Staff Wellbeing Charter

"To learn and grow together to be the best that we can be."

At All Saints, our school vision guides everything we do — not just for our children, but for every member of our community. Rooted in the **Parable of the Sower**, we believe in creating the most **fertile soil** possible so that everyone in our school family — pupils and adults alike — can thrive, grow and flourish. We recognise that there will be times when each of us encounters **thorny ground**, and during those times, we are committed to being a supportive, compassionate and understanding team.

This **Staff Wellbeing Charter** is our shared commitment to nurturing the wellbeing of all colleagues, ensuring that All Saints is not only a place of high-quality learning, but also a workplace where people feel valued, supported and able to be **"the best that we can be."**

We have drawn inspiration and guidance from the **DfE Staff Wellbeing Charter**, and our own charter addresses the key principles set out nationally, including:

- Encouraging an open and honest culture where it's OK to talk about wellbeing
- Making sure staff feel listened to and involved in decisions that affect them
- Helping everyone to find a good balance between work and home life
- Providing clear ways for staff to ask for help and talk about concerns
- Treating all staff fairly and with respect
- Recognising and celebrating the hard work and contribution of every member of the team

In line with our Christian values and the wider vision of the **Diocese of Coventry Multi Academy Trust**, we are proud to be part of a family of schools where staff wellbeing is a strategic priority. The Trust supports its schools through professional networks, leadership development, and access to resources that enable us to care for the whole person — mind, body and spirit.

This Charter represents our ongoing commitment to staff flourishing as a cornerstone of our success as a school. When we support one another with kindness, empathy and integrity, we create the best possible conditions for our children — and ourselves — to grow.

At All Saints, our wellbeing offer is built around four concepts: Time. Trust. Support. Simplicity.

Time: Time is one of the most valuable resources in education. Protecting staff time helps to reduce stress, promote balance, and ensure energy is focused where it matters most — on teaching and learning. When time is respected and used purposefully, it creates space for creativity, reflection, and professional growth.

Trust: A culture of trust empowers staff to act as professionals. When schools trust their teams to make decisions, manage their workload and work flexibly, it fosters ownership, motivation and confidence. Trust also strengthens relationships and builds a positive, open working environment.

Support: Support goes beyond day-to-day help — it's about creating a culture where every member of staff is encouraged to grow, develop and thrive. High-quality professional development, opportunities to upskill, and time to collaborate are all key to feeling confident and successful. When staff feel supported to keep learning and improving, it benefits not only their own practice but the wider school community too. Investing in people is investing in the future of the school.

Simplicity: Clear, streamlined systems reduce unnecessary workload and remove barriers to effective teaching. Simplicity in planning, communication and expectations allows staff to focus on what makes the biggest difference. Simplicity is not about doing less — it's about doing what matters, more easily.

Teaching Staff

Below are examples of how each of these 4 pillars are implemented in practice in relation to class teachers:

Time: Protecting staff time and ensuring workload is manageable

- **Flexible PPA:** Teachers can take PPA off-site and are given extra time during busy periods.
- **Directed Time:** Aim to keep below 1265 hours.
- **No Clock-Watching:** Core hours are 8.30am–3.30pm.
- **Subject Leadership:** Time during the school day is provided for subject leader tasks.
- **Data & Assessment:** Formal data entry only 3 times a year—no burdensome spreadsheets.
- **Planning Support:** Comprehensive long-term plans and lesson structures provided.
- **No Assembly Planning:** Staff are not expected to plan assemblies or worship.
- **Specialist Teaching:** P.E., MFL, and instrumental tuition taught by specialists.
- **Efficient Technology:** AI tools like TeachMate and online resources reduce planning time.
- **Perks**:
  - Paid day off for your birthday
  - One free lunch each week
  - Lunch or breakfast provided on all INSET days

Trust: Fostering autonomy, fairness and professional respect

- **Autonomy**: No clock-watching—staff trusted to manage their time within core hours.
- **Work-Life Balance**: No email expectations outside working hours or during holidays.
- **Professional Boundaries:** SLT consistently manage parent behaviour; clear communication expectations shared with families.
- **Supportive Monitoring**: No formal observations—drop-ins are strengths-based and purposeful.
- **Performance Management**: Focused on personal development goals, not one-size-fits-all targets.

Support: Ensuring all staff feel encouraged, equipped and cared for

- **Approachable SLT:** Open-door culture with informal, supportive conversations.
- **Behaviour & SEND Support**: SLT actively supports behaviour and high-needs SEND; non-class-based SENDCO provides ongoing help.
- **TA Support:** Every class has a morning TA; TAs are trained and focused on learning support.
- **Professional Development:** High-quality training through Walkthrus, CADMAS, Consortium/MAT networks, coaching, mentoring, and peer observation.
- **CPD Resources**: SharePoint provides webinars, presentations, and resources for SEND and EAL support.
- **Clear Communication:** Weekly memo, newsletter, half-term planners, and shared school calendar keep staff informed.
- **Celebrating Success:** Praise and thanks embedded in school culture and shared in weekly communications and Trust newsletters.
- **Trust Support:** Staff wellbeing supported via Employee Assistance Programme, annual surveys, and clear policies on paid leave.

