

# LAE Wellbeing Charter

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Academic sixth forms are intrinsically busy workplaces staffed by people with high expectations of themselves and of each other. Resilience and emotional professionalism are requirements of all roles.

Colleagues are entitled to the time and energy to do their jobs well. LAE has taken several steps to promote better staff wellbeing. These are regularly reviewed and developed in consultation with colleagues.

This document reflects the much of the content of the DfE [Education Staff Wellbeing Charter 2021](#) adapted for our phase of education.

## Whole school principles

- LAE's core values of Humility, Respect, Kindness, Resilience, Excellence, and Independence underpin everything we do.

## Whole school practices

- LAE operates 37 weeks of term time versus a standard 39 in maintained secondary schools.
- Additional duties are limited to one per week.
- Colleagues in support roles that are not student facing are able to work from home (WfH) one day per week by agreement.
- Once the timetabled school day ends, colleagues may choose to work from home if they have no further in-person meetings or contact time with students.
- Open evenings and other out-of-hours commitments are kept to a minimum and subject to a rota to ensure associated workload is distributed fairly.
- Staff are surveyed on a termly basis to get honest feedback about the experience of working at LAE.
- A staff welfare representative meets termly with the Headteacher and Business Director to discuss welfare and wellbeing of the staff body.
- A member of staff is trained as a Mental Health First Aider to provide advice and guidance to colleagues in need.
- Friday break times are enhanced with a staff event 'Fancy Friday' where there is an opportunity for all staff to meet informally and have a proper break with their colleagues.
- The School offers a range of employee benefits, including:
  - Subsidised term time meals from LAE catering
  - Subsidised gym membership at Newham Leisure Center
  - Cycle Scheme incentive
  - Tech Scheme incentive
  - Apple Education discount
  - Eye Test voucher and further voucher for those who need glasses for work purposes

- Flu vaccinations – financial reimbursement to staff who are not eligible for NHS vaccination
- Counselling for staff is available with a trained team of counsellors from the A Space counselling service.

## **Teaching, learning, planning and curriculum**

- Classroom teachers are expected to teach a maximum of 75% of available periods with two additional PPA periods added to Thursday afternoons.
- Co- and extra-curricular periods have been equalised with teaching staff given a choice of 4/6 of these additional activities and support staff asked to contribute to 1/6.
- Cover is limited to a maximum of one period per week per teacher and allocated proportionally and fairly.
- Approaches to teaching and learning are decided foremost by lead teachers based on the best available evidence of what is most effective at our phase of education.
- Teachers' agency is central to LAE's teaching and learning philosophy – teachers are encouraged to experiment and to take sensible risks with learning.
- The quality of provision is assessed over time based on a basket of evidence. There are no 'high stakes' lesson observations and teachers should never feel expected to 'put on a show'.
- Watching Others Work Weeks build morale and celebrates the contribution teachers make to CPD.
- End-of-year exam photocopying can be submitted to the Exams Office to be professionally printed externally, and all internal mocks can be photocopied by support staff, if submitted to the Exams Office by the deadline.
- LAE teaches a narrow A-level curriculum meaning teachers are not planning and re-planning multiple schemes of work for multiple courses and/or year groups.

## **Assessment and reporting**

- Efficient, impactful marking strategies are shared through CPD and the LAE Teacher Toolkit. Departments decide how best to mark and assess student work with an expectation that students receive feedback in some form every two weeks.
- June Inset Day is exclusively for teachers to mark EoY12 assessments.
- Teachers who are examiners are exempt from internal invigilation.
- Data is not collected unless it is being used to improve the quality of provision and outcomes.
- Data collection is limited to live assessment results each term, effort scores and predicted grades. Deadlines are agreed a year in advance with middle leaders.
- A centralised spreadsheet contains all student data in one easy-access place.
- Teachers should not be routinely dealing with parents or carers – these should be handled by SLT and/or Heads of House.
- Student reports are not onerous, with one being produced per subject per student.
- Parents' and Carers' Evenings are conducted online, providing the flexibility for staff to work from home if they choose.

### **Professionals in support staff roles**

- All support staff are provided with CPD specific to their area of professional expertise.
- Support staff who work all year round are provided with the opportunity to work from home during the summer break to reduce travel.
- Support staff are encouraged to take part in student-focused tasks such as tutoring, co-curricular activities and time is afforded to do this.
- Annual performance management is provided with consideration to whole school and role specific targets.
- Middle Managers are provided the autonomy to line manage their staff.
- SLT are open to review best practice and processes in order that the support staff use time effectively and efficiently.
- Support staff are included in decisions around management information systems and technical software in order that staff can perform their role successfully.

### **Professional development**

- The CPD programme has been overhauled to give staff more time and more choice.
- A CPD survey seeks anonymous feedback on ways to improve the programme.
- Training, wherever practical, is delivered by in-house experts and not by external consultants.
- By taking part in professional development, staff collaborate with colleagues from other departments and develop synergistic relationships.
- Teachers have implementation time built into the termly PD pathways.
- Colleagues experienced in their field are provided support to advance their leadership abilities through external qualifications and mentorship.
- Apprenticeship roles are encouraged for new and established staff.
- Colleagues who are new to the profession and unqualified receive additional support and tailored training to develop their teaching practice.
- The Assessment only route is available for unqualified teachers who aim to gain their qualified status.
- The school avoids the cumbersome compilation of evidence 'folders' in support of pay progression.
- Online record keeping resource that reduces time spent on appraisal and observation paperwork.