

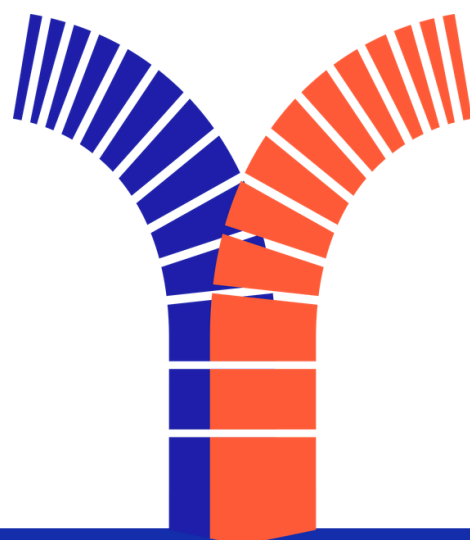


Further Reading Guide: Staff Wellbeing Support



Lead Well.

Five short resources to support staff wellbeing, effective implementation and a whole-school approach.



1. NHS – Five steps to mental wellbeing

Why read it? It explains the evidence-informed framework used in the case study.

Key takeaway: Small, repeatable actions can support connection, activity, awareness, learning and giving.

Practical implication: Use the five areas to structure staff consultation and choose a manageable starting point.

2. Department for Education – Education Staff Wellbeing Charter

Why read it? It places staff wellbeing within leadership, culture and shared organisational responsibility.

Key takeaway: Wellbeing should be embedded in policy and practice rather than treated as a stand-alone initiative.

Practical implication: Use the charter commitments to review leadership behaviours, workload and staff support.

3. Department for Education – Improve workload and wellbeing for school staff

Why read it? It provides practical tools that complement ambassador-led activity.

Key takeaway: Positive wellbeing depends on meaningful action on working conditions as well as personal strategies.

Practical implication: Select one relevant tool and build it into the school improvement cycle.



4. Department for Education – Conversation **guide for workload and wellbeing**

Why read it? It helps leaders hold structured, constructive conversations with staff.

Key takeaway: Listening carefully and agreeing actions together improves the quality of wellbeing planning.

Practical implication: Use the prompts alongside survey findings to identify priorities and check progress.



5. Youth Sport Trust – Well Schools

Why read it? It connects staff wellbeing, movement and whole-school culture.

Key takeaway: A well school supports adults as well as pupils and recognises movement as part of a healthier culture.

Practical implication: Consider how staff activity opportunities can model and strengthen pupil participation.





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