



School Business Leader Wellbeing Index 2024

Working in schools in England and Wales

January 2024





Acknowledgements

Education Mutual extends its gratitude to the **Wellbeing Steering Group** at **Education Mutual** for providing valuable direction and structure to this research study. We also appreciate the collaboration of the following organizations in promoting the research within their membership and contacts: the **Association of School and College Leaders (ASCL)**, the **Confederation of School Trusts (CST)**, and the **Institute of School Business Leadership (ISBL)**. Last but not least, a special thank you goes to all School Business Leaders (SBLs) who dedicated their time to participate in the online survey and interviews. Without their valuable contributions, this report would not have been achievable.



Foreword

Education Mutual takes great pride in conducting this research, dedicated to the critical and pressing subject of the mental health and wellbeing of School Business Leaders. The collective efforts of School Business Leaders not only ensure the seamless day-to-day operations of schools run smoothly but also contribute to the overall success and growth of the educational setting that they serve.

Despite the rapid evolution in the demands placed on our SBLs, the sector's comprehension of their pivotal role has faced challenges in keeping pace. The last decade has undergone a transformative shift, presenting a new era for our School Business Leaders as the education landscape has advanced.

The accelerated changes have given rise to a workforce grappling with excessive workloads and a heightened sense of isolation. The sector's understanding of their role has struggled to keep up with the evolving nature of their responsibilities, now encompassing the pressures of school inspections and navigating complex regulatory frameworks. As we delve into the intricacies of their everchanging role, it becomes imperative to address the pressing issues of work-related stress and isolation to ensure the continued success of our education system.

Let us collectively raise the profile of SBLs by amplifying their contributions. We can enhance awareness of the unique challenges they face, encouraging a more supportive education environment. I invite you to join me in extending a heartfelt 'thank you' to School Business Leaders for their tireless efforts and dedication. Together, let's champion their role and foster a culture of unwavering support within our educational community.

Louise Levy

Director
Education Mutual



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Section 1

Introduction

Introduction

The Mental Health and Wellbeing Index of School Business Leaders in England and Welsh Schools

Education Mutual is continuing its work identifying the need to better understand the wellbeing needs of School Business Leaders (SBLs) across maintained and Trust primary, secondary and special schools in England and Wales. Following on from the success of the 2023 research we are delighted to share with you the updated 2024 findings. Where possible, comparisons have been made to findings from the 2023 report to highlight the changing trends in the sector.

Who is this report for?

A harmonious and healthy work environment contributes to the overall success of individuals and the entire educational community. With this report, our aim is to bring about positive change that extends its benefits to everyone involved in the education sector. We all benefit from happy, healthy colleagues. We want this report to benefit everyone working in schools.

School Business Leaders

For School Business Leaders (SBLs), we trust that this research serves as a validation of your experiences. Please use the findings to foster a stronger sense of connection within the broader SBL community and as a useful tool for highlighting your experiences to your line manager.

Senior School Leaders

For Senior School Leaders, our aspiration is that this report offers valuable insights and serves as inspiration for you to initiate actions that prioritise the wellbeing of crucial team members, including your School Business Leader, School Business Manager, Operations Manager, or HR lead.

School Business Leaders

For all colleagues of a School Business Leader, we hope this report facilitates a deeper comprehension of their role and offers opportunities for reflection on collaborative efforts. We aim for this to serve as a resource that encourages thoughtful consideration of how you and your colleagues work together.

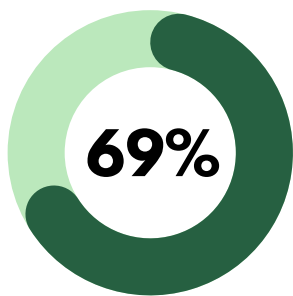
Methodology

We received an incredible **514** responses from individuals on our online survey responses, all from School Business Leaders working in England and Wales.

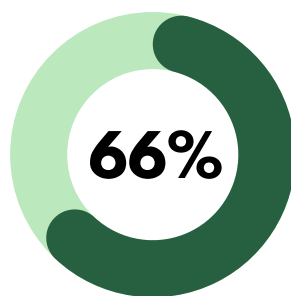
Further interviews were carried out with those online survey participants who volunteered to be apart of the phone interview process. The interview focus was to further explore the issues raised in the answers given in the online survey.

The following research questions underpinned the project:

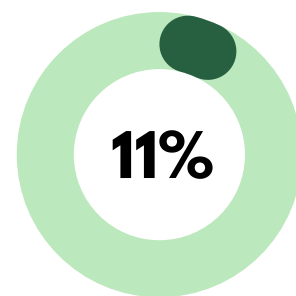
- What are the work-related factors which have an impact on the mental health and wellbeing of SBLs?
- What types of mental health and wellbeing support are of most benefit in tackling these work-related issues?
- Which types of mental health and wellbeing support do SBLs currently use?
- Overall, how well do SBLs perceive the mental health and wellbeing support provided by their workplace?



of respondents were School Business Leaders working within a Primary School



of respondents were School Business Leaders working within a Local Authority/Maintained School setting



of respondents were School Business Leaders working within a Secondary School

Section 2

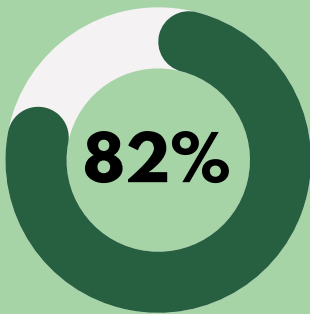
Key Findings

Key Findings

A) What affects SBLs' mental health and wellbeing at work?

