



**The Painsley Catholic Academy**  
Better Together

**Workload and Wellbeing Statement**  
**2019**

## **The Painsley Catholic Academy**

### **Commitment to addressing workload and wellbeing statement**

With the profession now aware of the average working weeks – 54 hours for classroom and middle leaders, 60 hours for senior leadership (according to the Teacher Workload Survey 2016) – there is a real sense of this issue being taken seriously. It is imperative that all stakeholders of the Painsley MAC ie directors, governors, senior leaders, staff, parents and students feel supported and happy. We must focus attention on how important the workload and wellbeing agenda is to our HR and pastoral procedures including workload management, recruitment and retention, succession planning and our aim for a positive and supportive culture in all of our schools. Within our Catholic context, we are living out our vocation and we must have faith in the fact that, by introducing divine power into a human situation, stress and tension will be reduced and the Holy Spirit will increase our self-control.

The following pledges reflect our commitment to addressing workload and wellbeing:

#### **Directors pledge that we will:**

Respect others at all times

Be respected at all times

Ask for information through the CEO rather than directly approaching individual Executive Leaders/Headteachers/Principals

Not ask for additional written information other than that required for the agreed MAC procedures

Refrain from emailing colleagues outside of the hours of 8-7 Monday –Thursday and 8-5 on Fridays

Not expect an immediate reply to emails but allow 3 working days

Ensure that every school has a wellbeing policy that is central to its actions

Insist that every school has a Change and Wellbeing team that is representative of stakeholders (or is part of a team comprising a group of Painsley MAC schools)

Discuss workload and wellbeing at every full Directors' meeting

Hold meetings between 5-7pm or possibly during the day

Ensure that no meeting lasts more than 2 hours

Follow the agendas for meetings as set out by the CEO

Not allow 'AOB' items to be raised at the meeting but request such items with at least 5 days' notice

Not jump to conclusions when dealing with individuals and always offer a right to reply, for example, when reviewing complaints

Have a section of the MAC development plan that addresses workload and wellbeing

Consider wellbeing and workload when ratifying policies

Support the Executive Leaders and Principals through coaching and positivity at all times. Challenge will be fair, rigorous and proportionate

Not tolerate unprofessional behaviour towards any group of Painsley MAC stakeholders including staff

Ensure that all staff receive an annual appraisal in line with the relevant policies and access to appropriate training

Show respect to each other at all times

Ensure that the CEO and Executive Leaders consider wellbeing and workload when introducing operational measures

Assess the workload of the CEO and Executive Leaders and provide appropriate support, advice and guidance as necessary

Consider workload when approving the annual MAC calendar

Follow policies and procedures in a respectful and timely manner

Ensure that governors follow the principles of this statement in their dealings with Headteachers/Principals

Aim to show appreciation to stakeholders – saying 'thank you' is a small gesture but it means a lot!

### **Governors will:**

Respect others at all times

Be respected at all times

Follow the agendas for LGB meetings as set out by the CEO

Not ask for additional written information other than that required for the agreed MAC procedures (including the format of the Headteacher/Principal's report)

Refrain from emailing colleagues outside of the hours of 8-7 Monday –Thursday and 8-5 on Fridays.

Ensure that the school has a wellbeing policy that is central to its actions

Monitor the work of the Change and Wellbeing team

Discuss workload and wellbeing at every meeting (as per the agenda)

Hold meetings between 5-7pm or possibly during the day

Follow the MAC calendar without adding follow-up meetings. The Chair will skilfully manage the meeting to ensure that all items are covered

Ensure that no meeting lasts more than 2 hours

Not allow 'AOB' items to be raised at the meeting but request such items with at least 5 days' notice. Any items of AOB must not impact negatively on the working hours of the Headteacher/Principal

Not jump to conclusions when dealing with individuals and always offer a right to reply, for example, when reviewing complaints

Support the Headteacher/Principal through coaching and positivity at all times. Challenge will be fair, rigorous and proportionate.

Not tolerate unprofessional behaviour towards any group of stakeholders including staff

Ensure that the Principal/Headteacher considers wellbeing and workload when introducing operational measures

Assess the workload of the Principal/Headteacher and provide appropriate support, advice and guidance as necessary

Follow policies and procedures in a respectful and timely manner

Aim to show appreciation to stakeholders – saying 'thank you' is a small gesture but it means a lot!

