

HOW WE HELP STAFF TO

flourish

| Wellbeing | | |
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| Employee Assistance Programme (EAP) <ul style="list-style-type: none"> External 24-hour helpline (also for immediate family members) for advice on family, legal matters, bereavement, stress and much more. Tel: 0800 028 0199 (24/7) | Daily Refreshments <ul style="list-style-type: none"> Free tea, coffee & milk Subsidised school meals | Mindfulness/Spirituality <ul style="list-style-type: none"> Daily acts of collective worship contribute to mindfulness and spirituality. Dedicated spaces for staff who wish to pray during the school day |
| Access to Counselling <ul style="list-style-type: none"> MAT funded online via Employee Assistance Programme. School funded face-to-face through CASY | Mental Health Support <ul style="list-style-type: none"> Internal Mental Health Lead – available for advice and signposting External support through EAP/Access to My Healthy Advantage App | Culture of Organisation <ul style="list-style-type: none"> Staff kept informed through emails & a shared staff calendar with overview of academy key dates i.e., parents evening, data collection, DPE, INSET. |
| Flexible working <ul style="list-style-type: none"> Teacher PPA time can be taken at home and used flexibly to suit circumstances and needs. 1x parents evening per term delivered flexibly – from home, with the day chosen by individual staff member to suit personal circumstances. Wherever possible, staff are supported in their requests for reduced/part time working | Culture of Recognition <ul style="list-style-type: none"> Weekly thank you cards from SLT recognising staff contributions. Termly MAT nominations for 'Above and Beyond' Award. | Culture of Compassion <ul style="list-style-type: none"> Flexible working/ compassionate leave given to support staff facing difficult circumstances. Flexible working arrangements for staff supporting family members. |
| Quality Assurance <ul style="list-style-type: none"> No extended lesson observations (except for ECTs/students, as required by DFE/University) No lesson gradings Feedback is focussed on development, support to improve is always signposted/offered. | Consultation <ul style="list-style-type: none"> Regular staff voice Staff consulted on school development plan. | Behaviour Management <ul style="list-style-type: none"> Clear behaviour management policy, incorporating routine support from SLT for high level behaviours. SLT analyse behaviour logs weekly and target support for staff struggling with behaviour management. |
| Support during and after absences <ul style="list-style-type: none"> Return to work meetings following absences – support offered/discussed. Phased return to work for staff after long term absences. Referrals to occupational health KIT time offered to staff on MAT leave | Governor Monitoring <ul style="list-style-type: none"> Lead governor for wellbeing regularly checks in with staff. Regular reporting at governor level on the wellbeing of staff. | Wider School Life <p>Opportunities to become involved with the wider life of the school:</p> <ul style="list-style-type: none"> Fitness events e.g., Parkrun Discos Church events Remembrance parades Residentials |

| Workload | | |
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| Planning <ul style="list-style-type: none"> The curriculum is sequentially planned across subjects and year groups. It is clear to staff what should be taught and when. Wider curriculum planning to be supported by subject leads and can be used year on year. | Line Manager Support <ul style="list-style-type: none"> Three-weekly 1:1 line management meeting where goals, training and support are discussed/offered. | Additional Non-Contact Time <ul style="list-style-type: none"> Weekly or bi-weekly management time provided for those with additional responsibilities. Weekly additional PPA time for Early Career Teachers. Subject Leaders can request additional time once per half term. |
| Marking Policy <ul style="list-style-type: none"> No requirement for teachers to provide extensive written comments on every piece of work. Whole class feedback for English, and in wider curriculum subjects. Coding system in Maths. Focus on live marking where possible | Display Policy <ul style="list-style-type: none"> Minimal displays are required – instead frames are used to reduce time burden. Templates provided for subject portfolio pages to reduce time needed to complete. | Remuneration for additional responsibilities <ul style="list-style-type: none"> Additional payments awarded to staff for taking on leadership responsibilities beyond their pay grade. |
| Assessment Data <ul style="list-style-type: none"> Minimal data entries. Summative data for RWM only collected three times per year. Once per unit data for wider curriculum subjects | Policy Changes <ul style="list-style-type: none"> SLT decisions always consider impact of any changes on staff workload. | Communication <ul style="list-style-type: none"> Parents/carers do not have access to staff personal emails or via communication apps: queries are routed through the office. No expectation on staff to answer emails outside school hours |
| Enrichment Clubs <ul style="list-style-type: none"> Teaching staff are not expected to run enrichment clubs Support staff are paid to run enrichment clubs as part of their contracted hours. | Targeted Support <ul style="list-style-type: none"> Stress risk assessments written for staff experiencing stress. Targeted support plans for staff who are struggling. | Directed Time <ul style="list-style-type: none"> Staff are routinely only required to attend a whole staff meeting once every three weeks: this time is devoted to teaching and learning. |

| Training and Career Progression | | |
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| Early Career Teachers <ul style="list-style-type: none"> Member of ELT responsible for overseeing support and provision for students and ECTs Dedicated mentor for each ECT Additional non-contact time Weekly meetings to facilitate instructional coaching/offer support. Time and cover to attend ECT forums/training | New Staff <ul style="list-style-type: none"> Comprehensive induction process for new staff Meetings facilitated with all leaders. Time allocated as part of directed time to complete induction. | National Accreditation <p>Access to external, national programmes, fully funded by the school, with time and cover provided for face-to-face days, e.g.:</p> <ul style="list-style-type: none"> NASENCO NPQs Masters Modules |
| Deliberate Professional Empowerment <ul style="list-style-type: none"> DPE is not a 'one off' - each staff members' DPE is planned and tailored specifically to career stage, and individual goals. Career stage DPE is delivered as part of directed time. | Leadership <ul style="list-style-type: none"> We develop leadership positions at all levels: internal opportunities offered to support career progression i.e., leadership opportunities, initial teacher training. | Flexible, Online Training <ul style="list-style-type: none"> Access to National College for all staff to access training on a wide range of educational programmes, issues, focussed as part of TIPs/career DPE |
| Specialist Programmes <ul style="list-style-type: none"> Behaviour management programme Subject leadership development programme English Network Meetings EYFS Network Meetings Cornerstones of Headship | Latest Research <ul style="list-style-type: none"> Leaders ensure that the latest research is used to shape DPE programmes. The school invest in up to date, recommended educational & leadership development books for staff to access. | Performance Management <ul style="list-style-type: none"> Targets are tailored to individual needs and development through TIPs set twice per half term. Overarching targets set in a culture of 'everyone getting better' - and are NOT data driven. Regular meetings with line manager so that staff are aware of their progress and next steps. |