



Dame Elizabeth Cadbury

Working More Effectively/Staff wellbeing

Workload and Wellbeing

Dame Elizabeth Cadbury School is committed to the wellbeing of its staff and taking time efficient approaches to workload wherever possible. Wellbeing features as an agenda item on meetings and our approach includes consideration of our approaches to planning, assessment, feedback, and data as well as recognising that an important part of staff wellbeing comes from being valued and having opportunities to grow. Our wellbeing overview describes how we have adapted our practices to consider workload and wellbeing but also how we value the ongoing development of our staff.



Self-motivated to achieve
Together we learn
Respectful to all
Integrity in everything we do
Valuable contributions
Everyone is equal

Our Values.

Excellence.
We strive for the highest standards in teaching, learning, and leadership.
We are committed to continuous improvement and evidence-based practice.

Care.
We support our pupils and staff in aiming high and realising their potential.
We nurture ambition and a passion for lifelong learning.

Equity.
We work tirelessly to remove barriers, so everyone can succeed.
We champion inclusion and ensure that no child is left behind.

Integrity.
We act with honesty, fairness, and accountability in all that we do.
We lead by example and always choose what is right over what is easy.

Collaboration.
We believe in the power of working together across our schools and communities.
We share best practices and learn from one another to ensure every child benefits.



New Staff Induction

- Full Staff induction day with opportunity to meet faculty team
- New staff welcome pack
- Full programme of CPD on first training day in September
- Subject buddy as a first point of reference
- Leadership check ins
- Informal QA to get staff used to systems and teaching and learning support as required
- Sharing of Trust benefits
- Check in meeting with Trust lead for People Strategy
- Trust Induction package including regular meetings and support

Staff at Early Stages of Career

- Centralised ETC calendar
- ECT newsletter with key info and CPD reading resources
- ECT teaching and learning breakfast every term
- Bespoke ECT curriculum twice a term
- Drop-ins to meet needs e.g., Parents Evening, data drops, PP, behaviour
- ECT spotlight – calendared time to ensure ECTs observe best practice
- Open door policy for best practice observation and development
- Well-being as standing agenda item on mentor meetings.
- A professional mentor and subject mentor
- “ECT time” dedicated time on Induction Day
- Consideration of stage of career when timetabling
- Shared resources

Teaching, Learning and Assessment

- 22/25 hours teaching per week maximum and 12% PPA time. *This is greater than the PPA allocation set out in the School Teachers' Pay and Conditions document*
- Staff are not expected to produce lesson plans unless this is as a supportive tool
- A collegiate approach to planning with high-quality shared resources, designed to reduce workload and share best practice
- Weekly form time and PSHE resources provided
- Staff can use textbook/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 and 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
- Directors of Learning monitor Assessment and Feedback calendars to further reduce pinch points for staff and ensure best possible timings alongside meeting curriculum aims
- 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
- No CPD, meetings or Period 6 during mock windows
- 2 half-days for Year 11 and 13 mock moderation
- Trust led faculty meetings for Directors of Learning - sharing of good practice within the Trust
- Support from the School Improvement Team

Staff Wellbeing

- SAS Wellbeing Services - staff can access a range of wellbeing services, including 24-hour access to a GP for staff members and their family, a counselling service and access to physiotherapy services
- Health services for staff—flu vaccines and well-being checks offered to all staff each year
- Wellbeing calendar - monthly events to promote whole school wellbeing e.g., Brew Monday
- Staff run wellbeing initiatives e.g., 5km wellbeing walk, onsite faculty-led social events
- Wellbeing as a standing agenda item on all faculty and line management meetings.
- Signed up to the Education Staff Wellbeing Charter as a commitment to protect, promote and enhance the wellbeing of DEC staff
- Engagement with DfE Workload Reduction Toolkit
- Member of Leadership responsible for staff wellbeing/workload (A Donovan) as it sits at the heart of policy decisions
- Return from maternity leave inductions and wellbeing meetings for staff returning from a long-term absence
- Staff surveys with 'you said, we did' feedback - opportunity for well-being discussions with the Headteacher/Senior Leader.
- Termly meetings to discuss how we can work more effectively – teaching and non-teaching staff represented
- Christmas dinner provided for all staff and served by SLT
- Refreshments and lunch provided on training days.
- Refreshments provided during Parents Evenings.
- A highly skilled team of support staff to support colleagues at all levels
- Offers and discounts passed onto staff

Climate for Learning

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



Professional Development

- High quality CPD using in house experts and external support as required - research rich
- Subject development and collaborative planning time within faculties
- 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
- Staff have regular opportunities to learn from others and contribute to the development of others
- Opportunities for Leadership development at all levels - Middle Leader Development, engagement with specialist National Professional Qualifications and the Apprenticeship Levy
- Training opportunities through CCF, conferences and exam board courses
- Self-directed CPD opportunities so staff can take ownership of their own professional development
- Performance Management tailored to developing the curriculum and personal development

Ethos

- A supportive line management system at all levels
- Regular opportunities for staff recognition
- A 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
- Birthdays and wellbeing updates on the bulletin
- Meetings only if they are needed
- Leadership calendar shared at start of the term - consideration taken of pinch points
- Recognition of the importance of family and work/life balance – a flexible approach where possible
- A reasonable and measured approach to staff requests
- No expectation that staff stay or work late outside of events that are scheduled through directed time
- No direct emails from parents to staff
- No expectation that emails should be answered outside school time
- Whole staff emails discouraged - staff only send emails to the relevant recipients
- Leadership has 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
- No before/after school duties for classroom teachers
- Duties take account of teaching commitments wherever possible
- Placement on staff duties matched to work commitments and working space wherever possible
- Two whole school briefings a week to aid communication - minutes taken and shared with staff
- Additional Pastoral briefings led by Heads of House
- Briefing time given back to staff to complete surveys/ training courses e.g., safeguarding as required
- SEND and Pastoral round robins sent via Microsoft Forms



Matrix Academy Trust Values and Benefits

- One wellbeing day per year
- Matrix Trust Day
- Staff sponsorship funding
- Annual staff charity challenge
- Trust referral incentive for recommending colleagues to join our Trust
- Recognition schemes
- Professional services to support staff such as site, finance, IT, and media teams
- Dedicated on site IT technician for each school
- Investment in school sites to create an inspiring learning environment
- Workplace pension scheme
- Specialist support through a School Improvement Team
- Talent Management Programme and support for school leaders
- A wide range of professional and personal opportunities to grow, develop and excel
- A commitment to develop the strengths and talents of all Matrix staff
- A comprehensive People Strategy that puts staff at the heart of what we do
- Cross Trust workload and wellbeing meetings each term to share effective practice
- SLT team lead for workload and wellbeing to provide support for leaders across the Trust