**Executive Leaders will:**

Respect others at all times

Be respected at all times

Consider workload issues when introducing new expectations across the MAC

Only introduce strategies that will have a positive impact on performance

Evaluate strategies in terms of workload implications

Ensure that the Headteacher/Principal report includes information that is also used to monitor school performance

Provide training to Headteachers/Principals (at least annually) on staff wellbeing and specifically on how to maintain a reasonable work-life balance or on how to manage a large workload

Benchmark workload and wellbeing across the schools and share good practice

Not ask for additional written information other than that required for the agreed MAC procedures (including the format of the Headteacher/Principal's report)

Refrain from emailing colleagues outside of the hours of 8-7 Monday –Thursday and 8-5 on Fridays. Any weekend emails should be avoided for staff and minimal for fellow senior leaders. There should be no expectation of a reply

Discuss the impact of the Change and Wellbeing team with the Headteacher/Principal

Work towards employing technologies that allow resources, including planning, to be shared across the MAC in order to reduce the workload of staff within individual schools. By taking the opportunity to standardise effective teaching approaches across the MAC, the most appropriate teaching, planning and assessment approaches are adopted. This will be effective in improving pupil outcomes. These economies of scale can also help reduce unnecessary work for teachers. In many instances, this will enable teachers to concentrate on high-quality teaching, which is not only the single biggest factor impacting on pupil outcomes, but also has a positive impact on staff retention and morale

Produce central policies with Headteachers/Principals personalising to their setting as appropriate

Monitor the work of the Change and Wellbeing teams

Discuss workload and wellbeing at every Executive Leaders, and Principals' meeting (as per the agenda)

Meet staff within individual schools to discuss workload and wellbeing on at least an annual basis

Meet as an Executive Leadership team at least every 3 weeks to discuss priorities and strategies for future improvements

Meet the Headteachers/Principals collectively on a regional basis at least every 4 weeks (DCEOs only) to discuss the MAC's strategic developments

Meet the Headteachers/Principals every half-term to discuss MAC strategic developments

Positively encourage Headteachers/Principals to trial strategies to reduce identified barriers to a work-life balance

Aim to ensure that school leaders' time can be freed to focus on school improvement by centralising administrative, HR, corporate functions etc

Ensure that the appraisal process is followed, is positive, and provides opportunities for appropriate professional development

Aim to show appreciation to stakeholders – saying 'thank you' is a small gesture but it means a lot!

### **Principals/Headteachers will:**

Respect others at all times

Be respected at all times

Consider workload issues when implementing new MAC and school expectations

Consult with staff over the potential impact of policy implementation

Only introduce strategies that will have a positive impact on performance

Evaluate strategies in terms of workload implications

Not demand unnecessary information and data from staff. A key question to ask is, 'What impact will this have on pupil outcomes?'

Positively encourage staff to consider the impact of assessment on the child's progress rather than the need to write detailed feedback that has limited impact on progress

Ensure that the appraisal process is followed, is positive, and provides opportunities for appropriate professional development

Provide training to staff (at least annually) on wellbeing and specifically on how to maintain a reasonable work-life balance or on how to manage a large workload

Refrain from emailing colleagues outside of the hours of 8-7 Monday –Thursday and 8-5 on Fridays. Any weekend emails should be avoided for staff and minimal for fellow senior leaders. There should be no expectation of a reply outside of working hours

Use the MAC structures and departments rather than immediately referring to the Executive Leadership team

Discuss the impact of the Change and Wellbeing team with the staff

Engage with the MAC to encourage the sharing of resources, including planning, in order to reduce the workload of staff. This is particularly important because, for example, in a Painsley MAC team/department of 13 teachers, 1 teacher contributes 1 lesson and receives 12 in return. Once a lesson is uploaded to a shared area, staff can tweak, personalise and update

Ensure that line management meetings are held as per MAC expectations. These should provide a useful strategy to discuss progress towards KPIs and provide support to middle leaders. They will also be an opportunity to receive feedback from staff via the middle leader

Personalise the MAC policies produced by the Executive Leaders and approved by the Directors

Discuss workload and wellbeing at least termly with a sample of staff

Meet the Executive Leaders at least every 4 weeks (as per the calendar) so that there is clarity in terms of the MAC's strategic developments

Feel comfortable to raise workload issues with Executive Leaders

Meet fellow Headteachers/Principals of the Painsley MAC every half-term to discuss MAC strategic developments

Positively encourage staff to trial strategies to reduce identified barriers to a work-life balance

Aim for parents' evenings to last no more than 2 hours and be at a time that allows staff to go home and relax prior to returning to work the next day

Encourage a succinct, coded marking scheme that all year groups recognise and understand, with next steps that are usually linked to the success criteria

Discourage staff from writing detailed feedback after a lesson, and encourage oral whole-class, group, or individual feedback to happen during the lesson

Discourage lengthy and overly-detailed annual written reports

Support staff when dealing with pupils and parents who are not co-operating in a positive manner as expected within our Catholic ethos

Oversee the process of subject leads, Heads of department and senior leaders quality assuring marking and feedback, and provide appropriate support and advice to maximise the impact of the feedback whilst reducing unnecessary and inefficient marking.