We asked School Business Leaders about the work-relating factors influencing their mental health and wellbeing in the workplace.

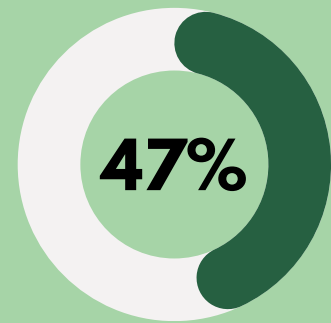
The top five challenges were:



Excessive workload



Funding issues



Problems with staffing



Working long unpaid hours



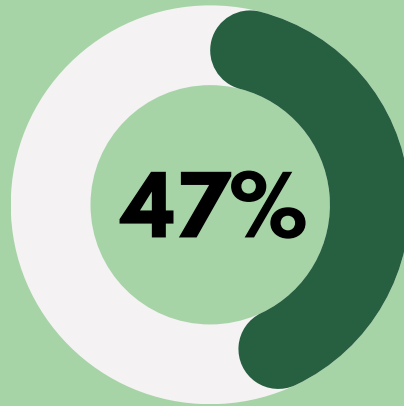
Lack of work-life balance

These issues were explored further in interviews with School Business Leaders. More details of each of the five challenges can be found in Section 3 of the report.

You can read the full breakdown in Appendix 1

Further findings

Some interviewees stated that the perceptions that some staff had of the SBL role and their responses to it, adversely impacted their mental health and wellbeing.



A lack of understanding of their role (by colleagues)

Concerns included:

- Lack of appreciation and being taken for granted.
- Senior leaders' lack of understanding about role manageability e.g. in the context of line management the extension of an SBL role across more than one school.
- Communication, either verbal or written, that demeans professional standing and/or is unpleasant in nature.

“ People think they can send quite rude emails that tell you how you should be doing your job and what you're doing wrong and how you're making life difficult for people. That's probably the one thing that irritates me the most and it upsets me. I feel professionally belittled and at times want to leave the sector. ”

(Finance, Multi-Academy Trust)

B) Perception of school employee mental health and wellbeing support

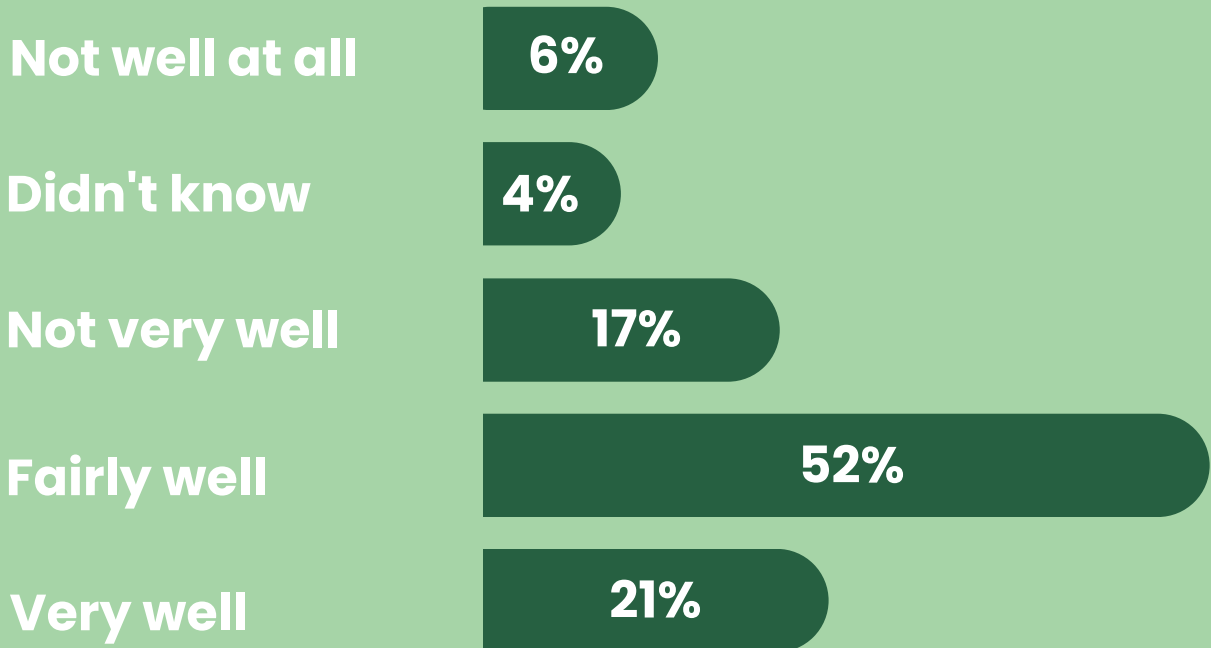
We asked School Business Leaders how well they thought their school supports all their staff who experience problems with their mental health and wellbeing.

In comparison to 2023, this is a significant reduction from 81% to 73%

73% of SBLs told us their schools supported their employees well (very well or fairly well)



How well schools support their employees who experience problems with their mental health and wellbeing



This highlights a reduction in the very well and fairly well and an increase in not well compared to 2023

Base: All respondents (n=514)

C) The wellbeing services being provided by schools and used by SBLs

We asked School Business Leaders which mental health and wellbeing services their school currently provides for their staff.

