

Education Supporter

The magazine from



Spring 2022



Supporting
education staff
for 145 years



Inside this issue: The worrying state of mental health among education staff — our latest research revealed

Welcome and thank you

Welcome to the spring 2022 edition of Education Supporter magazine. I'm writing this well in advance of spring, but I do hope that, by the time you're reading this, the signs are there that we're emerging from what feels like another long winter.

I must begin of course by thanking you. The reason you're reading this right now is because you are one of our most treasured and loyal donors. I've said it before many times - you are the reason our charity is still here and that we've not only survived these past couple of tumultuous years, but actually have emerged stronger and even more driven.

We ended 2021 by releasing our latest Teacher Wellbeing Index report. It was our fifth year of undertaking this huge research project, but one of our most important yet. It gave us an insight into the working lives of educators under the shadow of Covid.

There was good news to note — the sense of purpose that motivates teachers is alive and well. Schools and colleges have made notable improvements in implementing visible wellbeing policies and in supporting staff experiencing poor mental health.

However, the report is a wake-up call for anyone who cares about the future of education in the UK. Three quarters of the workforce experience behavioural, psychological or physical symptoms of poor wellbeing due to work. Our education workforce has relatively high levels of anxiety and depression compared to the general population, and levels of exhaustion and acute stress are rising.

Sadly, there are no simple answers to

the issues raised by this research. There are complex drivers at play affecting individuals and organisations. But there are meaningful actions that can be taken immediately by governments, schools, colleges and individuals to drive positive change.

At Education Support, we want to make sure that we are not just acting as a sticking plaster, repairing damage that has already been done. We are more determined than ever to act on these findings and stand ready to work with anyone who wants to improve this picture.

Thank you once again, for standing alongside us to be part of positive change in the future.

With warmest regards,



Sinéad Mc Brearty
CEO, Education Support



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Please remember the helpline is there for you even if you're retired or no longer work in education.

Keep in touch

Address	40A Drayton Park, London, N5 1EW
Phone	020 7697 2750 (general enquiries)
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Email	fundraising@edsupport.org.uk
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In the wake of the pandemic — the worrying state of teachers' mental health

As loyal supporters of ours, you may know that we conduct an annual research project — the Teacher Wellbeing Index — to measure the mental health of teachers and education staff. What may come as a surprise is that the number of UK teachers and education staff who are suffering both psychologically and physically due to their work is growing — despite perceptions that pressures reached their highest during the Covid crisis.



The Index found that a growing number of teachers have reported behavioural, psychological or physical symptoms - including panic attacks, anxiety, depression, insomnia, difficulty concentrating, mood swings, forgetfulness, overeating and tearfulness - as a result of pressures they face at work. That number stood at 77% in 2021, up from 74% in 2020.

One primary school headteacher, who recently spoke to us, said that while the wider community is “Covid-weary” and desperate to return to normality, the situation remains desperate for frontline staff.

She said: “The message from Ofsted and the government is that the pandemic is over, everything’s back to normal. But we’re so far from that in schools — we’re still living in the heart of it. Every day I make decisions that scare me. I’m not a medic. I’m a teacher, but everyone expects me to be a Covid expert. I’m afraid that one day I’ll make the wrong decision and someone will get hurt.”

The Index, which is based on surveys of 3,354 education staff, is the fifth of its kind and comes following a particularly difficult time for the teaching sector. It found that four in ten (38%) teachers reported experiencing mental health

issues in the past academic year, up seven percentage points on 2020. More than three-quarters (77%) of all staff experienced symptoms of poor mental health linked to their work, with the proportion reporting psychological symptoms such as depression, anxiety and panic attacks standing at 51%.

One RE teacher who contacted our helpline said: **“I had suicidal thoughts, started blacking out and having several panic attacks a day. Education Support carried me when I couldn’t walk. It really was a lifeline — by making those calls I’m still alive.”**



On the back of these worrying trends, we will be urging ministers to heed the report’s findings, with a stark warning that ongoing anxiety and stress may mean teachers are unable to perform their roles effectively. The resulting absences, sub-optimal teaching and learning outcomes are not only catastrophic for the profession, but impact more widely at the very time the sector is striving to deliver the government’s education recovery plans.

