

# WORKLOAD CHARTER

## SCHOOLS BASED STAFF



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## **WORKLOAD CHARTER**

### **BACKGROUND**

Section 2 of the Health & Safety at Work Act 1974 in relation to Work-related stress states:

*Employers have a legal duty to protect employees from stress at work by doing a risk assessment and acting on it.*

In response to issues raised at a national level by the Teacher unions and professional associations the Department for Education undertook the Workload Challenge from 22 October to 21 November 2014 and an online survey was circulated to a sample of schools across England and Wales.

### **The key findings of this survey were:**

#### **Working hours**

- The average working hours was 54.4 hours (55.5 in Primary schools and 53.35 in secondary schools).
- Senior Leaders worked on average 60 hours per week (62.1 hours secondary compared to 59.8 Primary).
- 40% of total hours were worked outside of school hours.
- Inexperienced primary teachers had longer working hours than more experienced colleagues.

#### **Activities undertaken**

- In total, classroom teachers and middle leaders spent an average of 21.6 hours teaching, or 40% of the self-reported total hours.
- Primary teachers spent nearly three hours more teaching than secondary teachers.
- Classroom teachers spent nearly two hours more teaching than middle leaders.
- Classroom teachers and middle leaders in both primary and secondary schools spent an average of 33 hours on non-teaching tasks with about 50% of that time spent on planning lessons and marking.

#### **Attitudes towards workload**

- The majority (93%) of respondents stated that workload in their school was at least "a fairly serious problem" with 52% citing it as a very serious problem.

- Over three-quarters of staff were dissatisfied with the number of hours they usually worked and disagreed that they have a good work life balance.

In their report - **DFE Analysis of school and teacher level factors relating to teacher supply September 2017** – relating to the supply of teachers in schools an analysis of reasons for leaving the teaching profession was undertaken and the following was noted:

- 75% stated that workload was the reason they left the profession.
- Changes in policy or initiatives by Government was the second highest cause.
- Feeling undervalued by their leadership or team being the third.
- Only 17.1% of respondents said that earning a higher salary elsewhere was a major factor in their decision to leave and pay was not a major driver for leaving the profession.
- 61% of respondents said that it was a single factor (from the list above or other) or event that triggered their departure.

Teachers said 3 of the biggest areas that can lead to unnecessary workload are:

- Marking
- Planning
- Data management

It is therefore clear from national surveys, that excessive workload is a major obstacle to schools being able to successfully recruit and retain the best teachers and teaching assistants.

## **Department for Education response**

Based on the survey outcomes, three national working parties were established by the Secretary of State for Education. They have reported on the national picture and indicated how excessive workloads might be reduced. The groups were asked to create principles for practice and to make specific recommendations for action.

Their independent reports were published on 26 March 2016.

## **MARKING**

<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

The working party said:

*'We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term. 'One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.' 'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'*

## **Key findings**

- The quantity of feedback should not be confused with the quality.
- Schools should review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice.
- There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.
- All marking should be meaningful, manageable and motivating.

## **Key recommendations**

- **DfE** should disseminate the messages of this report through system leaders.
- **Ofsted** should continue to monitor inspection reports.
- **LAs/ MATs/ RSCs/governing boards and school leaders** should use the three principles set out in this report to review the school's marking practice.
- **Teachers** should be encouraged to review current practice to ensure marking adheres to the three principles in this report.

**An appropriate guide to the reasonableness of marking burdens is the extent to which teachers are able to complete the greater part of their marking during their PPA time.**

### **School policy**

#### **Senior Leaders should:**

- Ensure that marking should be proportionate and provide good quality feedback. Verbal feedback to the pupils can be just as valid as written feedback. Written feedback should not necessarily be given a greater status in school policies.
- Ensure a balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.
- All marking should be meaningful, manageable and motivating
- Ensure marking is part of an assessment policy alongside other practices that inform teachers, create positive pupil outcomes and drive future planning.
- Ensure consistency of marking across school/ departments. Detailed marking, for example, "dialogic", "deep", "triple" or "quality" marking is unnecessary in the professional judgement of teachers.
- Share expectations of marking to help all staff be clear about what is required of teachers
- Ensure that each subject/phase are able to determine the policy in their areas of work.
- Ensure that policies are judged against the hours spent marking and adjustments required where necessary
- Ensure effective deployment of all resources in the school
- Take account of hours spent marking and have regard to work life balance of their staff.

