

**FHES APPROACH TO WELLBEING**

**The FHES 50**

50 Reasons to work at Farnham Heath End School

1. Wellbeing Co-ordinator appointed to organise social events, create surveys and be there as a ‘go to’ for staff.
2. Additional PPA time for management responsibility.
3. A sensible ‘feedback policy’, bespoke to departments. No more countless hours pointlessly marking hundreds of books ‘just because’. No mandatory written comments or specific frequency required.
4. No lunch duties. If staff really want to do one, we pay them.
5. Outstanding nursery on site, discounted by 10% for staff.
6. Flexible working and part-time working supported, especially for staff with young children.
7. Only one break duty per week, usually when the teacher is free the period before or after.
8. All SLT teach to spread the load and stay firmly ‘in the game’.
9. Autonomy given and no micro-managing, within our shared values and strategy.
10. Sensible performance management done with you not to you with a classroom development focus.
11. Low stakes lesson visits based on professional curiosity and research-informed practice.
12. Lesson visit feedback arranged during school hours.
13. Work scrutinies led by departments and Middle Leaders, based on professional curiosity.
14. Pace: when there is an issue, we tackle it fast and get it sorted. No faffing.
15. Staff discouraged from reading or sending emails on their phones, at least in the evenings and weekends.
16. While we try to recognise and praise discretionary effort, no kudos given for working extra hours just for the sake of it.
17. CPD is bespoke, targeted and evidence-informed.
18. CPD is planned for the term and year in advance, so everyone knows what is happening.
19. SPDS encourages collaborative planning (subjects meet fortnightly to only discuss teaching and learning.
20. Staff encouraged to share resources and co-create.
21. Data capture two times per year (cut down from 6)
22. No written parental reports for subject teachers, only form tutors.
23. No formal lesson plan formats or silly rules about submitting them.
24. Fantastic admin support: all letters checked, addressed, printed and posted or sent electronically for staff centrally.
25. On site ICT technicians offering full time tech support.
26. We want meetings to focus on T&L and strategy, not admin. They should finish on time and are not needless.
27. We are careful of ‘mission creep’, where extra and often unnecessary details are gradually added to an initiative usually causing workload to spiral out of control.
28. Trust. An absence of fear: no Ofsted fear, no management fear.
29. 1265 Directed Time not filled up. We know staff work hard and go the extra mile. We don’t need to measure it.
30. Single page SEFS and I4Plans/DDPs for departments.
31. Working towards a coaching culture. The T&L team are coaching trained in order to support our staff effectively. This aims to reduce workplace stress and empower staff to take effective control of their work lives.
32. SISRA for staff to access data and complete analysis swiftly.
33. Principal supports family and milestone events if a day off is needed.
34. Range of staff socials/events to encourage getting together and relaxing as a team.
35. Staff have access to a trained counsellor to support with positive mental health.
36. Opportunities for staff career progression within school.
37. Systems in place for supporting staff with health issues.
38. Budget allocated to Wellbeing Co-Ordinator to support events.
39. Leave for unavoidable medical appointments fully paid.
40. No BS and no elephants in the room. Regular opportunities given to staff to give critical feedback to the Principal about what’s going well and what is not. We talk about and acknowledge challenges and where we can do better.
41. All staff email kept to a minimum. Only a select few of our staff are able to send all staff emails. We now have a daily and weekly bulletin.
42. Weekly 20 minute optional T&L forum looking at latest research-informed practice and sharing ideas.
43. Early years teachers (NQTs – NQTs+4) receive weekly instructional coaching from trained coaches
44. All staff have an assigned coach and access to instructional coaching
45. Virtual parents’ evenings, which allow staff to work from home.
46. Cross-MAT collaboration for developing curriculum, pedagogy and resources
47. Integrated Google classroom use to support face to face and remote teaching
48. Introduction of knowledge organisers with students who self-assess their own learning increasing student ownership and removing need for staff to mark home learning.
49. All staff have access to a school purchased Chromebook to support them with high quality access to technology
50. All classrooms have a visualisers for staff to live mark and model answers

**“Road To Great Together”**

**@TeamFHES**