



Rewriting Wellbeing

**An alternative
take on improving
wellbeing in
your school**

Charlie Burley

Published by



 **Learning**
by Questions



Acknowledgements

A huge thank you to the team at Learning by Questions (LbQ), not only for the work you do in supporting teachers' workload reduction, but also for the support you have shown me and the work I do; I'm extremely grateful.

Thank you also to our Rewriting Wellbeing schools for being part of this movement.

About The Author


Charlie Burley, also known as The Teachers' Health Coach, is a former teacher turned wellbeing coach, speaker and author of Healthy Habits For Teacher Life with Sage Publications.


Following his own mental health journey, he has spent the past six years working alongside well over two thousand school staff from all over the world.

Finally, a special thank you to Education Support, The University of Oxford, TES, The Department For Education and NASUWT for the extensive research that has been carried out, over the past five years especially, much of which has been referred to throughout this report.

Now, Charlie works 1:1 with teachers and leaders, as well as supporting staff in schools through his Rewriting Wellbeing workshops and programmes.

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“

86%

**of teachers say
their job has
adversely
impacted their
mental health
in the last 12
months.**

NASUWT, 2024



Foreword

Suddenly, it hit me.

The rapid and heavy heartbeat, the inability to control my breathing and the sense of dread crashed down on me like a tidal wave.

My heart hammered in my chest. My throat felt like someone had hold of it. My skin prickled as though it were on fire.

In that moment, I was convinced I was having a heart attack. The room was closing in and I just had to get out.

In early May 2019, after just five years in teaching, I was standing in front of my Year 6 class when I had what I can only describe as one of the most frightening experiences of my life.

To cut a long story short, I was subsequently sent home, visited by a paramedic and then spent a day in hospital being poked and prodded. The conclusion?

Chronic stress and anxiety.

But why? This was a situation I'd dealt with many times before. I'd had the training, I didn't feel particularly "stressed" in that moment?

Unfortunately, mental health isn't quite like physical health.

If you break your arm, it's obvious. Visible. Tangible. But mental health is more complex, and we're constantly contributing to it, for better - or for worse.

For us educators, everything from how we switch off from school, how we regulate ourselves, to the way we support children's behaviour adds up. Even the atmosphere we sense when we walk into the building contributes to our health and wellbeing.

What's more, we are not only absorbing and interpreting these signals, but also radiating them back out to our colleagues, the children and their families.

**My heart hammered
in my chest. My throat
felt like someone had
hold of it. My skin
prickled as though it
were on fire.**

**In that moment, I was
convinced I was having
a heart attack.**

Sadly, my story isn't uncommon.

The state of wellbeing in our schools is no secret. We all know the statistics, we all know a staff member who is struggling - maybe it's you.

And it is often the most caring, the most generous among us who suffer the most. We're seeing it across not only education but all public services at present.

It's those who give so much and, in many cases, dedicate themselves to improving others' lives who are the ones missing out on living theirs! This is the disturbing reality of where we are right now.

But it doesn't have to be...

We can make a change in our schools, even in the face of funding crises, increased expectations and unprecedented pupil needs.

We all know we're being asked to do more with less. But this isn't a reason to put wellbeing on the back burner, or cram it into an annual wellbeing day!

The fact that things are so hard right now, the fact that we have such little time for anything extra in the calendar is exactly why we have to prioritise it!

It's an inescapable irony that the times wellbeing is most important are the same moments we tend to take our eye off it.

But there is a better way.
We can make a change.

***We can rewrite wellbeing,
together.***





By championing and fostering initiatives that prioritise and support teacher wellbeing, schools can shape the future landscape of education, enriching the lives of both educators and students alike.

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Introduction

Schools are more than just places of learning, they're spaces for us to connect as humans.

They are emotional climates that shape how staff and students think, feel and behave each day. Yet the wellbeing of those who lead and teach within them is now at critical levels. Leaders are juggling stretched budgets, recruitment crises and rising parental pressures, while staff face unmanageable workloads, anxiety, and burnout [1, 2, 4].

