



TURVES GREEN BOYS' SCHOOL

'Doing Less Better' - Staff Wellbeing and Workload

TEACHING, LEARNING AND ASSESSMENT

- We do not expect staff to produce lesson plans unless this is as a supportive tool
- We have a collegiate approach to planning with shared schemes of learning and resources, designed to both reduce workload and share best practice. Gained time is dedicated to the production of schemes and resources and collaborate work across our staff body
- We have quality teaching and learning material and lesson resources to reduce the time needed for individual staff to prepare lessons and materials
- 22/25 hours teaching per week maximum. 12% PPA time minimum. This is greater than the PPA allocation set out in the School Teachers' Pay and Conditions document
- A constructive approach to lesson drop-ins and work sampling feedback with a supportive and solutions focused approach
- We make time to ensure that feedback is meaningful
- Assessment and feedback policy ensure that all feedback is meaningful, motivational and manageable
- No elaborate approaches to differentiation—adaptive teaching
- Automated systems such as seating plans and updated trackers to save staff time through school systems
- Shared/collaborative approach to assembly planning and resources provided for form time activities, theme of the week, key dates, tasks, challenges, PSHE etc.
- Assessment for learning strategies encourage pupils to become skilled in peer and self-assessment to ensure that teacher feedback is focused and manageable
- No written reports to parents and online parents' evenings
- Significant reduction to only 2/3 data entries per year. No double entry of data required. Same data used for many purposes
- Use of online platforms for setting homework to reduce planning and marking
- Centralised media team to produce whole school resources
- Reprographics team in house for printing resources
- Sharing of good practice within the Trust – Collaborative approach

CLIMATE FOR LEARNING

- Regular proactive SLT and pastoral walks to reinforce positive behaviour expectations
- Good system to provide behavioural support
- Staff meet and greet pupils as part of the positive entries to lessons - everyone shares the responsibility for pupil behaviour
- No class teachers make phone calls to parents - a strong House system supported by a skilled administration team to manage the pastoral care of pupils
- A clear system of sanctions applied consistently to support staff. Use of ClassCharts and SIMs to reduce workload for pastoral recording—rewards and sanctions
- Senior Leadership and Heads of House cover lunch duty
- Behaviour in the school is at least good which allows staff to get on with the job of teaching
- Placement on staff duties wherever possible matched to work commitments and working space



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STAFF WELL-BEING

- Refreshments and lunch provided on training days and at whole school CPD
- Refreshments provided before and during Progress Evenings
- Staff surveys. Opportunity for a well-being discussion Senior Leader
- Meetings to discuss how we can work more effectively – different staff body represented
- Support staff to support colleagues at all levels
- Offers and discounts passed onto staff and local arrangements made to ease work life balance
- Health services for staff—flu vaccines and well-being checks offered to all staff each year
- Senior Leadership cover all duties to reduce pressure on departments
- Use of the staff gym facilities, sports hall and sports competition
- Talks and information regarding pensions and financial planning offered to staff
- Member of Leadership responsible for staff wellbeing/workload and this sits at the heart of decisions
- Return from maternity leave inductions and well-being meetings
- Part of the DfE Workload Reduction Toolkit and Wellbeing Charter
- Additional private workspaces built
- Staff treats, prizes, raffles, vouchers
- Charity challenges – Well-being walks, step count challenges
- Wellbeing calendar and monthly events to promote whole school wellbeing

COMMUNICATION/ETHOS

- A collegiate approach to all that we do - everybody benefits because everybody contributes
- All members of staff are recognised as part of the Turves Green Boys' School and there is a genuine recognition of the importance of the job that every member of staff does on a day to day basis
- Praise and saying thank you are an integral part of what we do - praise postcards, thank you emails and peer thanks and staff shout outs
- A supportive line management system at all levels
- A culture of typicality - at least good all day, every day - and systems to support this. Time for staff to put things into action. No direct emails from parents to staff. Meetings only if they are needed
- Leadership calendar shared at the start of the term so staff are able to plan ahead. Consideration taken of pinch points
- DOLs create and manage QA and Assessment and Feedback calendars to further reduce pinch points for staff and ensuring best possible timings alongside meeting curriculum aims
- We take a flexible approach wherever possible and recognise the importance of a family and work/life balance
- We take a reasonable and measured approach to staff requests
- There is no expectation that staff stay late or work late outside of events that are scheduled through directed time
- There is no expectation that emails should be answered outside school time
- We discourage whole staff emails and ask that staff only send emails to the relevant recipients
- Text message system to ensure effective and timely communication
- A culture of openness with a flexible approach - Leadership have an open-door policy and staff are actively encouraged to discuss issues, no matter how small
- Streamlined approach to Progress Evenings to facilitate more effective parent communication and reduce administrative burden on staff
- Duties take account of teaching commitments wherever possible. Leadership cover before and after school and lunch duties
- Staff wellbeing as agenda item for Line Management and SLT meetings



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PROFESSIONAL DEVELOPMENT

- A Teaching and Learning Team to provide CPD and coaching support for staff as required. Programme of CPD to respond to training requests
- Clear pathways following drop-ins to allow for a more personalised approach to professional development
- Teach Meet events to celebrate and share good practice and weekly T+L/SEND briefings. Lesson takeaways
- Coaching provided to staff following drop-ins as required. Peer observations for good practice on request
- A culture where staff have regular opportunities to learn from others and contribute to the development of others
- A commitment to offering high quality CPD using in house experts and external support as required.
- Development of Leadership opportunities at all levels including Middle Leader Development and engagement with specialist National Professional Qualifications and NPQSL, NPQH and NPQEL
- Opportunities for staff to share expertise
- Comprehensive support for ECT colleagues including a professional mentor, subject mentor, CPD, weekly meetings and good practice observations
- Programmes to support staff in the early stages of their career including a mentor, professional development, events and VCPD
- PM tailored to individual and faculty needs
- Staff can share good practice and take time to develop their role through training opportunities such as CCF, conferences, NPQ and exam board courses etc.
- Staff self-directed CPD so that staff can take ownership of their own professional development
- Subject knowledge enhancement as part of Faculty CPD and time for subject development within faculties to include moderation - more time dedicated to faculty teams to support this
- Middle Leader CP
- Gained time used to allow staff in faculty time to evaluate schemes of learning and plan together for the year ahead

STAFF AT EARLY STAGES OF CAREER

- Well-being as standing agenda item on mentor meetings.
- Briefings to share good practice.
- Consideration of stage of career when timetabling.
- 5-minute lesson plan as a supportive tool and shared resources
- Behaviour toolkit to support early years teachers.
- Opportunities to co-teach