



Trainee mental health

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Session aims

- Outline the context
- Consider potential approaches
- HR perspective
- Case Studies
- Networking

Key documents and resources

Teacher Wellbeing Index - <https://www.educationsupport.org.uk/media/ftwl04cs/twix-2024.pdf>

Working Lives of Teachers -
https://assets.publishing.service.gov.uk/media/66f673e03b919067bb482842/Working_Lives_of_Teachers_and_Leaders_-_Year_1_Core_Research_Report.pdf

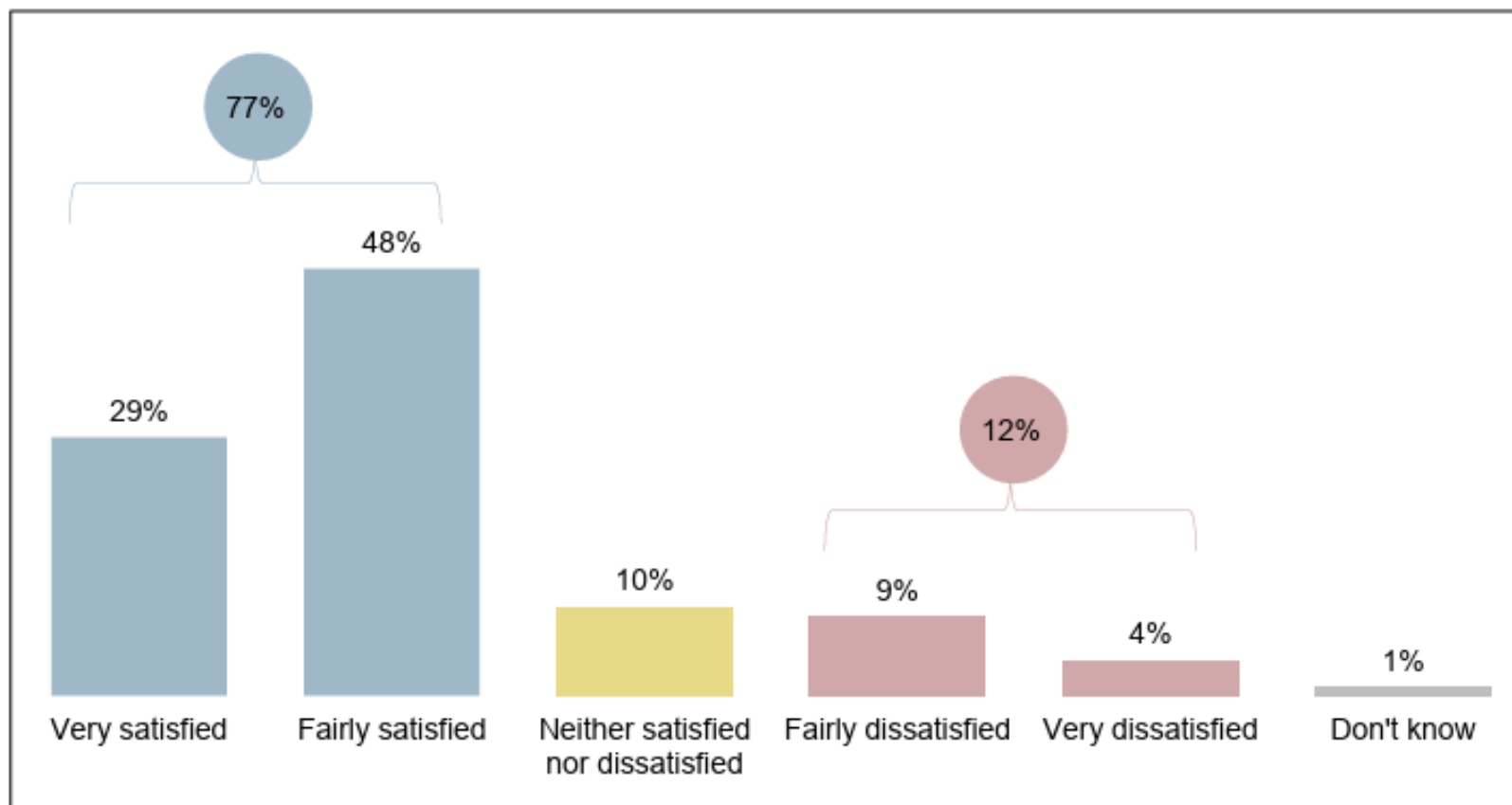
Teacher Labour Market In England - <https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2024/>

