



Stanton Bridge Primary School

Footballer



Doctor



Police Man Teacher



Staff Well-Being Policy Spring 2017

Stanton Bridge Primary School
Reviewed: Spring 2017
Next Review Date: Spring 2020

Staff Well-Being Policy

Introduction/Rationale:

Stanton Bridge Primary School was once a failing school. Today it is one of the most successful school in the Coventry Authority, and amongst the top 3% of the Country in terms of our pupils' progress (Nick Gibbs, 2017).

As a school, we pride ourselves on realising our high expectation of all pupils, and it is becoming a reality whereby almost all groups achieve at least good, with many making outstanding progress. This sits alongside having high expectations of ourselves as staff, and performing in a manner that secures best outcomes for all our pupils.

As a school, we pride on acknowledging and celebrating staff for their successes in teaching. Nonetheless, we are mindful of how teaching is a highly demanding profession, and more so in schools in challenging contexts. With this in mind, and with an awareness of the Government's review and acknowledgement of excessive teacher workload and its negative impact on the profession, we as a school have reviewed all our current systems regarding marking, feedback, planning and assessment. The outcome of which is reflected in our Teaching and Learning, Marking and Assessment policies, (see those policies).

There are several things that we do to support teachers' well-being, including the availability of agreed systems, structures and policies to tackle current or future challenges.

Aims:

- To put supportive mechanisms in place for all staff to manage through and reach a positive outcome to concerns at hand
- To value staff and support their professional growth
- To create a collegiate and open culture whereby everyone works to reach the same end – to fulfil our statutory responsibility aligned to the teaching profession.
- To act and behave in ways that are morally sound and in the best interest of the pupils and the school's vision (see school's vision statement in SDP, school website).
- To celebrate staff's successes in teaching and professional growth.

Combatting excessive workload

As a leader and managers, staff's well-being is paramount to all we do, as well-rounded work-life-balance within the realistic assessment and appreciation of the job and all it entails in the teaching profession.

Streamlining effective marking

We have reviewed the one area that is the most time consuming and not always impacting positively on moving pupils' learning on; 'marking'. Hence we have reviewed, and collectively, after consultation with staff come to a more manageable system of marking and feeding back to pupils to secure moving learning on (see marking policy).

Fortnightly time out for catch-up

Staff are given time every fortnight, (where at all possible, and staffing allows) to catch up on any marking, feedback, assessment, planning, or to go see a colleague teach for their own professional development (decided by the individual themselves).

Additional time out for catch-up:

Staff may request additional time out of class to carry out work they may have fallen behind on. Provided that other staffing and teaching needs have been met such requests will, if at all possible, be agreed to.

Staff will need to hand in a 'Cover Request' form for consideration and approval. This will need to be handed in at least a week in advance. The school, if to grant this time to the teacher, will endeavour to secure time out as soon as is reasonably possible, considering all above-mentioned conditions.

Staff growth and development:

Many of our staff are young in the profession, aspiring and ambitious both for the pupils of Stanton Bridge and themselves. As such, the Governors and HT are keen to keep abreast of new and upcoming initiatives, and to continually provide pupils with the very best learning experiences.

The above in mind, the staff's professional development is at the forefront of all we do, and planned for once the school identifies the priorities for the year from its SDP, through monitoring and evaluation outcomes, in addition to teacher's and support staff's performance management review and target setting stage.

Promotion to positions of responsibility within the school

Where possible, the school will 'grow its own', by supporting individuals to take on roles of greater responsibility.

- NQT to being a manager
- Mentor to being a teacher,
- TA to becoming a teacher,
- TA at NVQ1 to 3
- TAs doing a degree
- DRAs becoming TA after training
- Senior managers completing MA in Education/Leadership
- Middle Managers completing NPQML
- Governor acquiring national qualification.

Financial and professional support for training and CPD

Where it is in line with the school's need, and the individual can present a feasible self-development plan involving training, the school subject to budgetary capacity and agreement by Governors and Leaders, in Governors' Personnel and Finance Committee Meeting, will make a decision.

Staff will present their case for financial support for training that supports career growth, in the form of a letter.

Note: an agreement to pay for any study fees, be it partly or more, will mean that an agreement is reached in the form of years of commitment to the school following completion of the course for school to achieve value for money in the investment. Equally, should a school support the growth of an individual through

financial and human resource means and the individual is unsuccessful in completing the training, it will need to review the financial investment in an amicable way.

Systems that support staff well-being.

At Stanton Bridge Primary School Academy, we are aware that there will be times that staff are undergoing challenges in their lives that may affect their day-to-day work - be it due to personal or work related issues. As such we have created a system known as the '1-person rule'. The expectation is, that the person with the concern will seek out an individual within the organisation to share their concern with, to personally reflect and solve the problem. This policy enables everyone else within the organisation to be protected from potential negativity which can arise from mis-interpretation through spreading of information, and thus impact on overall organisational moral and otherwise positive culture (see (Staff Handbook for the one-person rule).

Recognising and Celebrating staff commitment and achievement

The Governors and the HT have agreed a range of strategies for valuing and celebrating staff. These are as follow:

Staff of the Month:

This is a system whereby staff nominate a member of staff that they believe has stood out to them for any reason related to school that they deem worthy of recognition. Their names are put in a locked transparent box that sits in the staffroom. The nominations are counted each month and the winner is announced. The individual then has a conversation with the HT regarding their treat, which is usually half a day out of class to pursue other interests.

Well-Being Treatment:

Sometimes, staff are treated to relaxing and rejuvenating, well-being events. This is considered at times of the year when the school deems it to be appropriate, depending on review of current pressures.

Staff Lunches – reduced rate

If staff chose to have a school dinner from the canteen, and sit to eat with pupils, the cost of their lunch is reduced. This provision is taken up by a significant number of staff and well appreciated, whilst it also serves in modelling good etiquette and table manners to our pupils.

On Parents Evening:

Parents evening are at the end of a long day of teaching. As a treat and pick me up, school provides staff with a snack. This is much appreciated and sought after.

INSET Days:

The HT with Governors' approval from time to time will arrange for staff on INSET days with lunch, as the kitchen is closed. This maximises training time, and it is a way of coming together and building positive working relationship with colleagues in a relaxed manner over food.

Summary

SB Primary School is an attractive place to work for a number of reasons. Whilst staff are supported and valued, there is also a clear expectation that they are aligned to the school's vision. This is premised upon links to social and moral values. It sits within the belief that every child from a vulnerable background deserves more than good – they need outstanding provision if they are ever going to have a life that pulls them out of challenging circumstances, and secure a better life.

Hence if all work with:

- Desire
- Thrive on a challenge
- Value learning
- Passion
- Believe in social justice
- Commitment
- And are morally driven...

Then Stanton Bridge is highly fulfilling on a professional and personal level.