The knock-on effect is profound: when teachers are drained, students lose not only learning time but also the consistency, relationships and emotional stability they need to thrive [3].

The financial costs are stark too. High attrition, supply cover and recruitment drain millions from already limited school budgets, diverting resources away from classrooms [2].

But the human costs run deeper: 86% of staff say their role has harmed their mental health, and nearly three-quarters have considered leaving the profession in the past year [1, 6].

If the emotional climate of a school deteriorates, we all feel it. Conversely, when staff are supported to flourish, schools become places of energy, belonging and purpose.

We have seen some miniscule improvements in national wellbeing surveys over the past 12 months, but this isn't a sign that wellbeing is "fixed". It's a signal that we need to continue to do more, to push this momentum.

Prioritising staff wellbeing is no longer an optional extra for the SDP/SIP. It is the foundation for absolutely everything we want to achieve in our schools [3].

Where Is Wellbeing Now?

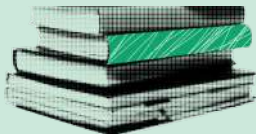
77%



of staff experience symptoms of poor mental health due to their work.

And yet only

54%



of staff feel that those who experience poor mental health are well supported.

EDUCATION SUPPORT, 2024

46%

of education staff reported insomnia or sleep difficulties.

EDUCATION SUPPORT, 2024

84%

of all senior leaders report feeling stressed.

EDUCATION SUPPORT, 2024



74%

of staff have considered leaving the profession in the last year alone.

There was also a 44% increase in those intending to leave between '21-'22 and '22-'23!

TES, 2024
NFER, 2024

The main factors affecting staff wellbeing are:

WORKLOAD

CULTURE

BEHAVIOUR

LACK OF SUPPORT

NASUWT, 2024
EDUCATION SUPPORT, 2024

50%

Of staff felt their organisation's culture has a negative effect on their overall wellbeing.

EDUCATION SUPPORT, 2024

Recruitment of new staff costs the average Senior Leadership Team

66 hours

a year, including interviewing, admin, onboarding and CPD.

Teachers' average WEMWBS wellbeing score was

38.4

Compared to the UK average which is between

50-52

Which places school staff in a high-risk category for psychological distress.

NASUWT, 2024



64%

Of support staff who felt their school culture had a negative impact on their wellbeing didn't feel appreciated.

NASUWT, 2024

Bad For Wellbeing, Worse For The Budget

£47,000



Lost in teacher salaries from staff absences alone in the average UK school per year.

£68,000

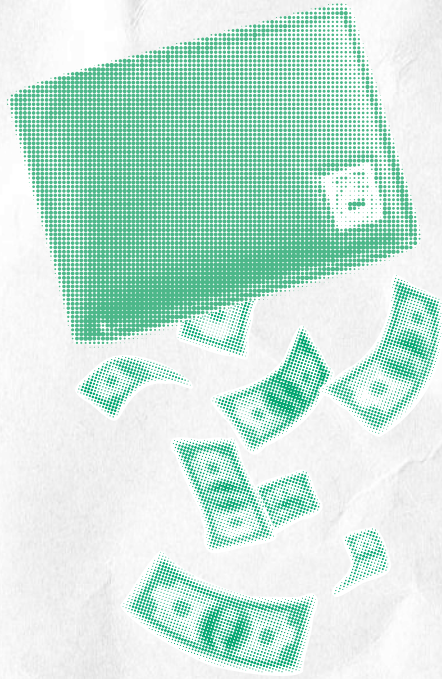


The estimated cost of staff leavers, retraining & recruitment to the average UK school per year.

£175,000



The total cost of staff absence to the average UK school per year.



15% of LA-maintained schools in England were operating in a deficit budget in 23/24.



The Impact

The consequences of poor staff wellbeing are now inescapable - they are reshaping teaching, school cultures, and the lives of the children we teach.

Leaders themselves are working longer hours than any other profession. This relentless pace leaves many emotionally drained, physically unwell, and unable to switch off.

Staff describe being "stretched to breaking point," with stress spilling into family life and damaging relationships [1, 2].

