**Kisharon’s Staff Well-being Charter**

At Kisharon Noe School everything we do is underpinned by our ethos, in regard to staff well-being “Educate a young person according to their own individual way” and this underpins our wellbeing strategy, providing a range of individualised wellbeing support.

At Kisharon we recognise that the commitment and care shown by our staff are fundamental to the success of our young people. We strive to ensure that we always respect, encourage and support our staff and we want to provide an enjoyable and rewarding working environment for all.

To ensure that we achieve these aims, our well-being action group meets periodically (roughly once a term) to review policies, staff voice and staff workload and well-being.

**Teaching, learning, planning and curriculum**

• We trust teachers and curriculum leads to decide the best approaches for their students and we encourage our departments to regularly review what and how they teach to ensure the best possible support for our students

• Schemes of work should be provided to all teachers however they should not preclude the

teacher’s professional ability to adapt and change as their classes require it

• Written lesson plans are not required to be submitted for any lessons except where an external training provider requires it of their trainees

• We have removed centralised lesson plan formats, seating plans and whole-school interventions and strategies to ensure that teachers are free to use the systems most beneficial to them

• We have reduced the volume of assessments and our new assessment strategy means that teachers do not have to input their data to SLT at the end of half-terms

• There is no set class meeting time, departments and teachers are free to schedule these for when they are most useful to their particular needs

• Staff are supported to provide targeted feedback including targeted marking and

verbal feedback to ensure greater time and impact on student’s learning and progress

• Quality assurance, book checks and learning walks are all planned in advance and focus on our school improvement priorities.

• We provide additional PPA time for staff with management responsibility

• The school is committed to joint planning and resource sharing, workload is reduced in

departments where this is successfully embedded

• Lesson observations are not graded and focus simply on what went well and even better if

**Working practices and meetings**

• In general staff should never do anything for the sake of it – if it does not have an impact on our student’s it is a waste of time

• All school leaders at all levels are required to adhere to our school’s ethical leadership standards as well as the Teacher Standards

• We aim to consult on all new policies or initiatives to check their potential impact on workload and well being

• All senior leadership, including the Head, are required to participate in duties to help spread the load

• The school calendar is created to reduce pinch points as much as possible, feedback is always sought on this

• Flexible and part-time work is supported wherever possible, in future the timetable should be built to take into account staff needs wherever possible

• Universal expectations of uniform and attitudes to learning and behaviour reduce the impact of poor behaviour or expectations on staff – all colleagues are required to adhere to these to ensure that new or inexperienced teachers do not face a backlash for doing so

• There are no prizes for looking busy or staying late, staff should work in a way that suits themselves and allows them to complete their work in a way that does not affect health or family commitments

• We have an open door policy amongst senior leadership, no concern is too small

• Meetings should always have a clear purpose, agenda and focussed action points – meetings that do not have this should not happen

• If individual team leaders choose to move team meeting times to suit all their staff this will be supported by leadership

• We encourage a culture of peer to peer praise, for example using praise postcards and simply remembering to say thank you

**Communication**

• We ask staff to adhere to our email protocol. There is no expectation that emails should be

responded to out of normal working hours.

• Professional communication is the key, we support each other by reading and acknowledging our emails but prioritise face-to-face interactions to ensure we increase efficiency and reduce email traffic.

• We do not tolerate verbal abuse from students, staff, parents or anybody else – bullying behaviour should always be reported.

• We regularly review our system for reporting to parents