



SWA Staff Professional Well-being Guidance

Vision

Samuel Whitbread Academy's vision is to have the golden thread of professional well-being embedded in to all areas of Academy life.

Aim

We aim to support the emotional health and professional well-being of all our staff and are committed to reviewing our processes and practices to ensure that workload is considered and staff feel supported.

Definitions:

Professional well-being definition: This is the “experience of positive perceptions and the presence of constructive conditions at work that enables staff to thrive and achieve their full potential” ([Chari et al., 2018](#)). For Samuel Whitbread staff finding meaning in their work, feeling engaged while at work, having a high-quality working life, and finding professional fulfilment is paramount. ([Danna and Griffin, 1999](#); [Doble and Santha, 2008](#)).

Professional well-being consultation: This will take place throughout the academic year (minimum of once per term). All staff are invited to attend and contribute their thoughts and solutions based around the Teacher Union and/or Government published guidance.

Procedure

Professional Well-being:

To support staff professional well-being Samuel Whitbread Academy:

- has an embedded philosophy of ‘To improve, not prove’ which underpins decision making and ensures we reflect on the purpose of every process we undertake.
- have an agreed and published academic calendar, which includes professional activities to be undertaken by teachers within 1265 hours. This is consulted with both middle leaders and Union representatives annually.
- ensure there is a maximum of one written report to parents/carers per academic year.
- have an appraisal process for teachers that focuses on improving the quality of teaching & learning and does not set specific data targets.
- have an appraisal process for support staff that focuses on improving the quality of their professional well-being through transparent dialogue.
- timetables 12% PPA, rather than the minimum of 10%. This is not marked on timetables as we do not enforce a teaching staff cover rota.
- all TLR holders are provided with additional time to carry out their duties.
- there are statutory reductions in timetables teaching for ECTs, as well as professional development opportunities and support.
- requests volunteers to undertake intervention / student support during half term breaks and offers remuneration.
- ensure that all policies are workload impact assessed and shared with Unions in advance of ratification.
- conduct a staff questionnaire exploring levels of well-being at the academy and discuss the outcomes at well-being meetings.
- allow for subject specific autonomy with regards to marking and feedback and do not insist on shared lesson plans.

- schedule all lesson observations and learning walks; take in to account staff contexts and promote professional development.
- encourage staff to discuss mental health (through our Return to Work procedure, Referral to Occupational Health provider, access to staff EAP and mental health first aiders).
- review the volume of email communications regularly and have a centralised staff Bulletin to reduce email traffic.
- support career development through both external and internal leadership programmes and apprenticeships (through the BEST and SWA).
- put professional well-being as the first agenda item on SLT department link meetings.
- provide new staff with a clear induction process and staff who are returning to work from maternity/paternity leave with a supportive return to work package.
- conduct the vast majority of Progress Review Evenings online to enable staff to block out breaks and these can be conducted in school or at home.
- have a dedicated staff well-being committee to review and discuss staff professional well-being concerns throughout the calendared year.
- timetables teachers wherever possible in their subject area and support those who deliver outside of specialism.

Implementation and Review

This guidance can be found on the Academy's website and will be reviewed annually.

Author and Date

Reviewed by Associate Principal Emma Foreman - Nov 2024

Date ratified by Principal - November 2024