



## TCAT WELL-BEING AND WORKLOAD STRATEGY

The Challenge Academy Trust was established to ensure the best possible academic and personal outcomes for the young people of Warrington. We have approximately 1400 staff working within the organisation currently and we realise that it is our teachers and support staff who will deliver these outcomes and provide the outstanding educational and pastoral support required for our young people to achieve their potential in life. Consequently, we realise the importance of managing workload to maintain the well-being of staff across the organisation; unless we are well supported, happy and coping-we cannot support our young people to thrive.

We are keen to develop a robust strategy to achieve this aim moving forward and we have already made an impressive start in relation to the delivery of high quality training and CPD across the organisation. We understand the demands of the job and we are keen to do whatever we can as an organisation to reduce working hours and make your role both fulfilling and achievable.

In terms of 2019-20 we have looked closely at the DfE Workload and well-being toolkit and have agreed to take the following steps across the trust to support staff well-being and workload management. We will then work closely with stakeholders to consider further strategies which we will look to implement as time goes on to enhance this offer.

	TCAT strategy	Rationale/benefit
Professional development	<ul style="list-style-type: none"> <li>Bespoke training provided at every career stage</li> <li>Further develop the hub network to support subject knowledge and professional development</li> <li>Develop the TCAT Professional Development centre to support the professional needs/development of all TCAT staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is key to personal growth and career progression</li> <li>Enhanced subject knowledge, shared practice &amp; expertise, joint decision-making all support workload/well-being</li> <li>Provide a relaxing and inspirational space for staff to meet, train, plan, mark and socialise</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Streamline policy and practice across the trust to ensure best practice/efficiency where possible</li> </ul>	<ul style="list-style-type: none"> <li>Use best practice to support staff in managing behaviour and reduce workload</li> </ul>
Communications	<ul style="list-style-type: none"> <li>Establish 'no expectation' to send or read emails outside of working hours</li> </ul>	<ul style="list-style-type: none"> <li>Aim to keep the demands of the working day within the working day and not to affect personal time</li> </ul>

Curriculum planning & resources	<ul style="list-style-type: none"> <li>• Use professional network of hubs to plan collaboratively and share resources</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced workload</li> <li>• Time to connect with colleagues</li> </ul>
Data management	<ul style="list-style-type: none"> <li>• Ensure no more than 3 data collection points for any single year group</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced workload</li> </ul>
Managing change	<ul style="list-style-type: none"> <li>• Publish one annual calendar in each school and review with staff eradicating 'pinch points' wherever possible</li> </ul>	<ul style="list-style-type: none"> <li>• Enable staff to plan in advance and make arrangements for school business ahead of time</li> </ul>
Governing bodies	<ul style="list-style-type: none"> <li>• Use existing documentation or practices wherever possible to inform governors of the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid creating additional work specifically for governors</li> </ul>
Early career stage support	<ul style="list-style-type: none"> <li>• ITT programme</li> <li>• Offer of the Accelerate programme to all colleagues within first 5 years of teaching career</li> </ul>	<ul style="list-style-type: none"> <li>• To provide early career colleagues with the best possible support at the start of their careers</li> </ul>
Performance management	<ul style="list-style-type: none"> <li>• Common policy</li> <li>• Fair/robust pay progression</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity, consistency and to establish reasonable expectations of staff performance</li> </ul>
Well-being	<ul style="list-style-type: none"> <li>• Schedule a range of well-being activities across the academic year which staff can access local to their home schools</li> <li>• Identify mental-health first aider for staff in each school</li> <li>• Occupational health support</li> </ul>	<ul style="list-style-type: none"> <li>• Support well-being</li> <li>• Provide early help for staff</li> <li>• Provide support for staff where required</li> </ul>