



Staff Charter 2019-2020

Purpose and scope

The Park Academies Trust aims to be the employer of choice for educational staff living and working in the Swindon area. We want all staff to feel valued and able to make a full contribution to the success of the Trust. We also want high quality teaching and learning to be at the heart of our schools. The purpose of this Staff Charter is to capture our approach to enabling this to happen.

Status of this document

We aim to achieve these practices in our daily decisions surrounding the running of our schools. However, they are dependent on levels of resources and also how we are required to respond to initiatives from central government. Equally, our practice is to keep our expectations of staff under constant review with the aim of giving staff as much time as possible to focus on the core task of teaching. Consequently these statements are operational approaches rather than contractual obligations to our employees.

A: Time management and work/life balance

We will remember the importance of staff wellbeing by:

- Keeping the number of meetings to the minimum the senior team judge necessary for the school to operate effectively
- Making sure after-school meetings adhere to a reasonable finish time
- Having a meeting-free week in the penultimate week of each term ('Wellbeing week')
- Expecting those who manage support staff to be aware of their contracted hours when allocating workload.

We will review the allocation of directed time in each school annually and publish our expected allocation of directed time to all staff. We will trust our staff to use any shortfall using their professional judgement rather than creating new requirements solely to reach 1265 hours as a total. This will include an expectation that staff who are under 1265 will be flexible where there are requests for cover or other assistance. We will aim to provide staff with PPA time in excess of the minimum requirement of 10% of class facing lesson time. PPA time equivalent to the basic 10% will be published on staff timetables.

Teachers will not be expected to produce data on individual pupils more than is absolutely necessary and teachers will never be asked to enter the same piece of data twice.

There is no expectation that emails will be opened or replied to in the evenings (after 6pm), at the weekend or during school holidays (or, for part-time staff, on days you are not contracted for).

Marking expectations will be set at a sustainable level with detailed marking being reserved for milestone assessments only.

Cover for teaching staff will be minimised by:

- Each school employing cover supervisors
- Each school maintaining a supply budget to supplement cover supervisors for planned absence
- Ensuring that each school keeps records of cover served and staff who are under-hours on their timetable, allowing emergency cover to be allocated fairly whenever it has to be used
- Each school endeavouring to ensure that teachers' allocated PPA time is only used as last resort in an emergency cover situation.
- Where there is a planned school event resulting in classes being cancelled, or where, post external examinations, directed time classes have ceased, released teachers' time will be reallocated as a first consideration rather than asking other staff to change pre-existing arrangements.

Teachers will be supported by a Trust-wide approach to sharing resources that allows the time spent planning to be kept to a manageable and sustainable level

All staff will be supported to achieve an appropriate work/life balance with the opportunity to participate in training on time management where appropriate.

All staff will be given the opportunity to contribute to a Staff Forum where matters relating to work/life balance can be raised

B: Performance management, CPD and progression

No teacher will be formally observed more than three times in a school year (except, by necessity, in instances where a support plan is in place). Teachers do not have to produce a formal lesson plan for an observation (although it can help an observer to understand your approach to the lesson if you do). Formal observations are not about high pressure 'showcase' lessons but are opportunities for the school to understand how a particular class or aspects of your practice are progressing over time.

Performance management targets will be based on a range of different factors and made personal to each individual's development needs. Targets set around the performance of classes will take careful account of all available data (pupil attitude and attendance) not just baseline indicators of likely future performance.

We work from the assumption that every main scale (M1 to M5) teacher will get an annual incremental rise and we work in a culture of transparency and 'no surprises' when making decisions about pay progression. Unlike some other employers, we do not require M6 staff to provide any additional evidence or complete an application form when requesting progression to the Upper Pay Spine. Equally, we do not restrict the number of UPS3 positions in a school - this grade is available to all staff with the requisite amount of service who can provide evidence of making an agreed 'wider contribution' to their school.

Vacancies at Trust schools will be circulated to all employees, with all internal applicants being offered full feedback if unsuccessful. Under normal circumstances, no member of Trust staff will be required to move to a different workplace without their explicit agreement.

We will provide high quality training and professional development opportunities that meet the needs of individual members of staff, both Teaching and Support

Staff will be able to access TPAT generic and career-phase specific training programmes with additional opportunities to personalise their development through on-line learning, shadowing opportunities etc. through discussion with their PM reviewer and team leader.

We will make appropriate further training opportunities available to support staff through our Apprenticeship Levy payments, for example finance training or NVQ Level 3 for Teaching Assistants.

We will support Teaching Assistants in progressing to Qualified Teacher Status where they choose to do so.

C: Benefits and other aspects:

We will have the highest behavioural expectations of all pupils with robust systems in place to ensure staff are fully supported to uphold our standards.

Admissions policies at Trust schools will be amended so that applications for places for the children of Trust staff are given priority.

Statutory 2 week Paternity leave will be paid in full. The Trust also has other family related policies to assist staff, such as a Shared Parental leave policy.

Flexible Working requests, made through the appropriate policy, will be given every consideration and if they cannot be accommodated the Trust will always give consideration to possible compromise.

The Trust has a policy to support emergency and special leave when you need it.

All staff have free access to the DAS counselling service and other support they provide.

TPAT provides all staff with access to a benefits package giving discounts on a range of products and services.

TPAT provides all staff with the opportunity to purchase additional health cover with Benenden Health Care.

This charter will be reviewed annually by the Chief Executive to ensure it remains relevant and appropriate. This review will be informed by staff surveys and the staff wellbeing forum. The revised charter will be provided to staff following any update.