

PLASHET SCHOOL



Working together to promote & celebrate achievement

## **Teacher Wellbeing Policy**

**Applicable from  
Thursday 3<sup>rd</sup> October 2019**

A handwritten signature in black ink, appearing to read 'Irene Papadopolou', written in a cursive style.

**Signed:**

**Chair of Governors**

## **Introduction**

**Plashet School** recognises that teacher-working hours are widely acknowledged, including by Government, to be excessive, unsustainable and not necessarily supportive of children's learning. Therefore, Plashet will take positive steps to reverse this trend and ensure that all teachers are able to balance their working lives with their other commitments.

All teachers, including those in the Leadership Team are entitled to enjoy a reasonable work-home balance. This is acknowledged in the School Teachers Pay and Conditions Document (STPCD), which states that:

"Governing Bodies and head teachers, in carrying out their duties, must have regard to the need for the head teacher and teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties ... and the time required to pursue their personal interests outside work. In having regard to this, Governing Bodies and head teachers should ensure that they adhere to the working limits set out in the Working Time Regulations."

(2015 STPCD, Section 2, Part 7, paragraph 54.4)

One of the key professional duties of Head Teachers is to:

"Lead and manage the teacher with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments".

(2015 STPCD, Section 2, Part 7, paragraph 48.13)

In recognition of these statutory provisions, the Governing Board of Plashet School has adopted the following teacher well-being policy.

The publication of the Teacher Recruitment and Retention Strategy in January 2019 confirmed what all of us in schools have known for some time – there are more teachers leaving the profession than joining and for those who do join, the retention rates of early career teachers are lower than ever before.

At Plashet, we have worked hard to reflect on our collective responsibility to shape, influence and create the kind of school that teachers want to join and, more importantly, continue to work in. Retaining teachers is just as important as recruiting them; every teacher successfully retained is one less for the recruitment targets. Retention also builds the education system's capacity for high-quality teaching, as inexperience is one of the few factors we know is related to teaching quality.

A key theme is the importance of building relationships and seeing teachers as real people before their job titles. Therefore, work-home balance is about ensuring that Plashet teachers are able to combine work with their personal interests and commitments outside work. Good work-home balance is an essential factor in teacher effectiveness and satisfaction, which in turn supports student learning. It can help to recruit and retain better-motivated teachers through giving them greater control of their working lives.

As part of its commitment to work-home balance Plashet School:

- recognises that effective practices to promote work-home balance benefit both teachers and students;
- will promote the development of workable solutions and encourage a partnership between individual teachers and their line managers;
- will reform accountability systems so that they are based on trust, respectful professional dialogue and proportionality;
- will develop, monitor and evaluate appropriate policies and practical responses that meet the specific needs of the school, having regard to fairness and consistency, and valuing teachers for their professional skills not their working pattern;
- accepts that teachers on the upper scale do not have extra responsibilities - they have the same set of statutory duties as main scale teachers;
- will re-emphasise its commitment to work-home balance to its teacher on a regular basis; and
- will encourage the leadership team and middle leaders to lead by example.

### **Purpose and Principles**

The Governing body recognises the importance of ensuring that all teachers in school enjoy a reasonable balance between their working life and the demands of home, family and other interests and commitments. An acceptable work-life balance will be different for each teacher and will be different at different times in careers. It is not in the interest of either the school or the individual to work to the detriment of his/her health. Excessive work without rest and recreation is not conducive to efficient or effective working. Well-being is important in maintaining a positive atmosphere in the workplace.

The Governing body recognises that teachers are not obliged to work in school beyond their contracted hours, although teachers are expected to complete preparation, planning and assessment beyond the school day.

In order for our teachers to be at their most effective they need to have a healthy work-life balance therefore Plashet School seeks to:

- Attract and retain the calibre of teacher needed for an outstanding establishment;
- Improve its effectiveness by actively reducing teacher absenteeism;
- Maintain our low rate of teacher turnover;
- To continue to develop a motivated workforce, with high morale, even more able to deliver a better education for our young women;
- To improve team work, teacher development and co-operation by effectively distributing leadership and creating new leaders;
- To recognise that excessive hours of work can reduce teacher effectiveness;
- To recognise that improving workplace communication has a positive outcome for the whole school.