Overall, the Index shows that teachers feel more needs to be done to support the sector, including



reducing unnecessary paperwork (48%) and greater recognition of the intensity of the work environment within teaching (41%).

Our chief executive Sinéad Mc Brearty said: “The 2021 Teacher Wellbeing Index shows that education staff continue to face impossibly high demands and are suffering as a consequence. The pandemic may appear ‘over’ for the wider community, but this report shows that isn’t the case for teachers and senior leaders. Rather than seeing improvements to their mental health in 2021, the pressure ratcheted up further. This report is a wake-up call for anyone who cares about the future of education in the UK.”

“Teachers and support staff have never been needed more by their pupils, but also the entire country. The success of the education recovery plan depends on a resilient teaching sector that is supported and resourced to meet the needs of children and young people in the wake of pandemic disruption.”

“The government must recognise that education is a high-pressure environment and provide adequate training and support for everyone working in the sector. Steps have been taken to address this recently but more needs to be done, urgently.”

Our plea to the government is:

- o Reduce unnecessary paperwork or data gathering
- o Reduce the volume of workload
- o Recognise the high intensity or high pressure work environment within education settings

To read more about the Teacher Wellbeing Index, please visit educationsupport.org.uk/wellbeing-index

The lives you've changed...

Dawn's story

Former teaching assistant Dawn came to us to ask for our help with some essential home adaptations to give a better quality of life to her severely disabled son, Joey.

Dawn's story was heart-wrenching but she kindly agreed to let us share it with you.

"I was a teaching assistant for 5 years, having volunteered in school previously whilst my children were younger. I then went back to uni in 2013 to do a post-grad in education. I started teaching in 2014 but had to stop at the end of 2016 when my youngest son, Joey, became poorly and was in and out of hospital. I now work nights at weekends in a children's home as it fits around Joey, who is severely disabled."

"Joey was born with a condition that has left him with cerebral palsy, dystonia, severe extension and spasticity. He is unable to move, play, eat or drink without support from those around him and a lot of equipment. He also has epilepsy and a large cyst on the left hand side of his brain. Joey has visual difficulties and is deaf in his left ear. Despite all this, he is a happy and fun loving little boy who loves life, messy play, cycling and Peppa Pig. He can also be very cheeky!"

"Because of Joey's needs we desperately need to adapt our house to accommodate all the equipment he needs. We are creating a wet room and bedroom downstairs to enable him to have greater access to the things that we take for granted like having a bath or shower and using the toilet."



Dawn Bean

"Currently I am having to lift him but he's almost as tall as me and very heavy. This limits his activities at times as it's getting so difficult to put him in equipment like his bike, wheelchair, walker and standing frame."

"We've started to raise money and managed to raise nearly £4,000. We've also managed to extend our mortgage for some of it as well but we still have a way to go in order to facilitate Joey's current and future needs."

Thanks to donors like you, we were able to help Dawn and Joey with a grant towards adapting their home. Dawn wrote to us a few months later:

"Not only has this made a huge difference financially to us but I was overwhelmed at the incredible support that was offered. I could not believe that any organisation could be so generous and thoughtful. We will be forever grateful and look forward to raising funds ourselves for you in the future."

"Leaving teaching was a huge wrench and it destroys your confidence when you end up not working, especially when you know that you weren't at your best when you left with everything going on at home. It is a job that I will miss forever which made this grant even more special."

"Thank you so much, Dawn Bean"



Grants

Grants continue to help teachers, teaching assistants, supply and support staff, lecturers and retired staff to manage short-term money worries caused by unemployment, ill-health, sudden life changes, bereavement or personal injury,



Dawn's son Joey

“I could not believe that any organisation could be so generous and thoughtful. We will be forever grateful and look forward to raising funds ourselves for you in the future.”