Schools with depleted staff see rising behaviour incidents, disengagement in lessons, and lower attendance.

When teachers are burnt out, pupils feel it too: lessons lack energy, creativity declines, and the emotional climate of the classroom shifts [3].

Parents notice, trust in the school erodes, and the local community begins to lose one of its key anchors.

And so the cycle continues.

We're at a tipping point.

Financially, the costs are unsustainable. Teacher turnover and staff absence force schools to pour money into recruitment and supply cover. Research shows the average school now spends tens of thousands of pounds annually on these pressures, money that could have been invested in staff, our schools or its pupils.

Leaders themselves are caught in the cycle, spending weeks on recruitment and cover management instead of leading teaching and learning.

And yet, we stick with the standard approaches that do not work: one-off wellbeing days, yoga sessions, staffroom treats.

Despite years of initiatives, 74% of teachers still considered leaving the profession last year[6]. The data is clear: surface-level fixes cannot address systemic overload, weak boundaries, or a lack of psychological safety.

The urgency is undeniable.

Teachers are people before they are professionals, and until schools embed wellbeing as a cultural foundation - not a bolt-on - the cycle of burnout, attrition, and community harm will continue [3].

What is needed now is something different: a human-first approach that broaches the very barriers we face as school staff.

Until schools embed wellbeing as a cultural foundation, not a bolt-on, the cycle of burnout, attrition, and community harm will continue.

Broaching The Barriers

Before we can look at where change can be made, we must face the challenges. These are not abstract risks hidden in statistics, but daily realities for school staff.

Neglect

When staff feel unsupported or undervalued, wellbeing collapses. Nearly half of education staff report that their school culture negatively affects their mental health [2]. A lack of recognition and pastoral care also leaves leaders themselves carrying this responsibility without relief.

Overload

Workload remains the number one driver of stress. Full-time teachers work an average of 51.2 hours a week, while leaders average 57.6 hours, leading to exhaustion, anxiety, and burnout [4]. The relentless pace strips capacity from even the most resilient.

Distrust

Cultures shaped by excessive accountability, high-stakes inspection, gossiping or gaslighting fuel fear rather than trust [2,3].

Isolation

Relationships and belonging are proven drivers of wellbeing. Yet many staff report feeling cut off, excluded from decision-making, and lacking meaningful support from colleagues or leaders [2,3].

Disruption

Rising pupil behaviour challenges and strained parent-school relations intensify stress. Sixty-three percent of staff report increases in disruptive behaviour, with 82% of those linking it directly to their own declining mental health [2].

Instability

High churn, absence and reliance on supply teachers destabilise teams. Recruitment and retention drain budgets and leadership time, while pupils lose continuity and the stable relationships they need for learning [2,8].

These barriers can no longer be ignored. Unless we address them head-on, schools will continue to lose money, time, and - most importantly - staff.



Positive professional relationships, collegial support, and trust within schools are among the greatest predictors of job satisfaction and wellbeing.

UNIVERSITY OF OXFORD, 2024



What Are Leaders Saying?

"I can see the light going out of really brilliant teachers... and I don't know how to stop it."

"I had three teachers in tears last week before game, and that's not unusual anymore."

"Sometimes it feels like we're just firefighting - staff wellbeing, behaviour, budgets - and no one is coming to put out the fire with us..."



"There are not many points during a day where somebody might actually say to you, are you okay?"

"It is really lonely... you can ask questions in your cluster or MPQH group, but you're still the only person making those decisions in your school."

"We don't ever do anything on how to manage your workload and your own mental health. People just keep going until they break."

"When you look around the staffroom and half the faces are grey with tiredness, you can't just ignore that and carry on with business as usual."



"I'm always the one saying
to staff, fill your cup,
put your oxygen mask on...
but I'm the one who
doesn't do it myself."

"We want our
teachers to prioritise
their wellbeing... Not
be up til two in the
morning absolutely
shattered."

"It's just making
sure they're in the
right headspace,
because we all know
happy teachers,
happy children."

"It's oh yes, we've done
wellbeing: chocolate in the staff
room. There's no point putting
chocolates in the staff room and
then asking them for 10 hours
of unnecessary paperwork."