### **Key Aims of the policy**

- Enable teachers to balance their working lives with their personal needs, interests and caring responsibilities;
- Safeguard the health, safety and welfare of teacher;
- To operate in a fair and consistent manner;
- To acknowledge that the needs of both Plashet School and its teachers are not static, but change over time;
- To acknowledge the need for Plashet's leadership (including the governing board), unions/teacher representatives and teachers to discuss workable work-home balance solutions;
- To carefully plan and agree work-home balance solutions including flexible working practices where possible and appropriate without damaging the opportunities for students to succeed;
- To take into account the equality of any policies introduced;
- To communicate work-home balance practices to all teachers at Plashet. Developments and changes to policies should also be communicated on a regular basis.

The Governing Body agrees to:

- ensure that the contents of this policy are communicated to teachers on a regular basis;
- consult bi-annually with teachers to ensure that the policy is effective in achieving a reasonable work-home balance for all teachers; and
- ensure that the policy operates in a fair and consistent manner.

### **Implementation**

The Governing Board will nominate a Teacher Well-being Governor with responsibility for promoting and monitoring teacher wellbeing and work-home balance in the school. The Governing Board takes overall responsibility for implementing this policy and for ensuring, the Head Teacher and the Leadership Team enjoy a reasonable work-home balance. The Head Teacher and Leadership Team will ensure the teachers enjoy a reasonable work-home balance and be role models. All teachers will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.

As well as consultation with teachers, the following measures will be adopted by the Governing Board to monitor work-home balance and individual workload concerns:

- Provision of up-to-date job descriptions, with duties and responsibilities relating to individual teacher's roles clearly identified and teacher consulted prior to any changes.
- consultation between the Head Teacher (or a member of the Leadership Team) and Newly Qualified Teachers, new appointees and those promoted internally, six weeks after they take up their new post, to explore work-home balance issues and to see if the school can offer further support.
- Properly conducted exit interviews, or use of exit questionnaires, when teacher resign to find out if problems with work-home balance played a part in the resignation.

### **Practical steps to ensure a good work-home balance**

A reasonable work-home balance cannot be achieved if the hours worked by teachers in addition to directed time are excessive.

The Governing Board acknowledges that it is not for employers to determine how many additional hours should be worked or when those hours must be worked (2015 STPCD, Section 2, Part 7, para 53.8). Rather, it is for teachers to determine what additional hours need to be worked.

To ensure teachers' overall working hours are reasonable the Head Teacher will carry out an annual audit to determine the additional hours that teachers are typically carrying out per week.

Where this audit shows that, a particular policy or initiative is contributing to excessive workload, or when teacher raise it, the school will consult and review the policy or initiative to seek to reduce workload pressures.

Teacher employed by Plashet School will be trusted and respected in particular by adhering to the following good practice:

- teachers will not be required to provide evidence of the work that they undertake, other than that which arises naturally;
- teachers will not be required to use marking schemes which generate excessive written dialogue between them and students;
- there will be no routine requirement to produce detailed lesson plans, or to hand them in for scrutiny;
- peer observations will be positively encouraged; and
- teachers will be consulted on how data collection demands can be reduced.

## **Calendars**

An annual calendar of meetings, deadlines and events will be provided to teacher in the summer term for the following academic year so that they can plan ahead and manage their workload in such a way as to help maintain a satisfactory work-home balance.

When drawing up a calendar for the following academic year, the Head Teacher will consult teacher in the summer term on the pattern and number of meetings, to be agreed within the limits explained below.

Consultation with teachers will also include the timings of Non-Student Days, report schedules, parents' meetings and other activities and events that might affect work-home balance.

If, because of unexpected pressures, a teacher recognises that they may not be able to meet a particular deadline then they should inform their line manager at the earliest opportunity to discuss how they can be supported in completing the task.

## **Directed Time**

Teachers will be provided at the beginning of each academic year with a breakdown of directed time, setting out their commitments in terms of teaching, PPA time, management time and meetings. The 2019-20 breakdown is in **Appendix A**.

## **Meetings**

The Head Teacher will consult teachers on the pattern and number of meetings that teacher are required to attend. Meetings will last no more than 60 minutes and will be held on no more than an average of one evening per week.

Meetings will be timetabled at the beginning of the academic year and should have a clear purpose. Only teachers whose presence is essential will be required to attend. Meetings will terminate when their purpose has been achieved, even if this is before the allotted 60 minutes.

