

Supporting Wellbeing and Workload Together

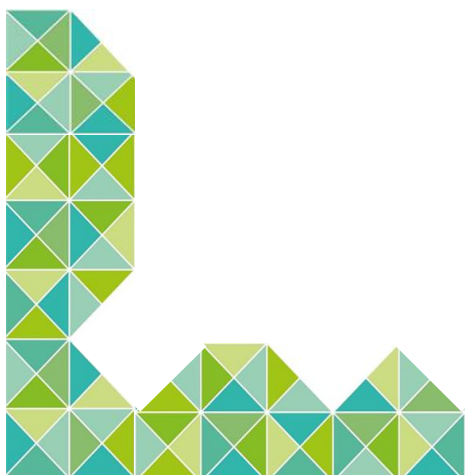


The Wellbeing and Workload Charter



We are here to improve the life chances for all children and young people in our schools.

We do this by **trusting** in one another, providing **strong support** and **removing barriers** so that we can achieve what we know makes the difference. The trust we share is important to us, it means always acting with **objectivity**, **integrity** and with **selflessness**, in the interests of others whilst being **honest**, **open** and **transparent**. We aim to deliver **excellence** in a **sustainable** way, this is why our schools operate in an environment of real **professional trust** and with high levels of **accountability**; the seven principles of ethical leadership.





Our Promise

We recognise that the dedication and care shown by all staff are fundamental to the success of our young people and we promise our staff that they will be respected, supported, encouraged and provided with an enjoyable and highly rewarding working environment. We want our schools to be places where people want to work and choose to stay, we are far from perfect, but we will do everything we can to support our staff to balance the demands of their roles with life outside school. This includes our commitment to consider, regardless of the type, requests for flexible working. We recognise that in all our lives there are good times and times that are challenging, it is our collective responsibility to support each other through both.

We are committed to investment in our workforce and supporting wellbeing to remain a first-choice employer in Cornwall. This unwavering commitment ensures that our schools remain outstanding places to work, where employees feel valued through connection and a strong sense of belonging.





Ethical Leadership and Culture

Education is fast moving and no one can predict when or how the next challenge might present itself, that's why the culture we embody is critical in ensuring we have agile, enjoyable and rewarding working environments, where colleagues feel supported and believe the demands of their job are reasonable and manageable. It is essential that our schools are led in an ethical way, this is driven by moral purpose and the reason we are guided by such strong principles. We support and encourage our school leaders so that they can do everything they can to guard against times of increased stress and anxiety for themselves and their teams, leading by example with purpose, dedication, emotional intelligence and real care. We offer our leaders training and support to build these strong cultures in our schools so that they can translate the vision and values into behaviours built on the principles of dignity, respect, integrity and professionalism. We work to get this right so that staff feel a deep sense of belonging and togetherness, connected and invested in their communities. We always begin from an assumption of professional trust and the belief that everyone seeks to do the very best job that they can and 'Growing Great People' is our Trust's professional growth policy. It really does put our staff at the very heart of all that we do in establishing, improving and maintaining the highest standards of education for our young people. This policy is clear on our aims, to always improve, to always get better; to continually grow as great people. We see ourselves as learners, empowered to make decisions, to be creative, to lead and to grow. Our staff are our young people's greatest asset and our professional growth processes exists to ensure that every employee can be the very best version of themselves. Our staff have a voice and we actively seek feedback through surveys that refine our practices. We respond positively and decisively to feedback.





Commitment to Reducing Workload

We are committed to being the employer of choice through attracting high quality professionals and growing and retaining great people that feel valued through connection, support and a strong sense of belonging. We understand the challenge of recruitment and retention facing education and the close links to workload, we also understand the positive impact a great teacher can have on the life chances of our young people. We know our chosen profession can be challenging, but also that it is hugely rewarding too. When we think of workload we include aspects of teachers' working lives including marking, planning, preparation, monitoring,

