*'A tired teacher is not an effective teacher. Nor is that teacher allowed to focus on what is most important – teaching'* Estelle Morris (2003)

The Henry Box School is committed to ensuring that our staff are able to have a healthy work life balance. We have used the latest research to ensure that our approaches are rational and lead to the best outcomes for our students without causing excessive workload for our staff.

| Below you will find a summary of workload adjustments we are committed to in order to ensure that you are able to fulfil your role without undue or unrealistic demands on your time. We want our staff to be able to use their time efficiently and effectively, so it has a real impact on the achievement of our students. | | | |
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| **Teaching and Learning** | **Systems** | **Calendar and events** | **Leadership** |
| • We do not have a prescribed lesson structure or lesson plan proforma<br>• We implement a feedback not marking policy - we do not prescribe how frequently you have to mark books<br>• We place trust in each faculty as a team of professionals to interpret the teaching, learning and assessment policies in the context of their subjects<br>• As per good practice we do not grade lesson observations<br>• Observations are intended to be developmental with feedback given as a coaching conversation<br>• We use 'Ward Rounds' to support our colleagues and to highlight excellent practice across the school<br>• Professional development is a priority with considerable investment<br>• Staff are encouraged to use our up to date professional development library (in the Library) with over 100 titles available | • We have a minimal number of data collections to avoid excessive administrative tasks<br>• We do not have any long written reports or tutor reports<br>• We have a clear Email Protocol - We avoid sending emails before 7am, after 7pm, at weekends or during holidays unless urgent<br>• We have a reprographics team who will handle all printing with adequate notice. These requests can be made using the address repro@henrybox.oxon.sch.uk<br>• We use systems like Satchel: One and Myconcern to help make day to day tasks quicker and easier<br>• Our appraisal system is designed to avoid the compilation of evidence or portfolios of data, thus reducing the associated workload<br>• A member of support staff makes and serves free tea and coffee every break | • Reduced number of Parents' Evenings to avoid staff working late across the year<br>• No 'assessment weeks', you decide when it is appropriate to assess your students<br>• We operate a professional development approach whereby we work a set number of twilights and gain two days in lieu.<br>• We do not roll our timetable over during term 6. We believe this time is best used for planning for the coming academic year<br>• We have increased the amount of faculty time across our year to ensure that there are opportunities for joint planning and sharing best practice<br>• We dedicate a day for appraisal meetings to take place<br>• We consult on the calendar to try and avoid heavy weeks as much as possible | • Our School Leaders are committed to avoiding fads. We aim to do what is best for our students<br>• We use briefings to communicate key messages and this is also supported by a staff newsletter<br>• Our professional development programme is designed in response to feedback from staff to ensure it meets the needs of our team<br>• Our appraisal system is not based around numerical performance targets and instead fosters professional development<br>• There is a commitment to a career stage entitlement to professional development<br>• Our distributed leadership model enables wider staff involvement in leading and managing the school (e.g. *Whose Name's on the Tin?*), freeing up resource for a significantly high number of student support roles<br>• We have trained mental health first aiders and SLs have had training in supporting staff wellbeing |

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