Meeting the growing needs of education

Spring is in the air and in the Programmes team things are definitely blossoming. A lot has been happening over the winter months in preparation for a burst of activity. We thought you'd like to know what we've been up to.



Team

The demand for our programmes and services has increased over the past few months, so we expanded the team to support this service development and delivery needed to respond to this. We are pleased to introduce you to our three newest members of the team.



Our new recruits - Jessica, John and Lara

Lara Bracey is our Programme Officer responsible for supporting a project we are working on funded by the Department for Education. Lara started with us in January and comes from the careers education sector, supporting teachers to plan inspiring careers activities for their students. Lara says that “working with teachers has been really rewarding, and it’s incredibly exciting to be part of a team which is at the forefront of providing a range of impactful wellbeing support services. I look forward to helping to reach more educators - it’s a real privilege!”

John Pritchard, whilst new to the Programmes team, is not new to Education Support. John has been one of our associates for 12 years, providing on-the-ground support to school leaders. He joins us as our Development Lead, a role that will flex as the service evolves. Commenting on his new role, John said “I have loved being part of the associates

team at Education Support - they make such a big difference to the lives of those in education. I am really excited to now be part of a wonderful team that can develop new ways to support those who are playing such a vital role in education.”

And finally, Jessica Hannan joined us in November as Schools Wellbeing Advisor for our Welsh programme. Jessica comes from an HR background, having worked for a local authority and a large Multi Academy Trust. Jessica said she is “so pleased to be part of a team dedicated to the wellbeing of all education staff. I loved being in HR and have always had wellbeing as part of my role, but to be solely focused on wellbeing, on putting staff first that is really fulfilling.”

School Wellbeing Service — Wales

We have connected with over 80 schools in Wales, working with wellbeing leads and leaders in education providing resources and advice on policies, practices and strategies that support staff mental health and wellbeing.

One school said that they were so inspired after the meeting that they sprang into action and pulled together a questionnaire for staff to get their opinion on wellbeing. Acting on the feedback, they created a staff wellbeing board and redesigned the staffroom with new furniture and plants to create a better environment. The development of a Staff Wellbeing Champion and a policy for staff wellbeing are next on the agenda.

We had our first Wellbeing Leads Network, which provides the opportunity for wellbeing leaders across Wales to spend time sharing new resources. This includes tools, training options and information to support staff wellbeing while giving them quality time to connect across schools. One school said “The Staff Wellbeing Lead network meeting was great. Although there are challenges with staff wellbeing, the network provided such an energy boost and positive spin on the situation and the breakout rooms were great too. We look forward to the next one.”

School Leader Support Package

With funding from the Department for Education, we have been able to offer more support to leaders in education in England through our Peer to Peer and 1:1 support programmes.

Our goal is to support 2000 school leaders by March 2023.

Sessions are already being valued, with one participant saying: “I really enjoyed the first peer support session. It was lovely to meet colleagues from different areas of the country and the facilitator led the group in a very supportive and sensitive way. I’m looking forward to the next.”

Coming up

We will continue with our development work to provide a greater depth of support for schools through our programmes, resources, training provision, networks and collaboration.

The first of our newly-developed webinars on sleep with The Sleep Charity happened on 21st March and was followed by a webinar focussed on support staff wellbeing.

We are launching professional supervision to pilot to school leaders in Northern Ireland and college principals, which we will be evaluating. Supervision provides leaders with a safe space to reflect on their professional practice, the impact of their work on children and young people, and the impact of their role on their personal wellbeing.

In Wales, we will be looking at producing new resources covering workload and specific support for safeguarding leads.

We are embracing all of these new developments, continue to be excited by the growth of our team’s work and to see the wellbeing of all our education staff improved and sustained.



The lives you've changed

Tracy's story

Tracy Jones, headteacher of Ysgol Merllyn, a primary school in the small community of Bagillt, Flintshire, explains how her six sessions of peer-to-peer support through our school leader service, helped her.



