

# Meden School Workload Charter

- Our core aim is to help students achieve the very best they can, so they can access university, higher education, employment or an apprenticeship.
- We support staff to use their time efficiently and effectively, so it has a real impact on pupil learning and outcomes.
- We provide a supportive workplace culture
- We ensure staff have a fair and reasonable workload
- We ensure clear and consistent information sharing
- We provide high quality training and professional learning opportunities that meet the needs of individual members of staff

TIME	PROFESSIONAL LEARNING	COMMUNICATION	CULTURE
<ul style="list-style-type: none"> <li>• Email embargos: no emails are sent between 6pm to 7am everyday and Friday 6pm until a Monday morning. Also, no emails are to be sent during the holidays. The only exception are serious safeguarding matters.</li> <li>• <b>Rational approach to data: We have three data collections per year group in any one given academic year. All the data is analysed for staff leaving key actions as the only thing to consider and spend time on.</b></li> <li>• A rationalised approach to marking: Meden School has developed Feedback expectations that can be applied in all lessons and in all subjects and is focused on students acting on feedback and improving their work and staff amending their planning where necessary.</li> <li>• <b>Detentions: all detentions are administered centrally; they take place during break time and afterschool.</b></li> <li>• Meden supports the principal of 1265 hours for teaching staff and ensures the breakdown of directed time for teachers does not exceed this.</li> <li>• <b>Trapped time: as a school we are committed to reducing the amount of trapped time and including it in the 1265 hours calculation</b></li> <li>• Staff are expected to be well-prepared for lessons and have given thought to how the students' learning journey will progress</li> <li>• <b>Staff are not expected to submit daily or weekly lesson plans</b></li> <li>• ICT systems will be used to share planning and minimise replication of effort across departments</li> <li>• <b>We use Bromcom to simplify and streamline logging behaviour incidents and other pastoral information.</b></li> <li>• We want all staff to be able to achieve a healthy work-life balance and we trust the professional judgement of our staff to make decisions about when they work outside normal school working hours.</li> <li>• <b>We have consistent and fair behaviour expectations which allows staff to work effectively and be provided with support from the SLT to manage behaviour effectively in a timely manner</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increased curriculum time: curriculum areas are given at least 5 CPL sessions per half term. It is very much for the middle leader in charge of a faculty/department to dictate the foci and agendas, with a view that the focus of CPL should be on sharing subject expertise and enhancing subject knowledge.</li> <li>• <b>CPL: every member of teaching staff will have 2 hours CPL every week, some of which is personalised. CPL is focused on safeguarding, effective teaching, SEND, professional development delivery and subject knowledge.</b></li> <li>• CPL will provide peer support and coaching</li> <li>• <b>CPL will support staff to be well-trained and appropriately qualified to perform the role effectively</b></li> <li>• Annually, SLT meet with all members of staff in the Summer Term to discuss how they feel about their current role, how they would like their role to evolve, their career aspirations and any CPL needs that they have.</li> <li>• All staff have access to the NPQs to support their leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT Agree all messages: prevent ill communication and repetitive sending/receiving of messages.</li> <li>• <b>Effective use of briefings: There are briefings held everyday to aid better communication. Briefings focus on training staff and sharing key/important messages.</b></li> <li>• Daily Bulletin: all staff are encouraged to use the daily bulletin for whole staff notices and messages. It is vital that staff read the daily bulletin and take responsibility in keep update to with key messages.</li> <li>• <b>Restricted Whole Staff Emails: whole staff emails are restricted and need approval by SLT/BOM before they are released. Staff are encouraged to use the daily bulletin for whole staff notices and messages.</b></li> <li>• Wellbeing Forums: there is a wellbeing forum, each term. All staff are invited to attend the consultative forum, whereby staff are able to present issues/concerns.</li> <li>• <b>Resisting fads: Meden seeks to keep things simple and focused. Everything should come back to the School Improvement Plan.</b></li> <li>• We offer wellbeing guidance and signposting health and wellbeing services (i.e. Westfield health)</li> <li>• <b>Feedback will be given to staff via the feedback app and focussed on the effective teaching model, to allow them to understand how to develop their practices to become more effective.</b></li> <li>• The school calendar is published via Outlook and adhered to, and changes are minimised where possible and communicated via the daily bulletin</li> <li>• <b>All staff to be aware of their responsibility for maintaining good communication practices.</b></li> <li>• Being flexible: where possible we aim to meet the needs of family life, ensuring emotional and family well-being is supported (in line with trust policies)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Objectives: we do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on a key question. The key question is the objective and the focus for the lesson.</li> <li>• <b>Pedagogical Approach: the Meden effective teaching model creates a shared understanding of what effective teaching looks like at Meden and supports our continuing professional learning approach of always evolving and developing our teaching to become more effective to support students to achieve the very best they can. We want all teaching staff to consider the model whilst they are planning their lessons.</b></li> <li>• Meden Expectations: staff, parents and students alike are aware of the expectations for students regarding the positive behaviours we want them to exemplify and the consequence if they don't meet our expectations. These expectations are designed to make the school a safe and calm learning environment.</li> <li>• <b>Staff understand and take responsibility of monitoring and adapting their work, to positively impact on their personal health and well being</b></li> <li>• We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the school</li> <li>• <b>Meden operates an open-door policy and recognises that observation of learning or of student behaviour is an important aspect of our work. Feedback will be given to staff via the feedback app and focussed on the effective teaching model .</b></li> <li>• Staff have clear roles and responsibilities</li> <li>• <b>Leaders support staff in their roles – this includes offering guidance, support and training in developing knowledge and skills relevant to their role i.e. safeguarding duties</b></li> <li>• All members of the school community show genuine appreciation towards others, using praise and thank yous!</li> <li>• <b>Leaders encourage a good work-life balance</b></li> </ul>