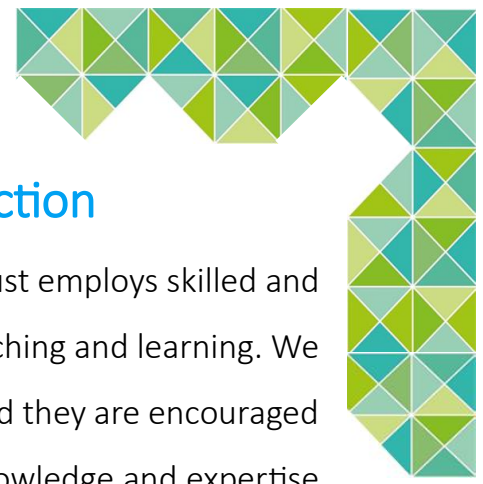


evaluation and data collection. Our Trust recognises it has a duty of care towards its staff and is committed to working with its recognised trade unions to clarify workload expectations, supporting staff to achieve a healthy life-work balance. Regular in-school workload consultations support this by facilitating

positive change. This commitment is strong and sincere, it applies to everyone in our Trust. We encourage and support school leaders so that they can demonstrate this commitment, being mindful of what is reasonable for colleagues at all levels of our organisation. We never expect non-teaching colleagues to work more than their contracted hours. We also recognise that job roles can evolve over time, not least through training and support, therefore we encourage non-teaching staff to work with their line managers to regularly review job descriptions, ensuring they accurately reflect the work required and undertaken. Whilst reducing unnecessary workload, our commitment to professional development and exciting career pathways reflects our belief in 'professional growth', not performance management.

We strive to promote a strong culture of good practice for communication and we value and treat all colleagues with respect; professional trust is important to us.





Lesson Planning, Feedback and Data Collection

Planning is critical and it underpins effective teaching. Our Trust employs skilled and dedicated practitioners who plan and deliver high quality teaching and learning. We do not expect our teachers to submit daily or weekly plans and they are encouraged to spend time collaboratively planning, sharing resources, knowledge and expertise within schools and across the Trust. Strong subject leader networks, joint training and moderation sessions and shared learning experiences facilitate this collaboration and strengthen connection. IT systems, including the TPAT Intranet platform, have helped establish systems and processes that aim to minimise the replication of effort across our schools.

We are developing a new approach to marking and feedback based on the Trust Four Pillars, principles that will impact positively on workload and outcomes for our children and young people. These key principles include:

- o Improving academic outcomes for children and young people
- o Evidence based policy and practice
- o Manageable marking through workload impact assessment
- o Marking fewer pieces of work but with greater impact
- o No centrally prescribed frequency of marking and no belief in acknowledgement marking

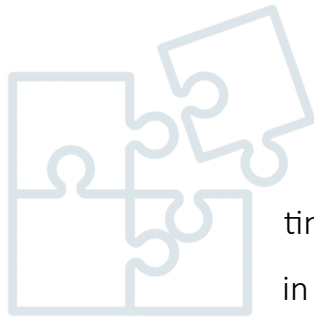


Our priority continues to be to be the use of technology to reduce aspects of teacher workload involved in data collection. We collect school performance data twice each year, maximising the impact of monitoring without over-burdening staff.





Connection and Communication

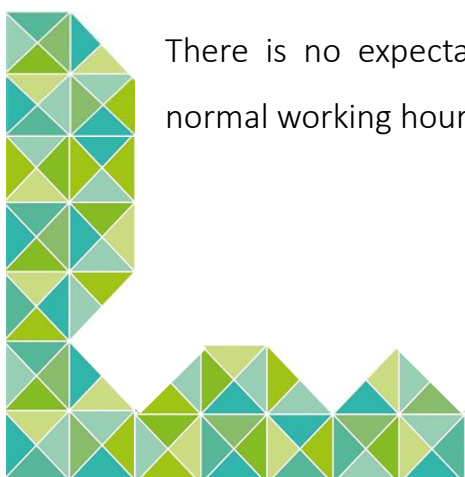


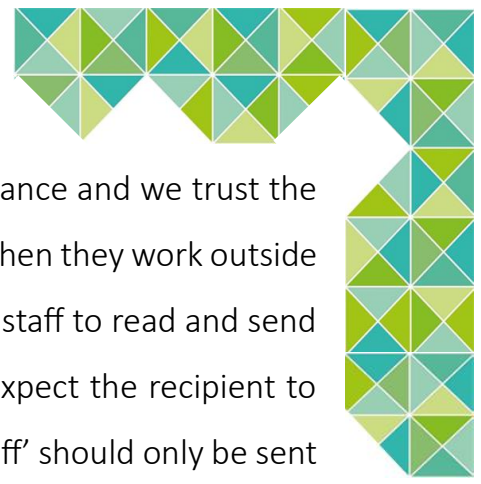
Connection is important to us and we recognise that time can be our greatest resource so meetings will only take place where they are the most efficient and effective use of staff time. Meetings should never take place simply because they are in the diary, if there is no longer the need for a scheduled meeting, school leaders are encouraged to cancel that meeting. Leaders are also encouraged to ensure purposeful meetings have the right people in attendance and to excuse colleagues whose time could be used more beneficially on other aspects of work. Meetings should have clear agendas, enabling focused discussions with tangible actions that are agreed. We encourage the use of technology to support virtual meetings and understand its positive impact on wellbeing and flexibility for staff.