"I've been head of a primary school in an area of significant social and economic deprivation for just over 10 years. We've currently got about 150 kids, with a lot of challenges, including a few for whom English is an additional language."

"I love seeing the children learning, being motivated to learn and to talk about their learning. I also love seeing them showing good emotional resilience and playing with each other — doing the things that children should be doing."

"Coming back from Covid has been a challenge. For now, the kids are fine and the teachers are OK, but they all need time to build back their stamina."

"My biggest challenge at the moment is the new curriculum. All the changes need to be in place by next July, but it will take 3 -5 years to implement the real culture change that is required."

"I'm going through the menopause, which makes doing this hard job twice as difficult. People joke about it, but trying to do this job at pace with health problems like insomnia and brain fog is so challenging. Nobody wants to talk about it, but I

try to normalise it. I joke with my staff 'Don't talk to me before 10am when the HRT has kicked in!'"

"I ask for help when I need it, and having the additional support from the school leader service has really helped me. I really looked forward to the online sessions, getting to work with a couple of heads that I already knew, and with some others that I hadn't met before."

"Our sessions took place in the middle of the pandemic, when everything was change so quickly all the time, with information coming at us constantly. I felt like I had no time to think, which would have been very difficult without having to deal with the menopause on top of it."

"The sessions helped us to coach each other and to come up with solutions for ourselves. Our facilitator was brilliant at helping us with that. There were a couple of new heads in the group, and I was able to tell them from my experience that it doesn't matter if you can't get everything done. You are a cog and part of a bigger wheel. It was so good to be able to talk in a safe environment about things that were really bothering us."



“The session we did on the impact of the lack of sleep really made me think about my own health. It made me realise that you’ve got to take time for yourself. As leaders we are always making sure that everyone else is OK. You have to put your own oxygen mask on first, It’s OK to do that. And if we don’t, we should!”

“Our facilitator was very good, keeping it light, keeping it humorous and helping us to help each other as well as helping ourselves. I don’t really like the phrase ‘safe space’, but that is what the sessions gave us. It was very much ‘lets have a chat about this’, ‘how are you feeling about that?’”

“Everyone came from different schools, with different pupils and different parents, but the sessions were really useful.”

“As part of these groups, you’ll be supported by peers who understand what you are going through, and who will be able to support you. You’ll also get a buzz out of supporting other headteachers, as you know what they are going through. As a leader, you deserve this time to go through this process; to chew the fat, relax, talk about issues and to help and support each other under the guidance of someone who understands.”

**Are you a headteacher or deputy head in England or Wales? Would you like access to services focussed on improving mental health and wellbeing?
Please visit educationsupport.org.uk/leaders for further information**

Your voice

Inspiration from a lifetime of teaching



One of our many loyal supporters, Catherine Finch, wrote to us to tell us about how her lifetime of teaching provided the inspiration for her successful writing career.

“I graduated from Charlotte Mason College in Ambleside in the summer of 1982. What a super place to spend the four years of my degree course. We walked the fells, swam in the lakes, complained about the influx of summer visitors and generally enjoyed making our own fun. Our delight when the student union could afford a mirror ball for the weekly discos couldn’t be contained!”

“I spent the next thirty-one years in primary education in Lancashire, firstly as a teacher, then as a literacy consultant (remember the literacy hour?!) and finally as headteacher of a village school.”

“Primary schools are amazing places. They are creative learning communities, dedicated to ensuring that the children are happy and motivated to learn. I never fail to be amazed at the wonderful things teachers and children achieve together. Yet I remain saddened by the web of procedure, assessment and accountability which sap energy, turn attainment into numbers and have teachers and pupils jumping through pointless hoops. It can also lead to disillusionment and unnecessary stress.”

“When I gave up my headteacher role, I moved to

France with my husband and we began a different life. It took me a year to realise how much pressure I had been under and to start appreciating simple pleasures. He enjoyed pottering on the land with his tractor, I read, walked and joined an English-speaking writing group. Following success with some short story competitions, I embarked on my first novel. As the chapters unfolded, I realised that through the characters and their story, I was writing out some of my own frustrations with the education system and at the same time, describing some of my joys. A critical friend reeled me in when she felt I was deviating from the plot and by 2017, I had a whole book.”

