

Staff Charter

Created by our colleagues, for our colleagues

At Wardle Academy, we provide a transformational educational experience, empowering students to be personally and academically successful, and to make a wholly positive impact on our Academy, our community and the wider world.

We support our colleagues to ensure they have the confidence, skills and knowledge to fulfil their role in a safe, respectful environment. All stakeholders follow the Wardle Way:



Physical and mental wellbeing of our colleagues is our priority. Colleagues have access to free flu jabs, cycle to work scheme and can access confidential counselling services whenever necessary

Clear investment in professional development for our colleagues. Dedicated development time is regularly provided, and there is a commitment to both internal and external development of colleagues

Low-level disruption is not tolerated. We support colleagues to deliver engaging lessons, with clear structures in place to support colleagues with those who disrupt learning

Colleagues have access to our fantastic fitness facilities. We protect time both before and after school for colleagues to have sole access to our fitness facilities, including our: fitness suite, sports hall and 3G Astroturf

There is no expectation to answer emails outside of working hours. We understand everyone likes to work at different times; however, there is no expectation to read and reply to emails outside of working hours. Our email systems also have a schedule send system that colleagues can use

Colleagues' workload is our priority when setting workloads. There will always be a minimum of one working week for colleagues to complete any additional tasks outside of their day-to-day planning, preparation and marking. We also only ask for limited data to be submitted each year, no more than three occasions for Years 7-10, and four occasions for Year 11

We support colleagues to focus on teaching. We do not take time up with excessive meetings; time in departments is purposeful and focused on individual and department needs, such as improving curriculum delivery, and allowing for collaborative planning, and is structured around key points in the academic year, for example, no development time is planned around examination seasons to allow colleagues to support students the best they possibly can

Colleagues do not receive excessive, stressful formal observations. Our culture is around regular, low-stakes drop ins involving peers to ensure we all receive regular feedback to support practice; we are all hungry to improve!

We focus on feedback, not marking. The most valuable feedback is live feedback at the point of learning. We do not expect excessive marking; just sensible marking coupled with excellent feedback in lessons

All colleagues are entitled to be heard. We have regular colleagues well-being meetings, where all colleagues can drop in and have their say on workload, well-being and ideas for school improvement