



Cardinal Wiseman Catholic School

Staff Wellbeing Agreement



Introduction

The recruitment and retention of teaching and support staff in schools has been a point of national concern for a number of years – not least because the perception is that an unmanageable workload goes hand-in-hand with teaching. This is something we want to overturn at Cardinal Wiseman Catholic School and the following document has been drawn up with this specifically in mind. The *Staff Wellbeing Agreement* has been produced after engaging with the latest research (such as the EEF Teaching and Learning Toolkit) and the completion of staff voice exercises, and shows our commitment to staff wellbeing. As a Catholic school it is important that our beliefs are reflected in our policies and practises, and the health and happiness of our staff body is an integral part of this.

It is important to note that the pay and reward package offered at Cardinal Wiseman is at least that of the national agreement for teachers and support staff.

Context

Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced.

- **On marking**, (*'Eliminating unnecessary workload around marking'*, DfE March 2016) the working party said: *'We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term. One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop. Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'*
- **On planning**, (*'Eliminating unnecessary workload around planning and teaching resources'*, DfE March 2016) the working party said: *'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development. Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'*
- **On pupil performance data**, (*'Eliminating unnecessary workload associated with data management'*, DfE March 2016) the working party said: *'Do not routinely collect formative assessment data. Summative data should not normally be collected more than three times a year per pupil.'*

Our Vision

We have a vision for the school in which staff work hard, spend a manageable amount of time on the activities that make a difference to pupil lives and do this in a positive working environment. To show our commitment to this vision the Headteacher has a specific staff wellbeing performance management target, a staff wellbeing SLT lead has been appointed, staff wellbeing is discussed at every governor meeting and we have a dedicated member of staff (DK) who can offer listening support services to our staff body should they need it (this person is also the supervision for safe-guarding leads). In addition to these strategies, a staff wellbeing focus group has been established which meets on a half-termly basis to discuss staff concerns with regards to their workload.

Practical Steps

A number of changes have also been implemented over the past 12 months which aim to address many of the issues raised by the national working parties. A number of examples are listed below:

- A reduction in the number of data drops from three to two each year, giving more time to make an impact between data drops and less time spent on analysing data.
- The purchase of SISRA to ensure all data is readily available for staff (no number-crunching is needed), giving staff time to spend making decisions about how to use the data to have an impact on pupil outcomes.
- The removal of time-consuming, end-of-year reports written by each subject teacher, replaced with a streamlined interim report generated from the normal round of data collection.
- The introduction of centralised cover means teachers are no longer required to cover lessons. There is also no longer a requirement to set cover work when absent (particularly stressful when you are ill) as pupils can work independently from their knowledge organisers or use the laptop computers to access online learning platforms.
- All pupils have been given the equipment they need for lessons, meaning staff do not have to replenish their own department stock (saving time). It also maximises learning time in lessons as staff do not have to spend time giving out equipment to pupils.
- Culture for learning exists to make everyone's lives easier in school (staff and pupils) - by standardising behaviour practices it should reduce instances of poor behaviour and therefore make teaching less stressful.
- Centralised detentions mean staff do not have to run their own detentions, saving time for staff in terms of doing detentions but also in the administration of them.
- The new homework booklets in Year 7 and 8 mean that all homework can be checked in formation time. To support formation tutors, two sessions are provided each week where pupils can self-quiz

using an automatic PowerPoint, meaning they have the time to be able to complete this task. Centralised home learning support also means that staff do not have to administer their own homework detentions for non-completion of homework.

- Lesson plans are no longer expected for individual lessons. Staff are not expected to prepare 'special' lessons for observation purposes.
- Collaborative planning – in the new curriculum, staff have to work together in each department to create lesson resources that all staff will use. There is no longer a situation where four or five staff are all planning the same lesson for their own individual use. Time is also being given over to allow for more collaborative planning via INSET days, CPD sessions and early finishes.
- Marking has been replaced by whole-class feedback. This is the single biggest change to staff workload.
- PPA time – the guidance states that teachers should have 10% PPA – meaning that they can be teaching for 90% of the time in a week. All teachers within our school have a teaching load below this figure (this takes into consideration all activities, including reading, formation and transformation).
- The photocopying of resources for the new curriculum has been carried out centrally. All knowledge books, knowledge organisers, formation booklets and homework booklets have been copied for staff, with the majority copied by a professional printing company.
- Template designs have been created for documentation in the new curriculum so that each HOD does not have to create their booklet designs from scratch.
- Teaching and learning has been modified, removing teacher planning activities that are proven to be time-consuming and low impact (e.g. time-inefficient card-sorts). The three layers of differentiation has also been removed.
- The calendar is published at the start of a new academic year and adhered to as far as possible so that staff can manage their time more effectively.
- The active use of occupational health services to support staff where necessary.
- All new staff are inducted into the school so that they are feel fully prepared to start at Cardinal Wiseman. The induction programme includes an introduction to school behaviour policies / systems, important safeguarding information etc.
- Staff are supported to attend online and outside professional development training courses where possible.