“I published *Walking Apart* with some trepidation, but I needn’t have worried. The main characters, Helen and David, are on the verge of retirement and their story engages readers in many different ways. Helen, a headteacher and local authority adviser, is struggling with the overwhelming nature of the job but is reluctant to give it up. David, already retired, is desperate for her to do so. Their differences almost break up the marriage, although a crisis in the family serves to bring them closer together. Teachers



Charlotte Mason College, Ambleside

appreciate the true-to-life setting. Non-teachers express surprise and in some cases, horror, at the reality of the job.”

“Such was the enthusiasm of readers to find out what happened next, I wrote a sequel, *Walking Alone*. In this novel, I took the characters along the Camino de Santiago (Way of St James) in Northern Spain. My passion for walking had motivated myself and a friend to tackle the pilgrimage and I was able to use my experiences as a backdrop to the continuing story of David and Helen.”

“Although my novels are not about schools, teachers or primary education, I have tried to shine an honest light of the highs and lows that staff face every day. I loved my job, but at times it wore me out. I was fortunate enough never to need help outside my own family, friends and colleagues, but I soon realised that organisations such as Education Support are invaluable to school staff in distress. I have supported their work with a monthly donation for many years and I am heartened by the stories I read in the magazine.”

“Primary schools are amazing places. They are creative learning communities, dedicated to ensuring that the children are happy and motivated to learn. I never fail to be amazed at the wonderful things teachers and children achieve together.”

“In *Walking Apart*, Helen doesn’t ask for help. She is quick to notice colleagues who are struggling, but neglects her own wellbeing, ignoring the obvious signs that she is on the verge of a breakdown.”

“She should have contacted Education Support before it was too late — but then there wouldn’t have been such an engaging and enlightening story.”

Catherine Finch

www.chaffinchbooks.co.uk

If you’ve got any comments, stories or views you’d like to share, please get in touch.

Write or email us at:

Email: magazine@edsupport.org.uk

Write: Laura Larrett,
Education Supporter magazine,
Education Support, 40A Drayton Park,
London, N5 1EW



The lives you've changed

Ashley's story (and Christmas Appeal update)

Our 2021 Christmas Appeal focussed on the story of Ashley, who urgently needed our help at Christmas a few years ago. Fortunately, we were able to provide the emotional support Ashley needed to regain her confidence, change jobs and rediscover her passion for teaching.

You helped us raise more than £45,000 to support education staff in their darkest hours. Thank you.



Ms A B Sample
55 Sample Street
Sampleton
Sampleshire
S55 5SS

Mailsort/Tray No./Cell No.

Your supporter number: xxxxx

November 2021

"The pressures of Christmas can be the final straw for many teachers already feeling overwhelmed. Education Support was there for me when I couldn't cope — will you help them be there for someone else like me?"

Dear Ms A B Sample,

This time of year takes me back to a terribly bleak Christmas when I felt overwhelmed, and thought I had nowhere to turn.

In 2016, I was excited to take up the role of Assistant Head at an outstanding primary school. On paper it was the job of my dreams. Little did I know it would lead to one of the most desperately low times of my life.

Thankfully, today I can write to you from a very different place. I could not be happier. But it's only because of caring people like you and the services you help Education Support provide that I came through.

I hope that my story inspires you to give a special gift of £xx today so that more teachers like me will have somewhere to turn when they find themselves in a dark place.

Your support is needed urgently. As you know, teachers and education staff are under enormous pressure right from the start of term to the end. Even the school holidays aren't a respite - the work just piles up and the stress doesn't end.

In my case, taking on a new role hit me incredibly hard. I struggled almost immediately with the immense volume of work. Nothing I did seemed to be good enough for my headteacher.

