MARISH
Academy Trust

Work/Life Balance Policy

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Summary

In order for our staff to be at their most effective they need to have a healthy work/life balance which will aim to provide. This policy document sets out our approach to providing the working environment where each member of staff has a good work/life balance.

1 Contents

2   Introduction

The Trust Strategic Board will have regard to the work/life balance of the Executive Headteacher. The Executive Headteacher, in turn, will have regard to the work/life balance of other staff.

In order for our staff to be at their most effective they need to have a healthy work/life balance which will aim to provide the following benefits:

- To attract and retain the calibre of staff needed to provide high quality education to our pupils;
- To improve the Trust's effectiveness by actively reducing staff absenteeism and turnover;
- To develop a more motivated workforce, with high morale, even more able to deliver a better education for our children;
- To improve team work, staff development and co-operation by effectively distributing leadership and creating new leaders;
- To recognise that excessive hours of work do not equal commitment but might reduce staff effectiveness.
- To recognise that improving workplace communication has a positive outcome for the whole Academy Trust workforce.

3   Aims

By considering the work/life balance of staff the aims of this policy are:

- To benefit our Academy Trust schools and their staff in order to raise standards;
- To acknowledge that the needs of both our schools and staff teams are not static, but change over time;
- To acknowledge the need for Trust wide school leadership (including the governing body), unions/staff representatives and staff to discuss workable work/life balance solutions;
- To encourage a partnership approach to meeting the needs of both our schools and the staff;
- To operate in a fair and consistent manner;
- To value staff for their contribution to our schools, not their working pattern;
- To carefully plan and agree work/life balance solutions including flexible working practices where possible;
- To take into account the equality implications of any policies introduced;
- To communicate work/life balance practices to all staff in Marish Academy Trust.
- Developments and changes to policies should also be communicated on a regular basis.
- To include a monitoring, evaluation and review mechanism, linked to performance management and the Academy Aspire improvement plan, for work/life balance initiatives and strategies;
- To provide value for money.

All staff within the Academy Trust, including the Executive Headteacher, will be supported in attaining a balanced lifestyle where they can achieve their best at work and manage other areas of their life effectively.

4   Policy Detail

4.1   Our strategies

Our strategies to support a balanced lifestyle include:

- Clear identification of duties and responsibilities relating to individual staff roles, reviewed annually through performance management interviews, to aid them in the delivery of their work and managing the expectations of the job;
- Regular review, and annual staff meetings, of how effectively the Academy Trust is taking into account the work-life balance of all staff;
- By continually looking at existing and new practices to make systems as efficient and time-saving as possible.
- Working with staff to agree and provide appropriate training to enable them to do their jobs competently and effectively and within normal working hours;
- Involving staff in agreeing and setting realistic work-related targets for the staff and both schools;
- Providing a system for and encouraging efficient and effective working practices, and discouraging staff from working excessively long hours;
- Involving, encouraging and enabling staff to actively manage their own careers and personal development;
- Consulting with staff on decisions relating to their employment, encouraging them to seek third party advice, e.g. to confer with their Union representatives, where appropriate;
- Granting special leave, as appropriate, when staff are faced with an emergency outside of work;
- Providing opportunities, where possible, for flexible working practices;
- Providing suitable workplace facilities for breaks and relaxation (as is reasonable and practicable);
- To provide suitable equipment (such as personal laptops for teachers) to enable them to work efficiently as budgetary constraints allow.
- To increase teacher administrative support as much as possible within constraints of budget
- Considering support for childcare facilities and services where possible;
- Communicating with parents and the wider community the benefits of our work/life balance policy.
- Both schools will keep a record of and monitor the working hours of all support staff.

4.2   Monitoring & evaluation

- Work/life balance is mentioned in the Headteacher's Report at least annually.
- This policy along with case studies is reviewed by Governing body and all staff every two years
- Work/life balance will be a specific item at TWSLT meetings at least once each term.
- Staff will be asked to regularly monitor their own work/life balance and to report any arising concerns to a senior member of staff who will contact the Trust HR Manager if any further support is needed.

- The Trust HR manager will carry out risk assessments, stress surveys and make referrals to Occupational Health as necessary for individuals who are at risk because of a failure to balance their life and work.
- The Executive Headteacher has a duty to monitor his/her own work/life balance, modelling good practice and reporting concerns to the Governing body.
- The Governing body have a responsibility to ensure that the Executive Headteacher maintains an acceptable work/life balance. This includes providing appropriate administrative and leadership support and leadership and management time for the Head. The Governors will regularly review their own practices with consideration to staff workload.

5 Revision History

Version	Date	Author(s)	Comments
1.0	May 2011	HT	Agreed with all staff May 2011
1.1	Jun 2015	DHT	Agreed with all staff
1.2	Jun 2017	DHT	

6 Approval History

Version	Approved	Comments
1.0	Jun 2011	Next review Jun 2012
1.1	Jun 2015	Next review Jun 2017

Appendix 1

NUT TEACHER WELL-BEING
'READY RECKONER'

About the Teacher Well-Being 'Ready Reckoner'

This questionnaire may be used by school management as the starting point for a stress risk assessment. The findings will give an indication of general levels of stress. The NUT's 'Teacher Stress Survey' can then be used to identify the causes of stress.

