



Bowden House School

Staff Workload Charter

Bowden House School is committed to considering and supporting the wellbeing of the whole staff team. As part of this commitment, and through a coordinated effort with the SLT, Governing Body and all staff members, we aim to ensure workload can be managed effectively and provide a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:

- ensure staff have a fair and reasonable workload, including policies on marking, planning and data management
- provide high-quality training and CPD opportunities that meet the needs of individual staff members
- continue to review staff workload and ensure it always remains manageable.

Our commitments

All staff working at the school can expect:

- to work within a clear Code of Conduct
- to receive a robust and high-quality Induction Programme
- to be provided with training opportunities relevant to their role and responsibilities
- to be allocated roles and responsibilities that are linked to their skill set and area of expertise or be provided with appropriate training to upskill and broaden areas of expertise
- the fair and equal distribution of roles, responsibilities and tasks
- the support of the SLT and ELT in providing guidance, advice and/or clarification of school processes, where necessary
- providing staff with opportunities to discuss areas they feel are creating high levels of workload and how this could be managed
- considering the impact of any potential changes to the school's practices before they are implemented and creating a clear implementation plan before changes are agreed
- communicating changes to the school's practices to all staff to ensure everyone understands the reasons behind the changes.

- if required, to collect data using streamlined processes that are beneficial to their work and receive robust training on using the school's data management systems
- to work in an environment where there is the highest behavioural expectations of all students with a consistent and fair Behaviour & Behaviour Management Policy which allows staff to work effectively and be provided with robust systems to ensure that all staff are fully supported to uphold these standards
- the support of the SLT to provide guidance, advice and simplify school processes, where possible
- the use of technology to ensure effective and efficient communication, document and data management and access to information
- monitoring staff absence levels, patterns and reasons and using return to work interviews consistently, effectively and providing support, where necessary
- to be treated equally and fairly within The Equality Act 2010 in relation to Protected Characteristics and any need to make reasonable adjustments
- to be provided with access to external support, such as an occupational health service, if needed
- To work within an environment where staff wellbeing is prioritised and valued

In addition to the above, all staff at the school can expect that:

1. we will remember the importance of staff wellbeing, ensuring external and internal support is available and that colleagues are able to attend important family events and personal appointments wherever possible
2. regular secondment opportunities will be available, both within the catchment area and across the Local Authority, including Leadership positions
3. opportunities will be offered to staff to work across Tower Hamlet's Schools
4. our recruitment process will be open, transparent and working within its Safer Recruitment & Equality & Diversity (Selection & Recruitment) Policies, to continually strive to reflect the wider community
5. there will be regular monitoring on the progress of work practices, including curriculum planning, communications, marking and feedback and data collection, and adapting these, where necessary.
6. consideration will always be given to the impact of any potential changes to the school's practices before they are implemented creating a clear implementation plan before changes are agreed
7. communicating changes to the school's practices to all staff to ensure everyone understands the reasons behind the changes
8. lesson observations will not be graded but support and guidance will always be provided, where necessary
9. no members of the Education or Care Teams will be formally observed more than three times in a school year
10. only SLT & ELT members will be required to attend more than one after school meeting each week.
11. after school meetings/CPD will have a published finish time and will end on time
12. there will be no expectation that emails will be opened or replied to in the evenings or at weekends with the exception of Senior Staff on-call
13. members of the Education & Care Teams be expected to produce data on individual students, no more than six times per year

14. staff will be fully supported when making phone calls or attending meetings if they are inexperienced or feel anxious
15. Performance Management targets will not be based on external examination/test results
16. there will not be a prescribed template for lesson planning and individual lesson plans will not be expected to be presented under normal circumstances. However, practitioners may still wish to do so
17. marking expectations will be understanding of the varying demands and contexts within a school and guided by the school's Marking & Feedback Policy

Additional staff benefits:

1. free independent mortgage advice
2. preferential rates at Drivewise for car repairs, etc
3. mental & physical check-ups with Medwyn Occupational Health
4. confidential employee assistance programme for workplace wellness
5. staff massage sessions
6. yoga sessions
7. before/after school circuit training

The Governing Body commits to the following:

1. ensuring the school's ethos reflects its commitments to managing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing through the successful management of workload
2. utilising the role of the Emotional Wellbeing Intervention Team to support the mental health of both staff and students
3. regularly seeking the views from staff on the impact of workload with the Headteacher and SLT to improve any identified issues.