Term was only a few weeks in when I started constantly suffering with colds, coughs and flu-like symptoms. I had never struggled to sleep before, but suddenly either I didn't want to get up or I was running on a high and couldn't sleep at all. Then I began to feel like I couldn't face going to work. I just wanted to hide away at home.

I somehow found the strength to see my GP. I told him how I had been feeling and admitted that I was just not coping. It was hard to confess that perhaps I wasn't good enough for this outstanding school. Just before Christmas, I was signed off work, and put on anti-depressants. I hoped that this would give



Continued overleaf

We were also really moved by the responses to our request for messages of support. So many hundreds of you returned our Christmas light with a touching sentiment, many of which we shared on social media and they adorned our office Christmas tree.

We've shared a few with you below.



"I have been retired a good many years, but I still remember times of stress when I did not want to go into school. I am glad to offer some support to help teachers to cope in these difficult times."

Pat Blakey

"So much of what you say to and do for pupils/students can be lost on you! Your efforts, courtesy and deep-down goodness as a human being aren't lost on them. Be you!"

John Fox

"All the best for the new year and a new term. I do so hope you have been able to get help for your problems. Teaching is so worthwhile. Have confidence! You will pull through."

Florence Wiseman

Thank you all once again for your wonderful messages of support and your generous donations. You continue to help us reach so many people during their darkest times.

The most valuable way to ensure our work can continue is to set up a regular gift. If you would like to set up a direct debit to help education staff now and in the future, please visit educationsupport.org.uk/donate

Thank you



Betty and Alan's 40th wedding anniversary



A legacy of learning — Betty and Alan Hill's parting gift

Much of the work we do and the thousands of people we help is only possible because of the generosity of our donors — kind people like you who support us regularly; people who give occasional gifts; and supporters like Betty and Alan Hill. The couple have not only supported with a regular gift for more than 35 years, but they continue to help others even after their passing, by leaving gifts to Education Support in their Wills.



Since their first donation back in 1985, Betty and Alan have helped countless numbers of teachers and education staff. Each one of those people is a life changed through being able to access emotional support or financial help at their desperate time of need.

Betty was born in Leeds in 1932, the middle child of three siblings — Joyce, Betty and Derek. The siblings were evacuated during the Second World War and spent a happy childhood in Mattersey, Nottinghamshire. Their schooling days



Betty and her siblings were evacuated to Mattersey, Nottinghamshire

were joyful and they all showed a great aptitude for learning and achieved glowing reports and excellent results. Perhaps this is where Betty discovered her passion for teaching.

Once qualified from Leeds University, Betty enjoyed a long and rewarding career in primary school teaching. Her husband Alan's job as cricket writer gave Betty the opportunity to enjoy teaching roles all over the country as she and Alan moved around for his work.

Betty had an unrelenting passion for teaching and made a huge impact on her pupils — many of whom remembered her long into adulthood. She became a very important and beloved member of her community.

Alan and Betty enjoyed an active life together — they went on many trips to Australia to watch cricket. Betty also became Alan's driver and proof-read his writing. They were absolutely devoted to one another. They became members of the National Trust, Lords Cricket Club and



Betty's retirement party

patrons of the National Theatre in London. Theatre was their shared passion long into their retirement.

Sadly, later in life Betty developed Alzheimer's and spent the last few years of her life in a care home until her passing in January 2021 aged 89. Alan died exactly one week later aged 92.

It is difficult and feels inadequate to try to summarise such full and inspirational lives in just a few short paragraphs, but we are grateful that Betty's nephew John shared with us a small window into the lives of such sweet, kind and generous people.

We feel honoured that Betty and Alan both chose to leave parting gifts totalling around £35,000 to us in order to help future generations of teachers and education staff. If you are able to, please consider leaving a gift in your Will to Education Support. It really will change many lives — not only of education staff themselves, but also their students. Teachers who feel mentally strong and supported are more able to give the best learning experience possible to their students.

Rest in peace Betty and Alan, and thank you.