NASBTT Podcast –
<https://na885t.podbean.com/e/the-nasbtt-temz-podcast-episode-1-with-sinead-mcbrearty/>

Initial teacher training (ITT)

Just over three quarters of ECTs were satisfied with their ITT (77%), with 29% very satisfied. Around one in eight (12%) were dissatisfied.

Figure 10.1 Overall satisfaction with training received to qualify as a teacher



Source: Working Lives of Teachers and Leaders 2022 survey. G1: Overall, how satisfied are you with the training that you received in order to qualify as a teacher? Single response. ECTs (n=1,429).

There was a **44%** increase in those intending to leave the teaching profession in England between 2021–2022 and 2022–2023

(NFER, 2024)¹

McLean, D, Worth, J and Smith, A (2024). “Teacher Labour Market in England: Annual Report 2024”. NFER.
<https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2024/>

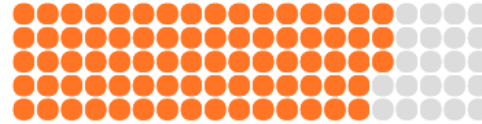


Teacher Wellbeing Index 2024



1. The challenges in 2024

78%



of all staff are **stressed**
84% of senior leaders | 78% of school teachers

50%



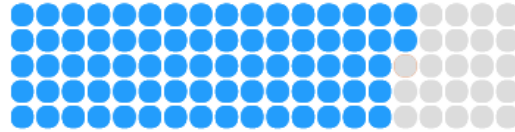
of all staff consider **their organisation's culture has a negative effect on staff's mental health and wellbeing**

38%



of all staff say their organisations **do not support employees who have mental health and wellbeing problems well**
34% of senior leaders | 40% of school teachers

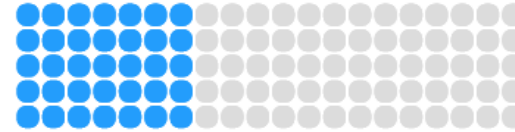
77%*



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

79% of senior leaders | **79%** of school teachers

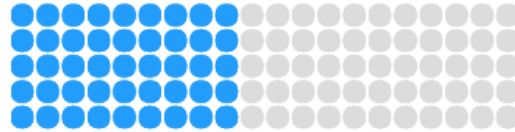
35%



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

33% of senior leaders | **36%** of school teachers

45%



of staff reported that they felt (or someone else suggested to them) **that the symptoms they experienced** (from a list) in the last year **could be signs of anxiety**. **31% of the population of Great Britain has high anxiety** (ONS)

35%



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

39% of senior leaders | **35%** of school teachers

28%



of the same group thought **their symptoms could be signs of depression**. **15% of the population of Great Britain has moderate to severe symptoms of depression** (ONS)

43.90

Staff wellbeing
score

Lower than the national
population scores for:

England	51.40
Wales	48.20
Scotland	47.00

Novice to expert

Consider a hobby/activity that you enjoy and think about:

- How did you get better at that thing?
- Was the process linear?
- Once you reached a level of competence, were you always consistent?
- Did you become the very best at that hobby/activity?
- Have you learnt it all?
- When did you make the most progress?

Clarity is kindness

“Caring transparency makes people feel safe. It creates an environment of trust and psychological safety. When there is a lack of clarity in a work setting, it can create a culture of confusion and distrust. People like to be able to see things for what they really are.”