#### **Teachers and other relevant staff should:**

- Give pupils regular feedback, both orally and through accurate marking and encourage children to respond to the feedback.
- Use professional judgement on the feedback required for a pupil.
- Ensure that marking serves a single purpose - to advance pupil progress and outcomes
- Feedback can take the form of spoken or written marking, peer marking and self-assessment
- Ensure that marking is used to acknowledge the work the pupil has done, value their efforts and achievement and to celebrate progress

## **PLANNING**

<https://www.gov.uk/government/publications/reducing-teacher-workload-planning-and-resources-group-report>

The working party said:

*'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development. 'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'*

### **Key findings**

- Lesson planning is an essential contributor to effective teaching & learning and is therefore a key element of professional practice when based on the judgement of the teacher
- Creating detailed written plans can become a 'box-ticking' exercise and create unnecessary workload – such daily or weekly plans should not be a routine expectation.
- Schools should spend time planning collaboratively, and engage with a professional body of knowledge and quality-assured resources.
- Good schemes of work collaboratively produced should free teachers to use their professional judgement and experience rather than the dictat of proxy evidence provided by paper tails which are over burdensome.
- There should be greater flexibility to accommodate different subject and phase demands and needs in lesson planning formats.

### **Key recommendations**

- **DfE** and its agencies should commit to sufficient lead-in times for changes for which the sector will have to undertake significant planning to implement.
- **Ofsted** should ensure no particular methods of planning are praised as exemplars.
- **Senior leadership teams** should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.
- **Teachers** should engage in collaborative planning to develop their skills and knowledge, to share expertise, and to benefit from the expertise of their peers

## **School policy**

### **i) Plan a sequence of lessons**

#### **Senior Leaders should:**

- Not routinely expect detailed daily or weekly plans
- decide and use the best planning tool to suit the demands of the subject or age group
- consider the cost benefit of creating larger blocks of time for planning

#### **Teachers and other relevant staff should:**

- Where lesson plans are deemed appropriate, their purpose and audience should be very clear
- Plans should be used as a tool for professional discussions with line manager to help understand and explain teaching decisions
- Have flexibility to accommodate different subject demands and needs
- Choose the best format for their working plans to suit their level of confidence, experience and preference agreeing the rationale with the line manager

### **ii) Fully Resourced schemes of Work should be in place for all relevant staff to use each term**

#### **Senior Leader should:**

- Ensure fully resourced scheme of work is in place, at the start of each term
- Where this is not possible, teachers should be clear who will be planning and resourcing the lessons, what time they will be available and how this will be made available to staff.
- Ensure that teachers understand the 'what' and 'why' of the curriculum

#### **Teachers and other relevant staff should:**

- Plan to identify what needs to be taught across a sequence of lessons
- Be free to teach in a way that suits their professional judgement and experience

### **iii) Planning should not be done simply to please an outside organisation, e.g. Ofsted**

#### **Senior Leader should consider:**

- If the teaching is having an impact on pupil progress



**iv) Planning should take place in purposeful and well defined blocks**

**Senior Leaders should:**

- Ensure PPA time is allocated and identified on the timetable
- Review the effectiveness of how time set aside for planning is allocated
- Consider identifying blocks of time for collaborative planning
- Ensure that trainee teachers are able to demonstrate their planning

**v) Effective planning makes use of high quality resources**

**Senior Leaders should:**

- Undertake a cost benefit of continually searching or producing materials i.e. if the benefits are not apparent in pupil outcomes then this amounts to unnecessary workloads
- Ensure quality assure resources are available such as textbooks (including electronic resources) student books, teacher guides.
- Ensure that new entrants have access to effective plans and materials
- Ensure that collaborative planning is followed up by regular professional discussions which focus on the outcome for the pupils.
- Consider the benefits of collaborative planning where teacher creativity and professionalism can be exercise
- Ensure that the downloaded resources are supportive of sensitive and effective approaches to high attainment, high quality and high enjoyment of learning

## **PUPIL PERFORMANCE DATA**

<https://www.gov.uk/government/publications/reducing-teacher-workload-data-management-review-group-report>

The working party said:

*'Do not routinely collect formative assessment data' 'Summative data should not normally be collected more than three times a year per pupil.'*

Inputting data is an administrative task and not a task required of teachers.

### **Key findings**

- Be streamlined and eliminate duplication –'collect once, use many times'.
- Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.
- Be prepared to stop activities: do not assume that collection or analysis must continue just because it always has.
- Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.

### **Key recommendations**

- **Everybody** involved in data collection should only collect data that is purposeful, valid and reliable.
- **DfE** should ensure that officials, RSCs and NLEs commit to the principles in this report.
- **Ofsted** should monitor the impact of the revised inspection framework on the practice of schools.
- **LAs/MATs and school leaders** should conduct a regular audit of in-school data management procedures.
- **Teachers** - if you do not understand why data is collected, ask.

