



Dame Elizabeth Cadbury

Working More Effectively/Staff wellbeing



Teaching, Learning and Assessment

- We do not expect staff to produce lesson plans unless this is as a supportive tool.
- We have a collegiate approach to planning with high-quality shared resources, designed to both reduce workload and share best practice.
- Resources provided for form time activities and PSHE.
- Staff are free to use textbook or ready-made quality assured resources to reduce planning time and support better teaching.
- Use of online platforms for setting homework to reduce planning and marking.
- Feedback policy ensures that all feedback is meaningful, motivational, and manageable. Takes account of national workload recommendations.
- Assessment for learning strategies encourage pupils to become skilled in peer and self-assessment to ensure that teacher feedback is more focused and manageable.
- DOLs monitor Assessment and Feedback calendars to further reduce pinch points for staff and ensure best possible timings alongside meeting curriculum aims.
- 22/25 hours teaching per week maximum. 12% PPA time. This is greater than the PPA allocation set out in the School Teachers' Pay and Conditions document.
- A constructive approach to lesson drop-in and work sampling feedback with a supportive and solutions focused approach. We make time to ensure that feedback is meaningful.
- No elaborate approaches to differentiation—adaptive teaching.
- No written reports to parents.
- Only 3 data entries per year. No double entry of data required. Same data used for many purposes.
- Sharing of good practice within the Trust.

Climate for Learning

- Regular behaviour for learning walks to reinforce positive behaviour expectations.
- Staff meet and greet pupils - everyone shares the responsibility for pupil behaviour.
- A clear system of sanctions applied consistently to support staff.
- No class teachers make phone calls to parents - a strong House system supported by a skilled administration team to manage the pastoral care of pupils.
- Senior Leadership cover lunch duty.

Professional Development

- A Teaching and Learning Team to provide CPD and coaching support for staff as required.
- Coaching provided to staff following lesson drop-ins as required. Peer observations for good practice on request.
- A culture where staff have regular opportunities to learn from others and contribute to the development of others.
- A commitment to offering high quality CPD using in house experts and external support as required. Research rich.
- Development of Leadership opportunities at all levels including Middle Leader Development and engagement with specialist National Professional Qualifications is encouraged and supported.
- Self-directed CPD opportunities shared so that staff can take ownership of their own professional development.
- Time for subject development within faculties to include moderation.
- Staff can share good practice and take time to develop their role through training opportunities such as CCF, conferences, NPQ and exam board courses etc.
- Performance Management tailored to developing the curriculum and personal development
- Opportunities for staff to share expertise.
- Middle Leader CPD.

Communication/Ethos

- A supportive line management system at all levels.
- All members of staff are recognised as part of the DEC Team and there is a genuine recognition of the importance of the job that every member of staff does on a day-to-day basis.
- Culture of praise and thanks – leadership thank you cards, peer to peer thanks - staff shout outs, recognition of national days e.g., National Teaching Assistants’ Day and World Teacher Day.
- Meetings only if they are needed.
- Leadership calendar shared at the start of the term, so staff can plan ahead. Consideration taken of pinch points.
- We take a flexible approach wherever possible and recognise the importance of a family and work/life balance.
- We take a reasonable and measured approach to staff requests.
- There is no expectation that staff stay or work late outside of events that are scheduled through directed time.
- No direct emails from parents to staff.
- There is no expectation that emails should be answered outside school time.
- We discourage whole staff emails and ask that staff only send emails to the relevant recipients.
- A culture of openness with a flexible approach - Leadership have an open-door policy and staff are actively encouraged to discuss issues, no matter how small.
- Streamlined approach to Parents Evenings to facilitate more effective parent communication and reduce administrative burden on staff.
- Duties take account of teaching commitments wherever possible.
- Placement on staff duties wherever possible matched to work commitments and working space.
- Two whole school briefings a week to aid communication. Minutes taken and shared with staff.
- Weekly faculty briefing
- SEND and Pastoral round robins sent via Microsoft Forms.
- Birthdays and wellbeing updates on the bulletin.

Staff Wellbeing

- Signed up to the Education Staff Wellbeing Charter as a commitment to protect, promote and enhance the wellbeing of DEC staff.
- Member of Leadership responsible for staff wellbeing/workload and this sits at the heart of policy decisions.
- Staff surveys with ‘you said, we did’ feedback. Opportunity for well-being discussions with the Headteacher/Senior Leader.
- Half-termly meetings to discuss how we can work more effectively - every faculty represented.
- Engagement with DfE Workload Reduction Toolkit.
- Health services for staff—flu vaccines and well-being checks offered to all staff each year.
- Refreshments and lunch provided on training days and in the staff room.
- Refreshments provided before and during Parents Evenings.
- A highly skilled team of support staff to support colleagues at all levels.
- Offers and discounts passed onto staff.
- Dame Elizabeth wellbeing calendar and monthly events to promote whole school wellbeing e.g., Brew Monday
- Staff wellbeing sessions led by external professionals e.g., yoga, Krav Maga
- Staff run wellbeing initiatives e.g., Staff book swap, half-termly book club, 5km wellbeing walk, Secret Friend, Cook with Karl, onsite department-led social events
- Staff room wellbeing noticeboard
- Access to Healthy Minds – Bupa’s wellbeing support service
- Wellbeing as a standing agenda item on all faculty and line management meetings.

Staff at Early Stages of Career

- Well-being as standing agenda item on mentor meetings.
- ECT breakfast meeting with a whole school and wellbeing focus.
- A professional mentor, subject mentor, CPD, and good practice observations.
- “ECT time” dedicated time on Induction Day.
- Drop-ins to meet needs e.g., Parents Evening, data drops, PP, behaviour
- Consideration of stage of career when timetabling.
- Shared resources