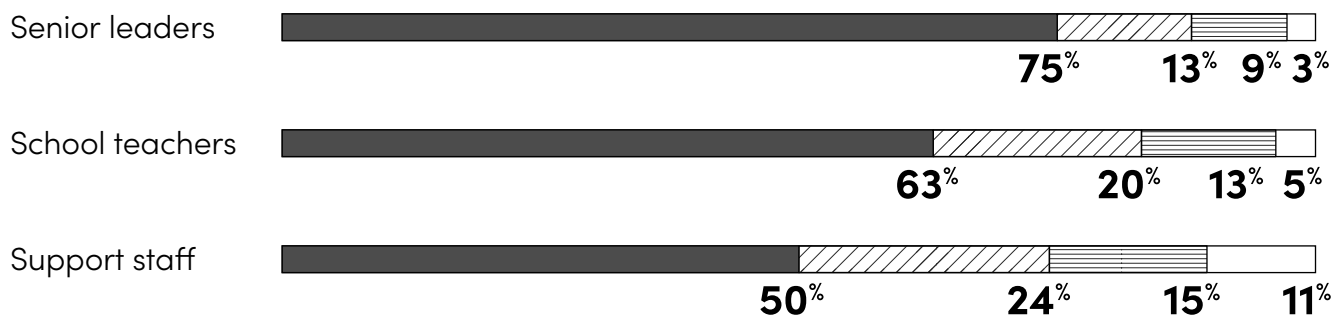
n.3

Levels of stress felt at work during the past week

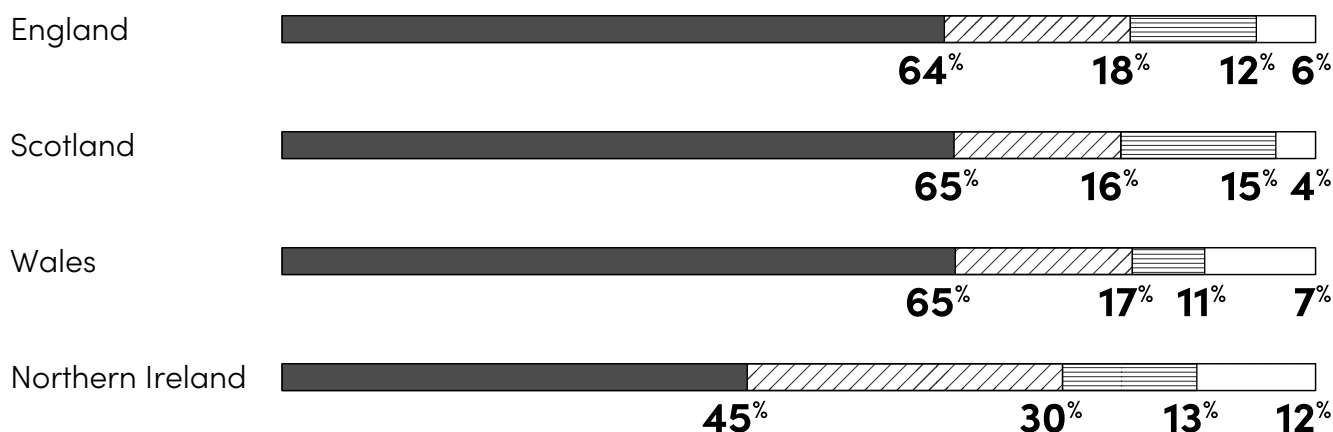
Teacher Wellbeing Index



By job role



By country



High
 Medium
 Low
 Very low

n.4

Sample profile

n.1-n.4 2025 Base: All education staff (n = 3,082). Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222).

