

Workload Charter

Our core aim is to help students climb the tree of knowledge, so they can access University, Higher Education, Employment or an Apprenticeship. We take a firm view that the teacher is a professional and the expert in the classroom, therefore we provide training in accordance with this stance. We support staff to use their time efficiently and effectively, so it has a real impact on pupil learning and outcomes. We ensure that staff workload is taken seriously.

Time Matters	CPD Matters	School Priorities Matters	Culture & Ethos Matters
<p>Email embargos: No emails are sent from Friday 6pm until a Monday morning 7.30am and no emails are sent during the holidays. The only exception are serious safeguarding matters.</p> <p>Rational approach to data: We have two data drops per year group within the academic year. All of the data is analysed for staff, freeing staff time and thinking to consider key actions. No formal time-consuming report comments are needed within the normal report cycle.</p> <p>A rational approach to mocks: We have one full set of mocks in Key Stage 4 and Key Stage 5. This reduces pressure on pupils, reduces the volume of marking that staff have to do and increases invaluable curriculum time in the classroom.</p> <p>A rationalised approach to marking: The school champions a whole-class feedback approach. Staff are expected to review pupil work once a fortnight, producing a summary feedback sheet, which the pupils are expected to stick in their book and then give verbal feedback identifying common misconceptions in lesson time.</p> <p>Avoiding roll-over: The school does not roll its timetable over during the second half of the Summer Term. Instead, this time is used to work on core priorities and to provide staff with vital training.</p> <p>Centralised detentions: All detentions are centralised, issued the same day, take place after-school and focus on three simple basic classroom expectations and a series of wider school-rules. These detentions are taken by pastoral and senior leaders.</p> <p>Recharge day: All staff are afforded a recharge day, which often falls in the October or Christmas break to extend the holiday by a day.</p>	<p>Increased faculty time: Departments are given at least three departmental meetings per half term. It is very much for the middle leader in charge of a faculty/department to dictate the agenda, with a view that the meeting focus should be on sharing subject expertise and enhancing subject knowledge.</p> <p>Sensible use of twilight time: We operate a training model whereby we work a set number of twilights and trade this time in to gain three days off in lieu. Twilight training follows a pathway model built around coaching, faculty time, performance management, professional development and mock marking and moderation.</p> <p>Personalised CPD: Every member of staff has a personalised CPD menu for the year, informed by the self-made goal that they set themselves for the year ahead. Furthermore, all subject faculties are provided with protected time to curate and deliver a subject knowledge CPD programme in response to staff needs. Coaching is an integral part of professional development, with all staff allocated a coach and ring-fenced time to have coaching meetings at least three times over the course of the year.</p> <p>Staff 1-1 Meetings: The Principal meets with all members of staff in the Spring Term of each academic year to discuss how they feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.</p> <p>Faculty away days: All faculties receive two days of time together as a team in addition to the INSET days that we run. This allows any given faculty a real block of time to work on their strategic priorities.</p> <p>New Staff Training: New staff to the school are given bespoke institutional training and new staff joining the teaching body engage with a six week block of after-school training in our institutional norms.</p>	<p>Agreed SLT messages: These seek to prevent ill communication and repetitive emails. There is also a daily bulletin update circulated by the Principal's PA to reduce the number of emails in circulation.</p> <p>Effective use of briefings: Briefings focus on training staff and sharing key/important messages.</p> <p>New staff consultative forums: The Principal holds consultative forums, whereby new members of staff are able to discuss how they have settled into the school and the support that they have received.</p> <p>School Improvement Plan: This is shared with all staff on our January INSET day 8/9 months before it goes live in September to provide staff with confidence, clarity, certainty and consistency.</p> <p>Consultative forums: SLT hold behaviour, teaching and learning and assessment consultative forums to discuss vital curricular/school matters. The Principal also chairs a staff well-being committee that meets termly.</p> <p>Working with Unions: The Principal meets regularly with Union representatives within the school.</p> <p>Resisting fads: TDS seeks to keep things simple and focused. Every decision comes back to the School Improvement Plan.</p> <p>Being flexible: Where possible we aim to meet the needs of family life, ensuring emotional and family well-being are supported. The school is also supportive of flexible working requests and staff working their PPA time remotely where possible.</p> <p>Cover Ticket System: Where staff members support with cover during their PPA/management time they are issued with a ticket so they can take the time back in lieu. The school also employs a number of cover supervisors to minimise cover and employs the use of a Big Teach approach where two classes can be merged and staff members who offer to do this are given a cover ticket.</p>	<p>Lesson objectives: We do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on BIG QUESTIONS. The big question is the objective and the focus for lessons.</p> <p>Pedagogical approach: We emphasise that there is no preferred learning style but traditional teaching methods including retrieval practice, the use of workbooks, knowledge organisers, co-planning and direct instruction are to be embraced. Classes working in silence, making notes or being lectured are not viewed upon negatively. The school also endorses the use of BIG LECTURES. In writing the big lectures staff have to work collaboratively and they are used as a means of subject knowledge CPD for staff.</p> <p>Rationalising revision: We hold a firm line that after school revision sessions will not begin until the last ten weeks prior to the public exams.</p> <p>Non-negotiables: All stakeholders are aware that there are a number of non-negotiables for pupil behaviour/s that will not be tolerated and for which a pupil risks a suspension/exclusion. These are designed to make the school a safe and calm learning environment.</p> <p>Co-planning: There is a clear commitment to co-planning. This serves to upskill staff, provides a platform to share expertise and saves staff time.</p> <p>Light Weeks: No after-school meetings take place in the last week of any given Duston term to support staff workload and well-being.</p> <p>Two-week October Break: A two-week October half term is being trialled over the 2025—2026 academic year. This will be reviewed to assess its impact.</p> <p>Lunchtime Duties: Where teaching staff voluntarily support with a lunchtime duty they are given a free lunch as a thank you.</p> <p>Staff champions meetings: Faculty meetings collapsed once a term for working groups to meet and discuss matters such as workload.</p> <p>Staff Appreciations: Every week in briefing staff appreciations are shared with staff and a name is pulled out to receive a box of chocolates.</p> <p>Termly Thank You: At the end of each term all staff receive a complimentary breakfast as a thank you for their support. A group of staff also bake cakes to share with all the staff. All staff receive a small token of appreciation from the Principal.</p>

Your Wellbeing Matters

- Heath care benefits, via Westfield Health and a Cycle to Work scheme.
- Optional staff sports every Monday and Friday after school.
- Termly tea and cake offered to staff.
- We are at least 10% below the expected 1265 contract allocation for main scale teachers.
- Complimentary breakfast for staff on the last day of every term.