### **School policy**

#### **School Leaders should:**

- Ensure that all data collection has a clear purpose
- Ensure that data processing is as efficient as possible
- Focus on key performance indicators for the school
- Create an assessment and data collection calendar, updated annually.

- Standardised tasks and test items can be useful in supplementing teacher judgement and assessment
- effectively utilise new technology to support quicker and simpler collection and almost real time analysis and presentation of data.

**Teachers and other relevant staff should:**

- know if a pupil is on track to achieve end of year expectations through the use of their own professional knowledge and skills

## **DIRECTED TIME**

### **Working days**

The school Teachers Pay and Conditions Document states that a teacher employed full-time must be available for work for 195 days, of which:

- 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- 5 days must be days on which the teacher may only be required to perform other duties; and
- Those 195 days must be specified by the employer or, if the employer so directs, by the Head Teacher.

### **Specified working hours**

With the exception of staff on the Leadership scale or pay range for leading practitioners, a teacher employed full-time must be available for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work. This is known as **Directed Time**

Part time teachers will be expected to work a proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid. The calculation for part time staff is based on the Schools Timetabled Teaching Week (STTW) The STTW is defined in the STP&C Document as "The aggregate period of time in the school timetable during which pupils are normally taught." This represents the part of the school day timetabled for teaching, including PPA time and other non-contact time, but excluding break time, lunchtime, registration and some or all of assembly.

No teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work but may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work. A teacher should not, therefore, be required to attend staff meetings, during or after the school day, on days they are not working.

In addition to the hours a teacher is required to be available for work as outlined above, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils. **The employer must not determine how many of the additional hours must be worked or when these hours must be worked.**

### **Directed Time Includes:**

- Teaching.

- Registration.
- Assembly.
- PPA time (minimum of 10% of teaching timetable).
- Additional non-contact time.
- Leadership and Management time.
- Break time.
- 10 minutes before start of morning session and 10 minutes at end of afternoon session.
- 5 minutes at end of morning session and 5 minutes before start of afternoon session.
- All staff meetings or Key Stage meetings - includes staff briefing before morning school if longer than the 10 minutes referred to earlier.
- Parents Evenings including, if appropriate, trapped time between end of school day and start of Parents Evening.
- PADs at 6.5 hours per day.
- Travel time between sites in a split site school.
- Peripatetic travel.

**Directed Time does NOT Include:**

- Lunch Times.
- Any work on a weekend or Bank Holiday.
- After School Clubs.
- Travel to and from school (except where additional journey required).

Attendance at meetings would be pro rata to the teacher's percentage to full-time, so a half-time teacher would only attend half the number of meetings.

At the beginning of each academic year, each school should issue a directed time calendar that will set out when meetings are to take place, including identifying the days of the week, throughout the year so teachers can plan their personal activities. Once published, the days and dates should not be changed unless there are exceptional circumstances.

Every individual teacher not paid on the leadership spine should be issued with a time budget that details how the 1,265 hours of directed time, for reasonable direction by the Head Teacher, will be allocated over the 195 days on which teachers are required to be available for work.

## **OfSTED MYTHS**

On the OfSTED website is a document which confirms facts about the requirements of Ofsted and to dispel myths that can result in unnecessary workloads in schools. It should be read alongside the [School inspection handbook](#). It is intended to highlight specific practices that are not required by Ofsted. Inspectors must not advocate a particular method of planning, teaching or assessment. It is up to schools themselves to determine their practices and for leadership teams to justify these on their own merits rather than by reference to the inspection handbook.

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

### **1. Lesson planning**

- Ofsted does not require schools to provide individual lesson plans to inspectors. Equally, Ofsted does not require schools to provide previous lesson plans.
- Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.
- Ofsted does not expect tutor groups/form time to include literacy, numeracy or other learning sessions. Schools can use form time as they wish.

### **2. Self-evaluation**

- Ofsted does not require self-evaluation to be graded or provided in a specific format. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes.

### **3. Grading of lessons**

- Ofsted does not award a grade for the quality of teaching or outcomes in the individual lessons visited. Inspectors do not grade individual lessons. Ofsted does not expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.

### **4. Lesson observations**

- Ofsted does not require schools to undertake a specified amount of lesson observation.
- Ofsted does not expect schools to provide specific details of the pay grade of individual teachers who are observed during inspection.