England (n = 2,614), Scotland (n = 208). Wales (n = 200), Northern Ireland (n = 60)

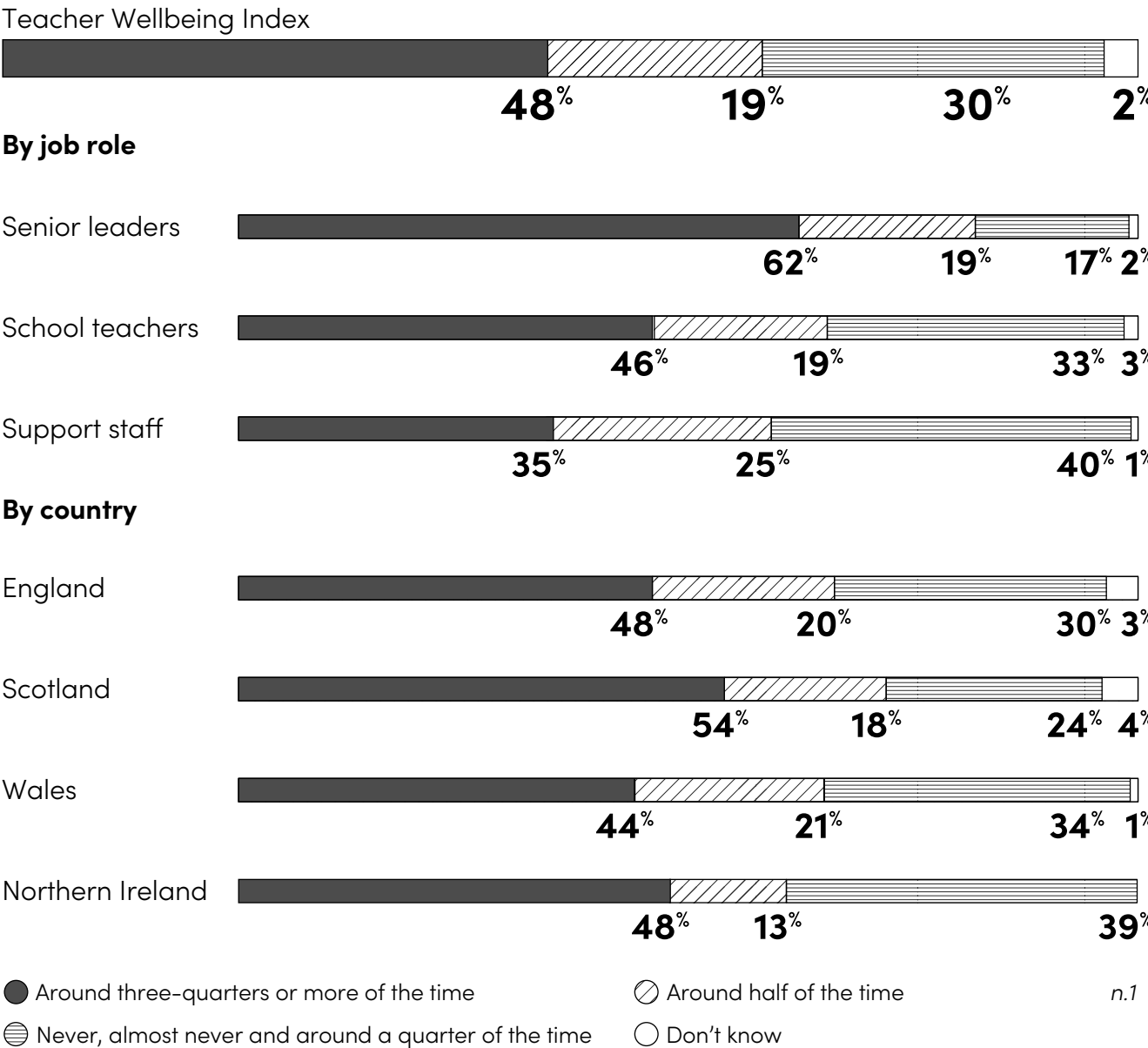
F. Measuring work intensity and time poverty

We asked teachers and education staff about the intensity of their work, focusing on the time they spend working at very high speed and to tight deadlines as these can have a direct impact on their wellbeing at work. These questions were taken from a research study conducted by Felstead et al (2023), commissioned by the National Education Union.

