

Secondary Phase Workload Charter



CULTURE

- Shared Trust vision to deliver a knowledge-rich curriculum enabling all students to achieve a place at university or an aspirational alternative.
- Staff culture built on professional trust and respect.
- Celebrations of staff and students' achievements to create a culture of belonging and success.
- Commitment to disruption free classrooms and full support for staff in administering the behaviour policy.
- Supportive systems to ensure staff are trained effectively to create warm, welcoming and friendly environments.
- High visibility of staff in and around the academy every lesson, every day to support positive learning environments.
- Core routines that ensure a safe, stimulating and engaging environment where every minute matters.
- An open-door policy where feedback from all and for all is encouraged.
- A free meal for staff who are on lunchtime duty with students.



WORKLOAD REDUCTION

- Centralised detentions and behaviour systems run by leadership and pastoral teams.
- Investment in expert pastoral and safeguarding teams.
- Purposeful collaborative planning and shared resources that support effective and efficient teaching.
- A commitment to live marking and whole class feedback, rather than laborious book marking.
- Utilisation of online homework with automated marking.
- Purposeful, balanced and targeted data collection.
- Automated reports home that utilise information already in the system.
- All leaders given the time to be impactful in their role.
- Trust-wide moderation and standardisation throughout the year.
- An expert central team.
- A progressive approach to the use of technology to improve efficiency.



STAFF DEVELOPMENT

- Extra trust-wide INSET days each academic year.
- Established and collaborative subject communities and partnership groups that offer time, space, and encouragement for professional development.
- Opportunity to engage in high quality external professional development at all levels.
- Opportunities to visit excellent schools.
- Research-led and evidence-based approach to all CPD.
- Carefully designed calendars to ensure a balance of intellectual preparation, to collaborate on important thinking and deliberate practice, to ensure consistency of approach.
- An open-door policy with low stakes feedback loops, supported by coaching and linking directly with in school CPD.
- No formal lesson observations.
- Paid leave for exam board markers.
- Protected time for regular line-management meetings.



WELLBEING

- 24-hour access to a wellbeing and counselling employee assistance programme.
- A commitment to tackling mental health stigma: we give the same consideration and support to mental health as physical health, including in the management of staff absence.
- All schools have a mental health first aider.
- Championing and enabling flexible working where possible.
- A commitment to streamlining communication and reducing email traffic. There is no expectation that staff respond to emails outside of normal working hours.
- Stakeholder feedback that is collected and acted on regularly.



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