Higher scores are suggestive of greater levels of well-being amongst subjects of the questionnaire, whilst lower totals tend to indicate elevated degrees of stress/poor mental health. Please note that a score of 100 or more does not necessarily indicate the absence of a problem. Wherever evidence of stress emerges – the earlier it is tackled, the easier it is to put right. NUT representatives and local officers will always be willing to work with school management when there is a genuine desire to tackle work-related stress.

Instructions: *For each of the following questions, enter the number matching the description which most closely represents how you feel.*

1 = Not at all   2 = Not much   3 = Sometimes   4 = Mostly   5 = Very much so

Do you feel able to concentrate on what you are doing at school?

Do you feel that you are playing a useful part in school life?

Do you feel capable of making decisions at school?

Do you feel generally relaxed in your home and school life?

Do you feel that most problems you encounter at school can be surmounted?

Do you generally manage to keep your sense of humour?

Do you feel happy at work, all things considered?

Are you sleeping well?

Are you eating well?

Are you drinking sensibly?

Do you cope well with changes to your job?

1 = Not at all   2 = Not much   3 = Sometimes   4 = Mostly   5 = Very much so

Do you usually keep things in proportion? ☐

Do you have a reasonable amount of energy? ☐

Do you feel in control of your job? ☐

Do you feel you are coping well in the classroom? ☐

Do you receive appropriate support when you need it? ☐

Do you get on well with your pupils? ☐

Do you get on well with your colleagues? ☐

Do you get on well with your managers? ☐

Do you feel free from the threat of bullying/harassment at school? ☐

Do you enjoy a reasonable degree of autonomy, unaffected by excessive monitoring regimes? ☐

Do you manage to leave work 'on time' fairly regularly? ☐

Do you find your job satisfying and fulfilling? ☐

Do you have a life outside work?

☐

Do you intend to remain in teaching for the foreseeable future?

☐

Do you look forward to returning to school after a weekend or holiday?

☐

Now add up your score.

☐

More than 100 = low evidence of stress **– but see caveat above**;

51 to 100 = moderate evidence of stress;

Up to 50 = high evidence of stress.

NUT TEACHER STRESS SURVEY

Instructions: Rank the following statements from 1 to 5 :

1= Strongly disagree, 2 = Disagree, 3 = Ambivalent, 4 = Agree, 5 = Strongly Agree

DEMANDS	1	2	3	4	5
My physical working conditions are acceptable	□	□	□	□	□
Our rest facilities are comfortable and welcoming	□	□	□	□	□
My total working hours are acceptable	□	□	□	□	□
There are too many after school meetings	□	□	□	□	□
Unreasonable deadlines and time pressures are too often imposed on me	□	□	□	□	□
Ofsted/Estyn inspections cause me excessive pressure	□	□	□	□	□
The balance between work and home life is about right	□	□	□	□	□
The school values the time we put in at home	□	□	□	□	□
I am able to take a proper break during the school day	□	□	□	□	□
Lesson planning requirements are over-burdensome	□	□	□	□	□

CONTROL	1	2	3	4	5

	1	2	3	4	5
I have opportunities to express my ideas and points of view	☐	☐	☐	☐	☐
I have to neglect some tasks because I have too much to do	☐	☐	☐	☐	☐
There is too much classroom observation	☐	☐	☐	☐	☐
I am encouraged to use my skills and initiative to do my work	☐	☐	☐	☐	☐

SUPPORT

	1	2	3	4	5
I receive appropriate training		☐	☐	☐	☐
I do not have enough support in dealing with bureaucratic paperwork		☐	☐	☐	☐
My managers are supportive		☐	☐	☐	☐
I regularly receive positive feedback on my work	☐	☐	☐	☐	☐
There are too few support staff in the school		☐	☐	☐	☐
The school benefits from effective leadership	☐	☐	☐	☐	☐

RELATIONSHIPS

	1	2	3	4	5
I have a good relationship with my line manager	☐	☐	☐	☐	☐
I get on well with colleagues	☐	☐	☐	☐	☐
Management promotes positive behaviours at work to avoid conflict and ensure fairness in the workplace	☐	☐	☐	☐	☐
Staff are afraid to complain in case they are 'picked on'	☐	☐	☐	☐	☐
I regularly have to deal with disruptive pupils		☐	☐	☐	☐
I have to deal with violent pupils		☐	☐	☐	☐

I am concerned about violence from aggressive parents	☐	☐	☐	☐	☐

ROLE

	1	2	3	4	5
I'm clear about what is expected of me at work	☐	☐	☐	☐	☐
My skills are well-used		☐	☐	☐	☐	☐
I feel valued in my role		☐	☐	☐	☐	☐

CHANGE

	1	2	3	4	5
I find it difficult to cope with the pace of organisational or curriculum change	☐	☐	☐	☐	☐
I find the introduction of new initiatives daunting	☐	☐	☐	☐	☐
There is full staff consultation when any significant change is proposed	☐	☐	☐	☐	☐
Changes are accompanied by appropriate support and training, where necessary	☐	☐	☐	☐	☐

Please list any issues causing work related stress which are not addressed in the questions above.

Please return completed questionnaires to:

Thank you for taking the time to complete this survey.