In comparison to 2023, this is a reduction from 94% to 88%

88% of schools provided mental health and wellbeing services for their staff



The top five most commonly reported sources of support were:

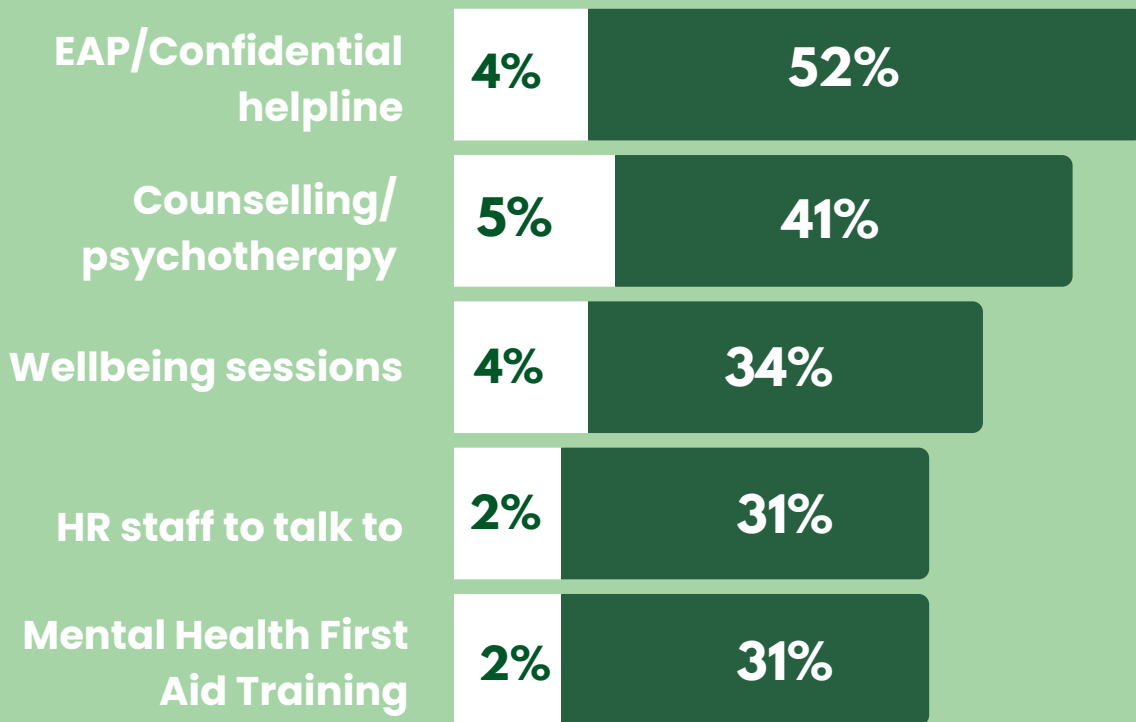


Base: All respondents (n=514)

Mental Health and Wellbeing services provided and used

We asked School Business Leaders which services they had used and found that an Employee Assistance Programme/Confidential Helpline and Counselling/Psychotherapy were the most popular services, although usage was generally low.

The chart below details the top five mental health and wellbeing services provided by schools to SBLs, alongside the usage rate of each service.



Usage across all services has reduced from 2023's already low usage rates!

Services used
 Services provided

Base: All respondents (n=514)

You can read the full breakdown of reported services and usage in Appendix 2

D) The most beneficial mental health and wellbeing services

We asked School Business Leaders about the services provided by their setting that prove most beneficial in assisting them in managing the work-related factors impacting their overall wellbeing.

SBLs reported their top three services for dealing with their own mental health at work were:

An Employee Assistance Programme /Confidential Helpline



Counselling/ Psychotherapy



Wellbeing sessions



Mental health services of most benefit to SBLs when dealing with work-related factors impacting on their wellbeing

The chart below shows the top 10 services of benefit. Their first choice overall was to use an Employee Assistance Programme confidential helpline.



Base: All respondents (n=514)

E) Barriers for not using workplace mental health and wellbeing services

65% of SBLs had not used the services their schools offered



One of the biggest changes since last year with 65% not using services against 2023's 20%

The concerns for not using services provided by their school were:

44%



said they preferred to seek support from people outside of work

10%



said they were worried that it would negatively affect others' perceptions of them

8%



said it would be seen as a sign of weakness

7%



said they believed there was a stigma associated with seeking help

6%



said they were worried their school would not be supportive

5%



said they were worried about losing their job

5%



said there was a culture of no-one talking about their problems at work

However, certain respondents noted that, although they personally experienced no impediments in seeking support, they empathize with the potential challenges that others might face. They acknowledge that if they were in a situation without the support they currently receive, they might encounter similar barriers to seeking assistance.

“ My Headteacher is extremely understanding. I feel I can have an open, transparent discussion in complete confidence. They'll listen and act on what I was saying. But I know that not all business managers are in that position which is where a lot of mental health issues come in, because they aren't listened to and don't feel equal. ”

(SBL, LA Maintained Secondary)

Section 3

**Current issues faced by
SBLs working in schools**

Current issues

We wanted to better understand the range of issues currently faced by SBLs working in schools

Our objective was to comprehensively grasp the diverse array of issues that SBLs face in their professional capacities. This broader perspective allows us to not only address immediate concerns but also to contribute meaningful insights that could potentially inform strategies and solutions tailored to enhance the professional environment for SBLs in schools.

