**Our aims**

At Sytchampton School we know that teaching is exciting and rewarding but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make happy or effective teachers.

Sytchampton Endowed Primary 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.

Our vision for workload is to enable every teacher to become highly effective by:

* Ensuring every teacher has time to focus on what is important - planning, teaching and feedback;
* Believing in simplicity, always taking the shortest route and aiming for maximum impact on student learning with minimal workload for staff; and
* Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance.

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 board, 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.
* 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
* An agreed communication protocol, which outlines the expected response times from colleagues and external communications (No emails or communications relating to work outside of normal working hours i.e 8.00am – 5.00pm except in emergencies)
* 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/counselling, if needed
* A trained Designated Senior Mental Health Lead who will oversee and ensure that Mental Health and Wellbeing is an integral part of strategic planning and development
* To ensure that a trained Mental Health First Aider is available when required
* 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 and support 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
* Where possible, high quality, assured external schemes of work and resources will be adopted to reduce planning time
* An agreed policy that ensures all feedback and marking undertaken is purposeful, focusses on quality feedback and the impact on pupil outcomes
* There is no pressure to ‘put on a show’: a culture of typicality is reinforced by no lesson grading
* No request for the writing of unnecessary lesson plans. There is no expectation to complete and submit detailed lesson plans, except for cover lessons.
* No requirement to run lunch time or after school club. Instead we pay staff volunteers to run clubs as part of our wrap around care offer.
* We try, where possible, to reduce the number of data collections (No more than three data collections for most year groups)
* All assessment undertaken is meaningful, informing future planning and helping students to make progress – if it isn’t, we should question why we are doing it
* Meetings and events have been rationalised. Where an evening event takes place, we remove staff meeting time from the calendar for that week
* A staff wellbeing meeting is factored in every half term and staff decide how they wish to use this time
* There is comprehensive support for ECTs, with dedicated mentors and regular meetings
* We have developed our Learning Environment and Display Policy so that displays support independence and learning and are developed with the pupils during learning time, so that this is not an additional task for teachers
* We use School Money to support administrative staff
* Coffee, tea and biscuits are provided in the staffroom at break time
* We have a wellbeing and ‘help yourself’ board in the staffroom
* Senior leaders will support attendance at important family events such as weddings, funerals and graduations
* Supported ‘supervision’ will be offered to staff who are dealing with challenging safeguarding issues
* All staff will receive a Birthday card and present
* Identification of pinch points during the year and consideration of this when creating the yearly calendar
* The monitoring schedule and calendar is shared with staff upon completion every term so staff can plan in advance

The headteacher and the SLT commit to the following:

* Conducting regular activities, e.g. staff surveys, to identify the areas of work that lead to high levels of workload and implementing approaches to reduce this
* Providing staff with half-termly opportunities (well-being staff meetings) 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
* Ensue that parents, carers and pupils respect teacher’s working hours, particularly when using email or online platforms
* 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 and supporting mental health
* 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
* Regularly monitoring the progress of work practices, including curriculum 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 board 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
* Making every effort to ensure that committee meetings that school staff are expected to attend are timetabled at reasonable times and kept to the minimum time possilbe
* 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
* Provide regular supervision meetings for senior leaders
* Regularly seeking views from staff on the impact of workload and working with the headteacher and SLT to improve any identified issues