We provide high quality and bespoke support for children, young people and their families, so it is important that we recognise our employees have life events too. We endeavour to provide the support that can turn special moments into amazing memories or alleviate stress and anxiety, for example where loved ones need our care.

Exciting opportunities for Trust wide secondment can broaden horizons and add real breadth to experience. Having a deep understanding of how opportunities can impact positively on professional growth, ensures that positive outcomes reflect the desire of all involved.

There is no expectation that staff respond to emails outside normal working hours.





We want all staff to be able to achieve a healthy life-work balance and we trust the professional judgement of our staff to make decisions about when they work outside of school hours. We believe it is appropriate for a member of staff to read and send emails at times that work for them. The sender should not expect the recipient to respond outside of normal working hours. Messages to 'all staff' should only be sent when they are important and significant for every recipient. Trust email systems are set up so that messages can be accessed easily, quickly and without fuss.

Inspection

It is our belief that the best preparation for external inspection is for staff to feel confident, competent and with the energy needed to do the best job they can, one free from barriers and without additional stresses and anxiety often born through overwhelming pressure and perceived accountability. We support and provide professional challenge for leadership teams through our Primary Executive Leads and School Improvement 'peer to peer' SHIP reviews so that they can feel ready and responsible for preparing the school properly. We are clear that this can be achieved in a way that does not cause significant additional workload for teachers or undue additional stress. We do not believe in or conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal monitoring and evaluation schedule and professional growth policies. We know that 'culture eats



strategy for breakfast' and that a powerful and empowering culture is a surer route to organisational success. We expect leaders to embody their strong cultures and be mindful when delivering key messages of emotional impact. Phrases such as 'Ofsted expect to see...' are unhelpful, inaccurate and could cause unnecessary stress.





Commitment to Go Further

A significant investment in staff training helped us achieve our goal of having a dedicated and skilled mental health first aider in every school. We went beyond this though and now have a senior mental health practitioner in every school as well, something that is already impacting so positively in our schools. We recognise that life could bring any of us overwhelming challenge so we have an effective and well publicised process for signposting or referring to high quality mental health support, which includes counselling. We also know how fresh air and exercise can impact so positively in our lives, so all Trust staff have the option to sign up for the Cycle to Work scheme, removing financial barriers to increasing exercise and sustainable travel.

Without proper support and supervision there could be a cumulative impact on the mental health and wellbeing for staff working with our most vulnerable families, this includes our DSL's, SENDCo's and Thrive or Pastoral leads. Our aim to 'grow and retain great people' is so important to us so by providing effective supervision we are helping to ensure staff feel supported, connected to trusted colleagues and confident to manage the challenges presented through their role. Information regarding how schools can

achieve reductions in workload, whilst also growing and retaining great people is developing quickly, such is the desire in the profession, matched in our Trust.





Any Trust reviews, implementation of strategies, systems or processes will be evidence-based. The issue of workload will be kept at the forefront of all our work providing staff with clarity and guidance

developed and reviewed with the Trust's recognised trade unions. Where new initiatives are introduced, they will be based on evidence that they are likely to improve outcomes for our children and young people.

We regularly review policies and procedures linked to teacher workload and wellbeing. All new and revised policies are workload impact assessed, ensuring staff workload is considered in the development of each policy. An essential part of a Headteachers responsibility is to monitor workload and wellbeing within their settings through staff survey and regular discussions, reporting accurate information to local Governors and the CEO. Workload and wellbeing form an important part of the reporting and quality assurance process. Our commitment to go further means that we will consider all options objectively and with an open mind, this includes flexible working which we understand can support recruitment and retention of teachers and leaders, promote wellbeing and life-work balance and may be more suitable for some school roles than others.