Interviews were held with survey respondents which explored the following factors identified in the survey as affecting SBLs' mental health and wellbeing:

- ▶ Excessive workload
- ▶ Working long unpaid hours
- ▶ Funding issues
- ▶ Problems with staffing
- ▶ Lack of work-life balance

Whilst each interview followed its own path, a collection of recurring themes emerged, as detailed in this section of the report. The shared elements not only provide insights into individual experiences but also contribute to a broader understanding of the overarching patterns and perspectives that emerged across diverse interviews.

A) Excessive workload

The survey found that:

82% of SBLs considered their workload to be excessive, either all or part of the time, due to the demanding nature of the role

The impact on SBLs workload was a significant change from 2023's 48% to 2024's 82%

The interviews confirmed that the workload for School Business Leaders was consistently excessive. This led to feelings of stress, being overwhelmed, frustration, and difficulties in coping. Concerns about their job extending into non-working hours were expressed, contributing to a sense of isolation.

The main contributory factors to excessive workload were twofold

➤ The range of duties that fell within their role

Having to manage diverse work strands in combination, such as Human Resources (HR), finance, and premises and recruitment, which made the role highly demanding. Managing multiple strands of work at pressured times in the school year were also seen by some to exacerbate demands.

“The workload feels like it’s becoming worse and worse. The bit that I feel the most pressure on is the stuff that is coming externally, the drive for things that the local authority, the government, and OFSTED are pushing for. There’s a lot of statutory stuff that becomes more pressured, and the timescales aren’t always available for working around the school routines.”

(School Business Leader, LA maintained secondary)

➤ Responding to regular staff queries and requests

Interviewees identified that frequent interruptions and requests added to workload pressures as it meant they were drawn away from their core duties. With staff, in some cases, these included requests that staff could do themselves, which created frustration for SBLs.

“There’s always the view that, ‘[SBL] will sort it, [SBL] can do that.’ I have pointed out that what they don’t realise is that every single member of staff says that. They are not thinking somebody else has already asked me to do something.”

(School Business Leader, LA maintained primary)

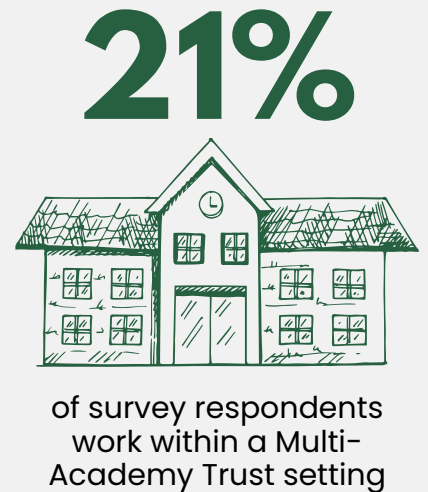
Further findings (A)

► Cross-School Roles

Beyond the two main factors, in some cases, School Business Leaders expressed workload concerns due to fulfilling or potentially fulfilling their role across more than one school.

Examples included:

- Temporary absence cover in the SBL role for two additional schools within a MAT.
- Impending federation of two schools creating substantial stress about what such a change might mean for role manageability.
- Temporary SBL support as part of the leadership team providing school-to-school support.



► Repercussions of an excessive workload

Where interviewees expressed that their workload impacted negatively on their mental health and wellbeing, impact of a heavy work burden included:

Examples included:

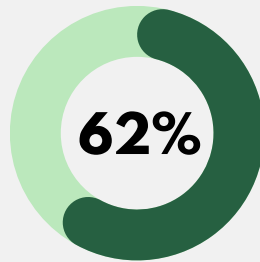
 Anxiety about impending workload	 Waking up at night and thinking about work concerns	 Feelings of diminished work-life balance
 Not wanting to go to work	 Considering whether the job was worth the feelings of pressure experienced	

B) Funding Issues

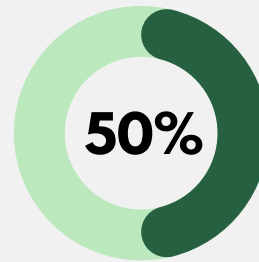
The extent to which funding issues affected interviewees’ mental health and wellbeing varied, although there was widespread acknowledgement of the financial pressures facing schools.



70% of SBLs at Single Academy Trusts reported that funding issues affected their mental health



62% of SBLs at Local Authority Maintained Schools reported that funding issues affected their mental health



50% of SBLs at Multi-Academy Trusts reported that funding issues affected their mental health

Those respondents who stated that funding issues had a negative impact on their mental health and wellbeing attributed this to factors including:

➤ Financial pressures affecting staffing decisions

This created additional workload and pressure for School Business Leaders.

For example, cuts to office staff hours, not employing additional staff and communicating the negative impacts of funding challenges to staff such as explaining why their hours had been reduced.

➤ Decision making pressures

Experiencing frustration when making financial based decisions that were deemed as ‘depressing’ or ‘demoralising’.

For example, topics in relation to reduced provision for pupils.

➤ Wider system funding pressures

Having to manage diverse work strands in combination, such as Human Resources (HR), finance, and premises and recruitment, which made the role highly demanding.

