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Well Culture. LeadWell. MoveWell. LiveWell.

Staff Wellbeing Webinar November 2026

Summary for School Leaders

Staff wellbeing belongs at the centre of school improvement. A supported, trusted and valued workforce creates the conditions pupils need to learn and thrive. This webinar explores how meaningful recognition, staff voice, workload management and leadership practice can improve staff experience.

Key messages for leaders

- Leadership matters. Supportive relationships, consistent decisions and meaningful recognition help staff feel valued.
- Address workload. Review timetables, meetings, reporting and quality assurance to reduce unnecessary pressures.
- Listen to staff. Use surveys and regular dialogue to shape priorities and demonstrate how feedback leads to change.
- Support physical and mental wellbeing. Provide accessible opportunities to be active and make support easy to access.
- Measure impact. Use staff feedback alongside recruitment, retention and absence data to inform improvements.

Clare Mount Specialist Sport College

Lead Well:

Kev Byrne described a whole-school approach with senior leadership responsibility, a named wellbeing governor and regular dialogue with union representatives.

Personal wellbeing objectives form part of existing performance management processes, supported by ongoing conversations built on trust. Staff and parents have received mental health first aid training, with an emphasis on listening and empathy.

From January 2027, a Well School Co-ordinator is planned to bring together wellbeing initiatives, staff voice and support.

How does the school put this into practice?

- Personal wellbeing objectives for every staff member.
- Mental health first aid training for staff and parents.
- Staff yoga and multisport activities.
- Physical activity within staff development sessions.
- Regular staff feedback and dialogue.
- Recognition through the Human Kind Award.

Key tags

Special and secondary schools; Lead Well; Staff wellbeing; Workload management; Staff voice; Leadership and governance; Recruitment and retention.

IMPACT

100% of staff felt supported by leaders, were proud to belong to the school and enjoyed working there. Ofsted also recognised leaders' attention to staff wellbeing and workload during a period of significant change.



KEV BYRNE, DEPUTY HEADTEACHER

High Tunstall College of Science

Lead Well:

John Leary described a sustained approach to staff wellbeing, recognising the relationship between staff attendance, engagement, pupil belonging and achievement.

Alongside personal recognition and celebration, the school has made significant changes to how work is organised. Staff voice informs decision-making, with a dedicated Wellbeing, Happiness and Morale team helping to shape priorities and develop a wellbeing charter.

Investment in staffing has enabled reduced teacher contact time and less reliance on supply staff. Quality assurance and performance reviews focus on development and support.

How does High Tunstall College put this into practice:

- Actively listen to staff to understand their everyday experiences and identify routines, processes and working practices that create unnecessary pressure or contribute to workload.
- Agree a small number of achievable priorities, co-develop a wellbeing charter and regularly review and communicate progress.

Impact

High Tunstall reported:

- No supply staff since March 2020.
- Wellbeing and workload score of 8/10, compared with a national benchmark of 7/10.
- Employee engagement score of 8.1/10, compared with a benchmark of 7.5/10.
- A fivefold increase in extracurricular activities.

These school-reported outcomes sit alongside a wider programme of school improvement.

Key tags

Special and secondary schools; Lead Well; Staff wellbeing; Workload management; Staff voice; Leadership and governance; Recruitment and retention.

Impact

3 x increase in job applications

Teacher turnover of only 5.75%

Regarding the huge increase in extra curricular activities, the more we have bought into staff, the more they are willing to put back into the school as well.



JOHN LEARY, DEPUTY HEADTEACHER

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