

Staff Workload Charter (Appendix to Wellbeing Policy)

1. Rationale

Our aims

Epinay School is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced.

We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit more staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:

- Ensure staff have a fair and reasonable workload, including policies on marking, planning and data management.
- Provide high-quality training and CPD opportunities that meet the needs of individual staff members.
- Continue to review staff workload and ensure it always remains manageable.

Our commitments

We have agreed the following commitments and expectations between the governing body, SLT and school staff, to demonstrate our support in helping to manage staff workload.

All staff working at the school can expect:

- To work within a clear code of conduct.
- To receive a robust and high-quality induction by SLT

- To be provided with a Teaching and Learning mentor as part of their induction process
- To be provided with training opportunities relevant to their role and responsibilities.
- To be allocated roles and responsibilities that are linked to their skill set and area of expertise or be provided with appropriate training to upskill and broaden areas of expertise.
- The fair and equal distribution of roles, responsibilities and tasks.
- If required, to collect data using streamlined processes that are beneficial to their work and receive robust training on using the school's data management systems.
- The support of the SLT to provide guidance, advice and simplify school processes where possible.
- A consistent and fair behaviour policy which allows staff to work effectively and be provided with support from the SLT to manage behaviour effectively.
- The use of technology to ensure effective and efficient communication, document and data management, and access to information.
- To be provided with access to external support, such as an occupational health or confidential listening service, if needed.
- To work within an environment where their wellbeing is prioritised and valued.
- All changes to school processes to be communicated clearly and the SLT to provide support with implementation.

In addition to the above, teaching staff at the school can expect:

- A clear curriculum planning scheme that provides flexibility, is fully resourced with high-quality materials and is planned over well-defined blocks of time.
- An agreed policy that ensures all marking undertaken is purposeful and focuses on quality feedback and the impact on pupil outcomes.
- A quality assurance system that is meaningful and focuses on positive support

The headteacher and the SLT commit to the following:

- Conducting regular activities, e.g. staff surveys and interviews with staff members, to identify the areas of work that lead to high levels of workload and implementing approaches to reduce this.
- Providing staff with termly opportunities to discuss areas they feel are creating high levels of workload and how this could be managed.
- Implementing practices that allow for meaningful and useful communications to reduce workload.
- Supporting NQTs and teachers in the early stages of their careers to adopt efficient work practices and keeping this support under regular review.
- Encouraging a workplace culture that promotes a healthy work-life balance.

- Making every effort to reduce the number of meetings, ensuring that those that take place are planned effectively, with flexibility and a key focus.
- Providing staff with relevant training or CPD opportunities in school, including on recognising the early signs of stress.
- Ensuring staff are clear about the purpose of marking and ensuring it is meaningful, and that they understand feedback can be given in many forms.
- Ensuring the school's workload reduction initiative is included within the SDP and that enough resources are dedicated towards achieving this aim.
- Monitoring staff absence levels, patterns and reasons, and using return to work meetings consistently and effectively.
- Regular QA of work practices, including teaching and learning, curriculum and enrichment planning, communications, marking and feedback, and data collection, and adapting these where necessary.
- Considering the impact of any potential changes to the school's practices before they are implemented and creating a clear implementation plan before changes are agreed.
- Communicating changes to the school's practices to all staff and the whole school community, to ensure everyone understands the reasons behind the changes.

The governing body commits to the following:

- Ensuring the school's ethos reflects its commitments to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing through the successful management of workload.
- Ensuring it receives regular updates regarding absence levels that are broken down into the cause of absence and role of staff.
- Making every effort to ensure committee meetings that school staff are expected to attend are purposeful, focussed and structured, and relevant to the school development priorities.
- Considering the nature of information requests and being clear about the information needed from the SLT and school staff.
- Providing staff with advance notifications of all monitoring visits and informing them of what the focus will be and what information is required.
- Working within any policy agreements, including those relating to using technology to reduce workload.
- Establishing the role of the mental health and wellbeing governor to support the mental health and wellbeing of both staff and pupils.
- Regularly seeking views from staff on the impact of workload and working with the headteacher and SLT to improve any identified issues.

Policy approved by Governors: June 2020

Date of next review by Governors: June 2021