We also asked teachers and education staff about time poverty, or the feeling of having too many things to do without enough time to do them at work, as a further indicator of factors which can influence their wellbeing at work.

These scores have been recalculated as percentages in order to show the differences, and are broken down by job role and nation.

Time spent working at very high speed

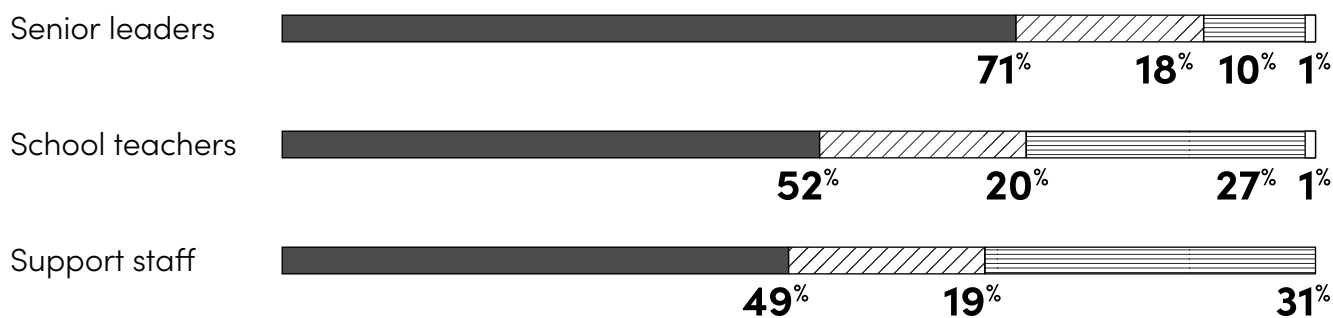


Time spent working to tight deadlines

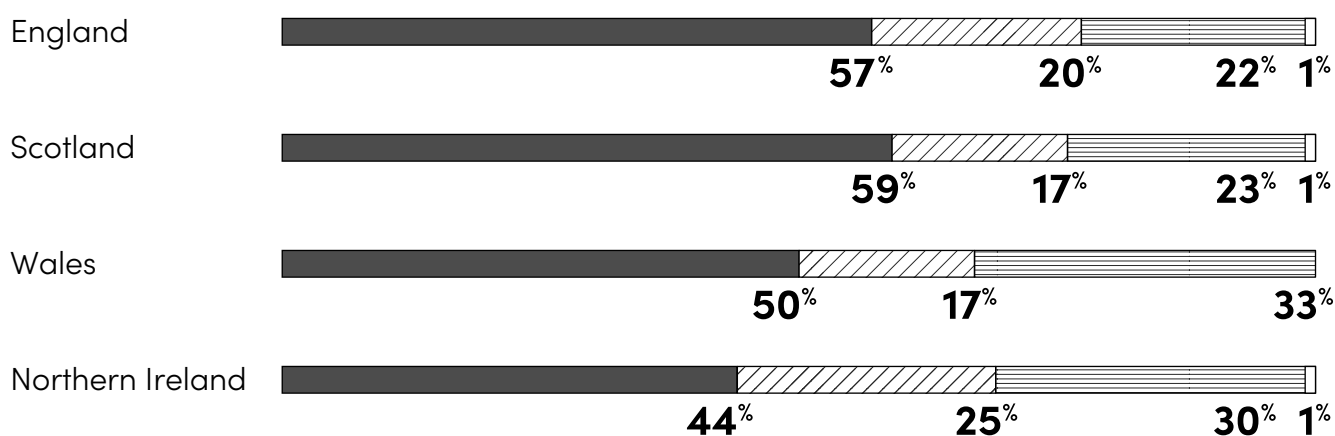
Teacher Wellbeing Index



By job role



By country



● Around three-quarters or more of the time

◌ Around half of the time

◌ Never, almost never and around a quarter of the time

