

# Together@TCAT



## Health and Well-being Commitment

2020 - 2023

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We endeavour to deliver the best quality of education and wider school experience for all our learners within the Trust in line with our vision and our staff are our greatest and most effective resource in helping us to achieve this both now and in the future. It is imperative that we actively promote the positive health and well-being of our staff and endeavour to tackle the educational workload agenda together.

The World Health Organisation define Health and Well-being as *'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity'*. In short, well-being could be described as how you feel about yourself and your life.

As this is a complex combination of factors, a person's health and well-being will change as they go through different stages in their

life and their experiences, position and resilience changes. Each individual has a personal level of tolerance within their own well-being.

Within education a great deal of analysis has been prompted by the DFE document on 'Reducing Teacher Workload' and the subsequent 'Teacher Workload Toolkit' (2018) but we recognise that in Hull and the East Riding our staff may experience very different challenges to those of the education establishments in the original research. So, we asked them!

Within the next three years we aim to develop a culture where every member of staff across the Trust feels confident that their well-being is actively considered throughout their career, ensuring we achieve our vision of 'being an employer of choice within the region'.

**“ We endeavour to deliver the best quality of education and wider school experience for all our learners within the Trust in line with our vision and, our staff are our greatest and most effective resource in helping us to achieve this both now and in the future. ”**





We begin from a position of acknowledgement that all our staff are committed to the children and young people they work with and that they arrive everyday with the intention of doing a great job to care for and provide a positive learning experience. The Trust is dedicated to developing, growing and retaining talented leaders and staff and see our commitment to health and well-being as central to that strategy.

This commitment is a firm one to all staff at every level within the organisation but our staff must see that leaders take positive action to embed the aims of that commitment in our behaviour.

**Workload**



**Workload** is multi-layered and impacts on staff differently dependent on their role, experience and personal commitment. We value the work that the DfE, OFSTED and the Trade Unions have done to bring this agenda to the forefront of school leaders' and policy makers' decision making. We have a desire to continue to work with our recognised Trade Union partners to impact positively on workload for our staff. **We will:**

- *make clear our expectations of our staff teams, ensuring they are realistic and embedded in a culture of **mutual respect** and stick to them*
- *though change is inevitable in any organisation, we will share our plans with staff in a transparent manner highlighting the purpose for our staff and learners, developing a culture of **involvement** for our staff*
- *avoid making significant mid-year changes to our expectations and introducing 'new stuff'*
- *encourage school leaders to communicate what they have 'taken away' when introducing new plans and initiatives to avoid overload*
- *not insist on a centrally directed curriculum, marking or planning expectation recognising that our Headteachers and other leaders are best placed to know the needs of their learners and the capabilities and capacity of their staff teams*

**Actively  
promote a  
healthy  
work-life  
balance**



**Actively promote a healthy work-life balance** recognising that this starts in the work place and to be effective staff need time to plan for their family, leisure commitments and work. **We will:**

- *actively promote opportunities for innovation and sharing good practice across the Trust and utilise technology to enable this to happen*
- *identify pressure points in the academic year and initiate staff led responses to alleviate well-being concerns at these times*
- *Line Managers to actively promote all staff to take a break during the course of the school day and monitor this – we do not advocate ‘desk dinners’ and would like our leaders to role model this*
- *recognise that for teachers ‘1265 is not a target’ to aim for, ensuring that teachers are only expected to attend events and meetings that are relevant to them*
- *recognise that for teachers early in their career they may need a little longer to deliver learning of exceptional quality and we will endeavour to provide NQTs and RQTs with additional PPA and personal development time*
- *appreciate that apart from in exceptional circumstances (emergency situations where everyone works together to meet student needs and to keep students safe) it is not expected for support staff to work outside their contracted hours*
- *publish an annual calendar of events and meetings and stick to it to enable staff to plan their family life and leisure commitments around their professional life*
- *work hard to ensure that communication systems are effective, meaningful and targeted at the right group of staff (no all staff emails!)*
- *make it clear both internally and externally there is no expectation or judgement placed for staff to respond to emails outside the usual working day, this is their choice*

**Trust**

**and**

**Ethical**

**Leadership**





**Trust and Ethical Leadership** internally within the education profession is critical. Our staff tell us they feel the lack of societal support and respect for the job they do keenly, and value trust in their leaders above all else. We treat all our staff with mutual respect and dignity and value their contribution. **We will:**

