Workload Charter

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship.
- We take a firm view that the teacher is the expert and a professional and provide training in accordance with this stance.
- We support staff to use their time efficiently and effectively, so it has a real impact on pupil learning and outcomes.
- We ensure that staff workload is taken seriously.

TIME matters

- **Email embargos**: No emails are sent from Friday 6pm until a Monday morning and no emails are to be sent during the holidays. The only exception are serious safeguarding matters.
- **Rational approach to data**: We have three data drops per year group within the academic year (exam class will also have two additional points during the year to update predictions). All of the data is analysed for staff, leaving key actions as the only thing to consider and spend time on. No formal time-consuming report comments will need to be completed. There will be one informal comment collection point for year 11 only for the purpose of Academic Review Day.
- **A rational approach to mocks**: We have one full set of mocks in Key Stage 4 and Key Stage 5. This reduces pressure on students, reduces the volume of marking that staff have to do and increases invaluable curriculum time in the classroom.
- **A rationalised approach to marking**: Staff are expected to skim read class books once a fortnight, producing a summary feedback sheet, which the students are expected to stick in their book and then give verbal feedback identifying common misconceptions in lesson time.
- **Avoiding roll-over**: The school does not roll its timetable over during the second half of the Summer Term. Instead, this time is used to work on core priorities and to provide staff with vital training.
- **Centralised Detentions**: All detentions are centralised, issued the same day, take place after-school and focus on three simple basic classroom expectations and a series of wider school-rules.
- **COVID-19 measures**: Our email embargo continues to ensure the lines between remote working and time away from work remain present. We take a continuing sensible approach to data and feedback, with the understanding that any data collated in a remote setting must be highly contextualised.

CPD matters

- **Increased Faculty Time**: Departments are given at least three, departmental meetings per half term. It is very much for the middle leader in charge of a faculty/department to dictate the agenda, with a view that the focus of meetings should be on sharing subject expertise and enhancing subject knowledge.
- **Sensible use of Twilight Time**: We operate a training model whereby we work a set number of twilights and trade this time in to gain three days off in lieu. During the twilight training, there is normally a 30-minute presentation or training session and the remainder of the time is given to faculties.
- **Personalised CPD**: Every member of staff has a personalised CPD menu for the year, which is agreed with the member of staff by their line manager. This is developed partly via target 3 of any given member of staff's performance management targets but also via their career stage, aspirations and through a 1:1 meeting with the Principal. Annually the Principal meets with all members of staff in the Spring Term to discuss how they feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.
- **Faculty Away Days**: All faculties receive two days of time together as a team in Term 6. This allows any given faculty a real block of time to work on their strategy for the forthcoming academic year.
- **COVID-19 measures**: Staff continue to be coached and supported by line management; Twilight time is flexed to suit the needs of the faculty; personalised 1:1 welfare checks with the Principal, and all COVID concerns dealt with promptly with staff care in mind. Our CPD provision continues, supported by recommendations of high quality CPD available in the wider sphere.

School FOCUSES matter

- **Agreed SLT messages**: These seek to prevent ill communication and repetitive sending and receiving of messages.
- **Effective use of briefings**: Briefings focus on training staff and sharing key/important messages.
- **Consultative Forums**: The Principal holds a termly staff consultative forum, whereby staff are able to present issues/concerns. SLT also hold behaviour, teaching and learning and assessment consultative forums to discuss vital curricular/school matters. The Principal also chairs a staff well-being committee that meets termly. The Principal meets with all NQTs and new staff once every half term.
- **Working with Unions**: The Principal meets regularly with Union representatives within the school.
- **Resisting fads**: TDS seeks to keep things simple and focused. Everything should come back to the School Improvement Plan.
- **Being flexible**: Where possible we aim to meet the needs of family life, ensuring emotional and family well-being are supported.
- **COVID-19 measures**: Daily messages has been set up to reduce email communication and maintain clarity of key messages; the Principal continues to work with all stakeholders to ensure that the school maintain a clear trajectory, at a reasonable pace that is mindful of the current climate.

Culture and ETHOS matters

- **Lesson Objectives**: We do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on BIG QUESTIONS. The big question is the objective and the focus for lessons AND this is the only thing that the students write down.
- **Pedagogical Approach**: We emphasise that there is no preferred learning style, but traditional teaching methods; retrieval practice,; the use of workbooks,; knowledge organisers; co-planning and direct instruction are to be embraced. Classes working in silence, making notes or being lectured are not viewed upon negatively. The school also endorses the use of BIG LECTURES. In writing the big lectures, staff have to work collaboratively, and they are used as a means of subject knowledge CPD for staff.
- **Rationalising Revision**: We hold a firm line that after school revision sessions will not begin until the last ten weeks prior to the public exams.
- **Non-Negotiables**: All stakeholders are aware that there are a number of non-negotiables for student behaviour/s that will not be tolerated and for which a student risks a fixed term exclusion. These are designed to make the school a safe and calm learning environment.
- **Co-planning**: There is a clear commitment to co-planning. This serves to upskill staff, provides a platform to share expertise and saves staff time.
- **Flexible Working**: The school actively supports and promotes flexible working and has a number of staff, at all levels within the school, who work flexibly.
- **COVID-19 measures**: The school remains focused on the underpinning of effective pedagogy as opposed to the potential fads of remote learning. Subjects elect to centralise planning, teaching in a mode and with the flexibility that suits the needs of their subject.

Your Wellbeing matters

- Heath care benefit, via Westfield Health. Including for children under 18 in FT education
- Optional staff sports every Friday after school
- Monthly optional tea and cake drop session for all staff. Informal setting for staff to unwind and offload from every day stresses
- We are at least 10% below the expected 1265 for main scale teachers

- **COVID-19 measures:**
- Staff have access to a designated email address: covidconcerns@thedustonschool.org for feedback and queries. The site risk assessment is shared with all staff.
- Staff are reminded of the support available through Westfield Health.
- Where possible, staff are requested on-site on a rota basis only during periods of national lockdown.

Blogs, articles and references

- https://www.educationsupportpartnership.org.uk/blogs/teacher-workload-how-stop-it-becoming-overwhelming
- https://www.bing.com/search?q=making+data+work+dfe+publication+2018&form=EDGEAR&qs=HS&cvid=fa6506bb0f9247c89a6ffc97334858af&cc=GB&setlang=en-US&DAF0=1
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682865/Developing_DfE_Statistics_in_2018.pdf
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