Rasmus Hougaard – Compassionate Leadership



Matrix of Wise Compassion

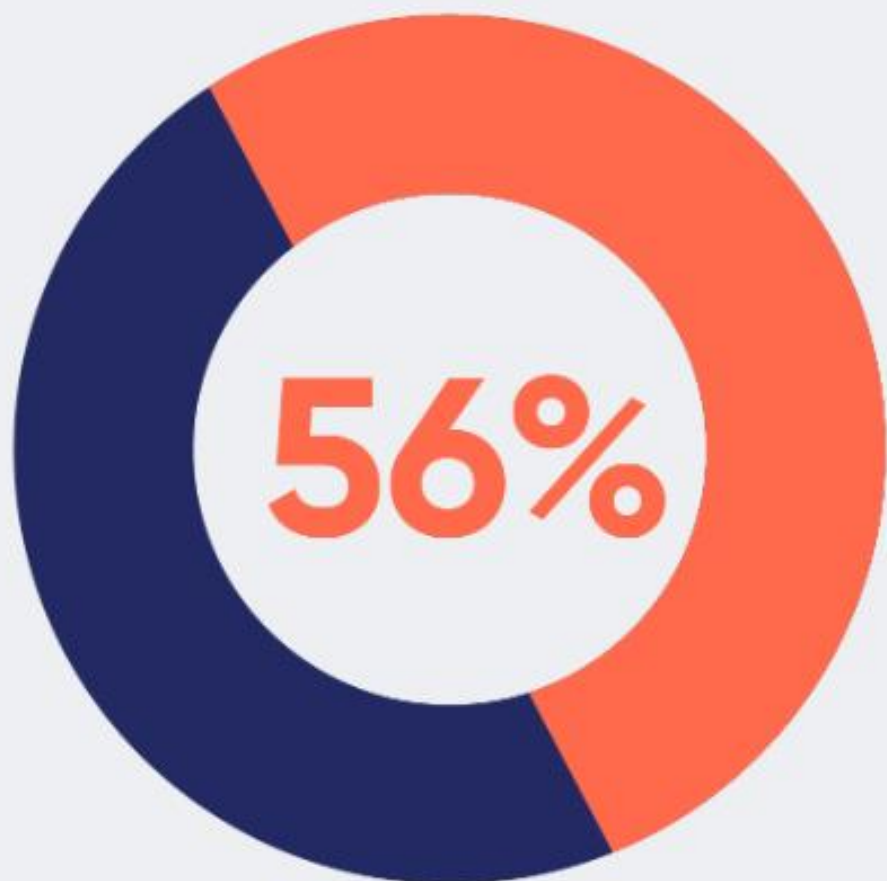


How to do hard things in a human way for mentors

- The truth is being a mentor is not easy
- Challenging messages and feedback
- Often a vulnerable time for the trainee with lots of conflicting priorities
- Mentors are a key cog in a system that operates away from your day-to-day environment
- People who are already very busy
- Dealing with all the issues that were highlighted in previous slides

Uniqueness of ITT

- Potentially, almost everyone responsible for this will be separate to your organisation. At the very least, outside of your immediate environment
- Institution is always a variable
- Lots of drivers that exist in usual work not present
- The need to restart every 12 months



Employees with a strong sense of belonging report a 56% higher level of overall job performance.

Discussion

- How do we manage these unique elements?
- How do we create a sense of belonging for trainees?
- How do we show wise compassion in our interactions with trainees/mentors etc
- What are the main barriers?