### **5. Pupils' work**

- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

## **6. Evidence for inspection**

- Ofsted does not expect schools to provide evidence for inspection beyond that set out in this inspection handbook.
- Ofsted will take a range of evidence into account when making judgements, including published performance data, the school's in-year performance information and work in pupils' books and folders, including that held in electronic form. However, unnecessary or extensive collections of marked pupils' work are not required for inspection.
- Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school. Inspectors will consider performance information, data and analysis in whatever format the school uses. There are no predetermined expectations on how schools present performance information or data.
- Ofsted does not require teachers to undertake additional work or to ask pupils to undertake work specifically for the inspection.
- Ofsted will usually expect to see evidence of the monitoring of teaching and learning and its link to teachers' professional development and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
- Ofsted does not require schools to provide evidence for each teacher for each of the bulleted sub-headings in the teachers' standards.
- Ofsted does not expect to see photographic evidence of pupil's work. Ofsted is very aware of teachers' workload and inspectors are happy to speak to pupils during an inspection about what they have learned.
- Ofsted does not require schools to hold on to books and other examples of pupils' work for pupils who left school the previous year.
- Ofsted does not require schools to predict their attainment and progress scores. It is impossible to predict attainment and progress as examination and test results for each cohort are compared nationally and this cannot be done until after the examinations or tests.
- Attainment of past pupils does not determine inspection outcomes. Published attainment data can inform inspectors' key lines of enquiry, and inspectors take published data into account in evaluating outcomes. However, in reaching a judgement about outcomes, inspectors will give most weight to progress, particularly the progress of pupils currently in the school.

- There is no expectation about how primary schools should carry out assessment or record pupils' achievements in any subject, including foundation subjects. Schools will not be marked down because they are not 'tracking' science and foundation subjects in the same ways that they may be doing in English and mathematics.
- The overall effectiveness judgement for an inspection does not predetermine the outcome of any subsequent inspection.

## **7. Performance management**

- Inspectors will not check on the process for the performance management arrangements for school leaders and staff and Ofsted does not require schools to provide anonymised lists of teachers meeting or not meeting performance thresholds for pay progression.
- Ofsted does not expect Head Teacher performance objectives to include targets relating to the proportion of good or better teaching. Ofsted does not have specific expectations about the content of, or approach to, Head Teacher performance management.
- Inspectors do not expect school leaders to set teacher performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which they would then hold teachers to account.
- There is no expectation that schools need to have policies relating to staff behaviour in any particular format. Inspectors will not expect to see a separate code of conduct document and Ofsted does not have any specific expectation as to the content of any such policy.

## **8. Safeguarding**

- There is no expectation or statutory requirement for the routine checking of personnel files by inspectors. Inspectors may look at a small sample of personnel records. Ofsted does not have expectations about the format in which staff records are maintained.
- Ofsted does not expect schools to retrospectively apply for references for staff appointed prior to and continuously employed since the introduction of the vetting and barring requirements.
- Ofsted does not expect schools to take any specific set of steps about site security. Schools should assess the risks posed within their own context and take appropriate and proportionate steps to keep children safe. In particular, inspectors do not have a pre-determined view on the need for perimeter fences. They will consider each school's site security on its own merits.

## **9. Statutory provisions**

- Ofsted will report on any failure to comply with statutory arrangements, including those relating to the workforce, where these form part of the inspection framework and evaluation schedule (Part 2 of the 'School inspection handbook').



## **10. Leadership and governance**

- As many governors or trustees as possible are invited to meet inspectors during an inspection.
- For academies, inspectors meet those directly responsible for management and governance, including the CEO/their delegate (or equivalent), the chair of the board of trustees and other trustees.
- An inspector may talk to the chair of governors by telephone if s/he is unable to attend a face-to-face meeting with the inspector in school.
- For academies, the Head Teacher and CEO/their delegate (or equivalent) are invited to observe the inspectors' final team meeting.
- All those responsible for governance need to know the outcome of the inspection as soon as possible. Individual governor representatives must keep the outcomes confidential until the school has received the final inspection report.

## **11. The curriculum**

- Inspectors will discuss with school leaders their curriculum vision and ambitions for their pupils, including consideration of EBacc subjects as part of their curriculum offer.
- Inspectors will not expect all schools to be at similar stages of EBacc implementation, nor will inspectors pay particular attention to where the school is currently. There is no benchmark or single route to the successful implementation of a curriculum with the EBacc at its core, although inspectors will evaluate how a school's curriculum plans contribute to the government's ambition.
- Inspectors will not expect school leaders to have developed and to present separate plans about EBacc, or to provide additional information outside of their normal curriculum planning.

