



Wednesfield Academy: Workload and Wellbeing Overview

At Wednesfield Academy we recognise the importance of a staff body who feels valued and supported in order to provide “education without exception” to all of our young people. Our academy values of RESPECT, REILIENCE and PRIDE, form the foundations of our wellbeing and workload approach to ensure that all staff can be the best they can be.

In our school our overview is in line with the DFE Workload Reduction Toolkit:

- 1) Data Management**
- 2) Curriculum planning and delivery**
- 3) Communications:**
- 4) Feedback and marking**
- 5) Behaviour management**

Teaching, Learning and Assessment- data management and curriculum planning and delivery and feedback and marking

- We do not expect staff to produce lesson plans unless this is as a supportive tool.
- We utilise co-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.
- High quality schemes of learning carefully sequenced with key resources to reduce the time needed for individual staff to prepare lessons and materials.
- Curriculum has clear end points for each Key Stage, Year group and Scheme of Learning to ensure clarity for staff with common assessments mapped into the curriculum package.
- 22/25 hours teaching per week maximum. 12% PPA time. This is greater than the PPA allocation set out in the School Teachers’ Pay and Conditions document.
- A constructive approach to lesson observation and work sampling feedback with a supportive and solutions focused approach. We make time to ensure that feedback is meaningful focusing on pupil learning.
- Assessment and feedback policy to ensure that all feedback is meaningful, motivational and manageable. Takes account of national workload recommendations.
- No elaborate approaches to differentiation—adaptive teaching.
- Automated systems (ClassCharts) such as seating plans, reward and behaviour logs to save staff time.
- Centrally produced resources for Personal Development time with a clear curriculum package.
- No written reports to parents.
- Significant reduction to only 3 data entries per year. No double entry of data required. Same data used for many purposes.
- Homework is set online using ClassCharts to reduce planning and marking.



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- Centralised media team to produce whole school resources and Reprographics Team in house for duplication of resources.
- Sharing of good practice within the Trust.

Climate for Learning-Behaviour Management

- Regular climate walks to reinforce positive behaviour expectations
- Active leadership presence throughout the day with each period each day with a leadership patrol including break and lunch time.
- Department Isolation system for peer support
- Routines for learning help to ensure consistence and shared expectations of behaviour
- All communication to parents is via House Office or Leadership, no class teachers contact parents
- A clear sanction system
- Central detention system
- Leadership cover all lunch and actively support with all break duties
- Staff are able to allocate themselves to a duty spot and detention evening to support with workload

Staff Wellbeing

- Refreshments and lunch provided on training days
- Refreshments provided before and during Progress Evenings.
- Staff survey with individual feedback if required. Opportunity for a wellbeing discussion with the Headteacher or Senior Leader.
- Workload and Wellbeing Action Group established.
- A highly skilled team of 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 wellbeing checks offered to all staff each year.
- Senior Leadership cover to reduce pressure on departments.
- Member of Leadership responsible for staff wellbeing/workload and this sits at the heart of policy decisions
- Return from maternity leave inductions and wellbeing meetings.
- Staff book swap
- Full engagement with DfE Workload Reduction Toolkit and Wellbeing
- Staff room noticeboard
- Whole school wellbeing calendar and monthly events to promote whole school wellbeing
- Regular Thank Yous including postcards and break time treats



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Communication

- A collegiate approach to all that we do - everybody benefits because everybody contributes.
- All members of staff are recognised as part of the Wednesfield Team 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 to peer thanks. 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.
- 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 or work 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.
- Introduction of Padlet
- 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.
- Online 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 duties.

Professional Development

- A Teaching and Learning Team to provide CPD and coaching support for staff as required.
- Bespoke pathways following observations to allow for a more personalised approach to professional development as appropriate
- Weekly teaching and learning focus in briefing



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- Coaching provided to staff following learning observations 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. Research rich.
- 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.
- PM tailored to individual, whole school and faculty needs.
- 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 CPD
- Gained time used to allow staff in faculties time to evaluate schemes of learning and plan together for the year ahead.

Staff at Early Stages of Career

- Wellbeing as standing agenda item on mentor meeting
- ECT Friday Breakfast Meetings to share good practice and offer additional CPD
- Full induction programme
- CPD to meet needs e.g. “how to do the little things”, schemes of learning, parent communication
- Consideration of stage of career when timetabling