

Teacher Workload Charter

Our Promise

We will work in partnership to support each other to be the very best professionals that we can be, and do all we can to give teachers the time they need to be with family and friends. We commit to creating a culture of openness and honesty that promotes supportive dialogue about managing workload.



We listen

Staff members have the opportunity to share their views on their workload in an annual survey. Listening and responding to workload concerns is a key responsibility of all line managers.

We follow nationally negotiated guidance

We uphold the School Teachers' Pay and Conditions Document. We follow the principle of 1265 hours of directed time and communicate this with colleagues and their unions.

Lesson planning is for teachers and pupils

Managers do not routinely review lesson planning. Collaboration on curriculum planning between schools, year groups, departments and individuals is actively promoted.

Marking and Feedback is for teachers and pupils

The purpose of marking and feedback is to promote pupils' learning. We promote age and subject appropriate feedback, whole class feedback, live marking and self and peer marking.

Manageable data collection

We collect summative assessment data once a term. Teachers only input data where their professional judgement is needed. We use technology to analyse data, freeing teachers to evaluate outcomes and plan the next steps in teaching.

Email communications

We do not expect that staff respond to email outside of normal working hours and we encourage the use of 'schedule send' as appropriate. Email is for professional correspondence rather than chat and as such should be pithy and summary in form.

Necessary change

Necessary change will focus on improving the school experience for pupils and should aim to reduce teacher workload. Sometimes we must stop doing something for innovation to happen, and leaders will be cognisant of this.

We use AI and other supportive technology

The use of supportive technology and AI is actively encouraged in curriculum planning, the preparation of resources and the analysis and evaluation of data. We use Google Workspace to enhance collaboration and the sharing of resources.

Quality assurance is developmental

Quality assurance will result in developmental feedback that is timely, helpful, specific and kind. The frequency of feedback will meet the specific improvement needs of schools and staff.

Professional development processes

Performance development discussions will focus on evidence that is already available in school. Pay progression will follow automatically for all staff not on a support plan and applications to move to the Upper Pay Range will be limited to 2 sides of A4.

Preparation for inspection

External scrutiny needs to see the school operating as usual - we don't prepare to put on a show for Ofsted. We do not conduct 'mocksteds'.