## **SCHOOL FAIR WORKLOAD STATEMENT**

This statement sets out what teachers and other staff can expect from this school.

Ofsted have confirmed that the assurances contained in this agreement can be consistent with a good and better quality of teaching.

This school wants to be able to recruit and retain staff by:

- Ensuring they have a fair and reasonable workload – schools may want to consider carrying out wellbeing and stress surveys on a regular basis.
- Providing high quality training and professional development opportunities that meet the needs of individual members of staff
- Providing a pay and rewards package at least that of the national agreement for teachers, and the Local Authority pay scale for support staff.
- Prohibiting the use of “probationary period type” contracts in schools.

### **Fair and reasonable workload**

Will be ensured by:

- The school will work collaboratively within the wider school community within Bury to share and source exemplars of good practice.
- School leaders will work collaboratively with staff to review marking, planning and data collection policies ensuring conditions of service and contractual rights are preserved for all staff.
- Planning is a tool for the teacher and the practice of submitting daily and weekly planning should not be a routine expectation.
- Detailed and over bureaucratic marking is unnecessary and evidence shows that both verbal and written feedback to the pupils is of equal value and should be based on the professional judgement of the teacher.
- Policies, and especially those governing marking, assessment and data entry, being reviewed during the school’s usual cycle and a workload impact assessment for each carried out.
- For staff other than teachers, the requirements of policies should be reasonably deliverable within contracted hours.
- Providing a time budget by the beginning of each academic year setting out how the principles above will be implemented in the following year.
- Employers exercising their statutory duty of care to employees with regard to workload, including for head teachers.

### **High quality training and professional development opportunities that meet the needs of individual members of staff**

by:

- enabling staff to access training programmes
- enabling staff to access generic training programmes linked to different stages of career progression
- ensuring staff are well trained and appropriately qualified
- supporting teaching assistants in progressing to qualified teacher status where they choose to do so.

### **Support for staff experiencing difficulties**

- Where appropriate, carry out stress risk assessments and include reasonable and appropriate control measures
- Provide support through the appropriate agencies for staff who develop issues relating to stress, anxiety and depression, with a particular focus on work related issues
- Support positive attendance by using the school sickness management procedure in as supportive a way as possible
- Make use of the School Work Life Balance Policy to provide support and assistance for staff within the overall needs of the school

### **Pay and Reward package at least that of the national agreement for teachers, and the Local Authority pay scale for support staff**

- The school will continue to adhere to the National Conditions of Service for both Teachers and Support Staff and also the locally agreed pay policy and associated pay structure.
- The school will continue to abide by the Local authority Job evaluation scheme for support staff to ensure parity of reward across the Bury Family of Schools.

### **Prohibiting the use of "probationary period type" contracts**

- The school will only use temporary contracts in situations of genuine need and will not use them to "try out" a member of staff before offering them permanent employment.

## **AVAILABLE RESOURCES**

### **Department for Education**

#### **Toolkit for reducing workload in schools**

<https://www.gov.uk/government/collections/workload-reduction-toolkit>

#### **Tips from school leaders and case studies on reducing workloads**

<https://www.gov.uk/government/publications/ways-to-reduce-workload-in-your-school-tips-from-school-leaders>

#### **DfE Poster and leaflet**

<https://www.gov.uk/government/publications/teacher-workload-poster-and-pamphlet>

#### **Curriculum planning workshop**

<https://www.gov.uk/government/publications/curriculum-planning-and-resources-reducing-teacher-workload>

#### **Data management**

<https://www.gov.uk/government/publications/data-management-reducing-teacher-workload>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/754349/Workload\\_Advisory\\_Group-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754349/Workload_Advisory_Group-report.pdf)

#### **Behaviour management: reducing teacher workload**

<https://www.gov.uk/government/publications/behaviour-management-reducing-teacher-workload>

#### **Managing change**

<https://www.gov.uk/government/publications/managing-change-reducing-teacher-workload>

#### **Health and Safety Executive**

[http://www.hse.gov.uk/stress/index.htm#utm\\_source=govdelivery&utm\\_medium=email&utm\\_campaign=stress-0612&utm\\_content=information-guidance](http://www.hse.gov.uk/stress/index.htm#utm_source=govdelivery&utm_medium=email&utm_campaign=stress-0612&utm_content=information-guidance)

#### **Bury Council – Schools policies**

Stress policy – Management Handbook 2.3.5

Work Life balance policy – Management Handbook 2.3.6

Appraisal Policy – Management Handbook 2.1.4

Classroom observation protocol – Management Handbook 2.1.5

Live Better, Feel Better Workforce Wellbeing document