

Work-life balance @ Bigland Green

Last updated_ September 2019



	System/Arrangement	Key benefit(s)
1	One staff meeting (Teachers' CPD session a week)	<ul style="list-style-type: none"> Agenda agreed in advance and not at the last minute. It is widely consulted and based on identified priorities. 50% of the agenda items are related to planning and assessment that can be reasonably done during teachers directed time. Sessions always start and finish on time.
2	TLR meeting every fortnight – not weekly	<ul style="list-style-type: none"> Allowing TLR post-holders a week in between to do other things in accordance with their own priorities. All sessions are informative, CPD and training items are of high quality, and useful for moving the school forward (<i>e.g. colleagues attending the 'Teaching Leaders' course last year commented that the CPD provided by the school in quality and content was of similar to the course!</i>)
3	Support from SLT members	<ul style="list-style-type: none"> SLT members involved in teaching across the school. Providing hands-on support with teaching, learning and assessments. Targeted support to individuals and Year groups to be even better. Providing a balance of <i>support</i> and <i>challenge</i> to get the very best from all staff members.
4	Planning support on a designated day during directed time	<ul style="list-style-type: none"> Not wasting time looking for support, or looking for teachers who need the support. Flexible and useful. School is not setting an agenda or directing anything. <p>Priority – making good use of the support available</p>
5	A 'knowledge-rich' curriculum clearly mapped out	<ul style="list-style-type: none"> The planning of the school curriculum supported by expertise and where relevant schemes of work Learning intentions linked to the development of knowledge.
6	More than the required PPA time in one slot, and with the other teachers in the Year group (including set teacher)	<ul style="list-style-type: none"> Opportunity to share ideas about planning and assessment. Avoid having to meet after school to discuss planning and assessment. Some teachers share the workload and planning between them ensuring that pupils are offered differentiated learning. <p>Priority - sharing strengths while supporting professional development</p>
7	Settings in Years 2 to 6	<ul style="list-style-type: none"> Workload for two classes is shared by three teachers. Opportunity to develop/extend subject knowledge and particular expertise (teaching different sets and working with different adults). Opportunity to teach small class size (20 instead of 30 on average).
8	Two highly skilled and effective Reading Recovery teachers	<ul style="list-style-type: none"> Year 1 receiving support with what matters most – children learning to read and write. Also available to support in other Year groups. Support for assessments, particularly of SEN and other needs.
9	Subject leaders provided with additional time every half-term	<ul style="list-style-type: none"> Opportunity to see learning in action across the school. Most schools expect all TLR duties to be done in directed time.
10	Some subjects/areas having two TLR post-holders	<ul style="list-style-type: none"> Responsibilities and expertise can be shared = shared workload. Capacity building – opportunities to develop leadership skills, and cater for unexpected absences.
11	A Nursery Officer in each of the classes in the EYFS	<ul style="list-style-type: none"> Most schools will only have NNEBs for the Nursery classes. BG has a NO also supporting pupils who have additional needs.

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	Life skills classes for new arrivals	<ul style="list-style-type: none"> Providing vital skills to pupils so that they can access the learning in the classroom. Most schools would expect classteachers to do this alongside the normal routines.
13	Specialist teachers for art, music and PE	<ul style="list-style-type: none"> Teachers not planning, and in most cases not teaching or assessing these subjects. Opportunities for professional development (doing PiXL, observing others, partnership teaching etc.). Enhanced learning/better progress that reduces the demands on class/ set teachers. Means these lessons are regularly taught (they don't fall off the timetable) so outcomes are good.
14	A full-time TA in every class from Nursery to Year 6	<ul style="list-style-type: none"> The vast majority of TAs are highly skilled and effective. Some are absolutely fantastic and work extremely hard. DLR (TAs do not usually start until 9 AM in most schools). Support with home-learning and resourcing. <p>Priority – this is a huge luxury and the TAs need to be used fully/ apply themselves fully in educating the pupils.</p>
15	Highly effective Admin and Premises team	<ul style="list-style-type: none"> Highly skilled and effective Premises Manager supporting teaching and learning in various manners. Office admin supporting teaching and learning, and now supporting assessment and reporting. The team is highly effective and do a fantastic job.
16	Specialist TAs for FFT, PE and Speech and language support	<ul style="list-style-type: none"> Targeting pupils who would otherwise be required to be supported by the class/set teachers.
17	LSA for all pupils on EHCP and those who are waiting for an assessment	<ul style="list-style-type: none"> In most schools, LSA also have to act as the TA. Bigland Green has a full-time TA as well as LSAs as required by children who have an EHCP. <p>Priority – understand the role to educate not a childminder</p>
18	Designated lunch assistants for classes across the school	<ul style="list-style-type: none"> Lunch assistants do a great job making lunch-time a well-ordered affair with minimal problems brought back into the classroom after lunch. <p>Priority – greater training on managing pupils effectively.</p>
19	Weekly CPD sessions for TAs. The TAs in EYFS trained at a different time with specific focus	<ul style="list-style-type: none"> Systematic development of key skills to be effective in the class. Opportunities to share strengths and know what is happening across the school.
20	POM time for TAs	<ul style="list-style-type: none"> Planning and organisation time given to TAs to be effective in their role. Opportunities to do a range of work across the school e.g. Bright Minds, clubs etc. <p>Priority – to be used to support learning</p>
21	Resources for teaching	<ul style="list-style-type: none"> The school is very well resourced to support teaching and learning. High quality, ready-made, home-learning packs for Years 2-6, so that teachers are not having to prepare their own resources for home-learning. Stock room with full access for everyone. Various spaces within the building (and outside e.g. Rainbow Room) to support teaching and learning.
22	Effective governance	<ul style="list-style-type: none"> Governors who understand and take their roles and responsibilities seriously. Governors who provide the right challenge and support to the school to ensure that children have better life chances.