If you would like any information about how you can leave a legacy of learning, please get in touch with us at fundraising@edsupport.org.uk or visit educationsupport.org.uk/Wills

Taking care of your own wellbeing often means finding a helpful diversion and having a bit of fun. Which is why we always include a quiz for you. Good luck!



Break-time

1. Who sighted Cuba, which he thought was China, before landing on Hispaniola, which he thought was Japan?
2. In the 17th century practice of 'witch swimming', how would the accused prove their innocence?
3. Which Roman Emperor banned laughing and bathing for a year after the death of his sister Drusila?
4. What was remarkable about the appointment of Incitatus as a Roman Senator?
5. What was dismantled, shipped across the Atlantic and now stands in Lake Havasu City, Arizona?
6. Which Nobel prize were both Benito Mussolini and Josef Stalin nominated for?
7. Which symbol of triumph did Julius Caesar establish in Rome as a means to obscure his baldness?
8. Which vegetable did Antoine-Agustin Parmentier seek to popularise in France by surrounding his patch with armed guards during the day, so that people would think they were valuable and steal them at night?
9. Cecil Chubb's wife was angered when she sent him to an auction to buy dining chairs in 1915 and he instead purchased which prehistoric monument?
10. Needing somewhere highly secure, where did Henry III house his pet polar bear in the 13th century?
11. Who was the Emperor of Japan during World War Two?
12. Which US President ordered the deployment of two atomic bombs in Japan?
13. Atomic bombs were dropped on Hiroshima and which other Japanese city?
14. Which nation fought against the Allies until 1943 but declared war on Japan in July 1945?
15. Which German General was known as the Desert Fox?

[Click here for answers](#)

Let us know how you did or make a suggestion for the next issue by emailing us at magazine@edsupport.org.uk

We know you already support us. But if you'd like to and feel able to send a gift, thank you so much. We promise to put it to good use as always.

£25 could help fund a place to sleep

An increasing number of education staff apply for a grant because they're facing the threat of losing their home. Some even spend nights sleeping in a car. Your donation could make sure they have a bed for the night.

More than half of the grants we awarded last year were to people facing a housing crisis.

£50 could help someone at risk of suicide

Every day, two people calling our helpline are assessed to be at risk of suicide. Your donation could make sure we're there to answer those desperate calls.

Our dedicated 24/7 helpline team handles more than 9,000 conversations every year.

£150 could provide household essentials

Many teachers or people working in education come to us when they can't afford to replace or fix essential items in the home during times of financial struggle. Your gift could replace a vital kitchen appliance or even a bed to make life easier for them and their family.

In the past three years, we have awarded more than £90,000 in grants to replace or repair essential household goods.

I would like to make a gift of:

☐ £25 ☐ £50 ☐ £150 ☐ Other £ _____

Please debit my ☐ Visa ☐ Mastercard

Card number _____

Expiry date _____ / _____

Or I enclose a cheque/postal order/CAF voucher made payable to Education Support

If you prefer, you can call the fundraising team to donate by credit or debit card on 020 7697 2750 or visit educationsupport.org.uk/donate

Please complete in CAPS:

Name _____

Supporter number _____ (this can be found at the top of your covering letter)

Address _____

_____ Postcode _____

Phone number _____

Email _____

We will stay in touch to keep you up to date with information about the work your support is making possible, our news, impact, events, fundraising appeals and other ways you can get involved.

You are in control of how we communicate with you, and if you'd like to change what you receive, how you receive it, or stop all communications please tell us. You can change your preferences by emailing us on fundraising@edsupport.org.uk or calling 020 7697 2750.

giftaid it

Make your gift worth 25% more

If you are a UK taxpayer, we can claim an additional 25p from each £1 you donate from HMRC. All you need to do is tick the box, sign and date below.

☐ I confirm that I am a UK taxpayer and would like this donation, any donations I make in the future or have made in the past 4 years to Education Support to be treated as Gift Aid donations.

I understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year, it is my responsibility to pay any difference.

Signature: _____

Date: _____ / _____ / _____

