



Lowerhouse Junior School, Burnley

Staff Wellbeing Charter



The Senior Leadership Team and Governing Body are committed to the wellbeing of all staff and pupils at Lowerhouse Junior School.

We believe that our staff are our most precious resource and provide valuable, impact learning experiences for all learners.

The following charter has been developed to promote and foster wellbeing across the school.

Our overarching aim is we **trust our staff to deliver high quality lessons and to provide high quality care, support and guidance for all of our learners.**

1. Teaching and Learning

1.1 We trust our teachers to decide the best approach for their pupils whilst providing support from our Learning Mentors with children requiring additional support.

1.2 Teaching and learning policies are designed to work best in different subjects.

1.3 Although we provide schemes of work and curriculum overviews, they are not prescriptive – teachers can produce range of activities they believe to be best to meet the learning objective/intention.

1.4 No differentiation for the sake of differentiation. Everyone teaches for the top with adaptive support, structure or resources for those who need it/if they need it/when they need it.

1.5 No formal lesson observations will take place. We focus on Learning Walks with individual feedback.

1.6 No individual judgements of teaching and learning will be awarded.

1.7 PPA (Planning, Preparation and Assessment) can be taken in or out of school and left to teacher's discretion.

1.8 Teachers provided with at least 4 additional afternoons out of class for subject leadership time.

1.9 Phase leaders have fortnightly afternoon time out of class to support staff in their phases.

2. Behaviour

2.1 Everyone has high expectations of behaviour, with all staff members reinforcing this.

2.2 The positive behaviour policy and behaviour curriculum is applied reinforced by all staff.

2.3 A clear system of sanctions are applied consistently so staff feel supported to deal with pupils.

2.4 Senior Leadership Team is visible and supports colleagues.

2.5 Senior Leadership Team complete lunch duties to help manage behaviours at unstructured times and to allow staff to have their allocated lunch break.

3. Assessment and Reporting to Parents

3.1 The school has a feedback policy largely based around oral feedback.

3.2 There is no expectation for teachers to write detailed comments "for the sake of it" in pupils books. Comments should only be written to extend learning and then should be short and to the point.

3.3 Marking is for one audience – the pupils. Teachers are not expected to mark for Senior Leaders



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- 3.4 There are two formal parents' evenings per the academic year.
- 3.5 A short focused written report will be provided once per year.
- 3.6 Time will be provided for teachers to complete the report writing process.
- 3.7 Teachers should only enter data that will be used for PPM and is valuable for the teaching and learning of pupils.
- 3.8 Teachers will not be asked to enter any data sets more than once per term.
- 3.9 The office and Senior Leaders will support teachers with parental phone-calls, conversations and emails (if needed).

4. Professional Learning

- 4.1 CPD is specifically tailored to meet the needs of staff.
- 4.2 Time is provided for staff to put new ideas and steps following Learning Walks into action.
- 4.3 Staff meetings will not run beyond 17:00 and provide opportunities/time to complete tasks.
- 4.4 Staff twilights will be agreed at the start of the year and not run beyond 1800 three times a year. The time will be repaid in days in lieu.
- 4.5 Briefings will be kept to a minimum.
- 4.6 Comprehensive support for ECTs and new staff.
- 4.7 Performance Management is tailored to the individual needs. Data targets are not used punitively but aspirational.
- 4.8 We encourage progression opportunities at all levels. We believe that if a colleague is ready then they should have exposure to further opportunities. This will be completed with a senior leader mentor.

5. Work Hard/Play Hard

- 5.1 There are no expectations for looking busy or staying late – work in a way that suits you and make sure you make time for yourself and family
- 5.2 No expectation of answering emails outside of working hours
- 5.3 We are constantly streamlining our systems and processes, so they take less time.
- 5.4 No tick box culture – do not do anything unless it has impact and makes a difference.
- 5.5 We survey staff to get their opinions on how to improve.
- 5.6 A culture of peer-to-peer praise is encouraged to support each other.
- 5.7 Open door to Senior Leaders – no concern is ever too small.
- 5.8 Seasonal events for everyone to show their less serious side (e.g. World book day, Christmas jumpers)
- 5.9 Opportunities to get involved in the wider life of the school (E.g. residential trips, school events, fairs, sporting activities)
- 5.10 If something new is introduced then something old is taken away.