Part-time teachers will not routinely be required to attend meetings or come into school for other purposes on days when they are not required to be available for work under their contract of employment. If this request is made and agreed, they will be paid for their time.

**Appendix B** is the 2019-20 meeting cycle.

### **Individual and Team Workloads**

We aim for the school's timetable to reflect a fair and reasonable balance of work between different teachers. The Head Teacher will ensure that new and emerging priorities are discussed with the teachers affected and that ways of managing the implications for individual workloads are addressed. We are conscious of workload in our allocation of non-teaching time for teachers. **Appendix C** shows our current contact time percentages.

### **New Initiatives**

Before their introduction, all new initiatives will be considered by the Leadership Team in terms of their impact on work-home balance. The following questions will be considered.

- What will be the benefit of the new initiative for students and for teachers?
- will all teachers be equally affected by any changes to working practices?
- how much time will teachers need to spend on this new initiative?
- are additional resources needed and, if so, have they been made available?
- Will this initiative lead to other activities no longer needing to take place, or being undertaken by, for example, support staff?
- what, if any, will be the net increase in working hours?
- does the policy conflict in any way with teachers' contractual entitlements as set out in the STPCD? (If so, teachers' entitlements will be protected.)

If it is agreed that the proposed new initiative is beneficial and workload neutral then it will be introduced on a trial basis, but a review process will be put in place to ensure that additional or unanticipated workload burdens do not build up over time.

Where it is clear that the proposed new initiative will lead to a net increase in working hours then something teachers currently do will be dropped so that overall workload does not increase. Where this is not possible, the new initiative will not be introduced.

### **Timings of Certain Days**

On the days of parents' meetings or open evenings for prospective students and parents, the school may need to alter the timings of the school day in order to allow a sufficient break for teacher in accordance with the 1998 Working Time Regulations.

### **Job sharing and part-time working**

Plasnet recognises the benefits for teacher and employers of job shares and will seek to accommodate requests for job sharing or part-time working wherever possible. Please refer to Newham Schools HR Personnel Policies and Procedures.

### **Administration**

Administrative work has been delegated to appropriate administrators and support staff and systems will be regularly reviewed. Requests for information, statistics, policies and similar will be assessed for their importance and benefit to the school and where possible will be collated by support staff.

### **Emails**

There is no expectation that teachers respond to emails outside normal working hours. We want all teachers to be able to achieve a healthy work-home balance and we trust the professional judgement of our teachers to make decisions about when they work outside school hours. While it is appropriate for teachers to read and send emails at times that work for them, the sender should not expect the recipient to respond outside normal school times.

### **Data Collection**

The school continues to explore greater use of technology to reduce aspects of teacher workload involved in data collection. Teachers are only asked to input data that requires their professional judgement. All other data is collected and processed by non-teaching staff. The frequency of student performance data collection has been reduced to twice per year. This ensures more meaningful data on student progress and has reduced workload.

### **Marking and Feedback**

Marking is a workload concern for many teachers. There will be no school-wide approach. There will be no centrally prescribed frequency of written feedback. Each subject may have a different approach developed by our subject experts. We may mark less in terms of number of pieces of work but with greater impact. There will be no acknowledgement marking.

### **Inspection**



We believe that the best preparation for external inspection is for teachers to be able to do the best job they can do, without the additional stress that can be caused by the prospect of the process of inspection. It is the responsibility of the Leadership Team to prepare the school properly, but this should be done in a way that does not cause significant additional workload for teachers.

### **Individual support**

Individual support, including confidential counselling through Plashet's School Counsellor, is made available to teachers so that they may raise concerns about difficulties, which affect them in either their work or their family/personal life.

### **Professional Relationships at Work**

Personal relationships between teachers will normally pose no conflict of interest unless there is a professional or working relationship between the individuals. It is understood that teachers may develop close, personal friendships with other adults at school. If teachers have a professional or working relationship with someone that they consider a close, personal friend, they must ensure that their friendship with the individual does not affect, or appear to affect, the ability to perform their role. Where a personal relationship exists or develops between teachers who are in a line management or supervisory relationship at work, they must avoid participating in decisions that might raise the appearance of a conflict such as recruitment and selection, appraisal, disciplinary matters, sign-off of expenses or in any other management activity or process involving the other party. This list is not exhaustive and is only intended to provide examples of conflict of interest activities.

