

STAFF WELLBEING AND WORKLOAD CHARTER

Marlborough Road Academy June 2022

Why is staff wellbeing important?

Marlborough Road aims to provide excellent education to children and young people. At the most fundamental level, staff who are motivated, supported, able to do their job and have a clear sense of purpose will help achieve the best outcomes for our children and young people.

Supporting the wellbeing and mental health of staff is vital in recruiting and retaining high quality education staff and is crucial in securing better outcomes for pupils.

We give staff a voice in decision-making, by proactively seeking to draw upon the opinions of all staff in developing the Wellbeing and Workload Charter.

What does good staff wellbeing look like?

In response to the national position, the Education Staff Wellbeing Charter has been created by the education sector (including teaching unions, schools, charities, DfE and Ofsted) to highlight education staff wellbeing. The Charter is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education.

The education staff wellbeing charter includes commitments by the DfE and Ofsted, alongside commitments for schools. In addition to the charter, research has shown staff wellbeing is shaped by a number of factors, all ensuring staff can thrive at work:

- Positive experiences – feel valued, supported and motivated.
- Social relationships – positive connections with colleagues, managers and pupils.
- Task achievement – you can get your ‘work done’.
- Meaningful work – the work has an impact and purpose.

Our current actions and initiatives in place to reduce workload and support staff wellbeing:

CULTURE

- We have created a supportive and inclusive leadership in every role culture where staff feel valued, supported and motivated and leaders visibly support staff in maintaining expected standards. Everyone’s role has a clear purpose and everyone has clear accountabilities (as written in the Roles and Responsibilities document), so that everyone can see how their work contributes to the overall mission of the school and what success in their role looks like, helping colleagues to find meaning in their work and feel they are making a positive difference. This means that we start from an assumption of professional trust and the belief that everyone seeks to do a good job.
- We ask that all staff model expected behaviours, work within a culture of respect and set a good example, thereby reducing levels of stress and anxiety for others.
- It is understood that staff take responsibility for monitoring and adapting their work to impact positively on their health and wellbeing. Staff are supported with this through the use of the self-help tools in the Wellbeing Hub to support personal resilience. We prioritise mental health and staff have access to confidential wellbeing support through CIC and supervision is on offer through the Educational Psychology service. The school has made a commitment to training a member of staff as staff wellbeing lead. A deputy mental health lead is in place. The staff wellbeing board is situated in the copy room. Staff are signposted to services, resources and literature to help support their wellness.
- Conscious Discipline is used as an approach to foster a sense of belonging. Staff are part of a ‘team’ through the whole school family, phase teams and class families.
- We support flexible working, acknowledging that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.

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WORKLOAD

- To reduce workload, staff are not required to formally mark classwork – instead we use in-the-moment feedback, which allows for meaningful, manageable and motivating feedback to be provided to pupils at the point of learning. All marking should serve a single purpose to advance pupil progress and outcomes. Live marking is encouraged.
- Marlborough Rod Academy uses the UL curriculum where possible. This provides staff with resources to support lessons and teacher knowledge. Staff are not expected to submit daily or weekly lesson plans. In other subjects published schemes with comprehensive teacher resources have been selected to reduce workload. Staff have 3 additional, planned in, non-contact days annually for planning.
- PPA is provided at the same time as year group colleagues, where possible, to allow for the sharing of good practice and reduce workload and stress. In single form year groups, where shared planning is not possible, senior members of staff offer cover support, as required, to account for the additional workload
- All requirements for ECTs are adhered to.

CPD

- CPD is linked to the Academy priorities to ensure that the focus remains on key actions and to avoid a time-consuming scattergun approach which increases workload.
- We support staff to progress in their careers with PDRs that are linked to improvement priorities to ensure there is no duplication or additional work required.
- To further develop their careers, staff have access to United Learning CPD Opportunities: ULT run centralised CPD for Expert Teachers, Aspiring Middle, Senior Leaders and Aspiring or New Headteachers. Additionally, they offer entrance to the 'NPQ' programmes, leading to accredited leadership qualifications.

COMMUNICATION

- To ensure that all staff are aware of day-to-day and upcoming events, information is provided in a number of ways: a bulletin board in the staffroom, which is updated on a Monday afternoon; a weekly review sent out by the Principal on a Friday and half termly dates distributed at the start of a half term. Staff are encouraged to use the electronic diary to record events and events are displayed on the website calendar. The variety of sources of information is intended to reduce stress by accommodating a range of preferences.

DATA COLLECTION

- Data collection is limited to 3 times per year to ensure we can monitor progress and attainment without overburdening staff. We will not duplicate data for different audiences, therefore we will only 'collect' once.

WELLBEING ACTIVITIES

- Staff can login to the [Perkbox platform](#) in exactly the same way as they log into the UL Hub to access benefits to support their financial, physical and mental wellbeing:

Perks Hub - offering hundreds of ways to save on everyday purchases, including food, drink, cinema tickets, clothing and homeware and so much more

Wellness Hub - presenting an extensive library of ad-free wellbeing content, from workout videos to meditation guides. Further information can be obtained by contacting staff.benefits@unitedlearning.org.uk or visit [United Hub](#).

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Following consultation with staff in June 2022, we will implement the following actions and initiatives to further enhance staff wellbeing and reduce workload:

COMMUNICATION

- To promote wellbeing, workload and work – life balance, there is no expectation that staff respond to e mails between 5pm and 7.30am
- We want all our staff to be able to achieve a healthy work-life balance and we trust them to make decisions that suit them about any work they do outside school working hours.

WORKING PRACTICES

- We will minimise meeting times, where possible, and meetings will run to time. Feedback meetings will take place in phases once every 4 weeks to ensure that staff voice is heard, issues are addressed and leaders are able to respond to changes in staff wellbeing
- A designated space is identified for PPA to allow for quiet, focused and uninterrupted work. Similarly, the meeting room can be booked for courses and meetings to allow privacy and confidentiality and remove the stress caused for all parties from using the staffroom
- Any policy reviews will be completed with staff workload in mind.

WELLBEING ACTIVITIES

- Staff wellbeing committee plan and organise wellbeing activities and consult with staff. These are voluntary and there is no ‘forced fun’. Suggestions from staff are most welcome.
- To improve wellbeing, requests to attend events such as nativities, sports days, graduations will be met, wherever possible, where cover can be arranged or is not required.
- To develop staff wellbeing, staff can pre-book one day a year as a wellbeing day, as long as they are not attached to a school holiday or bank holiday weekend.