

Draft ENFIELD Fair Workload Charter

The Teacher Workload Survey 2016 and other local surveys, that excessive workload is a major obstacle to our schools being able to successfully recruit and retain the best teachers and teaching assistants. Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced.

On marking¹, the working party said:

'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'

On planning², the working party said:

'Planning is critical and underpins effective teaching, but 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.'

'There should be greater flexibility to accommodate different subject and phase demands and needs in lesson planning formats.'

On pupil performance data³, 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.'

'Be ruthless, only collect what is needed to support outcomes for children. The amount of data collected should always be proportionate to its usefulness.'

'Be prepared to stop activity: 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.'

FAIR Workload



The 'Enfield Fair Workload Charter' sets out what teachers and other staff can expect from the schools that sign up. Participating schools will be able to utilise the 'Enfield fair workload' logo in their advertisements and publicity. Ofsted have confirmed that the assurances contained in this agreement can be consistent with a good and better quality of teaching.

Enfield Fair Workload Charter schools want to be able to recruit and retain staff by:

- ensuring they have a fair and reasonable workload
- 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.

Commented [EN1]: Look at '[Eliminating unnecessary workload around marking](#)' for top quotes

Commented [EN2]: Look at '[Eliminating unnecessary workload around planning and teaching resources](#)' for best quotes

Commented [EN3]: Look at '[Eliminating unnecessary workload associated with data management](#)' for best quotes



1. 'Eliminating unnecessary workload around marking', DfE March 2016

2. 'Eliminating unnecessary workload around planning and teaching resources', DfE March 2016'

3. 'Eliminating unnecessary workload associated with data management', DfE March 2016

Staff working in an Enfield 'Fair Workload Charter' school can expect:

a. a fair and reasonable workload which will be ensured by:

- adopting a realistic approach to lesson planning which detailed written submitted plans are not the expectation, or by adopting schemes such as staff teaching directly from high quality schemes of work
- enabling teachers to engage in collaborative planning to develop their skills and knowledge, to share expertise, and to benefit from the expertise of others.
- the marking policy clarifying what will and won't be marked. The policy will be based upon research evidencing practices that have been demonstrated to raise achievement. All marking should be meaningful, manageable and motivating.
- policies, and especially those governing marking, assessment, data entry, emails and communication, being reviewed during the school's usual cycle and a workload impact assessment for each carried out.
- for teachers, the workload requirements of all policies should be reasonably deliverable within an additional maximum ten hours per week, unless other contractual arrangements apply. For those with additional leadership responsibilities, a further one hour a day may be required.
- for staff other than teachers, the requirements of policies should be reasonably deliverable within contracted hours.
- providing a time budget in June each year setting out how the principles above will be implemented in the following year. This must meet the 1265 hour limit to directed time as set out in the STPCD.
- school and academy governors exercising their duty of care to employees with regard to workload, including for head teachers.
- individual workloads being monitored and the school's overall data shared openly and reported to governors. This information to be used in the Enfield Fair Workload Charter quality assurance process.

b. high quality training and professional development opportunities that meet the needs of individual members of staff by:

- enabling all staff to access high quality training programmes from a range of local or national providers
- enabling all staff to access the 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
- participation in the SCITT and Schools Direct route for support staff wishing to enter the teaching profession.

c. a Pay and Reward package at least that of the national agreement for teachers, and the Local Authority payscale for support staff

Our school management will negotiate with union representatives at regular meetings of a school negotiating committee to ensure all school policies are consistent with the commitments set out above, in particular with regard to:

- Working Time (ensuring that any additional workload created by new initiatives, policies or practices is compensated for by a reduction in workload elsewhere)
- Marking Policy (in line with DfE advice and the limits sets out above)
- Planning Policy (in line with DfE advice and the limits sets out above)
- Data Policy (in line with DfE advice and the limits sets out above)
- Class Size policy (setting out limits on class sizes and staffing provision for different age groups and pupil needs)
- Timetabling policy (setting out maximum teaching loadings for teachers with and without additional responsibilities)
- Pay Policy (ensuring it does not place demands on teachers which would require them to breach the workload limits set out in this Charter).

Commented [EN4]: What's that?

Look at Dfe and Ofsted requirements for lesson planning

Re-write whole paragraph

Commented [EN5]: Make it teachers choice (not an expectation that joint planning takes place.

Commented [EN9]: Should we add the green text box (taken from London draft charter)? Does this replace some of the left text? What should we remove?

Commented [EN6]: Should this state that it must be carried out by an established workload committee consisting of school leaders and unions?

Commented [EN7]: Delete and add- within the 1265 directed hours, where any additional hours are required these should be undirected and considered reasonable by the member of staff

?????????

1265/195 = 6 ½ hours
 6 ½ hours x 5 = 32
 9am-5pm job = 35 hours a week (excluding lunch)
 How many teachers take lunch?
 Working time directive states that working hours should not work more than 48 hours a week

There needs to be some recognition that teaching is stressful and high paced work. We already work SMART. The average working week is 42 hours

Commented [EN8]: Should the document have more reference to the STPCD
 Should it explicitly mention PPA (or should this just be considered compliance with the STPCD)

Well Being? Should we add a paragraph on this?
 Our school will implement our legal responsibility to ensure that staff are led and managed "with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments" by making sure that (taken from London draft charter)