

Supporting teachers to manage their workload

For many years, there has been much discussion in the media and at teaching union conferences about teacher workload.

Of course, every job, by its very nature, has 'workload'. In our school, we regularly review teacher workload in order to ensure that it is reasonable.

We discussed with teachers the things that we do in our school help teachers to manage their workload. Teachers contributed their own ideas. (16.6.23)

- Unit plans set out the lesson in great detail so that teachers do not have to spend so much time planning
- Extremely detailed curriculum planning, right down to individual lesson planning is available for teachers in every subject
- Teachers do not run any after school clubs so that they have time for assessment and planning at the end of the school day
- Teachers do not supervise children at morning break times or lunchtimes. This means they have time for a break, and to prepare for their next lesson
- Planning, preparation and assessment (PPA) time is available to teachers in a 'block' of time where possible i.e. not half an hour a day
- LSAs are timetabled to give teachers sufficient help with their admin jobs
- No meetings last for more than one hour
- Meetings are punctual, have a specific objective and are fit for purpose.
- The morning briefing with all deadlines and information about events is available for staff in advance to help them plan their time efficiently
- Deadlines are well planned and staggered so that pressure on teachers is reduced
- There are no evening parent meetings where exhausted teachers talk to parents long into a number of evenings. Instead, we hold two Parent Teacher days where teachers meet with parents within school hours
- Non-teaching staff make phone calls home about attendance & punctuality
- SLT and the office deal with first wave parent concerns. Teachers do not receive emails from parents.
- We do not expect teachers to attend any social/community evening events over the course of the school year
- Teachers work collaboratively which helps reduce workload
- The formats we use to report to parents on pupil progress have been refined so that they are fit for purpose and not onerous for teachers to complete.
- We reviewed our marking policy and display policy so that they are manageable for teachers but still useful for children
- We reviewed the way in which we keep Learning Journeys in the Early Years so that this is not as time-consuming
- The school uses a positive coaching style to help staff who struggle to manage their time effectively
- Trips are very well planned so do not require much admin time by teachers