

WORK LIFE BALANCE POLICY



Latest review undertaken on 19th January 2012

By the Personnel Sub-Committee

Ratified by the Full Governing Body on 23rd
February 2012

Next review: Spring term 2013

This document sets out our policy on encouraging and enabling all staff¹ to 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 student 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, so far as is reasonably practical, the health, safety and welfare at work of all their employees

WORK-LIFE BALANCE

Hadrian Academy has responsibility for the wellbeing 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 other staff.

Workforce Remodelling has become a key strategy in delivering certain aspects of a work-life balance for both teaching and support staff.

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 academy'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.

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

KEY AIMS OF THE POLICY

- To benefit our academy and its staff to raise standards;
- 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,
- To carefully plan and agree work-life balance solutions
- To take into account the equality implications of any policies introduced;
- To communicate work-life balance practices to all staff in our school.

POLICY PRINCIPLE

All staff within the academy, including the principal, will be supported in attaining a balanced lifestyle where they can achieve their best at work and manage other areas 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;
- 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 and discouraging staff from working excessively long hours;
- Involving, encouraging and enabling staff to actively manage their own careers and personal development;
- Granting special leave, as appropriate, when staff are faced with in an emergency outside work; fair and consistently administered
- Providing suitable workplace facilities for breaks and relaxation (as is reasonable and practicable);
- Providing suitable equipment (such as 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

MONITORING & EVALUATION

The staff will be asked to regularly monitor their work-life balance and to report any arising concerns to the principal.

The governing body have a responsibility to ensure the principal 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 principal has a duty to monitor their own work-life balance, model good practice and report concerns to the governing body.

Policy Review

This policy is reviewed every three years. The next review is Spring 2015

Annex 1

Additional Guidance.

OTHER GOVERNING BODY RESPONSIBILITIES

The governing body will review work-life strategies annually:

- By monitoring the effectiveness of the statutory Performance Management policy in which the principal will be asked to comment about strategies the academy is adopting with regard to staff work-life balance;
- By ensuring that the principal's workload is kept at a manageable level, enabling a healthy work-life balance and lifestyle. This should lead to a review of the governing body's own practices with relation to their own workload (alongside the principals) with the aim of maximised efficiency.

FLEXIBLE WORKING PRACTICE

From April 2003 new flexible working legislation gives all parents with children under the age of 6 (or 18 if the child is disabled) the right to apply to work flexibly. This does not provide an automatic right to flexible working but employers now have a statutory duty to consider such requests seriously.

A flexible arrangement should be applied for by the employee in writing to the head teacher, clearly stating the type of arrangement under consideration and how ideally it would work in the context of the academy, and the needs of the job. All requests will be considered taking account of the needs of the employee, the academy, and any legal requirements and will assess how best to accommodate the employee's needs without impairing the needs of others and the academy.

Types of flexible working

Not all types of flexible working will be appropriate for all roles within the context of the academy (recognising that teachers and support staff have different contracts of employment nationally). However, all requests must be given fair consideration.

The types of flexible working include:

- Flexi-working
- Home working
- Annualised hours
- Part-time work
- Special leave arrangements
- Employment breaks

HOME WORKING

The governors recognise that in order to effectively implement PPA, Dedicated Leadership Time and Management Time, in some circumstances it may be

more efficient for staff to work at home. Staff are permitted to work at home by prior arrangement with the Principal.

WORKFORCE AGREEMENT

The statutory requirements of the Workforce Agreement are to be found in the 2005 STPCD and “Raising Standards and Tackling Workload: A National Agreement” (DfES 2003)

Annex 2

Resources

www.intouch.ccc/healthandsafety/stress.asp

www.remodelling.org Further guidance on all aspects of remodelling, work-life balance and individual academy case studies

www.hse.gov.uk Information on work related stress. Details of publications available from the Health & Safety Executive, e.g. Work Related Stress: A Short Guide, Tackling Work Related Stress: A Guide For Employees. Latest guidelines for employers and lots of case studies, also risk assessment forms for home working.

www.investorsinpeople.co.uk For the Investors in People guide to helping organisations manage a work-life balance. Follow the links to the Governments Work-Life Balance campaign.

www.worklifeupport.com Managed in conjunction with the Teacher Support Line and on-line stress audit and work-life balance questionnaire. Additional useful tools to help academies improve staff wellbeing.

www.acas.org.uk/index.aspx?articleid=782 Stress at work guide with links to disciplinary and grievance and bullying and harassment procedures.

www.naht.org.uk A variety of references and policies.

www.lg-employers.gov.uk "Finding the Balance" for work-life policies specifically related to teaching and support staff.

www.teachernet.gov.uk A wide range of resources and downloadable documents.

www.governornet.co.uk Key information and links useful to governors.

www.cipd.co.uk Chartered Institute of Personnel & Development for guidance on work-life balance, absence management, professional development & training