"I guess the staff are working in a very different way as to even just five years ago."

"It's like when we had the Ofsted inspection... they ask you five times about staff wellbeing. And I thought, you haven't asked me once. I haven't been to the toilet all day."

"I think the majority of our teachers have that perfect drive. I think they have a lot of sense of failure sometimes."

"What we want to make sure we're not doing is making wellbeing very tokenistic... Like cake in the staff room doesn't help everyone's health."





73% of teachers say their school does not provide staff workspaces that promote wellbeing.

A Human-First Approach

We are people before we are professionals.

But many of our approaches to wellbeing are more concerned with measuring and checking off actions than appreciating our most basic human needs.

Unsurprisingly, pupil outcomes mirror staff wellbeing: schools with exhausted, unsupported staff report worse pupil behaviour, reduced attendance and falling engagement [2, 3].

The best schools show us another way. They reduce workload, strip back unnecessary admin, invest in trust and connection, and place wellbeing at the heart of school culture [3, 7].

We've all heard "Maslow before Bloom", but are we applying this? [3]

The idea behind a Human-First Approach is simple: ensure staff's physiological and psychological needs are met first.

Simple, but not easy.

This requires us to think first as biologists and sociologists before educationalists. It's not to say that we step outside our remit, but that we upskill ourselves, and support staff in doing the same.

When we better understand our stress response, the psychology of working in groups, or the pitfalls we face with productivity, we can all be better equipped to take action [3].

Looking through this lens, we see that there are six strengths we can build into our schools to create cultures of being well.

We can thread these 6Cs into everything we do: how we make decisions, how we communicate, even how we prioritise workload. Then, and only then, can we reduce illbeing before improving wellbeing within our schools.

We're educators, but we're humans first.



**It's time we think more like
biologists, neuroscientists and
sociologists before educationalists.**

The 6Cs of Wellbeing

Introducing a human-first framework for real change with wellbeing, based in psychology, biology and social science.

Care

Supporting teachers to care for themselves mentally, physically and emotionally is the foundation of wellbeing, but schools must also shape the culture that allows this.

Without genuine care, both from themselves and others, staff are left drowning in the day-to-day.

Practical care might mean protecting lunch breaks so staff can eat without interruption, offering access to coaching or wellbeing support, or designing staffrooms as spaces to regulate rather than corridors of chaos.

These signals of care build trust, show staff they are valued, and reduce the stigma around looking after oneself.

When care is visible, staff are more engaged, more present for their pupils, and less likely to burn out.

Capacity

Capacity is about protecting staff time and energy. Workload is consistently identified as the leading driver of poor wellbeing, with teachers working on average 51 hours per week [4].

Without sufficient capacity, staff cannot meet either professional or personal needs, leading to exhaustion and disengagement.

For leaders, overloaded teams are harder to manage and more prone to mistakes. For schools, high workload fuels recruitment and retention crises.

Pupils lose out when teachers are depleted and unable to bring creativity or energy into lessons.

Practical strategies include streamlining marking and data systems, capping meeting times, reducing email demands, and embedding policies, whilst supporting staff in building their own work-life boundaries.

Connection

It's the positive relationships that underpin trust, respect, and belonging in a school.

Humans are hardwired for social connection, and research shows that belonging at work is strongly correlated with higher job satisfaction and lower stress [3].

Strong collegial bonds reduce isolation and create a buffer against the demands of the job for all school staff.

For leaders, connected teams are more resilient, collaborative, and innovative. Staff who feel connected are more engaged, calmer, and better role models of positive relationships for pupils.

Strategies might include buddy systems for new staff, peer-mentoring structures, social opportunities built into the school calendar, and forums where staff can share ideas and challenges openly.

But, more than anything, it comes from building trusting, open communication between staff.

Contribution

Contribution is about recognition, purpose, and voice.

When teachers see and celebrate their own efforts, and when leaders invite them into decision-making, staff feel that their work matters.

Research shows that recognition significantly increases engagement and lowers intention to leave [2,3].

