

Wellbeing Charter



Time matters



- **Email embargos:** There is no expectation that emails should be read or responded to outside of working hours. Staff can choose to respond and send in their own time.
- **Rational approach to data:** There are three data drops per year group within an academic year, and one final predicted grade entry in Year 11. As much as possible, these data drops are spaced out and carefully placed across the year. All data is analysed centrally and provided to subject leads, protecting time for staff to consider the actions needed for improvements.
- **A rational approach to marking:** Each department has its own marking protocol, with an emphasis on verbal feedback and whole class feedback, to avoid unnecessary marking.
- **Directed time:** This is planned and is shared with Line Managers to allow a flexible approach which is fair and proportionate to part-time staff, based on a ratio of working days proportionate to commitments.
- **Early finish Friday:** for teaching staff, every other week colleagues can leave site from 2.10pm. Support staff typically finish half an hour earlier than usual, every Friday.
- **Meeting Calendar:** This is pre-planned strategically before the start of the year and reviewed throughout the year.
- **Purposeful whole meeting agendas:** Meetings

PL matters



- **Whole school Professional Learning:** All staff benefit from our research-informed PL programme which is linked to the School Improvement Plan and built into the directed time budget.
- **New staff:** There is an informative, purposeful induction day for all new staff and a well-considered ECT programme to enable all to flourish.
- **Line management conversations:** These are rooted in professional dialogue, support and guidance with wellbeing and workload always considered.
- **Sensible twilight time:** After school meetings and events are calendared to limit multiple late nights in any given week.
- **My Professional Development Conversation:** These focus on Growth Management not Performance Management.
- **Coaching:** Feedback between colleagues is rooted in instructional coaching and identifying highest leverage action steps, to support professional growth. It is used by all mentors who coach ECTs also. Time allocation from teaching load allowed for this.
- **Extra PL sessions:** provided to e.g. ECTs as part of their bespoke Professional Growth programme, which are responsive to need to maximise impact.
- **Expert Practice:** sessions are explicit and transparent, to foster a theme of consistency across classrooms and allow a collegiate spirit where colleagues are given a safe space to rehearse

Culture and Ethos matter



- **Staff wellbeing:** This is a genuine priority with constant consideration and reflection around workload and wellbeing.
- **Culture of trust:** Staff are trusted as experts in their fields and there is true recognition of subject autonomy and distinctiveness. This empowers subject experts to feel trusted to drive forward curriculum developments.
- **Agreed SLT messages:** These are discussed and agreed within SLT meetings and conveyed through the most appropriate channels, cascaded through Curriculum Leaders and other middle leaders.
- **Whole school messages:** Communication is streamlined through weekly 'Headlines' communication, to ensure minimal number of whole staff emails.
- **Staff briefings:** These are held every Monday as a mechanism to share the most important messages and celebrate staff success.
- **Staff voice:** Opinions of all staff teams are valued and SLT seek regular feedback through staff surveys and wellbeing meetings. Feedback is discussed and acted upon and informs ongoing school improvement policies.
- **Resisting fads:** Carefully considered school priorities sit at the heart of all what we do, with workload as a key consideration, and any new initiatives carefully considered before launching.
- **Being flexible:** Wherever possible, the needs of

are shortened or cancelled if not deemed necessary, to maximise effective use of time for all staff.

- **Centralised detentions:** All detentions are centralised and staffing is built into directed time for staff on a rota which is established at the start of the year.
- **Lesson plans:** All subject areas have clear and well rationalised mid- and long-term curriculum plans. Resources are mainly centralised and we do not expect staff to produce individual plans.
- **Reports:** Written reports are not required.
- **Effective department meeting time:** Departments are given as much time as possible as a team within the meeting calendar. Agendas for these meetings are focused on meeting DIP priorities, enhancing subject knowledge, curriculum development and collaborative planning.
- **PL cancelled:** during peak times e.g. around mocks, to allow staff to prioritise their workload and give some time back.



routines.

- **Succession planning:** Staff are given opportunities to advance their careers through leadership courses, opportunities to shadow colleagues and engagement with wider opportunities.
- **Collaborative-planning:** Staff are encouraged to co-plan to save time and upskill. This is built into directed time budget and uses centralised curriculum resources, stored in a shared online area.
- **Learning walks:** These are non-graded, low stakes and are rooted in respectful, professional curiosity to identify strength and high leverage action steps. Findings inform our whole school PL and use of department time. SLT presence around school is supportive, through low stakes learning walks.
- **Pedagogical approach:** Staff are expected to make pedagogical choices rooted in the Invigorating Instruction framework. These are nuanced to each individual subject, with the discipline and staff expertise respected, to respect subject autonomy.
- **Feedback email template:** allows staff a time-efficient way to give and receive feedback, as part of our 'Open Doors' approach to professional growth.



family and home life are recognised, through supporting access to important events outside the Academy.

- **Behaviour management:** These systems are centralised to support staff (e.g. detentions, logging of removals) and ensure teacher time is protected from managing behaviour and associated administration.
- **Support for year groups:** There are extensive inclusion and pastoral care teams to support the smooth running of each year group and respond to the scholars' learning, pastoral and safeguarding needs.
- **Culture of collaboration:** This happens at all levels, with all staff supporting each other and working together as a genuine team.
- **Staff are rewarded and celebrated:** through VIVUP schemes and internal mechanisms such as 'Castle Kudos'.
- **Perks:** including free lunch for staff staying for Parents' Evening and other such events, with 'Dining with Scholars' in trial still also. Cake Society organised by staff for staff, allows a collegiate end to the week on a Friday!
- **Staffroom:** a dedicated space for staff to take time away from their department areas.
- **Regular calendared social events:** which are optional and allow staff to get to know their colleagues across the school.

