

Teacher
Wellbeing
Index
2021

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 2021.
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 **3,354** education staff completed the survey, which was conducted between **15 June and 20 July 2021**. The sample included all job roles within the education profession from senior leaders through to support staff. Respondents worked in a variety of settings including early years, primary, secondary, further, adult and vocational education sectors. Any differences found in the analysis are based on percentage point increases/decreases. 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 with 2018 or 2017 data, the figures are based on those who responded to the questions (ie excluding 'refused' and 'preferred not to say').

This is the fifth large-scale survey that Education Support has conducted. In 2018-2020, the surveys were 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 below.

Click on the cover images below to view previous reports.



B. Sample Profile

A total of **3,354** 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	776	23%
School teachers	2251	67%
Support staff	225	7%
Phase		
Early Years	147	4%
Primary	1417	42%
Secondary	1407	42%
Sixth Form College	87	3%
Further	142	4%
Adult	43	1%
Vocational	12	0% ¹
Other	99	3%
Gender		
Male	831	25%
Female	2523	75%
Age		
18-34	768	23%
35-49	1573	47%
50+	1013	30%
Ethnicity		
White	2984	89%
BAME	300	9%

Region	Number	Proportion
North East	127	4%
North West	377	11%
Yorkshire and the Humber	296	9%
East of England	249	7%
West Midlands	319	10%
East Midlands	257	8%
London	435	13%
South East	535	16%
South West	302	9%
Wales	123	4%
Scotland	269	8%
Northern Ireland	65	2%

Length of Time Working in Education

Length of Time Working in Education	Number	Proportion
0-2 years	124	4%
3-5 years	380	11%
6-10 years	674	20%
11-20 years	1232	37%
21-30 years	704	21%
31+ years	240	7%

¹Small measurable number, less than 1%


C. Index Comparison of 2017-2021


(NB: The results 2021 and 2020 relate to staff wellbeing during the Covid-19 pandemic)


This summary allows the reader to compare possible differences in mental health and wellbeing statistics across the years. A heatmap table indicates any changes found, and an arrow within the cell indicates whether this is an increase or decrease (the colour key can be found at the bottom of the page). The percentage point change is shown next to the category, and a summary descriptive term is included for clarity.


The Challenges


	2017	2018	2019	2020	2021	2021 Summary
Impact of presenteeism						
Feeling compelled to come into work when unwell – yes (always, most or some of the time)				–	–	Similar findings
Feeling compelled to come into work when unwell – no/never				–	–	Similar findings
Stress levels at work						
Stress levels at work (+10%)		–	↗	↘	↗	Getting much worse
Work culture and mental health: How organisational culture related to education staff's mental health and wellbeing						
Positive effect				↗	–	Similar findings
Negative effect (+5%)				↘	↗	Getting worse
No effect				–	–	Similar findings
Don't know				–	–	Similar findings


 Getting much better (+/- 10% and over improving change)


 Getting better (+/- 5-9% improving change)


 Getting worse (+/- 5-9% worsening change)

 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)

 No data

 Increase

 Decrease

The Challenges – continued

	2017	2018	2019	2020	2021	2021 Summary
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Teacher training for staff and pupil/student wellbeing

How well Initial Teacher Training (ITT) courses prepared teachers to manage their pupils'/students' mental health and wellbeing

Well					-	Similar findings
Not very well					-	Similar findings

How well Initial Teacher Training (ITT) courses prepared teachers to manage their own mental health and wellbeing

Well					-	Similar findings
Not very well					-	Similar findings

■ Getting much better (+/- 10% and over improving change)
■ Getting better (+/- 5-9% improving change)

■ Getting worse (+/- 5-9% worsening change)
■ Getting much worse (+/- 10% and over worsening change)

■ Similar findings (+/- 0-4%)
■ No data

↗ Increase
↘ Decrease



Mental health of education Staff



	2017	2018	2019	2020	2021	2021 Summary
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The symptoms experienced and the signs in the last year