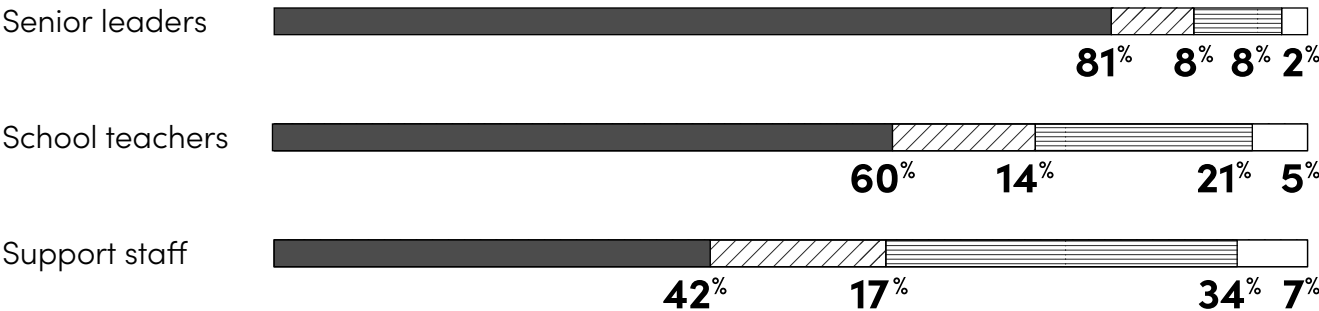
○ Don't know

n.2

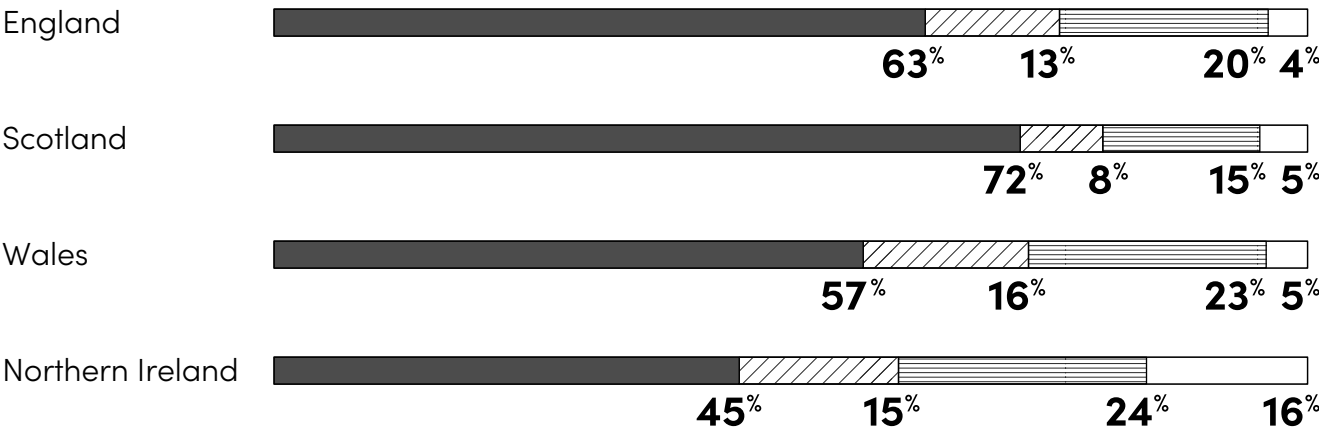
Experiencing time poverty (the feeling of having too many things to do without enough time to do them in their job)



By job role



By country



- Around three-quarters or more of the time
- ◐

 Around half of the time
- ▨

 Never, almost never and around a quarter of the time
- Don't know
- n.3

Sample profile

n.1-n.3 2025 Base: All education staff (n = 3,082), Senior leaders (n = 762), School teachers (n = 1,988), Support staff (n = 222).
England (n = 2,614), Scotland (n = 208), Wales (n = 200), Northern Ireland (n = 60)

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