## **Appendix A**

## Directed Time 2019-20

The School Teachers' Pay and Conditions Document (STPCD) requires a teacher employed full time to be available for work on 195 days in any school year, of which 190 of those days the teacher may be required to teach students and perform other duties as described in the STPCD, and 5 days in which the teacher may only be required to perform other duties. This means we have the students in school for 190 days and we have five further days for professional development. Therefore, teachers are required to teach and perform other duties for 1,265 hours (directed time) each year, allocated reasonably throughout those days in the school year on which s/he is required to work.

Every individual teacher **not paid** on the leadership spine should have a time budget that details how the 1,265 hours of time specified in the contract for reasonable direction by the Head Teacher will be allocated.

To aid your understanding of my planning for this what follows is how directed time has been allocated for the 2019-20 academic year. This will not change unless there are exceptional circumstances.

Activity	Calculation	Time Allocated
Teaching Time	08.40 – 15.45 (10 minutes before school, 10 minutes after school, minus 1 hour for lunch) 6 hours 5 minutes per day x 190	1,155 hours & 50 minutes
Non Student Days	08.40 – 15.00 minus 60 minutes lunch = 5 hours 20 mins x 2	10 hours & 40 mins
Parent's Meetings	Additional time from 15.45 until 18.00 = 2 hour 15 minutes x 5	11 hours & 15 minutes
Other Parents meetings	<ol style="list-style-type: none"> <li>1. Y6 Open Evening</li> <li>2. Y7 Parent/Tutor</li> <li>3. Y11 Post-16</li> <li>4. Y8 Guided Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional time from 15.45 –19.00 <b>Everyone</b></li> <li>2. Additional time from 15.45 until 17.30 <b>Y7 Pastoral Team</b></li> <li>3. Additional time from 15.45 until 17.30 <b>Y11 Pastoral Team</b></li> <li>4. Additional time from 15.45 – 17.00 <b>Everyone</b></li> </ol>
Monday Subject Meetings	15.45 – 17.00 x 6	7 hours & 30 mins
Subject Twilights	15.45 – 18.15 = 2 hours & 30 Minutes x 3	7 hours & 30 mins
Monday Pastoral Meetings	15.45 - 17.00 = 1 hour 15 minutes x 6	7 hours & 30 mins
Monday Middle Leader Meetings	15.45 - 17.00 = 1 hour 15 minutes x 4	5 hours
Teacher Learning & Dev	15.45 – 17.00 = 1 hour 15 minutes x 6	7 hours & 30 mins

Total for all <b>non-Middle Leaders</b> who <b>are not</b> tutors in Years 7 or 11	<b>1213 hours &amp; 15 minutes</b>
Total for all <b>non-Middle Leaders</b> who <b>are</b> tutors in Years 7 or 11	<b>1215 hours</b>
Total for all <b>Middle Leaders</b> who <b>are not</b> tutors in Years 7 or 11	<b>1218 hours &amp; 15 mins</b>
Total for all <b>Middle Leaders</b> who <b>are</b> tutors in Years 7 or 11	<b>1220 hours</b>

<b>Directed Time</b>	<b>Plasht Allocation by Role as above</b>	<b>Unallocated</b>
1265	Non-Middle Leaders who <b>are not</b> tutors in Years 7 or 11	51 hours, 45 mins
1265	Non-Middle Leaders who <b>are</b> tutors in Years 7 or 11	50 hours
1265	Middle Leaders who <b>are not</b> tutors in Years 7 or 11	46 hours, 45 mins
1265	Middle Leaders who <b>are</b> tutors in Years 7 or 11	45 hours

The unallocated time is to be used for planning, both joint and independent, assessment, recording & reporting as well as moderation with colleagues.