(NB a reflective question asked in 2021 for perceptions relating to both 2021 and 2020)

Insomnia/difficulty sleeping (+13%)					↗	Getting much worse
Irritability/mood swings (+12%)					↗	Getting much worse
Tearfulness (+16%)					↗	Getting much worse
Over-eating (+12%)					↗	Getting much worse
Forgetfulness (+16%)					↗	Getting much worse
Difficulty concentrating (+18%)					↗	Getting much worse
Muscle tension (+11%)					↗	Getting much worse
Recurring headaches/migraines (+10%)					↗	Getting much worse
Dizziness (+11%)					↗	Getting much worse
Changes in appetite (+9%)					↗	Getting worse
Panic attacks					—	Similar findings
Under-eating					—	Similar findings
High blood pressure					—	Similar findings
None of these (-5%)					↗	Getting worse

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data


↗ Increase


↘ Decrease


Mental health of education Staff – continued


	2017	2018	2019	2020	2021	2021 Summary
Symptoms experienced linked to possible signs of mental health issues – Self-defined or suggested by someone else¹						
Anxiety		–	–	–	–	Similar findings
Depression		↗	–	–	–	Similar findings
Exhaustion (+8%)		–	–	↘	↗	Getting worse
Acute stress			–	↘	–	Similar findings
Post-traumatic stress disorder (PTSD)		–	–	–	–	Similar findings
Obsessive compulsive disorder (OCD)		–	–	–	–	Similar findings
Eating disorder (including Anorexia, Bulimia, Binge Eating Disorders)		–	–	–	–	Similar findings
Personality disorder		–	–	–	–	Similar findings
Bipolar disorder		–	–	–	–	Similar findings
Schizophrenia/psychosis		–	–	–	–	Similar findings
None of these		↘	–	↗	–	Similar findings


¹The 'Burnout' category is not listed here as it was introduced in 2021 and as such has no prior data


 Getting much better (+/- 10% and over improving change)


 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)

 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)

 No data

 Increase

 Decrease

Mental health of education Staff – continued

	2017	2018	2019	2020	2021	2021 Summary
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Formal diagnosis by a General Practitioner (GP) following mental health signs displayed

(NB: highest four signs only)



Anxiety		↗	–	↘	–	Similar findings
Depression		–	–	–	–	Similar findings
Exhaustion		–	–	–	–	Similar findings
Acute Stress			–	↘	–	Similar findings



Education staff experiencing mental health issues in the last year



Yes (+7%)			–	–	↗	Getting worse
No (-8%)			–	↗	↘	Getting worse
Prefer not to say			–	–	–	Similar findings

Mental health symptoms at work: Issues experienced by education staff due to work where work was a contributing factor

Behavioural (eg changes to appetite, irritability, procrastination, mood swings)		–	–	–	–	Similar findings
Physical symptoms (eg raised blood pressure, muscle tension, sweating, dizziness, headaches or migraines)		–	–	↘	–	Similar findings
Psychological symptoms (eg depression, anxiety, panic attacks)		–	–	–	–	Similar findings

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

↗ Increase

↘ Decrease

Mental health of education Staff – continued

	2017	2018	2019	2020	2021	2021 Summary
Work issues that symptoms were related to						
Excessive workload		↓	–	↓	–	Similar findings
Work/life balance		↓	–	–	–	Similar findings
Pupils'/students' behaviour		↗	–	↓	–	Similar findings
Covid-19 (+27%)					↗	Getting much worse
Low income		–	↓	↓	–	Similar findings
Unreasonable demands from managers		↓	–	↓	–	Similar findings
Inspections (-10%)		–	–	–	↓	Getting much better
Rapid pace of change (eg National Curriculum)		↓	–	–	–	Similar findings
Problems with pupils'/students' parents		↗	–	↓	–	Similar findings
Bullying by colleagues		–	–	–	–	Similar findings
Redundancy/restructure		–	–	↓	–	Similar findings
Lack of opportunities to work independently		–	–	–	–	Similar findings
Lack of trust from managers			↗	–	–	Similar findings
Discrimination		–	–	–	–	Similar findings
Retirement		–	–	–	–	Similar findings

