



Supporting teachers to manage their well-being and workload

Updated September 2024

This paper was last presented to staff during INSET in September 2022 for discussion, amendments, additions and agreement. It was shared by email to check for accuracy and with additions in October 2023 and **September 2024**.

For many years there has been much discussion in the media and at teaching union conferences about teacher workload. Of course, every professional role, by its very nature, has 'workload'. We all have job descriptions setting high standards and that is what employees are paid for.

In our school we regularly review staff workload in order to ensure that it is reasonable. We do this as a part of our scheduled monitoring programme and in discussion with staff.

The well-being of staff is also paramount. We recognise that staff are our most important resource. We strive to value all staff through personal and professional support, involvement in school decisions as well as access to professional development.

In addition to acknowledging the school's responsibility to staff wellbeing, staff have the primary responsibility for their own health and wellbeing. This involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting health.

Staff also need to understand the impact their behaviour and actions can have on other staff members, so should be mindful of others, always trying to show sensitivity and care.

Here are some of the things that we do in our school in order to help staff to manage their well-being...

- Ensure wellbeing is a recurring item in the Headteacher's Report to the governing body and is noted as a recurring item on the governing body meeting agenda.
- Offering time in lieu through termly "Freedom Fridays" where every member of staff are able to leave school at 2pm on a day of their choice.
- Keep staff up to date with wellbeing initiatives across the county or within school via email or text.
- Have regular opportunities to allow staff to discuss wellbeing issues. This may be within a group at staff meetings/ INSET days.
- Provide additional support in particularly stressful times.
- Ensure all staff have access to professional development opportunities.
- Ensure staff have knowledge of and access to union representation.
- Regularly review the demands on staff time to see if things can be done differently.
- Ensure a positive school ethos where everyone is valued.

- Respond sensitively and flexibly to external pressures impacting on staff lives.
- Maintain contact with staff when they are absent from work for a long time, and provide support on their return to work.
- Carry out wellbeing questionnaires so that leaders can assess the wellbeing of the school team as a whole and enable all staff to confidentially share thoughts and feelings.
- Respond to any issues highlighted in the wellbeing questionnaire or discussions with staff.
- Encouraging staff to engage with each other to create constructive and effective working relationships across the School.
- Sharing ideas to maintain a reasonable and appropriate work life balance.
- Encourage and support staff to take responsibility for their own health and well-being.
- Treating colleagues and all other persons with consideration, respect and dignity.
- Ensure that staff are able to approach and feel supported by senior leaders in school, including the headteacher.
- Support from the school governing body, including specific pastoral support from the Chair and Vice Chair of Governors for the Senior Leadership Team.

Here are some of the things that we do in our school in order to help staff to manage their workload ...

- Planning, preparation and assessment (PPA) time is available to teachers in a 'block' of time where possible i.e. not half an hour a day.
- No staff INSETs last for more than one hour and if they do, this time is taken off another meeting.
- INSETs are punctual, have a specific objective and are fit for purpose.
- Time for moderation as well as assessment and data uploading is included in the INSET programme each term.
- **Time for subject leadership is part of the planned INSET programme to ensure all leaders have time to regularly monitor their subject.**
- **Wherever possible, INSET will be adapted to meet individuals' needs.**
- The termly calendar with all events mapped on to it, is available for staff at the start of half term to help them plan their time efficiently.
- Supervision of children at morning break times is kept to a minimum but there is no lunchtime supervision so that teachers have time for a proper break and to prepare for the next set of lessons properly. Other staff have defined lunch breaks.
- The two evening parent meetings must finish by 7.30pm to ensure staff do not get home too late. We encourage staff to put in at least one break in their schedule and remind parents that timings are to be kept to.
- Social/community events run by NESAs (the school's PTA) over the course of the school year are never compulsory to attend. Staff are always welcome to attend.
- The formats we use to report to parents on pupil progress and attainment at the end of the year have been refined so that they are fit for purpose and not onerous for staff to complete.
- If staff so wish, they have access to the school in the evenings and during holidays in order to suit the working styles and circumstances of different individuals.
- There is no expectation to run after school clubs. Only teachers and teaching assistants who volunteer run these clubs and are paid for their time.