Control the controllables

- Easy to waste energy on all the things we can't control/change
- Focus on your environment and culture
- Make the most of every touch point, with every individual in the chain
- Focus on training and QA

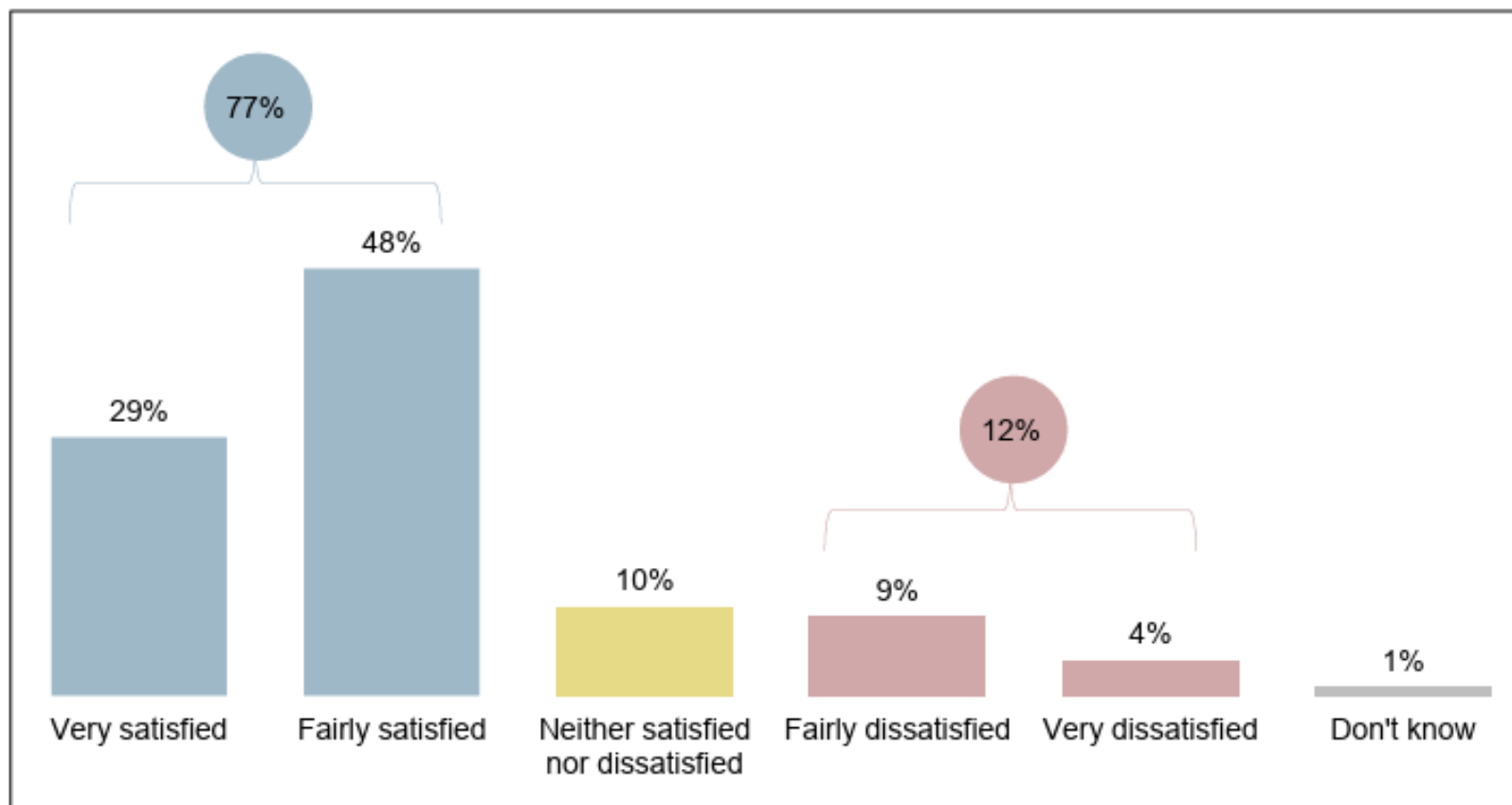
Practical steps

- What is the formal process for those that are struggling?
- How does induction make clear these processes to prevent issues from growing into something bigger?
- Built in, not bolt on
- What are the formal mechanisms you can rely upon?
- Be part of the solution, not the problem
- Review and refine

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