

Workload and Well-being Our 10 Pledges

Our staff are our most precious resource.
We promise that they will be supported, encouraged, listened to and trusted within a positive, purposeful and inclusive working environment.

We commit to 10 pledges:

1. Alignment to National Pay and Conditions

We reward staff fairly. The Trust honours all national guidelines in relation to pay and working conditions. The Trust works in close partnership with Trades Unions and Professional Associations to ensure that we stay true to this. The Trust aims to do more than honour national guidelines. We want to go the extra mile for Trust colleagues.

2. Beating National Pay and Conditions

We continuously explore what else we can do to provide additional support on top of those agreed nationally to support our staff. Examples of this are:

- The Trust aims to beat STPCD requirements for all teachers.
- In addition to statutory entitlement for paid or unpaid leave, we work within a culture of professional trust and will where possible support all colleague if they need to be out of school for an event of importance.
- Requests for flexible working are always carefully considered.

- We ensure every member of staff feels genuine ownership of their career pathway. Each has a clear job description, effective line management, high quality self-reflection processes, appraisal and professional development. Access to high quality mentoring and coaching is a feature of the Trust.
- The Trust promotes health and well-being initiatives to support the mental and physical health of our employees. This includes the introduction of school based Well-being Champions and trained Mental Health First-Aiders (MHFA).

3. Measuring the Impact of our Workload Pledges

We are committed to seeking, with colleagues, solutions to time consuming tasks, strategies to minimise onerous administration and, most importantly, 'freeing up' colleagues to plan and teach brilliant lessons. Two key features of our work in this area are:

- A Trust annual survey takes place to assess the impact of our Workload and Well-being strategy on all colleagues. The findings of the survey are shared and evaluated at school and governance level.
- The Trust Workload and Well-being Group, made up of teacher and support staff representatives from across the Trust meets termly to review the impact of Trust workload and well-being strategies.

4. Lesson Planning

To ensure we have the best opportunity to teach well, lesson planning must be effective:

- All our schools have dedicated collaborative planning time each week. This is when we best collaborate, share knowledge and ideas, and innovate together, both within individual schools and as a wider Trust activity.
- IT systems promote shared resources so that the best ideas can be easily accessed.
- Calendared Trust wide formal network meetings facilitate moderation and minimise effort being replicated in individual schools.
- We do not ask colleagues to submit daily or weekly lesson plans.
- We celebrate the best ideas across our schools and the Trust.

5. Marking and Feedback

We are committed to minimising marking which does not impact on pupil progress. The Trust does not impact on pupil progress. The Trust Feedback principles state that feedback must be meaningful, manageable and motivating. Schools have to align their practice to these principles.

6. Data Collection and Reporting

Schools have a maximum of three data collections for the Trust, staged regularly throughout the year, because teachers need time to teach and children need time to learn. We have also invested in technology and training to support assessment and data management. Teachers, middle and senior leaders spend a proportionate amount of time analysing and acting on high quality data and information about pupils and their progress,

not on data entry. How schools report to parents depends on their context, however in schools where teachers teach large numbers of students, written reports have been abandoned.

7. Emails

We do not expect colleagues to respond to emails outside of normal working hours. We trust the professional judgement of colleagues to make decisions about when they work outside of normal working hours and to organise their own work-life balance. Staff choose to send and read emails at a time that works for them, with no expectation of responses outside of the working day.

8. Trust Reviews/External Inspection

Great colleagues, teaching effectively are always prepared for a Trust Review/Inspection. There should be no need for additional work. It is the responsibility of the Leadership Team and Middle Leaders to prepare for such events. Trust Reviews are developmental in process.

9. Meetings

Meetings have clear agendas and purpose. If there is no good reason for a calendared meeting, then it will be cancelled.

10. Reviewing Working Practices

All leaders, at all levels in the Trust, have a responsibility to regularly review working practices. New initiatives and strategies are 'workload assessed' and staff workload is regularly monitored. New ideas and strategies are encouraged and welcomed, with best practice and high impact solutions being shared across the Trust. All staff complete an exit survey when leaving the Trust.

What we Expect in Return

In return for our workload and well-being pledges, expectations of our employees are to:

- **Show a Willingness to Collaborate and Help**
Working in schools can be busy and pressurised, it is also challenging and rewarding. Our members of staff will be flexible and adaptable in their approach to collaboration, partnership and resilience. They will embrace our well-being initiatives whilst developing their own ways of making good lifestyle choices.
- **Demonstrate High Levels of Professionalism**
Our employees show high levels of professionalism. We want our employees to be role models to our children and young people. We want them to be ambitious about doing a good job. To embrace professional development opportunities, to get the most out of opportunities available and show a desire to keep learning. To believe in Beckfoot Trust and embrace what we stand for.
- **We are always Respectful to Others**
Respect for others is a fundamental condition for the professional and personal development of our employees. We have high regard for the Nolan principles such as integrity, openness and selflessness and embed them within all our working practices.

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Beckfoot
Trust

Beckfoot School

Beckfoot Allerton
Primary School & Nursery

Beckfoot Upper Heaton

Beckfoot Heaton
Primary School & Nursery

Hazelbeck School

Beckfoot Priestthorpe
Primary School & Nursery

Beckfoot Thornton

Beckfoot Phoenix
Primary Special School

Beckfoot Oakbank

Beckfoot Trust Sixth Form

Beckfoot Nessfield
Primary School & Nursery