■ Getting much better (+/- 10% and over improving change)
■ Getting better (+/- 5-9% improving change)

■ Getting worse (+/- 5-9% worsening change)
■ Getting much worse (+/- 10% and over worsening change)

■ Similar findings (+/- 0-4%)
■ No data

↗ Increase
↘ Decrease

Mental health of education Staff – continued



	2017	2018	2019	2020	2021	2021 Summary
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Impact of experiencing psychological, physical or behavioural problems as a result of work



My personal relationships suffered		–	–	↘	–	Similar findings
My work performance suffered		–	↗	↘	–	Similar findings
I had to take time off work		–	–	–	–	Similar findings
My work relationships suffered		–	–	–	–	Similar findings
I felt suicidal		–	–	–	–	Similar findings
I had to leave my job		–	–	–	–	Similar findings
My personal relationships broke down		–	–	–	–	Similar findings
None of these		–	–	↗	–	Similar findings

Levels of resilience working in the education sector

Levels of resilience working in the education sector				–	–	Similar findings
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 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)



 Similar findings (+/- 0-4%)
 No data



↗ Increase



↘ Decrease

Mental health of education Staff – continued

	2017	2018	2019	2020	2021	2021 Summary
Sources of support accessed by those who used substances or behaviours to cope with workplace stress and/or anxiety (NB only those with 10%+ responses are shown)						
Family/friends		↗	–	↘	–	Similar findings
Partner/spouse		–	–	–	–	Similar findings
GP/NHS/Health professionals		–	–	↘	–	Similar findings
Peers/colleagues		–	–	–	–	Similar findings
None of these		–	–	↗	–	Similar findings
Employer/line manager/senior staff member at work		↗	–	–	–	Similar findings
Websites/a general internet search		–	–	–	–	Similar findings
Counsellor/psychiatrist/psychologist		–	–	–	–	Similar findings

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

↗ Increase

↘ Decrease

Mental health of education Staff – continued



	2017	2018	2019	2020	2021	2021 Summary
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Mental health issues experienced by education staff due to personal reasons



Family issues (-6%)		↓	-	-	↓	Getting better
Financial worries		↓	-	↓	-	Similar findings
Health concerns		↓	-	-	-	Similar findings
Bereavement		-	-	-	-	Similar findings
Trauma		↓	-	-	-	Similar findings
Housing problems (+5%)		-	-	-	↑	Getting worse
Problems with neighbours		-	-	-	-	Similar findings
None of these		↑	↓	-	-	Similar findings



Measuring wellbeing - WEMWBS score

Measuring wellbeing - WEMWBS score (all education staff)			44.7	45.7	43.9	Getting worse
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 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

 Increase
 Decrease

Staff retention

	2017	2018	2019	2020	2021	2021 Summary
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Education staff who had considered leaving the profession due to health and wellbeing issues in the last two years

Yes		–	–	–	–	Similar findings
No		–	–	–	–	Similar findings

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

Volume of workload		↘	–	–	–	Similar findings
Seeking better work/life balance (-5%)		↘	–	–	↘	Getting better
Unreasonable demands from managers		–	↘	↘	–	Similar findings
Pupil/student behaviour		↗	–	↘	–	Similar findings
Mental health concerns		–	–	–	–	Similar findings
Seeking higher pay		↗	–	↘	–	Similar findings
Rapid pace of organisational change		↘	↘	–	–	Similar findings
Physical health concerns		–	–	–	–	Similar findings
Retiring from profession/sector		–	–	–	–	Similar findings
Target-driven culture (-11%)				–	↘	Getting much better

■ Getting much better (+/- 10% and over improving change)
■ Getting better (+/- 5-9% improving change)

■ Getting worse (+/- 5-9% worsening change)
■ Getting much worse (+/- 10% and over worsening change)

