



Key features of our Wellbeing and Workload Charter

1 Access to support services

Staff have access to confidential counselling, as well as occupational therapy and physiotherapy. There is an onsite gym and staff run Friday fitness.



4 Yearly calendar that is shared in the summer term

Meetings, parents evenings and deadlines are carefully considered, with minimal changes across the year. 12:15pm finishes at the end of each term.



2 Active working for wellness staff group

A cross section of staff meet regularly to discuss and suggest improvements which benefit wellness. Staff wellbeing weeks take place at the end of each term.

5 CPD opportunities for all staff

CPD is evidence informed and links to school development plan. There are many opportunities for staff to share best practice across the school. CPD calendar is set at the start of the year and certain sessions can take place at home.

3 Collaborative working

We encourage sharing of tasks within departments through the use of curriculum development time. Departments have shared teams areas that are used to share resources. We encourage the use of AI where appropriate.



6 Valued work-life balance

Staff are encouraged to use their professional judgement when accessing emails outside of working hours. We have recently removed written reports for KS3/4. We do not roll over our timetable in the summer term and gain time is decided at departmental level.

St Joseph's Workload and Wellbeing Charter: January 2025

- Our school workload charter is in line with the Trust charter to provide 'our employees with a fair and reasonable workload'. [Workload Charter - BCCET](#)
- As a Catholic school, our Gospel values encourage us to be the face of Christ to each other, demonstrating compassion and kindness to each other.
- There is a culture at St Joseph's that staff workload is taken seriously, and this charter is both lived out and regularly reviewed.
- We support staff to use their time efficiently and effectively, so it has a real impact on pupil learning and outcomes.
- We take a view that the teacher is the expert and a professional. We set school-level expectations and provide training in accordance with this stance.



Culture and ETHOS	CPD	TIME	Planning, Assessment and Reporting
<ul style="list-style-type: none"> • There is culture in the school to consider workload as part of the decision-making processes for new policy and procedures. The 'working for wellness' group, which is a cross section of staff, meets regularly to discuss and suggest improvements for all staff. • Our staff community is a real strength. We collaborate and support each other, sharing best practices, encouraging professional growth and ensuring that everyone feels valued. • The Headteacher meets regularly with Union representatives. • Where possible, we aim to meet the needs of family life with approved absences, ensuring emotional and family well-being is supported. • Afterschool detentions are centralised and issued for the same day. Detentions and our behaviour support room are managed by support staff. • Staff, parents and students alike are aware that there are a number of non-negotiables for student behaviour that will not be tolerated and for which a student will be issued a suspension. These are designed to make the school a safe and calm learning environment. • There are regular student and staff voice surveys to gather information around wellbeing and workload. These link into the planning around school improvement. • Everyone should feel safe at work and to ensure this we have robust safeguarding and health and safety policies. Safeguarding is everyone's responsibility. • Employees have access to confidential counselling through a self-referral portal, access to occupational health and physiotherapy. • There is a gym staff can access outside of school time and a staff ran Friday fitness session. 	<ul style="list-style-type: none"> • Our CPD is evidence informed and links clearly to our school development plan. As such, it is cohesive, not following the latest teacher fad. • We use CPD packages such as the Great Teacher Toolkit to ensure CPD has a bespoke approach for teachers and wider staff. There are also opportunities for staff to access additional CPD if they desire such as our teaching and learning book club • Our calendar of CPD is set at the start of the year and shared. Certain sessions of CPD, such as curriculum development, can be done at home and at any time across that week. • There are many opportunities across the CPD calendar for staff to work together and share best practice. Opportunities also exist to collaborate across the Trust. • Whilst there are some central messages to be shared, it is the middle leader in charge of a department meeting who dictates the agenda, sharing subject expertise and enhancing staff subject knowledge. • The focus of 'book looks' or lesson visits, should be made clear, linked to the school improvement plan or the department development plan. Notice of at least 48 hours should be given for lesson visits and book looks. They should not target individual staff. Observation of teaching and book monitoring should facilitate a supportive dialogue between teachers to raise standards. • The end of each term we have a wellbeing week in which there are no meetings, and some optional wellbeing activities for staff. • Gained time is (as much as possible) decided at a departmental level. 	<ul style="list-style-type: none"> • The school calendar is planned well in advance. Meetings, parents' evenings and deadlines are carefully considered. There should be minimal changes to this across the year. We do not have a meeting in the last week of each of the three school terms and our terms always end with a 12:15pm finish for staff and students. • Effective use of briefings: Monday briefings are short and focus on key/important messages. The weekly staff bulletin is used to share messages in one place and reduce the number of emails. • We encourage all staff to use their own professional judgement when sending or accessing emails. There is no expectation that emails received outside working hours are to be responded to. Ideally, emails are scheduled for working hours. • We have three data drops per year for all year groups. We continue to work on systems that reduce the expectations around data analysis, allowing staff to focus on key actions. • Teachers are only asked to undertake cover in exceptional circumstances, such as emergency situations. • The school has a rolling plan to improve IT infrastructure and an aim to reduce the number of different platforms staff need to access. Our SharePoint hub allows quick links to all the relevant platforms for staff and students. We encourage the use of AI to reduce workload while ensuring safeguarding and GDPR policies are not breached. • The school does not roll its timetable over during the second half of the Summer Term. 	<ul style="list-style-type: none"> • As much as possible, the curriculum should be collaboratively created and shared. Teachers should adapt teaching materials for their own students but not be working 'from scratch' to lesson plan. • Teachers use their professional judgement as to how the adaptations to lessons are recorded. • Where appropriate, the school buys into external resource providers to help with lesson resourcing and creating assessments. • St Joseph's does not view traditional teaching methods negatively: direct instruction and students working in silence is at the discretion of staff. Staff are free to teach in their style. • Assessment should be a continuous process as part of quality first teaching. Where summative assessments are used, they are decided at departmental level and should abide by the 4 pillars of assessments: purpose, validity, reliability and value. The number of these assessments depends on the curriculum time of each subject and is sensible. The use of multiple-choice questions plays a role in effective assessment. • Feedback to students should mainly be complete verbally, with students correcting their own work in green pen. Teachers should only mark certain assessments in each of the 3 cycles. Whole class feedback is a successful model used across school for providing feedback to students and managing teacher's workload. • Students in Years 7 to 11 have a data report, but no written reports from their teachers. For parent evenings, we have a 2pm finish for all students to allow staff time to set up for the 3pm start.