“ It’s very stressful. You can’t pay people if you have no funding. It’s a question of balancing things, like giving a child a laptop or paying the cleaners. Sometimes it’s demoralising. You have to pick yourself up and think about ‘what can I do?’ In this job you have to be a very positive, a can-do type of person. ”

(SBL, Primary Single Academy Trust)

C) Lack of work-life balance

The survey found that:

45% School Business Leaders perceive that the escalated workload within their roles has a detrimental influence on their work-life balance



School Business Leaders acknowledged the negative impact of additional hours on their work-life balance but that it would be difficult to manage the role’s demands without these.

Furthermore, additional hours worked helped reduce the anxiety that not feeling ‘on top’ of the job could bring. As a consequence, they were navigating ongoing tensions.

“Within the last six months, it’s become a level where it’s really impacted on my work-life balance. I understand that things like arranging supply do have to happen outside of school hours...it just seems to be, that I am working on the weekends and late nights, just to get caught up. I wouldn’t mind if they weren’t unreasonable all of the time, but when you are trying to fit so many jobs and hours into a normal week, then what is reasonable?”
 (SBL, Primary Multi-Academy Trust)

➤ As a result, SBLs stated they worked during one or more of the following:

After school

Early in the morning

Weekends

School holidays

Into the evening, including taking work home

Lunch time

D) Working long unpaid hours

Long hours, including unpaid non-contracted hours, were acknowledged by nearly all interviewees. Only one stated that they did not work additional hours without these being agreed, paid hours.

The additional hours worked varied widely. For example, one interviewee stated they worked around 10 additional unpaid hours a week on top of their 31.5-hour contract while another stated they worked between 60 and 65 hours per week.

The main reason given for working long hours, including unpaid, was primarily because the role demands were too challenging to be fulfilled within contracted hours, and a few considered role demands were growing.

“ You don’t just walk out when it is time for you to finish, or you are getting text messages and phone calls in the evening for things to arrange for the morning. I am in control of that as well, I suppose, in that I don’t have to respond to it. I don’t have to do anything about it, but I am the kind of person who likes everything to run smoothly ”

(SBL, Primary Multi-Academy Trust)

► Reasons for long hours, including unpaid hours, included:



E) Problem with staffing

The survey found that:

47% of SBLs experienced a negative impact on their mental health and wellbeing due to staffing problems



Another increase from 34% in 2023 to 47% in 2024

Staffing problems were acknowledged to be an issue, with two main concerns identified:

➤ **Managing adequate staffing**

The impact of this on SBLs’ mental health and wellbeing centred on pressures with respect to:

- **Managing cover deployment**
- **The impact that absence cover costs have on the wider budget**
- **Managing the administration paperwork that staff absence incurs**

“ Yes, staffing is an issue which affects my well-being...the concern about people who are struggling, but then how do we fill the gaps that are caused by people struggling ”
(SBL, LA Maintained Secondary)

➤ **Supporting staff mental health and wellbeing**

School Business Leaders identified that alongside other role demands, they could find themselves supporting their colleagues with their mental health and wellbeing, such as in relation to personal issues outside of the school setting.

“ Adults within a big organisation need a lot of management with their own relationships. I find that comes to my door because there is nobody else to do that. They lay everything out on me, all of their stresses, and I am thinking I have issues at home as well. I have this, that and the other, and sometimes you think, my goodness. It’s very difficult and it’s lot of pressure ”
(SBL, LA maintained secondary)

Section 4

Conclusions and recommendations

Our Summary and Conclusions

Our summaries:

➤ Funding and Finances

Both funding and financial issues were reported to create anxiety around managing school finances and making difficult decisions (e.g. increasing cost pressures).

Managing and covering staff absence alongside supporting the mental health and wellbeing of staff also caused additional pressures on SBLs.

➤ Lack of Understanding

All interviewees noted that both senior leaders and staff outside of the SLT could exhibit a lack of understanding of the SBL working role.

SBLs mentioned that staff did not appreciate the high stakes nature of tasks such as external audits and their role manageability. Unpleasant communication and overall a general lack of appreciation were also raised.

➤ Primary Schools

SBLs reported that those working within primary schools were more likely to feel work-related impacts on their mental health and wellbeing due to low income and issues regarding pupils' parents.

Our conclusions:

➤ Safe access to Mental Health and Wellbeing Services

Educational settings should seek to reassure staff that they are safe to access the support available, without the fear of consequences.

From the SBLs interviewed, the need for widened provision and increased awareness of the services available would be helpful.

➤ Support offered by the workplace

There is room for improvement in the support offered to staff and around overcoming barriers to their service use.

It is noted that SBLs working in primary schools are less likely to have access to services such as a confidential helpline or even a HR/Union representative to talk to.

Our Recommendations - For SBLs

For School Business Leaders

The SBLs role is rewarding but challenging. Below we have included ideas that we hope will help to address some of the issues highlighted by the research.



Can you approach a colleague or senior leader within your school or academy trust to informally share ideas or opinions with?

They may not be SBLs but they understand the school's culture and challenges. It might help combat any isolation in your role.



Can you join local or national groups and support networks of SBLs, where experiences can be shared and issues discussed?

Perhaps your Local Authority or MAT chain runs one? If they do not exist, maybe you can start one? Even a WhatsApp group of a few local SBLs could be an incredibly helpful resource.



Think about your own mental and physical health and the ways in which this could be improved

It is all too easy to forget about your own needs when in a busy role helping others – it must be an equal priority.

Our Recommendations - For Senior Leaders

For Senior Leaders

Some senior leaders were found to have a good understanding of the role of the SBL, but others did not. Some recommendations for supporting your SBLs include:



Use this report to start a conversation with your SBLs

Do our findings chime with their experience? How can they best be supported?



