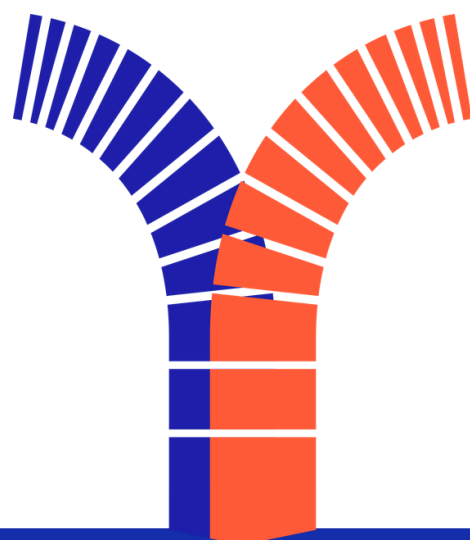




Further Reading Guide: Workload support



These resources support a whole-school approach in which organisational conditions, workload, leadership and staff voice come before stand-alone wellbeing activities. Begin with the first three resources, then use the themed sections to explore specific priorities.



1. Education Staff Wellbeing Charter | Department for Education

A shared framework for protecting and promoting the wellbeing and mental health of everyone working in education. Useful for securing leadership and governor commitment and shaping a long-term strategy.

2. Improve workload and wellbeing for school staff | Department for Education

Free school-led resources covering workload reduction, staff wellbeing, flexible working and the implementation of new initiatives.

3. Improving staff wellbeing in schools and colleges | What Works Centre for Wellbeing

A practical six-step guide to understanding context, measuring staff wellbeing, analysing findings, planning action, evaluating impact and sustaining improvement.

4. Teacher Wellbeing Index 2025 | Education

Support

National evidence on the mental health and wellbeing of the education workforce. Use it to provide context, not as a substitute for listening to your own staff.

5. Mental wellbeing at work NG212 | NICE

Evidence-based recommendations that prioritise organisation-wide approaches, supported by individual and targeted provision. Includes leadership, participation, workload and monitoring.

6. Effective Professional Development | Education

Endowment Foundation

Guidance for designing professional development that is purposeful and likely to improve practice, while recognising competing time and workload pressures.

7. Putting Staff First | John Tomsett and Jonny Uttley

A school-focused account of improving staff working conditions and culture. Useful for leadership discussion and practical examples; apply ideas with attention to local context and evidence.

8. The Fearless Organization | Amy C Edmondson

Explores psychological safety and why people need to feel able to speak up, ask questions and report concerns. Useful for thinking about staff voice and learning culture.



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