■ Similar findings (+/- 0-4%)
■ No data

↗ Increase
↘ Decrease

Staff retention – continued

	2017	2018	2019	2020	2021	2021 Summary
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Reasons given for considering leaving the education profession in the last two years by staff who have experienced pressures on their health and wellbeing – continued

Lack of resources (staff and general)						Similar findings
Unnecessary paperwork/ data gathering (-6%)						Getting better
Not feeling valued						Similar findings

How educational organisations could improve the mental health and wellbeing of their workforce (NB only those with 15%+ of responses are shown)

Managers working with their staff to reduce workload						Similar findings
Changes being better communicated to staff by managers (-6%)						Getting better
My employer having a well-implemented pupil/student behaviour policy						Similar findings
The leadership team being more approachable						Similar findings
My employer implementing a structured staff health and wellbeing programme (eg stress management workshops, support groups etc)						Similar findings
My employer allowing flexible working hours to fit with other commitments						Similar findings
My employer having to meet high standards of health and wellbeing provision for staff regulated by an independent body						Similar findings
My employer making us more aware of the support available (eg Employee Assistance Programmes)						Similar findings
Colleagues being more understanding and accommodating of each other's needs and feelings						Similar findings

Getting much better (+/- 10% and over improving change)

Getting better (+/- 5-9% improving change)

Getting worse (+/- 5-9% worsening change)

Getting much worse (+/- 10% and over worsening change)

Similar findings (+/- 0-4%)

No data


Increase


Decrease


Improving staff mental health


	2017	2018	2019	2020	2021	2021 Summary
How education staff coped with workplace stress or anxiety						
Food/eating			–	↘	–	Similar findings
Alcohol			–	–	–	Similar findings
Unnecessary spending			–	–	–	Similar findings
Drugs			–	–	–	Similar findings
Gambling			–	–	–	Similar findings
Self-medication ¹					–	Similar findings
Meditation/mindfulness ¹					–	Similar findings
Physical exercise ¹					–	Similar findings
Therapy/counselling ¹					–	Similar findings
Other			–	–	–	Similar findings
None of these					–	Similar findings


¹For the 2020 Index onwards, the possible responses to two questions have been combined. Those responses marked with a 1 above previously reported findings on how education staff alleviated/solved mental health issues at work (this question was removed). Due to the question alteration, these categories were reported from 2020 onwards.


 Getting much better (+/- 10% and over improving change)


 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)

 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)

 No data

 Increase

 Decrease

Improving staff mental health – continued



	2017	2018	2019	2020	2021	2021 Summary
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Who education staff would speak to first at work about mental health



Somebody outside of work		–	–	–	–	Similar findings
I did not speak to anybody about it		–	–	↘	–	Similar findings
Colleague		–	–	–	–	Similar findings
Line Manager		–	–	↗	–	Similar findings
Human Resources/central office		–	–	–	–	Similar findings
Employee Assistance Programme		–	–	–	–	Similar findings
Other		–	–	–	–	Similar findings


Why educational staff did not speak to anyone at work

They wouldn't be supportive		↗	↘	↗	–	Similar findings
They would see it as a sign of weakness		–	↘	–	–	Similar findings
I prefer to seek support from people outside of work		↘	↗	–	–	Similar findings
There is a stigma (eg a feeling of shame) which stops me from talking to anyone at work				–	–	Similar findings

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

 Increase

 Decrease

Improving staff mental health – continued

	2017	2018	2019	2020	2021	2021 Summary
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Why educational staff did not speak to anyone at work – continued



I would be worried about losing my job		–	–	–	–	Similar findings
People at work have been the cause of my difficulties in the past		–	–	–	–	Similar findings
No-one talks about their problems at work		↘	–	↗	–	Similar findings
It would negatively affect their perception of me		–	–	↗	–	Similar findings
Other		–	–	–	–	Similar findings



