Workload Charter

CULTURE

We recognise that teaching and supporting learning is a demanding job with intense periods of activity. However, it can also be one of the most rewarding and fulfilling careers – we really do make a different every day.

We know that positive relationships within school are key. We want everyone to feel: **INCLUDED** (part of our team); **VALUED**; **SUPPORTED**; **RESPECTED**.

We want to foster a **GROWTH MINDSET** in everyone where we are confident to challenge ourselves and each other at all levels and be honest about mistakes or things we need help with.

WORKING PRACTICES

We continually review our practices and ask ourselves:
"What's the point of the exercise?
"Are we achieving this?"
"Does it make a difference?"

We adopt a holistic approach to school development to maximise the breadth of impact across phases/subjects

We use each other's expertise effectively and are not afraid to ask questions; We are **CURIOUS.**

WORKLOAD

We are all committed to assessing the impact on workload on any new commitments/initiatives.

We feel confident to speak to senior leaders about ways that we can improve/reduce workload or when additional time/adjustments are needed.

EMAILS

There is no expectation that staff will read or respond to emails outside of working hours.
We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of staff about when they work outside of school hours.
We ask all staff to refrain, where possible, from sending group emails/messages and to think carefully before using the "reply all" function.

LESSON PLANNING

Our curriculum is structured to enable us to build on and use existing planning to avoid "planning from scratch" each year.
We work collaboratively to reduce the burden of lesson planning on individuals; IT systems are in place/implemented to support this.
PPA is planned to enable collaborative working.
Staff are never asked to submit weekly planning for review.

DATA COLLECTION

We plan in time to enable staff to keep data records up to date.
We only collect and assess data that is necessary and that we are all agreed help us to plan next steps or develop our curriculum.
Online data systems are used to make information accessible and easy to update.

MARKING & FEEDBACK

We have all agreed not to use acknowledgement marking – marking needs to make a difference and have a purpose.
We use live marking whenever we can.
We accept that different subjects call for different approaches to marking.

MONITORING

We have an open-door policy – anyone can enter our classrooms/work space for review and staff are always discrete and respectful.
We work together to develop everyone's working practices/pedagogy and promote professional discussions in a non-threatening environment.