Simplicity: Streamlining processes to reduce unnecessary workload

- **Assessment**: Insight used centrally—no extra spreadsheets or reports.
- **Admin & Reports:** A.I. tools available to lighten workload.
- **Planning Support:** Long-term plans and lesson structures provided to save time.
- **Digital Tools:** Subscriptions to time-saving platforms (e.g. White Rose, CGP+, Twinkl, Music Express, etc.).
- **Communication:** Clear and consistent systems used for sharing information.

Learning support Staff

Below are examples of how each of these 4 pillars are implemented in practice in relation to learning support staff:

Time: Protecting staff time and ensuring workload is manageable

- **Weekly PPA:** Planning, preparation and assessment time built into timetables
- **No 'Clock watching' culture:** Additional time to support workload can be requested
- **Time for CPD:** Time given off timetable to access relevant CPD as needed
- **Time saving digital tools:** Subscription to supportive digital tools and online resources
- **Perks**:
  - Paid day off for your birthday
  - One free lunch each week
  - Lunch or breakfast provided on all INSET days

Trust: Fostering autonomy, fairness and professional respect

- **Work-life boundaries:** No expectation to respond to emails outside working hours or in holidays
- **Parent communication:** SLT consistently enforce behaviour expectations; clear guidance shared with parents to protect staff boundaries.
- **Monitoring:** No formal observations; drop-ins focus on strengths and support
- **Performance management:** Focused on individual strengths and goals – no generic targets.
- **Class cover:** No expectation for TAs to cover teacher absence. If agreed, they are paid appropriately, given planning, and supported by risk assessment.
- **Role development:** TAs seen as key classroom experts—not solely for SEN support. Access to high-quality CPD.
- **Professional voice:** TAs included in APDRs, pupil progress meetings and other key discussions.

Support: Ensuring all staff feel encouraged, equipped and cared for

- **Approachable SLT:** Open-door culture with informal, supportive conversations.
- **Behaviour & SEND:** SLT actively support challenging behaviour and SEND needs; non-class-based SENDCO in place.
- **CPD access:** High-quality training available including Walkthrus, CADMAS, MAT sessions, coaching and mentoring. Staff encouraged to observe good practice.
- **SharePoint**: Central access to CPD resources, webinars, and support materials for SEND and EAL.
- **Staff communication:** Weekly memo, newsletters, half-termly planners, and a shared calendar keep staff informed.
- **Celebrating success:** Regular praise shared in internal comms and Trust newsletters.
- **Wellbeing**: Access to Employee Assistance Program and annual wellbeing survey.
- **Policies**: Clear, fair Trust policies including paid leave.

Simplicity: Streamlining processes to reduce unnecessary workload

- **Curriculum Planning:** Long-term plans and lesson structures provided to reduce workload.
- **Digital Tools:** Access to time-saving platforms (e.g. White Rose, CGP+, Twinkl, Music Express, Project Evolve, Teach Computing, MyHappyMind).
- **Communication:** Clear and consistent systems used for sharing information.

Other support staff

Below are examples of how each of these 4 pillars are implemented in practice in relation to other support staff:

Time: Protecting staff time and ensuring workload is manageable

- **Fair hours:** No expectation to stay beyond contracted time unless agreed in advance. Overtime is paid.
- **Breaks protected:** All staff are entitled to appropriate rest and lunch breaks.
- **Time for training:** Paid time allocated for relevant CPD and training.
- **Efficient rotas:** Staff timetables and rotas planned in advance with reasonable notice
- **Perks**:
  - Paid day off for your birthday
  - One free lunch each week
  - Lunch or breakfast provided on all INSET days

Trust: Fostering autonomy, fairness and professional respect

- **Work-life boundaries:** No expectation to respond to messages / emails outside working hours.
- **Respectful interactions:** All staff treated as professionals by parents, pupils, and colleagues. Code of conduct in place for parents/carers.
- **Clear roles:** Staff trusted to carry out their duties without unnecessary monitoring.
- **Valued voice:** Staff encouraged to share ideas and feedback to improve the running of the school.

Support: Ensuring all staff feel encouraged, equipped and cared for

- **Approachable leadership**: Open-door SLT who listen and act on concerns.
- **Behaviour**: SLT actively support with pupil behaviour if needed in shared spaces (e.g. lunch hall, playground).
- **Ongoing, relevant raining provided:** Relevant training given (e.g. first aid, safeguarding, conflict resolution).
- **Team culture:** Staff wellbeing, teamwork and recognition are actively promoted.
- **Access to wellbeing support:** Free access to the Employee Assistance Programme for wellbeing and advice.

Simplicity: Streamlining processes to reduce unnecessary workload

- **Clear procedures:** Routines and systems clearly explained and regularly reviewed.
- **Efficient communication**: Key information shared via memo, email, calendar—no overload.
- **Digital tools**: Admin staff have access to supportive systems to streamline tasks.