For staff, this builds motivation and self-worth. For leaders, it creates buy-in and reduces resistance to change. Schools benefit as it strengthens culture; for pupils, it ensures they are taught by staff who are energised and purposeful.

Think embedding staff voice in policy changes, publicly acknowledging achievements, and creating opportunities for teachers to develop projects aligned with their passions.



Competency

No one likes feeling incapable or isolated - we're wired against it!

Competency is all about staff feeling skilled, supported, and confident in their roles.

When teachers feel competent, they experience lower stress and higher professional pride, but when they feel underprepared, confidence and performance suffer - 41% of teachers say they lack access to CPD that meets their needs [5].

Cultivating competency reduces anxiety and supports career development.

For leaders, it creates a workforce that is capable and trusted. For schools, it ensures consistency and quality of teaching!

Clarity

Clarity is the bedrock of all psychological safety!

Whereas ambiguity at work is a known stressor, and nearly half of teachers report that unclear expectations from leadership negatively impact their wellbeing [6].

Clarity benefits staff by reducing anxiety and helping them prioritise. For senior leaders, it builds trust and reduces conflict whilst creating alignment and coherence across the school. It results in consistent, calm classrooms where adults model stability.

Think issuing concise weekly bulletins, publishing clear policies, sharing the rationale behind decisions, and providing advance notice of changes.

When we commit to the 6Cs, we start building a culture where we don't just reduce illbeing, but build the foundation for true wellbeing.

Shortly, we'll look at three schools who are implementing the 6Cs brilliantly. But first, workload...



“It cannot be right that we have a working culture which invades every aspect of a teacher’s life.”

DANIEL KEBEDE, 2025



Workload remains the single biggest driver of poor wellbeing.

The Teacher Wellbeing Index 2024 reported that 84% of staff had experienced more work-related stress in the past year, with workload cited as the leading cause [2].

The NASUWT Teachers’ Wellbeing Survey 2024 echoed this, finding 86% of teachers said their job had harmed their mental health in the last 12 months [1]. And, on average, full-time teachers are still working around 51.2 hours per week, while school leaders report even higher figures at 57.6 hours [4].

Behind these statistics are the realities of late-night marking, endless data entry and the fog of unclear expectations that leave staff feeling exhausted.

The emotional toll is no less severe. Teachers describe “to-do lists that never end” and the perfectionism that fuels guilt when they cannot keep up.

This lack of capacity not only damages staff health but undermines the clarity they need to teach well. If teachers are drowning in paperwork and chasing complaints, they have less energy to focus on what matters most: knowing where children are in their learning and what to teach next.

The Department for Education’s Wellbeing Charter even commits to “driving down unnecessary workload and promoting the workload reduction toolkit” [7]. Yet surveys show that over 60% of staff still describe their workload as “unmanageable” [1].

This is where resources like those offered by Learning by Questions (LbQ) can create change.

Their tools reduce workload at its root: by automating the tasks that consume teachers' evenings and weekends.

Its digital platform marks pupil work instantly, analyses responses, and provides live data on misconceptions. Instead of hours spent writing comments or compiling spreadsheets, teachers see the "x-ray" of the class in real time and can intervene immediately [8].

The impact is striking. In its 2024 SATs Springboard evaluation, 100% of teachers said their workload was reduced, and 97% reported a positive impact on their wellbeing. One headteacher estimated that the system gave her "an extra hour in my day, that's five hours a week" back [8].

Clarity improves alongside Capacity. With every answer visible, teachers know instantly who needs help, who is secure and who is ready for challenge.

When teachers and pupils both see progress clearly, morale rises and the classroom becomes a more positive place to learn and to teach.

The message is simple: when we give teachers back their time and their clarity, everyone wins: staff feel less exhausted and more effective. Pupils make faster progress. And schools build a culture where wellbeing is woven into daily practice.

Excessive workload is not an inevitability of teaching. With the right systems, it can be reduced without compromising quality.

Tools like LbQ show what is possible: a future where schools protect staff capacity, provide clarity on learning, and unlock the energy that teachers and pupils need to thrive!


