COWES
ENTERPRISE COLLEGE
AN ORMISTON ACADEMY

Educate for life

STAFF CHARTER

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Staff Charter

We know our staff are hard-working, dedicated and committed. In return, we believe in creating a sustainable framework for success which is rooted in our strong relationships. We understand that the first steps to success are underpinned by a positive culture that is based on mutual trust and an ethos of respect. Positive wellbeing and mental health are therefore at the forefront of all decision making.

This charter sets out three core areas under which are our guarantees to you of how we will support your **mental wellbeing** and **mental health** at Cowes Enterprise College.



Wellbeing

We guarantee that positive wellbeing and mental health strategies will be built into our structures and be a top priority for the academy.

We will ensure the following:

- A staff wellbeing policy is in place
- We continue to be a Wellbeing Award School
- Positive staff wellbeing and mental health will feature on every SLT agenda alongside workload
- We use agreed messages as an SLT
- Appropriate external and internal support is available, for instance through our supervision arrangements which include time with an educational psychologist, and through supportive line management
- We value members of our staff family and accommodate requests (where possible) so that staff are able to attend important family events and personal appointments
- We run an annual staff survey to hear staff voice and measure wellbeing
- Teachers can leave the school site during planning, preparation and assessment (PPA) time (by prior arrangement with the SLT)

- We have a school wellbeing committee
- We provide excellent HR advice for every employee
- We embed staff wellbeing into any relevant training, standards and guidance
- We have a dedicated wellbeing governor
- We provide a confidential counselling service
- We dedicate a budget and resources to sustain our excellent models of support for wellbeing and mental health
- We deliver dedicated staff wellbeing times during academy INSET
- We offer a staff appreciation week, annually
- We appreciate staff achievement and contribution through a weekly staff *'bright spot'*
- We offer an OAT house at reduced rent to support early career employees
- We work to secure discounts for academy staff where possible, including on Red Funnel and Wightlink ferries
- The Principal recognises every staff birthday and Christmas with a personal card

Behaviour:

- We have the highest behavioural expectations of all students, with robust systems in place to ensure that staff are fully supported to uphold these standards
- We have a simple logging system to record behaviour incidents
- We have a simple system for staff to call for support when necessary
- The Leadership and Pastoral teams are highly visible during the academy day
- We have a centralised detention system
- We use the SIMS parent app



Workload

Workload is consistently cited as one the most important factors influencing teachers who are leaving the profession. Working hours in England are significantly higher than other countries (Talis 2013). The Teacher Workload Survey (2016) shows that teachers still work long hours, nationally. School leaders will ensure that governors understand and consider workload in their decision making.

We aim to ensure that our time works in the interests of pupils and helps make working in a school more and not less manageable for all staff.

We will ensure the following:

- We identify the biggest workload issues and work to reduce these
- Collaborative planning is in place to lessen workload
- Our calendar will be published before the next academic year for staff planning, and be consulted on with union reps each year
- We take a positive stance towards our flexible working policy
- Weekly bookable forum with the Principal
- Weekly behaviour drop in forum
- Weekly safeguarding drop in forum
- We use the DfE school workload reduction toolkit to reduce workload
- Our communications policy states:

  'Teachers are not in a position to check emails consistently during the day and the academy does not expect work email to be checked during a teacher's personal time. We aim to respond to you as soon as possible and within three working days. Part-time staff may take longer to reply.'

- We have mail embargoes. The academy operates a parameter of Monday–Thursday, 7am–7pm for emails, *with the exception of absence/sickness emails*, and no emails should be sent from Friday at 5pm until Monday morning. There is no expectation that emails will be opened or replied to in the evenings or at weekends. Staff are encouraged to have an *out of office* message on their emails to manage response expectations, when appropriate. No emails will be sent in holiday time unless absolutely necessary or involve safeguarding
- A directed time budget for teaching staff is transparent and consulted with union reps
- Teachers are not expected to produce and submit individual lesson plans unless this forms part of a support/NQT process
- Staff meetings are only held in person when necessary and we will exploit all online possibilities for virtual meetings and training opportunities
- After-school meetings will have a published finish time and will end on time. All staff will have clarity about which meetings they need to attend for planning purposes
- We will ensure an effective use of Wednesday briefings, focusing on training rather than information sharing, which is conducted through the weekly published staff bulletin. Wednesday briefings will be virtual where possible
- We ensure that any T&L monitoring is fair and transparent
- Marking expectations will be understanding of the varying demands and contexts within a school. All marking and feedback expectations will be manageable, meaningful and aiming to advance pupil progress
- We will dedicate an INSET day for teacher marking each year
- The academy will not roll over its timetable during the second half of the Summer term – time is used instead to work on core priorities



- Term dates are managed to ensure that wherever possible holidays start on Saturdays and finish on Sundays to ensure that all possible time to recuperate can be maximised
- We will disaggregate time wherever appropriate to ensure holiday lengths are maximised
- We have a weekly bulletin to reduce ad hoc, all-staff emails and replace a Monday face-to-face briefing. Safeguarding emails are the exception

Data:

- The purpose and use of data is clear, relevant and in line with our values and aims
- The precision and limitations of data are well understood
- The amount and frequency of data collection is proportionate
- School leaders have clear processes for collecting and using data once gathered
- Teachers will not be expected to produce data on individual students more than is absolutely necessary
- The academy staggers data sets across the year
- We have a rational approach to internal exams

CPD

We know it is vitally important that we develop people.

Development is fundamental to what we do and we have a long history of offering CPD programmes, collaboration with other schools and personalised coaching. We deliver training with Ambition and teaching and research schools to guarantee our staff receive high quality CPD.

We will ensure the following:

- A quality induction for all staff
- Appraisal for all staff
- A minimum of 75 hours ring-fenced for professional development time for every teacher every year
- Regular secondment opportunities are available, both within individual academies and across the Trust, including leadership positions (outlined annually in our directed time budget)
- Our recruitment processes are open and transparent
- The internal interview process will be used as a full development opportunity including feedback time with the Principal

- Appraisal targets will be based on a range of qualitative factors and not on external examination/ test results for most staff
- A high proportion of directed time on the annual calendar is allocated for faculties and subjects to work together
- We regularly provide online access to resources relevant to T&L, wellbeing, MH and CPD
- We run an annual ACE conference for leaders to input into academy planning
- We make available external CPD which is nationally recognised and well respected within education
- We support staff attendance at subject-specific/exam board external training
- We ring-fence dedicating training days to high quality input and significant time for departmental development
- Through our hub work with teaching and research schools, we provide a range of high-quality professional courses including ECF and NPQ programmes. We work with Ambition Institute and offer opportunities for staff to work across the region as Visiting Fellows
- We provide opportunities for all staff to input into the academy's strategy
- We enable the exploration and discussion of pedagogy and action research through our directed time schedule and whole-school Teach Meets
- We ensure a substantial proportion of directed time is used for collaborative planning
- We have a teaching and learning focus at weekly staff briefings
- We deliver a middle and senior leadership coaching programme
- We actively enable staff to be external exam board markers
- We enable all departments to stay up to date with their subject by providing membership of subject professional bodies

We work with...

- All official external bodies to clarify and confirm employers' regulatory responsibilities around wellbeing, workload and CPD
- All professional associations; the Principal will meet regularly with union representatives to ensure all is well within the school
- Our Trust and other excellent schools, including teaching and research schools, to ensure we always bring best practice to the school



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