Ensure the focus of PDAs is to look at how the pupil is making progress. They will not focus on what the teacher writes. The key point will be purely on the impact marking has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.

Consult with staff over the school calendar and publish the directed time calendar for consultation.

Conduct annual questionnaires for staff to evaluate the impact of the statement.

Conduct exit interviews to discuss the reasons for leaving and ask about workload and wellbeing as part of the discussion.

Analyse sickness data on at least an annual basis to identify any trends.

Aim to show appreciation to stakeholders – saying 'thank you' is a small gesture but it means a lot!

**Teachers/staff will:**

Respect others at all times

Be respected at all times

Have the right to expect that the strategic aims stated above are followed at all times

Feel supported in their role and receive constructive, fair and positive feedback

Proactively engage in appraisals and coaching sessions, including completing feedback forms on lesson observations and PDAs within 1 week of the coaching session

Refrain from emailing colleagues outside of the hours of 8-7 Monday –Thursday and 8-5 on Fridays. Any weekend emails should be avoided. There should be no expectation of a reply outside of these hours

Not be expected to reply to parental emails outside of the hours of 8-5 Monday to Friday but a reply should be given within 3 working days

Seek support and advice from Senior Leaders when dealing with complaints

Be actively involved in developing pedagogical principles across the MAC, which contribute to great teaching: challenge, modelling, explanation, practice, questioning and feedback. Teachers are expected to implement these principles well in their lessons, but in a way that that best suits their teaching style.

Identify the form of feedback that best suits their subject and then use these principles to state what effective feedback will look like in their curriculum area rather than following a generic policy. The only expectation is that the subject areas will publish such marking/assessment statements and that pupils will receive a grade for their work, compared to their target, with the pupil completing a 'next step' that improves their work. This should be at least fortnightly at secondary level and weekly at primary level.

Positively engage in the Rewards and Sanctions' Policy (or equivalent) in order for appropriate support/information to be given to pupils, parents and leaders

Give a greater emphasis to 'live marking' i.e. teachers giving pupils formative, short, written (or oral) feedback in the lessons as they are doing their work, meaning that teachers do not always need to take home sets of books to mark. Not only will this reduce teacher workload, but it has proven itself to be an effective form of feedback, as it is in the context of the lesson; research to date shows that pupils respond well to this immediate feedback.

Actively engage in professional development across the MAC. For example, observing and learning from each other to improve the quality of teaching for all pupils.

Positively contribute to the sharing of resources across the MAC in order to reduce workload.

Willingly feedback information regarding wellbeing and workload to Senior Leaders

Ensure that pupils learn from assessments and that data is tracked to improve outcomes rather than as a compliance tool

Participate in staff workload and wellbeing surveys

Contribute to Senior Leaders' consultations, for example, over the calendar and directed time

Aim to show appreciation to Senior Leaders and others – saying 'thank you' is a small gesture but it means a lot!

**Pupils will:**

Respect staff at all times

Be respected at all times

Take responsibility for responding to feedback (as appropriate to their age)

Complete all class and homework on time in order to ensure that teachers can plan subsequent lessons without having to arrange for pupils to catch up missed work

Feel comfortable to raise concerns over their own workload and wellbeing with staff

Have the right to be equipped with strategies to deal with issues concerning their workload and wellbeing

Follow the school rules and actively engage in the Rewards and Sanctions' Policy (or equivalent)

Aim to show appreciation to staff – saying 'thank you' is a small gesture but it means a lot!

**Parents will:**

Respect staff at all times

Be respected at all times

Refrain from emailing staff outside the hours of 8-5 Monday to Friday

Not expect an immediate response from staff but have the right to a reply within 3 working days. Please note: issues received during the holidays will be dealt with when school reopens

Respect the fact that the Principal's decision regarding holiday requests is final.

Discuss any behavioural issues with their child carefully before contacting school in order to ascertain the full facts.

Recognise the demands placed on staff and be reasonable in terms of expectations.

Liaise with Senior Leaders rather than individual staff if issues are not being resolved.

Be reasonable in terms of expectations and the efficient education of all pupils.

Where necessary, follow the Complaints Policy as listed on the school website.

Aim to show appreciation to staff – saying 'thank you' is a small gesture but it means a lot!