

Principles for Managing Workload

Understanding expectations for working hours and workload are essential in order to help schools and staff plan so that the school day is effectively managed and all colleagues are able to achieve a satisfactory balance between work and home.

Consilium Academies recognises that workload is often cited as a key concern for leaders, teachers and support staff. The Trust is committed to being a people-centred organisation and has established these principles in partnership with our Trade Union colleagues to ensure that our colleagues benefit from a clear focus on managing workload and supporting wellbeing. This document should be read in conjunction with the Trust's principles on directed time for teachers.

These principles have been developed on the basis that every school should look to identify and address unnecessary workload burdens with staff and recognised trade unions. Leaders across the Trust are committed to our people-centred philosophy and share a determination to ensuring that Consilium is an employer of choice because of our progressive approach to supporting our colleagues.

The principles set out below are consistent with guidance laid out by the recognised trade unions, and supports all colleagues to achieve a satisfactory worklife balance, and for staff to plan accordingly in relation to issues both inside and outside work, whilst producing the best possible educational experience for children and young people.

1. Leaders across the Trust will work with teaching and support staff in each of our schools, as well as trade unions to address issues relating to workload. This includes identifying, consulting on and seeking to agree appropriate solutions to situations that are drivers of excessive workload, specifically those that have a low positive impact on teaching and learning but tend to result in significant workload burdens. The list below provides some useful examples of areas which should be considered to ensure that workload expectations are reasonable (please note this is not an exhaustive list):
 - marking and assessment;
 - performance management/appraisal (referred to as Professional Development Review at Consilium Academies);
 - lesson planning (recognising that the fundamental purpose of planning is to support effective teaching in the classroom, not to satisfy external audiences);
 - report writing (recognising that reports should only be produced once per year if they include full comments, and if they are interim reports, they should be derived from data which already exists within the management information system or from reports that already have been produced);
 - administrative and clerical tasks (recognising that teachers cannot be expected routinely to undertake administrative and clerical tasks which do not call for the exercise of a teacher's professional skills and judgement (e.g. keeping and filing records, producing analyses of attendance figures or examination results);
 - workload impact assessments of existing and new policies and initiatives;
 - meetings (recognising that all meetings should take place within the school's directed time calendar published at the start of the academic year in accordance with the previously agreed directed time principles);

- cover for absence; including the provisions for rarely cover for teachers as set out in the STPCD.
 - data management, including agreed systems for the collection of both formative and summative assessments;
 - expectations regarding responding to emails and other messages from staff and parents (e.g. there should be no expectation that colleagues will respond to emails and messages outside of their normal working hours); and
 - expectations regarding the contactability of staff with parents (e.g. it is not reasonable to expect staff to reply immediately to emails, phone calls etc.).
 - expectations around duties to be undertaken and any associated workload implications
2. Nevertheless, the schools across the Trust will work with staff and recognised trade unions to identify other ineffective and/or inefficient practices in operation that might have significant adverse implications for workload but may also not be regarded as educationally worthwhile.
 3. The schools across the Trust will utilise the DfE's Workload Reduction Toolkit for information and advice on the ways in which schools can tackle excessive and unnecessary workload burdens.
 4. Where opportunities to reduce workload are identified, the schools across the Trust will consult with staff and trade unions to develop and seek agreement on an action plan that is subject to a termly and annual review.
 5. The schools across the Trust will ensure that sufficient time is made available to fully discuss the issues identified above (e.g. calendared meeting times, in-service training days).
 6. The schools across the Trust will work with staff and trade unions to ensure that systems for managing and collecting summative assessment minimise workload burdens on teachers and support staff, including the expectation that summative assessment outcomes are collected no more than three times per pupil, per academic year.
 7. The schools across the Trust will work with staff and trade unions to ensure that formative assessment data is not routinely collected at school level.
 8. The schools across the Trust will ensure that teachers and support staff who are asked to act up or undertake additional duties will be employed and remunerated accordingly. This will be subject to agreement and regular review, as appropriate.
 9. The Trust will ensure that the workload of school leaders is monitored and that schools leaders will be supported as appropriate in trying to reduce their workload. This will be shared and discussed with trade unions at both a local and national level accordingly.
 10. Colleagues across the Trust are encouraged to work flexibly to meet the demands of their role in conjunction with their line manager. The schools across the Trust will ensure that support staff colleagues are not expected to work beyond their contracted hours, unless in exceptional circumstances which are agreed in advance. Where such circumstances occur, the arrangements will be agreed in advance for colleagues to be compensated accordingly.
 11. It is acknowledged that there may be extreme circumstances where working practices may need to be adapted (e.g. Covid-19). In such circumstances there should be consultation and discussion with staff and trade unions with a view to seeking agreement as to any and all workload implications.

12. The schools across the Trust will work with staff and trade union representatives to assess the impact on workload of any new initiatives which are introduced, and, where there is an increase, ensure that this is compensated for in reductions to workload elsewhere. Where significant new initiatives are being considered, staff and trade union representatives should be consulted in advance on any potential workload implications with a view to seeking agreement
13. In the event of any local lockdown and/or subsequent school closures, no member of staff will be expected to make up time.
14. The schools across the Trust acknowledge that there is no expectation that workload burdens will increase in preparation for or during an Ofsted inspection.
15. In regard to marking and feedback, the Trust commits to working with staff and trade unions to develop and seek to agree marking and feedback policies which provide for professional autonomy and minimise the workload of staff.
16. The schools across the Trust acknowledge the value of PPA time and agree that it is for teachers to determine themselves the planning, preparation and assessment activities they wish to undertake in their PPA time (e.g. planning collaboratively with other members of their department).
17. The schools across the Trust will work with staff and recognised trade unions to develop and agree systems which ensure early career teachers and teachers at the start of their careers are appropriately supported, including for those colleagues providing assistance, support and mentorship.
18. The Trust and recognised trade unions agree that the establishment of any 'workload groups' (either trust wide or in individual schools) will not undermine existing structures within the school for negotiation and consultation between recognised staff unions and the employer, including in respect of the terms and conditions of service for teachers and support staff. Any proposals that might arise from such a group should be subject to consultation with a view to seeking agreement between the employer and the recognised trade unions before their implementation.
19. Local Academy Boards have a specific responsibility within the scheme of delegation for staff wellbeing, which includes supporting the focus on effectively managing workload. Each school's progress in effectively managing workload will be discussed during at least one LAB meeting each year to consider the impact of steps already taken and consider opportunities for further improvements. This will be shared and discussed with recognised trade unions at a local, regional or national level
20. The Trust's Executive Team will review and evaluate the effectiveness of these principles, and will share this review with JCNC.