Confidence in sharing mental health issues at work



Confident		–	–	↗	–	Similar findings
Not very confident		–	↘	–	–	Similar findings



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

It gave me perspective and helped me realise I am not alone		↘	↗	–	–	Similar findings
It restored my confidence in my abilities		–	–	–	–	Similar findings
It equipped me with practice advice		–	–	–	–	Similar findings
It enabled me to seek professional support		–	–	–	–	Similar findings
I don't think it helped		–	–	–	–	Similar findings
I gained permission to seek help/ it removed the stigma		–	–	–	–	Similar findings
Other		–	–	–	–	Similar findings

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

 Increase
 Decrease

Improving staff mental health – continued

	2017	2018	2019	2020	2021	2021 Summary
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Help and support available: Mental health and wellbeing guidance available at work



Sufficient guidance (-7%)		-	↗	↗	↘	Getting worse
Insufficient guidance (+7%)		-	↘	↘	↗	Getting worse



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



Well supported (-7%)		-	↗	↗	↘	Getting worse
Not very well supported (+6%)		↗	↘	↘	↗	Getting worse



The help available at work

Union people to talk to (-5%)		-	-	-	↘	Getting worse
Employee assistance programme (-7%)		-	↗	-	↘	Getting worse
Encouragement to speak up when struggling (-6%)		-	↗	↗	↘	Getting worse
HR staff to talk to		-	-	-	-	Similar findings
Exercise classes, groups or programmes		-	↗	-	-	Similar findings
Mindfulness classes or programmes (-5%)		-	-	-	↘	Getting worse
Training on common mental health conditions (-5%)		-	-	-	↘	Getting worse
Mentoring		-	-	-	-	Similar findings
Health-related support staff to talk to		-	-	-	-	Similar findings
Mental health first aid training		-	↗	-	-	Similar findings

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

 Increase
 Decrease

Improving staff mental health – continued

	2017	2018	2019	2020	2021	2021 Summary
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The help available at work – continued¹

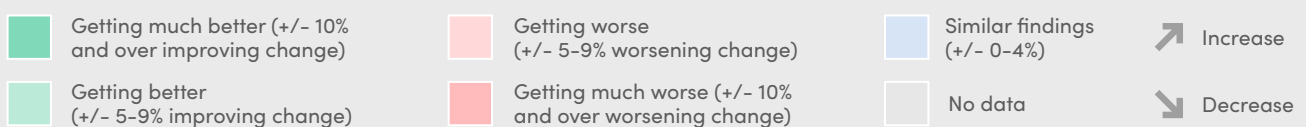
Resilience, energy or stress management classes or programmes		–	–	–	–	Similar findings
Massage or relaxation classes or programmes		–	–	–	–	Similar findings
Individual supervision as professional support provided outside of the line management relationship ²					–	Similar findings
Counselling/psychotherapy – online or in person					–	Similar findings
Wellbeing sessions					–	Similar findings
Animals in the workplace					–	Similar findings
Other		–	–	–	–	Similar findings
None of these		–	↘	↘	–	Similar findings

Workplace mental health and wellbeing policies

Has a policy (-6%)		–	↗	↗	↘	Getting worse
Does not have a policy		–	–	↘	–	Similar findings

¹The ‘professional coaching’ and ‘facilitated peer support group’ categories are not listed here as they were introduced in 2021 and as such have no prior data

²In 2020 defined as ‘Supervision as a safe space to discuss issues’



Improving staff mental health – continued

	2017	2018	2019	2020	2021	2021 Summary
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How well mental health and wellbeing policies were being implemented



Always		-	-	-	-	Similar findings
Most/some of the time			-	-	-	Similar findings
No/never		↘	↘	↘	-	Similar findings



Keeping track of staff wellbeing: Educational organisations regularly surveying their staff



Yes			↗	-	-	Similar findings
No			↘	-	-	Similar findings



Overall tally of data changes identified between 2020-2021

Category Tally		Number	% of total
+/- 10%+: getting much worse		11	6%
+/- 5-9%+: getting worse		20	11%
+/- 0-4%: similar findings		140	80%
+/- 5-9%: getting better		5	3%
+/- 10%: getting much better		1	1%

 Getting much better (+/- 10% and over improving change)
 Getting better (+/- 5-9% improving change)

 Getting worse (+/- 5-9% worsening change)
 Getting much worse (+/- 10% and over worsening change)

 Similar findings (+/- 0-4%)
 No data

 Increase
 Decrease

D. Warwick-Edinburgh Mental Wellbeing Scores

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

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) is a measure used by a variety of different organisations, including governments, to gauge the mental wellbeing of a population.

