



THE  
**BISHOP WHEELER**  
CATHOLIC ACADEMY  
TRUST

# Workload and Wellbeing Charter



# INTRODUCTION



**The Bishop Wheeler Catholic Academy Trust is committed to being an employer of choice. A central part of this is ensuring that we put managing employee workload and wellbeing at the heart of all that we do.**

The Department for Education define wellbeing as a state of complete physical and mental health that is characterised by high quality social relationships. We aim to achieve an open, honest and collaborative culture, always acting with integrity; therefore forming positive relationships across our schools.

We value each member of the BWCAT community and commit to supporting the health and wellbeing of everyone involved in our schools. Our Workload and Wellbeing Charter, has been developed by the BWCAT People Strategy Committee, setting out key principles that we will all work to. We want to attract and retain staff who enjoy working in our schools and who are fulfilled and developed, with our organisation operating in an environment of high professional trust, with our Catholic ethos, integrity and professionalism underpinning our approach to accountability.

The commitment and care shown by our staff are fundamental to the success of our pupils and that the culture of our Trust, is critical in ensuring that we have an enjoyable and rewarding working environment. Our aim is for our schools to be driven by ethical leadership, where we develop, grow and retain our staff. By implementing the principles highlighted within this charter, we are investing in and supporting our staff, as well as the pupils that we serve.

**"Staff say that school and trust leaders are considerate of their workload and well-being."**

OFSTED - NOVEMBER 2023

# WORKLOAD



The Trust recognises that it has a duty of care towards staff and is committed to working with colleagues to drive down unnecessary workload. Leaders will demonstrate this commitment and take into account what is reasonable for staff in all areas of the organisation.

## This includes:

### Culture of Wellbeing

We will foster a culture of wellbeing when leaders and teachers are setting work for support staff. We recognise that a two-way dialogue about capacity, resources and priorities is key to promoting wellbeing of all staff. Support staffing levels and workloads will be considered when planning future tasks, projects or activities.



### Lesson Planning

Planning is critical for effective teaching and learning. Staff are not expected to submit daily or weekly lesson plans and are encouraged to spend time collaboratively planning and sharing resources. We aim to support this collaborative planning in the way that we design school and Trust calendars.



### Meetings

Meetings will be calendared and have a clear agenda and purpose. If there is no good reason for a scheduled meeting, then it will be cancelled.



### Marking and Feedback

We are committed to ensuring that our marking and feedback strategies address workload and are impactful on pupil progress.

Our central trust-wide philosophy is that that feedback should be meaningful, manageable and motivating.



### Deadlines

We set realistic targets and deadlines to prevent long working hours and minimise feelings of stress. We are considerate of existing workload when unforeseen circumstances necessitate the creation of additional tasks and deadlines.



# WORKLOAD



## Data Collection and Reporting

Schools have a maximum of three data collections during the course of an academic year. This, combined with the appropriate use of technology, ensures that staff spend a proportionate amount of time acting on high quality data, by reducing the administrative burden.

All of our schools take action to reduce the report writing demands on staff.



## Emails

There is no expectation that staff respond to emails outside normal working hours and we trust the professional judgement of our staff to make decisions about when they work outside school hours.

We ask that all staff respect the following with regard to communications:

**'While I choose to work at a time that suits me, I do not expect a reply to this email outside normal working hours.'**



## School Reviews and Quality Assurance

Our School Reviews and Quality Assurance are developmental and supportive processes, and are a natural part of the school improvement cycle. The expectation is that they will not require additional work.



.....  
**As a Trust, we are committed to keeping the issue of workload at the forefront of our planning and will review policies and processes that we already have in place, in order to improve quality and reduce workload.**  
.....



# WELLBEING



As a Trust, we are committed to placing wellbeing at the heart of our decision making. We will provide staff with the support they need to take responsibility for their own and other people's wellbeing, specifically providing managers with access to the resources they need to support the wellbeing of the people they lead.

## We:

Provide all staff with access to The Employee Assistance Programme, including a 24/7 confidential helpline, to support mental, emotional, financial and physical health and wellbeing.

Resource a strong and experienced HR team, who can provide support, advice and guidance for all staff, including the signposting of occupational health and counselling support.

Provide staff with access to online courses, where they can learn about specific issues and find resources to support themselves and others.

Provide managers with training, tools and resources, in order to support their staff.

Recognise the benefits of positive relationships with Trade Unions and consult with them regularly through our JCNC.

Ensure that staff wellbeing is a specific area of focus within Development Plans and School Reviews.

Ensure all schools have a clearly defined line management structure, enabling staff to have direct access to support.





# WELLBEING (leaders)



As a Trust, we also recognise the specific demands on leaders and are committed to providing support.

## We:

Ensure that Trust Board and Academy Council members, communicate effectively and proactively with the CEO to support leader wellbeing.

Implement a comprehensive induction and buddying programme for new leaders across the Trust.

Ensure that all Headteachers have a partner colleague, who they can meet with every term.

Ensure that all School Reviews have a specific focus on leader wellbeing.

Provide all leaders with training opportunities to support their management of staff and their own wellbeing.

Engage with the Diocesan Headteacher Wellbeing Service.



# OUR MEMBER SCHOOLS



## THE BISHOP WHEELER CATHOLIC ACADEMY TRUST

The Bishop Wheeler Catholic Academy Trust is a charity and a company limited by guarantee, registered in England and Wales

Company Number: 08399801

Registered Office:

St. Mary's Menston, A Catholic Voluntary Academy, Bradford Road, Menston, LS29 6AE

Website:

[bishopwheelercatholicacademytrust.org](http://bishopwheelercatholicacademytrust.org)

Tel:

01943 883000

Email:

[jjohnson@bwcat.org](mailto:jjohnson@bwcat.org)

CEO:

Mr D Beardsley

Chair of the Trust Board:

Mrs D Gaskin



Diocese of Leeds  
Vicariate for Education