



Clarendon Primary School & Children's Centre

Work/Life Balance Policy

Scope of Policy

This document sets out our policy on encouraging and enabling all staff¹ to maintain a healthy balance between their work and other interests and responsibilities in their life.

Rationale

- A good work-life balance is central to staff effectiveness and satisfaction, and pupil learning.
- Work-life balance is about helping staff combine work with their personal interests and commitments.
- The governing body has a statutory responsibility to ensure, as far as is reasonably practicable, the health, safety and welfare at work of all their employees.

Work-Life Balance

Clarendon Primary School has responsibility for the well-being of all our staff. Everyone must take responsibility for their own work-life balance and be aware of the role model they are setting for others.

An important element within the wider remodelling agenda is the statutory responsibility governors have with regard to the work-life balance of the headteacher. The headteacher, in turn, will have regard to the work-life balance of other staff.

Workforce Remodelling has become a key strategy in delivering certain aspects of a work-life balance for both teaching and support staff. This school, in compliance with the legislative framework, will actively consider flexible working patterns in line with the LA guidance where available. Work-life balance includes better communication within the workplace, clearer job roles and workplace support.

¹ 'Staff' refers to all members of personnel in school whether teaching or non teaching and whatever their level of responsibility

In order for our staff to be at their most effective they need to have a healthy work-life balance:

- To attract and retrain the calibre of staff needed for a 21st Century education system
- To improve the school'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 school workforce
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Dedicated Headship Time

The National Workload Agreement places the responsibility on governing Bodies for:

- Providing headteachers with "dedicated time that recognises their significant leadership responsibilities for their school" (Dedicated Headship Time)

The Teachers Pay & Conditions Document requires that:

- "a headteacher shall be entitled to a reasonable amount of time during school sessions, having regard to his teaching responsibilities, for the purpose of discharging his leadership and management responsibilities"

The National Workload Agreement places the responsibility on Governing Bodies for:

- Ensuring that "their headteacher has a reasonable workload, in support of a reasonable work/life balance, having regard to their health and welfare"

The Teachers Pay & Conditions Document requires that:

- "all headteachers should enjoy a reasonable work/life balance."
- The Document does not specify working time for headteachers, other than to state their entitlement to a reasonable break during the day.

The Working Time Regulations 1998:

- limit working hours to 48 per week (averaged over 12 weeks).
- 11 hours consecutive rest in a 24 hour period (compensatory rest can be given).

Key Aims of the policy

- To benefit our school and its staff in order to raise standards
- To acknowledge that the needs of both our school and staff are not static, but change over time
- To acknowledge the need for 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 school and the staff
- To operate in a fair and consistent manner
- To value staff for their contribution to our school, 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 our school. 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 school development plan, for work-life balance initiatives and strategies
- To provide value for money

Policy Principle

All staff within the school, including the 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.

Our strategies to support a balanced lifestyle will 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, discussed at annual staff meetings, of how effectively the school is taking into account the work-life balance of all staff
- 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 hours
- Involving staff in agreeing and setting realistic work-related targets for the staff and the school
- Providing a system for and encouraging efficient and effective working practices
- Involving, encouraging and enabling staff to actively manage their own careers and personal development
- All new initiatives be examined in the light of work-life balance, e.g. extended services and the care offer
- 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 work
- Providing opportunities, where possible, for flexible working practices
- Providing suitable equipment (such as personal laptops for teachers) to enable them to work as effectively as budgetary constraints allow
- Increasing teacher administrative support as much as possible within the constraints of the budget

- Considering support for childcare facilities and services where possible
- Communicating with parents and the wider community the benefits of our work-life policy

Monitoring & evaluation

The staff will be asked to regularly monitor their own work-life balance and to report any arising concerns to the Head Teacher which will feed into the Headteacher's discussions with the Governing Body.

The Governing body have a responsibility to ensure that the Head Teacher manages 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. The Head Teacher has a duty to monitor their own work-life balance, model good practice and report concerns to the Governing Body.

Impact

Staff are happy and secure in our environment enabling them to deliver high quality education to the pupils.

Review

Date reviewed by governing body: Summer term 2014

Date due for review: Summer term 2017