The WEMWBS Questionnaire

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

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

The table below summarises all WEMWBS scores for 2021 with comparisons to 2020.

	WEMWBS Score		Number		SD		Difference (rounded)
	2020	2021	2020	2021	2020	2021	
Total							
All educational staff	45.66	43.90	3034	3354	8.64	9.33	-1.76
Role							
School teachers	45.55	43.70	2010	2129	8.77	9.27	-1.85
Senior leaders	45.23	43.37	749	766	7.89	9.20	-1.85
Support staff	46.24	45.81	184	333	9.14	9.41	-0.44
Phase							
Early Years	45.14	44.95	128	64	8.09	8.82	-0.18
Primary	45.01	43.48	1197	1122	8.96	9.04	-1.52
Secondary	46.05	44.05	1368	1114	8.38	9.08	-2.00
Sixth Form Colleges	44.52	43.28	71	299	7.62	10.07	-1.24
Further Education	46.68	44.25	116	488	8.77	10.17	-2.44
Adult Education ¹	44.83	45.23	30	148	9.12	9.18	0.40
Vocational Education ¹	47.31	42.17	10	41	9.76	7.47	-5.14
Other	46.99	45.47	114	78	8.97	9.74	-1.52

¹Due to the small dataset for both 2020 and 2021, the figures can only be treated as indicative

	WEMWBS Score		Number		SD		Difference (rounded)
	2020	2021	2020	2021	2020	2021	
Region							
North East	46.83	43.44	116	153	9.24	9.63	-3.39
North West	44.99	42.58	349	403	8.33	9.39	-2.41
Yorkshire and the Humber	45.65	43.33	263	322	7.88	9.62	-2.32
East of England	46.29	43.95	254	251	9.97	8.80	-2.34
West Midlands	44.00	42.94	278	320	7.99	9.46	-1.06
East Midlands	45.03	43.88	243	232	8.41	8.55	-1.15
London	45.78	43.59	330	448	9.31	9.09	-2.19
South East	45.48	44.82	513	490	8.26	9.38	-0.66
South West	46.84	45.36	286	306	8.53	9.33	-1.48
Wales	47.44	44.30	123	119	8.32	9.69	-3.13
Scotland	46.10	43.97	252	234	8.92	9.03	-2.12
Northern Ireland ¹	44.20	47.26	27	76	7.93	10.41	3.06
England	45.56	43.79	2632	2924	8.63	9.30	-1.81
Gender							
Male	46.10	44.49	790	912	8.28	9.93	-1.61
Female	45.49	43.68	2244	2442	8.77	9.09	-1.81
Age							
18-34	44.63	43.27	707	718	8.59	9.02	-1.36
35-49	45.22	43.08	1437	1505	8.38	9.25	-2.15
50+	46.93	45.40	890	1131	8.9	9.46	-1.54
Time working in education							
0-2 years	44.91	43.38	121	128	9.31	9.34	-1.53
3-5 years	45.38	43.31	358	407	8.94	8.84	-2.07
6-10 years	44.95	43.24	590	654	8.11	9.29	-1.71
11-20 years	45.78	44.07	1120	1192	8.52	9.17	-1.71
21-30 years	45.74	44.19	627	726	9.19	10.02	-1.55
31+ years	47.40	45.25	218	246	7.92	9.33	-2.15

¹Due to the small dataset for both 2020 and 2021, the figures can only be treated as indicative



#TWIX2021