If you'd like to find out more, you can scan the QR code below or head over to www.lbq.org.



Case Study One

Crown Hills Community College

Cultivating Clarity



Move from accountability, to responsibility. Be responsible and put wellbeing front and centre The journey is more important than the destination.

FARHAN ADAM • PRINCIPAL, 2023



Crown Hills Community College in Leicester has become a national example of how a culture of clarity transforms staff wellbeing.

Named Tes Staff Wellbeing School of the Year in 2024, the school has moved from a test-driven approach to one where people and purpose lead the way.

Crown Hills has shown what happens when leadership communicates openly and places wellbeing at the centre of improvement.

Its strength lies in Clarity: Principal Farhan Adam insists leaders must “be responsible and put wellbeing front and centre” [12]. This is lived out through transparent decision-making, regular staff voice forums and consistent communication that reduces the uncertainty so strongly linked to stress.

Clarity at Crown Hills builds the certainty that neuroscience identifies as fundamental for staff’s psychological safety.

Staff describe feeling both informed and valued, not left in the dark.

Staff told inspectors they trust leaders to follow through, whether that’s in behaviour policy or workload support. Weekly bulletins replace scattergun emails, saving time and lowering stress.


This has also led to streamlining workload (reviews of marking policies) and building in flexibility (agile working days, cycle-to-work incentives) to enable staff to manage their Capacity too.

The college even hired a dedicated Health and Wellbeing Coach to lead staff support!

Leaders publish meeting notes to all staff, hold open Q&A sessions each term, and invite feedback before policy changes are made. This reduces the ambiguity that research shows drives stress and anxiety [2].

Crown Hill’s example is clear: clarity is not about control, but about building trust - and trust is what allows staff to thrive.





It's not a top-down thing – everyone is supportive of each other and trusts each other to do their job. We recognise where staff go above and beyond.

MATTHEW WHITE • DEPUTY HEADTEACHER, 2023



Case Study Two

Southwater Infants Academy

Encouraging Care

Southwater Infant Academy in West Sussex demonstrates how Care is not a soft extra but the foundation of school culture.

In a profession where 86% of teachers say their job has harmed their mental health [1] and 77% report symptoms such as insomnia and anxiety [2], Southwater shows what is possible when wellbeing is treated as seriously as academic progress.

The school's strength is its unified wellbeing policy, covering staff and pupils alike, based on the belief that "pupils cannot be nurtured without similar levels of support being offered to staff" [13].

In practice, this means every member of staff receives one dedicated wellbeing day each year to pursue a hobby or simply rest. Once a term, a staff meeting is replaced by wellbeing-focused CPD - sessions have included stress awareness, sleep, and resilience training [3].

The school also employs a Family Link Worker, accessible not only to families but to staff themselves, acknowledging that the personal and professional are inseparable.

The results are striking: 94% of staff now say the school has a positive impact on their mental health [11], compared with national averages showing staff wellbeing scores well below the UK population [2]. Ofsted praised the academy as "a hive of happy activity" [13].

Leadership models caring communication: open-door policies, "shout-outs" on the website for staff achievements, and no "us vs them" between leaders and teachers. Weekly bulletins include wellbeing tips and local support info. Everyone (teachers, HLTA, TAs) is encouraged to check in with each other routinely.


In 6Cs terms, Southwater lives out Care and Connection: staff feel supported as humans first, and this has flowed directly into improved behaviour and attendance among pupils.



Case Study Three

Selly Park Girls' School

Creating Capacity



Staff need support when something's causing them stress. When someone tells me they are struggling I know there are professionals there to support.

ROBERT TURNER • ASSISTANT HEADTEACHER, 2023



Selly Park Girls' School in Birmingham, crowned Tes Staff Wellbeing School of the Year in 2025, has shown that protecting staff Capacity is the key to sustainability.

Across the profession, workload remains the leading driver of poor wellbeing: 68% of teachers cite it as their main stressor [1, 4].

Selly Park has tackled this head-on, proving that reducing overload does not mean lowering standards, but raising them.