## **Appendix B**

### **Plasht School 2019-20 Meeting Cycle**

<b>Autumn Term 2019</b>	<b>Week</b>	<b>Meeting</b>
2 <sup>nd</sup> September (NSD1)	1	<b>NSD1:</b> Teacher Meeting, Pastoral Team & Subject Team
9 <sup>th</sup> September	2	Subject Team
16 <sup>th</sup> September	3	Pastoral Team
23 <sup>rd</sup> September	4	Open Evening Wednesday 25 <sup>th</sup> September, 16.00 – 19.00
30 <sup>th</sup> September	5	Year 7 Meet the Tutor Wednesday 2 <sup>nd</sup> October, 13.30 – 17.30
7 <sup>th</sup> October	6	Middle Leaders'
14 <sup>th</sup> October	7	Teacher Learning & Development
<b>October Half-Term Holiday</b>		
28 <sup>th</sup> October	8	Year 11 Post-16 transition Event 16.00 - 18.00
4 <sup>th</sup> November	9	Pastoral Team
11 <sup>th</sup> November	10	Teacher Learning & Development
18 <sup>th</sup> November	11	Subject Team A, R & R Time
25 <sup>th</sup> November	12	Subject Team A, R & R Time + Friday 29 <sup>th</sup> Nov <b>NSD2</b>
2 <sup>nd</sup> December	13	<b>Twilight 1:</b> Subject Team A, R & R Time, 15.45 – 18.15
9 <sup>th</sup> December	14	Teacher Learning & Development
16 <sup>th</sup> December	15	<b>No meeting</b>
<b>Christmas Holiday</b>		
<b>Spring Term 2020</b>		

6 <sup>th</sup> January	16	<b>No meeting</b>
13 <sup>th</sup> January	17	Year 11 Parents' Meeting Wednesday 15 <sup>th</sup> January 14.00 – 18.00
20 <sup>th</sup> January	18	Pastoral Team
27 <sup>th</sup> January	19	Year 9 Parents' Meeting Tuesday 28 <sup>th</sup> January 14.00 – 18.00
3 <sup>rd</sup> February	20	Subject Team
10 <sup>th</sup> February	21	Year 8 Parents' Meeting Thursday 13 <sup>th</sup> February 14.00 – 18.00
<b>February Half-Term Holiday</b>		
24 <sup>th</sup> February	22	Teacher Learning & Development
2 <sup>nd</sup> March	23	Y8 Guided Choices Evening Wednesday 4 <sup>th</sup> March, 16.30 – 19.00
9 <sup>th</sup> March	24	Pastoral Team
16 <sup>th</sup> March	25	Middle Leaders'
23 <sup>rd</sup> March	26	Year 10 Parents' Meeting Tuesday 24 <sup>th</sup> March, 14.00 – 18.00
30 <sup>th</sup> March	27	Year 7 Parents' Meeting Wednesday 1 <sup>st</sup> April, 14.00 – 18.00
<b>Easter Holiday</b>		
<b>Summer Term 2020</b>		
20 <sup>th</sup> April	28	<b>No Meeting</b>
27 <sup>th</sup> April	29	Pastoral Team
4 <sup>th</sup> May	30	Tuesday 5 <sup>th</sup> May, <b>Twilight 2:</b> Subject Team A, R & R Time, 15.45 – 18.15
11 <sup>th</sup> May	31	Subject Team A, R & R Time
18 <sup>th</sup> May	32	Middle Leaders'
<b>Whitsun Half-Term Holiday</b>		
1 <sup>st</sup> June	33	Teacher Learning & Development
8 <sup>th</sup> June	34	Teacher Learning & Development
15 <sup>th</sup> June	35	Pastoral Team
22 <sup>nd</sup> June	36	Subject Team A, R & R Time
29 <sup>th</sup> June	37	<b>Twilight 3:</b> Subject Team A, R & R Time, 15.45 – 18.15
6 <sup>th</sup> July	38	Middle Leaders'
13 <sup>th</sup> July	39	<b>No meeting</b>

## Appendix C

### Plasht School Timetable Loading by Role

Role	Loading /50	% Contact
Teacher Apprentices	25	50%
Newly Qualified Teacher	35	70%
Main Scale	38	76%

Non-Core 2 <sup>nd</sup> i/c	37	74%
Core KS3 Coordinators	37	74%
Most Able Lead/Transition Lead	37	74%
Core 2 <sup>nd</sup> i/c	36	72%
Subject Leaders	36	72%
Lead Practitioner	36	72%
Deputy SENCo/2 <sup>nd</sup> i/c EAL	35	70%
Assistant Year Coordinator	35	70%
Year Coordinator	33	66%
Curriculum Leader	33	66%
SENCo/EAL Coordinator	30	60%
Assistant Head Teacher	20	40%
Deputy Head Teacher	10	20%
Head Teacher	3	6%