Improve awareness of the SBL role to staff working at all levels

This will lead to better understanding and appreciation of what the role involves.



Consider how you can offer all staff access to wellbeing services

This could be services such as helplines, counselling or training in cases where this is restricted to certain job roles.



Encourage external networking with others in similar roles

Signpost to relevant sources of support and additional resources, in order to combat the isolation felt by many SBLs.



Reassure all staff that wellbeing services are confidential

They are safe to use and there shouldn't be any fear of potential consequences.

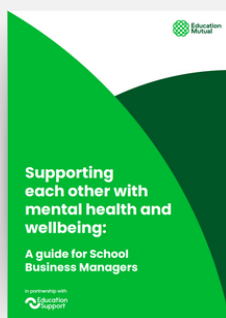
Section 5

Resources



Useful Resources

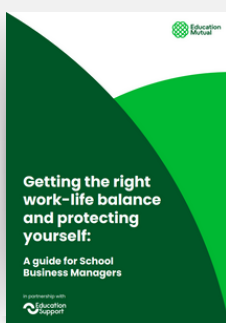
Education Mutual have published three resources which you may find helpful:



1. Supporting each other with mental health and wellbeing: A guide for School Business Managers

Use this guide to help your colleagues maintain positive wellbeing in your professional role.

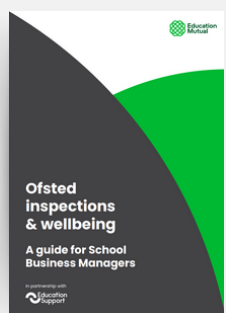
<https://www.educationmutual.co.uk/wp-content/uploads/2022/11/Resource-1-Mental-health-and-wellbeing.pdf>



2. Getting the right work-life balance and protecting yourself: A guide for School Business Managers

Use this guide to aid the creation and management of a healthy work-life balance.

<https://www.educationmutual.co.uk/wp-content/uploads/2022/11/Resource-2-Work-life-balance.pdf>



3. Ofsted inspections and wellbeing: A guide for School Business Managers

Use this guide to help uphold your own mental health, as well as that of your colleagues, throughout Ofsted inspections.

https://www.educationmutual.co.uk/wp-content/uploads/2023/03/Resource-3-Ofsted_3.pdf

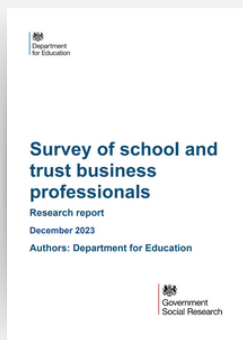




Department
for Education

Useful Resources

The Department for Education (DfE) have published 2 resources which you may find helpful:



Survey of school and trust business professionals, 2023

Research and analysis

A survey of 1,168 school business professionals in local-authority-maintained schools and academy trusts.

<https://www.gov.uk/government/publications/survey-of-school-and-trust-business-professionals-2023>



Details:

This research report surveyed financial leads in local-authority-maintained schools, single academy trusts and multi-academy trusts.

It may be of interest to:

- School business professionals
- School leaders
- Governing bodies
- Other school business profession stakeholder groups and representative bodies



Building school and trust business professional capability

Research and analysis

Use this guide to aid the creation and management of a healthy work-life balance.

<https://www.gov.uk/government/publications/building-school-and-trust-business-professional-capability>



Details:

This report outlines how the Department for Education and the Education and Skills Funding Agency are supporting school and academy trust business capability in response to evidence about professionals' needs, why this is important to the education sector, and the impact of our support to date.

The document may be of interest to:

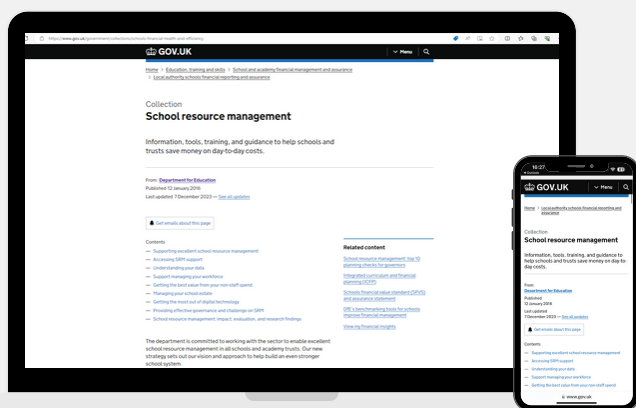
- School and academy trust business professionals
- Leaders in schools and academy trusts
- Governors and academy trust trustees
- Professional HR staff in schools and academy trusts
- Providers of school and academy trust business professional development



Department
for Education

Useful Resources

The Department for Education (DfE) provide a collection of free tools, support and services



School resource management Collection

Information, tools, training, and guidance to help schools and trusts save money on day-to-day costs.

Contents:

- [Accessing SRM support](#)
- [Understanding your data](#)
- [Support managing your workforce](#)
- [Managing your school estate](#)
- [Supporting excellent school resource management](#)
- [Getting the best value from your non-staff spend](#)
- [Getting the most out of digital technology](#)
- [Providing effective governance and challenge on SRM](#)
- [School resource management: impact, evaluation, and research findings](#)

“The department is committed to working with the sector to enable excellent school resource management in all schools and academy trusts. Our new strategy sets out our vision and approach to help build an even stronger school system.

