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 in any one given academic year. All of the data is analysed for staff leaving key actions as the only thing to consider and spend time on.

- **A rational approach to mocks:** There is a real danger of 'weighing the pig' with endless mock examinations. 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. Students are then expected to correct their own work accordingly.

- **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.

CPD matters

- **Increased Faculty Time:** Departments are given at least 3/4, 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.

SCHOOL FOCI matters

- **Agreed SLT messages:** Prevent ill communication and repetitive sending/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 to ensure that all is well across 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 is supported.

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 a BIG QUESTION. The big question is the objective and the focus for the lesson AND this is the only thing that the students write down.

- **Pedagogical Approach:** We emphasise over 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 BIG LECTURES. In writing the big lectures staff have work far more collaboratively with one another 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 take place until the last ten weeks prior to the public exams.

- **Non-Negotiables:** Staff, parents and students alike are aware that there are a number of non-negotiables for student behaviour/s that will not be tolerated and for which a student will be issued an exclusion. These are designed to make the school a safe and calm learning environment.

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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