

Areté Learning Trust

Workload and Wellbeing Strategy

Email Protocols for All Stakeholders

STAFF

- The sending of emails should always be kept to a minimum. Professional conversations are a preferred method of communication as is the use of any school-wide daily or weekly staff update system.
- The use of 'whole staff' emails should be avoided where the information is not needed by the whole staff.
- Staff should be mindful of the impact of sending emails on other members of staff and only include those staff who really need to see the content. Staff should always give thought to colleagues' workload and wellbeing when sending an email.
- Admin staff should ensure that emails to staff following contact from parents, other stakeholders and external organisations are only sent to the appropriate member(s) of staff for action.
- Staff should avoid prolonging email conversations e.g. acknowledging receipt/ replying to all.
- Staff should proofread their emails before sending to ensure the content and intention are clear.
- Staff should adopt a proactive approach when dealing with emails. Time should be set aside each day for the checking of and responding to emails. There is no expectation that staff respond to emails immediately but where a response is required it should be done without unnecessary delay.



Arete Learning Trust Staff Workload and Wellbeing Charter

OUR PLEDGE We will do everything in our power to ensure staff in our schools are helped to balance the demands of their lives at home and their work in school. We commit to the ongoing review of our practice to ensure that what we do 'works', so that staff feel satisfied and positive about what they do. We treat our staff as individuals, recognising that life can present challenges at times and responding with compassion and care if this is the case.



CULTURE

The culture in our schools and our Trust is the key factor in ensuring staff feel valued and able to manage the demands of their work life alongside their personal life. Our colleagues understand the importance of the trusting and supportive relationships across all areas of the organisation and are asked to contribute to these through their interactions each day. We aim to reduce stress and anxiety wherever possible.



WORKLOAD

The Trust ensures that directed time does not exceed 1265 hours annually. Staff workload is a Trust priority and is actively considered whenever new strategies are implemented. We regularly review what works and what does not and remove expectations from staff that have little impact or are felt to be unnecessary or onerous.



QUALITY ASSURANCE

Our Subject Reviews are conducted by middle leaders, empowering them to review and improve the practice in their subject areas. Senior leaders support the process under the direction of the departmental leaders. Honest reflection and supportive discussion ensure that the process facilitates improvements in a setting of 'high challenge, low threat'. This approach ensures colleagues are able to develop, learn and grow, rather than feel fearful and judged.



MARKING AND FEEDBACK

Assessment-based data collection points have been reduced to 2 or 3 each year, following the recommendations laid out in Becky Allen's 'Making data work'. Only marking and feedback that help students to move forward with their learning should be carried out. Our staff know how to use whole class feedback and self-marked activities to good effect.



COMMUNICATION

Our pupils cannot flourish and thrive unless the staff working in our schools feel confident and optimistic. School communications are positive and professional in tone- staff consider the impact of their communication on their colleagues.



STAFF WELLBEING

Staff wellbeing is a Trust priority. We support staff wellbeing by actively seeking to reduce workload and by investing professional trust in staff to carry out their duties without unnecessary scrutiny and monitoring. Leaders across the trust have been trained to ensure that staff wellbeing is a key consideration in any interaction with colleagues.