



## Chorlton High School – Workload Charter

Chorlton High School is committed to the well-being of all staff. We know that having a healthy work-life balance is vital if we are to find pleasure in our job, bring energy and inspiration to lessons and be ‘the best we can be’. We have high expectations, that are aligned with clear and transparent policies and regular line management meetings to ensure all staff feel valued, listened to and can contribute to the development of our school.

The voice of all staff members is important in shaping the school’s future and ensuring it develops as an outstanding school for our community. We recognise that the commitment and care shown by all staff is fundamental to the success of our students and we are committed to ensuring that our staff are supported, respected, invested in and that we strive to provide an enjoyable and rewarding working environment. It is important that as we endeavour to develop as an outstanding school for our students, we also focus on ensuring that our school is a great place to work.

To bring together some of our guiding principles, we have developed our ‘Workload Charter’. The Charter clearly sets out our collective approach and how we work together. It provides a framework that addresses our ambition to be a consistently improving, collaborative learning community, whilst ensuring that we address the key workload challenges that we face as a profession.

The aim of our Workload Charter is to:

1. To enable a supportive, collaborative staff community
2. To enable all members of our school community to be successful, creative and happy
3. To enable all staff to flourish

**We wish to develop a great school; where all stakeholders work together to develop a strong community which enables us all to have better lives. Delivering excellence, but in a sustainable way.**

## Guiding principles

### **1. Ethos**

The Chorlton High School code of conduct is built on professional trust and the belief that everyone seeks to do a good job. Quality assurance, performance development, monitoring and evaluation processes are about recognising great practice and supporting colleagues in their professional commitment to get better at their jobs. At Chorlton High we have built a culture that constantly seeks to discover and share best practice, and it is through this collaborative learning spirit that colleagues build trust, openness and teamwork that enables staff learning and development alongside improving the life chances for our young people. We strive to ensure that our school is a rewarding workplace.

### **2. Curriculum planning and resources**

We recognise that quality planning and resources underpins effective teaching. Our school employs highly skilled teachers who plan and deliver high quality teaching and learning. We do not expect staff to submit daily or weekly plans, and encourage staff to spend time collaboratively planning, sharing resources, knowledge and expertise within school and across our trust. We facilitate this further by providing timetabled curriculum planning time in departments and planning calendared joint training and moderation sessions. We will continue to develop our IT systems to establish systems and processes that support learning and replication of work.

### **3. Feedback and marking**

Chorlton High School supports the principles of marking as laid out in the DfE Teacher Workload: Marking Policy Review Group Report 2016, to ensure that marking is **meaningful, manageable** and **motivating**. These principles underpin the school's policy, and the drive through professional development to continually focus on embedding strategies for teacher, peer and student feedback that enables the most effective impact on pupil progress. CPD is used to develop and support effective and efficient strategies to meet these aims based on the evidence of 'what works'. We will continue to work with and consult staff to address workload issues associated with marking.

### **4. Data management**

The frequency of student performance data collection has been reduced. This has reduced workload, whilst ensuring we capture meaningful data on student progress to enable us to monitor progress without over-burdening staff. The school continues to explore greater use of technology to reduce aspects of teacher workload involved in data collection.

### **5. Meetings**

The school's calendar sets out all the activities scheduled to take place in the academic year, for examples, parents' evenings, events and performances. The school's meeting cycle ensures that meetings outside of core hours should not take place more than once a week, and the regular Monday night meeting cycle has been designed to support staff with family commitments. It is important that meetings only take place

where they are the most efficient and effective use of staff time. The vast majority of meetings of a Monday are CPD focused, to ensure that all staff are able to access an ongoing commitment to regular developmental, collaborative sessions, and that wherever possible the 'admin' and message delivery is delivered effectively through other channels to avoid additional meetings. In respect of longer evening events the school will be mindful of staff health and wellbeing in such circumstances, ensuring staff have reasonable time for breaks and refreshments.

## **6. Communication**

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours. While 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 normal school times. The development of the Chorlton High School Communication Charter will further support this.

## **7. Managing Change**

Where new initiatives are introduced, they will be based on evidence that they are likely to improve student outcomes and serious consideration will be given to what we are going to stop doing to 'make space' for what is new. The school has a culture of consulting and involving staff in developing school practices which supports this approach. Leadership development programmes will also ensure that the understanding of change management as a structured approach is addressed to ensure that all leaders understand how to support staff through any key changes.

## **8. Performance Management and Observations**

Performance management is a continuous process for identifying, evaluating and developing the work of staff so that we can all develop as professionals. Investment into the process is important to ensure that staff are supported in their development, that their achievements are recognised and their wellbeing is addressed. The school will endeavour to streamline a process that supports this principle, whilst striving to make the process more efficient and effective for all.

The schools lesson observation process has been co-constructed with staff over recent years to focus on individual coaching, rather than a high stakes observation model. We will continue to review and refine the process on an annual basis.

## **9. Professional Development**

Our school is dedicated to developing, growing and retaining talented staff and we invest heavily in staff development. We wish to be viewed as an organisation where people want to work and choose to stay. We are a values driven organisation, offering autonomy, collaboration, shared learning and development, opportunities for innovation, personal and professional growth and a high level of professional trust. As such we are committed to developing as a centre of excellence in training, where personalised, relevant professional development opportunities are created for the whole work force.