The tools and guidance on this page will help schools and academy trusts get the best value from their resources and therefore maximise the impact on pupil outcomes. They are free and available to all state funded schools.”

– **The Department for Education (DfE)**

JIGSAW24 Useful Resources

The Education team at Jigsaw24 understand the demands of UK schools and as Apple Authorised Education Specialists, we believe in the power of technology to support students and educators in all areas of teaching and learning - including wellbeing.

From streamlining administrative tasks to utilising tools to help you relax, technology can reduce stress and foster a positive educational environment with wellbeing at the heart.



"Embracing technology isn't just about being efficient; it's about fostering mental wellness and discovering joy in our daily tasks. Let these tools be your companions in crafting a balanced, fulfilling professional life."

Nicola Foote

Professional Development Consultant

JIGSAW24

Technology Tools for Reducing Workload



Utilise Canva's design tools to effortlessly design and organise ideas, making learning and brainstorming visually engaging and intuitive. Its collaborative features allow for real-time teamwork, enhancing the creative process in both classroom and administrative tasks.

<https://public.canva.site/canva-edu-district-resources/>



A tool designed to automate teaching tasks, giving educators more time to focus on students. Create bespoke lesson plans, teacher presentation and reports, teachers are recording saving up to 10 hours a week with Teachmateai.

Check out their new wellness check tool: [Mental Wellness Check-in](#)

Contact Jigsaw24 at education@jigsaw24.com to set up a free trial



This AI-driven app is a 'meeting assistant' that records, transcribes, writes notes, captures action items and generates summaries in real-time, ensuring you never miss a detail.

<https://otter.ai/>



Your on-demand, empathy-driven AI for mental wellness. Just ask any question and receive support with a caring response—ideal for educators seeking understanding and a moment of calm.

[Pi, your personal AI](#)

Technology Tools for Relaxing



Mindfulness and Breathing Apps

The below apps are brilliant to help you learn to wind down. Give one like [Calm](#), [Headspace](#) or [Balance](#) (which has a free 12 month trial) a try!



Track and Notice

Take note of your activity and device time. Set up Screen Time and the Health app on your iPhone. If you have a digital watch that tracks your steps, set a daily goal!



Journal

Create a personal journal with Apple's NEW Free app [Journal](#) (requires iOS 17+). Write about your day, reflect, add photos and places and identify how you made time for the things you enjoy.



Check your Pickups

On your iPhone go to ScreenTime > See all activity > Pickups. Compare your pickups with someone else's. What does your activity data tell you about your relationship with your phone?

Signposting to useful organisations and available support



Association of School and College Leaders (ASCL)

A professional association and trade union for all school, college and trust leaders

<https://www.ascl.org.uk/>



Confederation of School Trusts (CST)

A national organisation and sector body for school trusts in England advocating for, connecting and supporting executive and governance leadership

<https://cstuk.org.uk/>



Department
for Education

Department for Education (DfE)

The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England

<https://www.gov.uk/government/organisations/department-for-education>



Education Mutual

The UK's largest member owned and Department for Education approved Staff Absence Protection provider for Schools and Trusts

<https://www.educationmutual.co.uk/>



Institute of School Business Leadership (ISBL)

A membership organisation offering sector-endorsed professional standards and development opportunities for its professional community and their institutions through a portfolio of quality-assured qualifications, training, resources, research and events

<https://isbl.org.uk/>

JIGSAW24

Jigsaw24

A leading B2B IT solutions provider helping businesses, educational institutions, and public sector organizations to improve their performance through better sustainable technology and expert services, support and sales.

www.jigsaw24.com



National Association for Head Teachers (NAHT)

A membership organisation which represents school leaders working in the education sector

<https://www.naht.org.uk/>



SBL Connect

A grassroots movement to connect and represent School Business Leaders

<https://www.sblconnect.com/>

Please contact Education Mutual for inquiries into the staff absence protection options and wellbeing support available.