- *recognise within our culture of **mutual respect** that staff will choose to work differently but still get the job done and be effective in their role, championing a choice for location and times of work outside the working day where this is deemed necessary*
- *be clear that processes of monitoring, evaluation and development are, for most staff, about recognising great practice and supporting colleagues within a self improving culture. They are absolutely not about surveillance and catching people out. In order for this to be a reality, processes must operate within a spirit of openness and transparency and be directly linked to professional development and learning*
- *ensure that all new initiatives are research based and meet the needs of learners avoiding 'whims' and 'fads'*
- *recognise that our middle leaders are most skilled to ensure that the quality of education being delivered in their area is of exceptional quality*
- *spend our funding wisely and strategically to have the greatest impact on learners and staff*
- *on the rare occasion when we need to address underperformance, be empathetic and unambiguous in our conversation and expectation*
- *acknowledge informally with a 'personal thank you' as often as we can recognising that our staff tell us this makes them feel valued for their contribution*
- *empower our leaders and staff teams to recognise the unique nature of their schools and communities by limiting the central 'blueprint' and ensuring they have the freedom with the benefits of collaborative working to benefit them as individuals, their learners and communities*

# Promoting Equity



**Promoting Equity** we recognise the value that all our staff contribute to the success of our schools and endeavour to behave in a way by our language and our actions that demonstrate the collegiate nature and value of the team as a whole. **We will:**

- *ensure that all staff have an annual opportunity for professional dialogue with their Line Manager to focus on their successes and identify aspects of personal and professional development and learning related directly to their current role or professional aspiration, this will include a mid-cycle review*
- *transparently advertise all posts internally initially and, guarantee all Trust staff who apply and meet the essential criteria are interviewed*
- *commit to Teachers Pay and Conditions for teachers and provide fair pay against the national pay grades for support staff with recognition within pay bands for exceptional performance*
- *give due consideration to the impact of 'recognition practice' for staff to ensure that they are equitable to all staff and do not become divisive*

**Support  
management  
of personal  
health and  
well-being**



**Support management of personal health and well-being** it is well documented that even in the most challenging environments treating colleagues with kindness and empathy has a positive impact on effectiveness, retention and health and well being. **We will:**

- *monitor the language we use toward each other and treat each other with good manners and kindness*
- *appoint colleagues to roles where they have the necessary skills, qualifications and experience to complete the role effectively to enable them to deliver a good service and be confident in their role*
- *offer a 'coach' from across the Trust to staff appointed to new roles (teaching and support) to facilitate support and sharing good practice*
- *ensure that we utilise well-being policies to maximise the opportunities for prevention and self awareness development to avoid crisis situations where possible, recognising these can have long term implications on health and well-being*
- *provide all our staff with a Job Description to highlight the expectations placed on them, updating this regularly to ensure that it accurately reflects the role undertaken*
- *deliver a high quality Human Resources service to all our staff to identify patterns of well-being pressure points and support staff to manage them successfully through their employment with us*
- *have fully trained Adult Mental Health First Aid Champions in every school and as part of the Central Services Team*
- *actively support all our staff to engage in the key milestones of their immediate family through our Special Leave Policy recognising the importance of positivity this reflects on long term well-being*

**How will we  
monitor  
the impact of  
our Health and  
Well-being  
Commitment?**



The Trust and our schools regularly review policies and procedures linked to teacher workload and well-being. All new and revised policies are assessed for their impact, ensuring that staff workload is considered in the development and implementation of the policy. An essential part of the Headteacher's responsibility is to monitor workloads and well-being within their schools through dip sample staff surveys and regular discussions with staff and to report to the LGB and the CEO. An essential part of the CEO's role is to monitor workloads across the Trust, working closely with the Trust's JCNC.

The Director of Education will conduct an annual staff survey Trust wide and will every other year consult with representative groups of staff to ensure that the commitment is delivered.

We will analyse the following data sets to help us evaluate the impact of our health and well-being commitment:

- Staff attendance rates
- Internal and external promotion secured
- Engagement in CPDL
- Survey outcomes
- Exit interviews

We promote ethical leadership and a core moral purpose within our leadership and we expect that staff will call us out as education leaders if we do not deliver on this commitment.



**THE CONSORTIUM**  
ACADEMY TRUST

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Company number: 07665828 Place of Registration: England and Wales Status: Company Limited by Guarantee