

## The Catholic Schools of the Waveney Valley

### Workload and Well-being Rainbow Charter

#### **Our Promise:**

We will do everything we can to support our staff to balance the demands of their jobs and their lives at home and we recognise that in everyone's life there are good and bad times. It is the job of all of us to support each other through both. There is a designated trained mental health lead across the schools, working with a team of supporters and the SLT to ensure that everyone has access to the resources and support they need.

<p><b>Culture</b></p> <p>The culture of the schools in our federation is to ensure we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.</p> <p>We start from an assumption of professional trust and the belief that everyone seeks to do a good job.</p> <p>We ask all leaders to set an example in how they behave and that they try to reduce levels of stress and anxiety in the schools.</p>	<p><b>Workload</b></p> <p>The schools support the principles of 1265 hours for teaching staff. Where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group or phase, they should then not be given directed work.</p> <p>We are committed to reducing unnecessary work that does not directly benefit the children. For example, creating extraneous reports for meetings, or detailed written feedback in books.</p> <p>All PPA time can be taken at home.</p>	<p><b>Lesson Planning</b></p> <p>Staff are not expected to submit daily or weekly plans.</p> <p>IT systems will be aligned to establish systems and processes that minimise replication of effort across the schools.</p>
<p><b>Marking and Feedback</b></p> <p>There is no prescribed frequency of written feedback.</p> <p>Each subject may have a different approach.</p> <p>We mark less in terms of the number of pieces of work but with greater impact.</p> <p>We advocate live marking in the lesson and the techniques around whole class marking and feedback</p>	<p><b>Data Collection</b></p> <p>The schools collect performance data twice a year to ensure they can monitor progress without over burdening staff.</p> <p>Assessment for learning is the main driver for collecting essential information about the progress and attainment of the pupils.</p>	<p><b>Emails</b></p> <p>There is not expectation that staff should respond to emails outside normal working hours.</p> <p>We want all staff to achieve a healthy work-home life balance.</p> <p>We trust the professional judgement of our staff to make decisions about when they work outside their normal hours.</p> <p>We ask all staff, including</p>

		leaders to refrain from using where possible sending group emails and to think carefully before using the 'reply all' function.
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### Working practices

Where new initiatives are introduced, they should be based on evidence that they are likely to improve pupil outcomes. Serious consideration must be given to what we will stop doing in order to 'make space' for what is new.

**Principles that we as school leaders have to ensure our decision-making and behaviour is ethical.**

TRUST	OPTIMISM	KINDNESS
<ul style="list-style-type: none"> <li>• Being trustworthy, reliable, honest, consistent, humble, courageous</li> <li>• Managing emotions and helping others to manage theirs</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having genuine interest in others</li> <li>• Developing leadership skills in all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Being positive and encouraging</li> <li>• Believe in our own abilities and the ability of others, to do what is right to change things for the better</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging despite sometimes experiencing setbacks, challenges and pressures.</li> <li>• Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>• we demonstrate respect and generosity of spirit</li> <li>• being kind and humble</li> <li>• leading with compassion and care</li> <li>• listening and seeing beyond the job role to the person</li> <li>• using high levels of emotional intelligence</li> <li>• Building trust and rapport with others by acknowledging, empowering and elevating others.</li> </ul>
COURAGE	SERVICE	WISDOM
<ul style="list-style-type: none"> <li>• work courageously in the best interests of the children</li> <li>• look in the mirror when something goes wrong</li> <li>• remain calm, optimistic and positive in the face of adversity</li> <li>• Adaptable and help others to move</li> </ul>	<ul style="list-style-type: none"> <li>• We are conscientious and dutiful</li> <li>• Reducing stress and anxiety in the workplace by modelling calm and considerate behaviour</li> <li>• Demonstrate humility and self-control</li> <li>• Removing barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Have experience, knowledge and insight</li> <li>• Develop knowledge and expertise and share this with others</li> <li>• Learning from mistakes and admit when we are wrong</li> <li>• Recruit knowledgeable,</li> </ul>

<p>forward</p> <ul style="list-style-type: none"> <li>• Give the whole truth, the back story and the why</li> </ul>	<p>and blockers to enable others to do their jobs well</p> <ul style="list-style-type: none"> <li>• Leaving egos at the door and put ourselves in the service of others</li> <li>• Channel ambition into our schools, not ourselves, but develop our successors.</li> </ul>	<p>skilled experts, learning from them , embracing their expertise and helping them to flourish</p> <ul style="list-style-type: none"> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing if they are ineffective.</li> </ul>
<b>JUSTICE</b>	<b>VISION</b>	<b>RELIABLE</b>
<ul style="list-style-type: none"> <li>• We are fair and work for the good of all children</li> <li>• Doing what is right, rather than what is popular or easy</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact and make decisions</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing discretion and common sense</li> <li>• Valuing difference, building diverse teams and encourage others to behave responsibly to the community and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting the future and helping people ready themselves for change.</li> <li>• Thinking strategically, researching, gathering, analysing and assessing information.</li> <li>• Seeking opportunities for development.</li> <li>• Share learning with others and collaborate to consider options, obstacles and risks</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects</li> </ul>	<ul style="list-style-type: none"> <li>• We walk the walk – we only ask of staff what we would be prepared to do ourselves.</li> <li>• We deliver on what we say we will and when we say we will</li> <li>• We live by the mantra of '<i>do less but do it better</i>' and ensure this is credible in all we do and all we expect staff to do.</li> </ul>