Headteacher Lisa Darwood has embedded a standing Workload Committee, made up of staff at every level, that meets regularly to identify and strip away tasks that add little value.

Selly Park introduced streamlined policies to reduce workload (e.g. collaborative marking, co-planning) and gave staff real flexibility (remote-working days, staggered schedules) [6].

Alongside this, the school has also refurbished staff spaces to reflect their commitment to wellbeing.

The school now offers additional benefits such as subsidised gym access, free music instrument lessons, health-screening bus visits, and a mindfulness/prayer room [6].

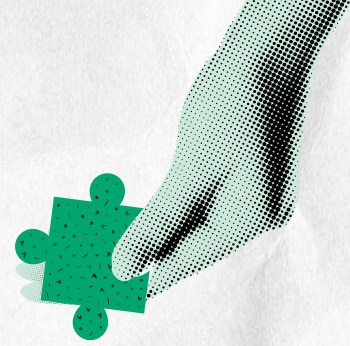
Senior leaders have created a buddy system for mentoring, pairing new or struggling staff with trained colleagues. An explicit open-door leadership culture ensures issues are dealt with early

Staff report that the changes have given them more energy and balance, with time outside of school no longer consumed by endless admin.

Alongside this, Selly Park has invested in connection through wellbeing events each term, and in care by ensuring leaders are visible and approachable.

Annual surveys show over 95% of staff now report their workload is manageable, and 100% agree the school prioritises wellbeing [6].

These case studies are inspiring, but how do we actually begin..?



Only 50% of staff feel their school culture has a positive impact on their wellbeing. Let's make that 100%.



Conclusion

The research leaves no doubt: the wellbeing of our education workforce cannot remain on the margins. The toll on staff, leaders, schools, and communities is real and immediate.

It's progress, but simply acknowledging the challenge is not enough anymore. The real question is:

Where do we go from here?

Staff surveys and wellbeing reports consistently tell us that one-time interventions and tokenistic gestures do not make a difference. Yoga sessions and wellbeing days may bring momentary relief, but they do not tackle the root causes of workload, culture, and psychological safety.

Standard approaches have had their chance, and the numbers show they are not working.

The data may be sobering, but it is also galvanising: this is our moment to choose differently.

The good news is that another way is possible. Schools and staff that commit to systemic change, that put people before processes, are already showing what can be achieved.

We can start by recognising that teachers are people before they are professionals. Meeting their human needs is not optional, it is the key that unlocks everything else.

When we put people first, the benefits ripple outward: teachers bring more energy and creativity to their lessons, leaders find themselves freed to lead with vision rather than firefight, and pupils experience classrooms filled with safety, stability, and joy.

This is the moment to be bold. To reimagine schools not as places where wellbeing is “added on,” but where it is woven into every decision, every system, every interaction.

That will take courage and may feel like a risk, but it will also bring hope. Because when staff thrive, so do the children, families, and communities around them.

The path forward is not about doing more, but about doing things differently.

If leaders act with courage and compassion, if staff are empowered with tools that last, if wellbeing is seen as central to school improvement, then education can be reshaped for the better.

The choice is ours. We can continue with sticking plasters, or we can commit to rewriting wellbeing - creating schools where staff, pupils, and communities are not just surviving, but truly thriving.

It is here, in the daily practices, that the future of wellbeing in education will be rewritten.



This is the moment to be bold.
**To reimagine schools not as places
where wellbeing is “added in”,
but where it is woven into everything.**

Thank you!

Thank you for taking the time to be here with us and read through this document. I hope it has been informative, eye-opening and maybe just a bit inspiring at times!

The work I do with The Teachers' Health Coach always has been, and always will be, focused on moving forward the mission outlined in this paper.

Your on-going support, encouragement and endorsement means the world to me, and is the lifeblood of the work I am so grateful to be able to do alongside our school staff.

If you'd like to find out more about how I put the 6Cs into practise with schools with our Roadmap, or if you'd like to enquire about our Rewriting Wellbeing programme, please don't hesitate to reach out through any of the details below.

Thank you once again. Here's to rewriting our wellbeing, together.

-Charlie

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