



## APPENDIX 2

### Lewisham's commitment to managing teaching staff and support staff workload

#### 1. Context

- 1.1. Headteachers and governors/trustees of Lewisham schools are determined to address issues relating to workload of teaching and support staff. This is to meet reasonable needs of staff in order to enable them to work effectively for the benefit of children and young people. Getting this right not only improves work/life balance for staff but also contributes to school improvement; raising achievement and attainment and strengthening communities.
- 1.2. The Department of Education (DfE) has prepared advice and tools to help school leaders and teaching staff to review and reduce workload. Ofsted, the Association of School and College Leaders (ASCL), the NAHT, the NASUWT, the National Education Union (NEU) and Voice continue to work with the DfE to reduce workload in schools and to address the drivers of any excessive workload at a national level. This will affect deliberations locally in Local Authorities and in individual schools. For some areas a Fair Workload Charter may be an option to pursue. For others the local commitment to managing workload based on agreed principles and with examples of local good practice personalised to individual or groups of schools may be a preferred option.
- 1.3. The Ofsted September 2019 school inspection framework acknowledges the importance a reasonable workload for staff and how this impacts on outcomes for pupils. It outlines how school leaders and governors need take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce. The inspection framework states that in good and outstanding schools leaders '*...engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload*'; and '*When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.*'

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

#### 2. **The Lewisham commitment to managing teaching staff and support staff workload**

##### 2.1. **Key Principles:**

- a) Commitments to managing workload will be supported by governors/trustees and implemented by headteachers.
- b) Effective management of teaching staff and support staff workload underpins school improvement, better outcomes for children/young people, reasonable

compliance with the School Teachers Pay and Conditions document and well-being.

- c) The effective use of management tools can support a reduction in workload.
- d) A personalised approach will be developed by each school.
- e) Managing teaching staff and support staff workload and work/life balance should be an integral part of the recruitment and retention policy.
- f) Local Authority services will be supportive, effective, efficient, not unnecessarily bureaucratic, and will consider workload issues when engaging with schools.
- g) Central government should recognise its role in ensuring adequately funded inclusion provision.
- h) School based initiatives recognise the importance of local triggers and local solutions to reducing workload.
- i) The joint letter of 5 November 2018 from the Secretary of State, Ofsted, ASCL, NAHT, NGA, CST to all school leaders including Headteachers, leaders of Academy Trusts and Governing Boards highlighted the importance of reducing unnecessary work to enable all staff to devote their energies to improving outcomes for all pupils.
- j) Recognition of professional autonomy and accountability, effective use of time, good meeting structures and positive relationships will all support the development of local initiatives to reduce workload and improve outcomes.

## **2.2. Good Practice**

### **2.2.1. Teacher-led workload review groups:**

- a) Marking to be meaningful, manageable, motivating – supporting pupil progress
- b) Delivery of quality feedback to pupils
- c) Proportionate lesson planning
- d) Time for collaborative planning
- e) Discussion focus on pupil outcomes
- f) High quality resources and schemes of work available
- g) Effective and efficient use of data
- h) Awareness of workload issues

### **2.2.2. Lewisham School initiatives**

School leaders engage with the DfE guidance published on 21 July 2018 '*Reducing workload in your school. Practical advice and tools to help school leaders and teachers review and reduce workload*'. The toolkit is designed to help schools assess and address workload issues. The following suggestions may be helpful and are not intended to be prescriptive:

Review and be compliant with the DfE toolkit using the three stages – identify the workload issues in your school(s); address the issues in your school(s) evaluate the impact. Resources are grouped as follows:

- communications
- curriculum planning and resources
- data management
- feedback and marking
- managing change
- supporting teachers in the early years of their career

<https://www.gov.uk/guidance/reducing-workload-in-your-school>

- a) Review the Health & Safety Executive document '*Talking Toolkit – Preventing work-relating stress in schools*' and its emphasis on managing workload to reduce stress.

<http://www.hse.gov.uk/gohomehealthy/assets/docs/EducationTalkingToolkit.pdf>

- b) Ensure governors and headteachers complete an annual review of staffing structures to ensure best fit for the school needs.
- c) Review and clarify all job descriptions to ensure effectiveness and clear definitions of staff responsibilities. Share knowledge of job descriptions.
- d) Review the role of support staff ensuring appropriate planning and preparation time; facilitate upskilling and professional development as part of a commitment to all staff for Continuing Professional Development.
- e) Complete an annual review of meeting structures, reporting and calendars including the number and effectiveness of parental events so there is a focus on pupil progress.
- f) Review the impact and effectiveness of governance including by use of the DfE document '*A Competency Framework for Governance*' and the '*Clerking Competency Framework*'.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/583733/Competency\\_framework\\_for\\_governance\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609971/Clerking\\_competency\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609971/Clerking_competency_framework.pdf)

- g) Develop a communications strategy including an email protocol.
- h) Review assessment procedures annually.
- i) Review the school's marking policy annually.
- j) Introduce new technology solutions to curriculum planning.
- k) Introduce new technology solutions to assessment.
- l) Ensure effective use of data including timely and purposeful data drops.
- m) Ensure appropriate support for all teachers in the early stages of career paths.

### **3. Lewisham schools' commitment**

Lewisham schools recognise the importance of recruiting and retaining good staff. By doing so, outcomes for children and young people will improve, aspirations in families/communities will be enhanced and colleagues will enjoy greater professional satisfaction.

Key strands for schools include:

- a) ensuring staff have a fair and reasonable workload
- b) providing high quality training and professional training and developing opportunities that meet the needs of staff

It is for each Lewisham school to determine its response to issues relating to the workload of teaching staff and support staff since responsibility sits with governors/trustees.