Multi-award winning service
The UK's largest member owned provider

01623 287840

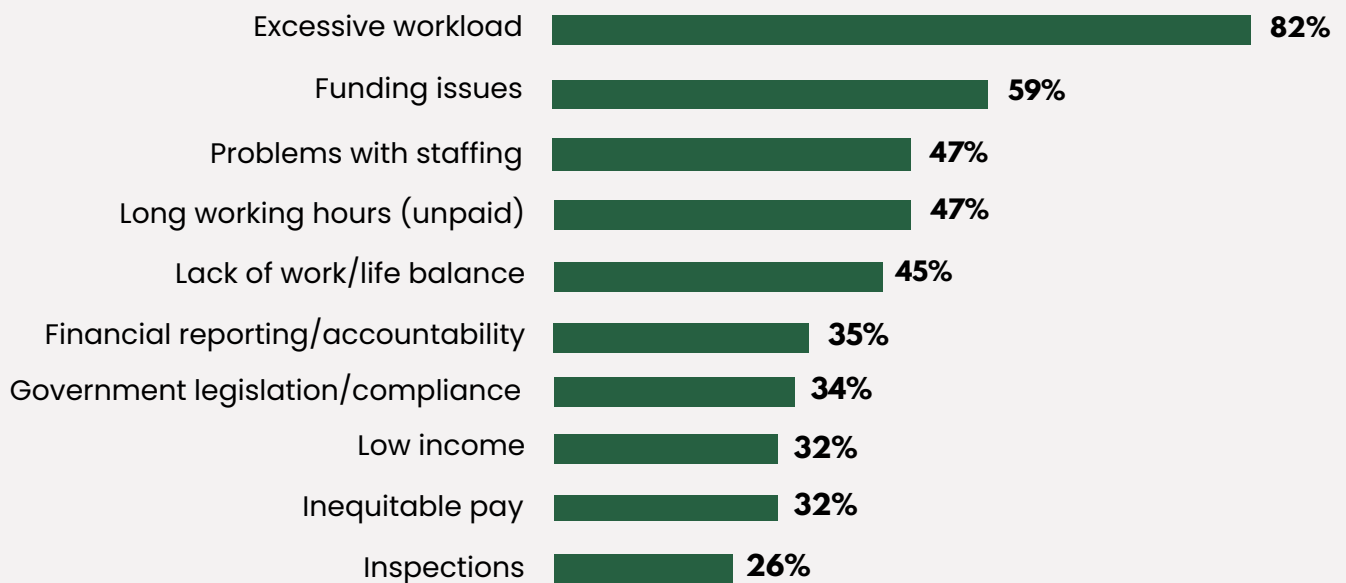
Section 6

Appendices

Appendices

Appendix 1:

Top 10 work-related factors influencing SBLs' mental health and wellbeing in the workplace



Base: All respondents (n=514)

Appendix 2:

Mental Health and Wellbeing services provided and used

Service	Provided	Used
EAP/Confidential Helpline	52%	4%
Counselling/Psychotherapy	41%	5%
Wellbeing Sessions	34%	4%
Human Resource staff to talk to	31%	2%
Mental Health First Aid Training	31%	2%
Health-related staff to talk to	23%	1%
Union people to talk to	22%	1%
Animals in the workplace	13%	1%
Individual supervision as professional support provided outside of the line-management relationship	12%	2%
Training on common mental health conditions	12%	<1%
Mentoring/co-worker support schemes	11%	2%
Professional Coaching	10%	3%
Exercise classes, groups and programmes	9%	2%
Facilitated peer support group	9%	2%
Mindfulness classes or programmes	7%	2%
Resilience, energy or stress management classes or programmes	5%	1%
Massage or relaxation classes or programmes	4%	1%
Other	8%	3%
None of these	11%	50%
Not answered	1%	22%

Base: All respondents (n=514)

Appendix 3:

Methodology

This research study investigated the wellbeing needs of School Business Leaders working in state-funded primary, secondary and special schools in England and Wales.

It aimed to understand:

- **What are the work-related factors which have an impact on the mental health and wellbeing of School Business Leaders?**
- **Which types of mental health and wellbeing support do School Business Leaders currently use? Which are of most benefit, in tackling these work-related factors?**
- **Which wellbeing solutions work well for staff in schools and why?**

A mixed-methods design was used to answer the research questions.

This involved:

- **571 online survey responses from SBLs working in schools in England and Wales. The survey was open for completion during the period 12 October to 6 November 2022. Incentives were offered to take part.**
- **10 telephone, or online, depth interviews with SBLs or School Business Managers, to further explore some of the issues raised in the survey. The interviews were conducted during 11–25 November 2022.**

Details of the respondents who took part in the online survey and the interviews are shown below.

Online survey sample (all tables below based on 514 respondents)

Appendix 3 – Table 1 – Region

	Number of respondents	Proportion
North East	31	6%
North West	108	21%
Yorkshire and Humber	29	6%
East Midlands	39	8%
West Midlands	47	9%
East of England	59	11%
London	42	8%
South East	93	18%
South West	55	11%
Other	8	2%
Not answered	3	1%

Appendix 3 – Table 2– Job Title

	Number of respondents	Proportion
School Business Manager/Director	360	70%
Office Manager/Director	48	9%
Finance Manager/Director	24	5%
CEO/CFO	16	3%
Bursar	15	3%
Headteacher/Principal, Deputy or Assistant Head Teacher/Principal	11	2%
Operations Manager/Director	7	1%
HR Manager/Director	5	1%
Other	27	5%
Not answered	1	<1%

Appendix 3 – Table 3 – Tenure

	Number of respondents	Proportion
0 – 2 years	112	22%
3 – 5 years	132	26%
6 – 10 years	127	25%
11 – 20 years	104	20%
21 – 30 years	31	6%
31+ years	5	1%
Not answered	3	1%

Appendix 3 – Table 4 – Respondent Gender

	Number of respondents	Proportion
Male	49	10%
Female	463	90%
Transgender	-	-
Non-binary	-	-
Prefer not to say	2	<1%

Appendix 3 – Table 5 – Respondent Age

	Number of respondents	Proportion
Less than 20	-	-
20 - 24	4	1%
25 - 29	8	2%
30 - 34	12	2%
35 - 39	36	7%
40 - 44	60	12%
45 - 49	95	18%
50 - 54	129	25%
55 - 59	107	21%
60 - 64	48	9%
65+	7	1%
Prefer not to say	5	1%
Not answered	3	1%

Appendix 3 – Table 6 – Respondent Ethnicity

	Number of respondents	Proportion
Any Asian Background	8	2%
Any Black Background	4	1%
White – English, Welsh, Scottish, Northern Irish or British	456	89%
White – Irish	7	1%
White – Gypsy or Irish Traveller	-	-
White – Roma	-	-
White – Any other White Background	17	3%
Any ethnic group – (includes Arab, Mixed and other)	4	1%
Not answered	18	4%



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