

Staff Wellbeing

Tuesday, May 14, 2019

Purpose of Survey

Staff wellbeing a focus for a lot of schools

Issues around R & R of staff

Exploring an overview of Camden schools' staff wellbeing

The survey was sent out to all maintained schools in
Camden: Special, Primary and secondary

Overview of results

480 responses

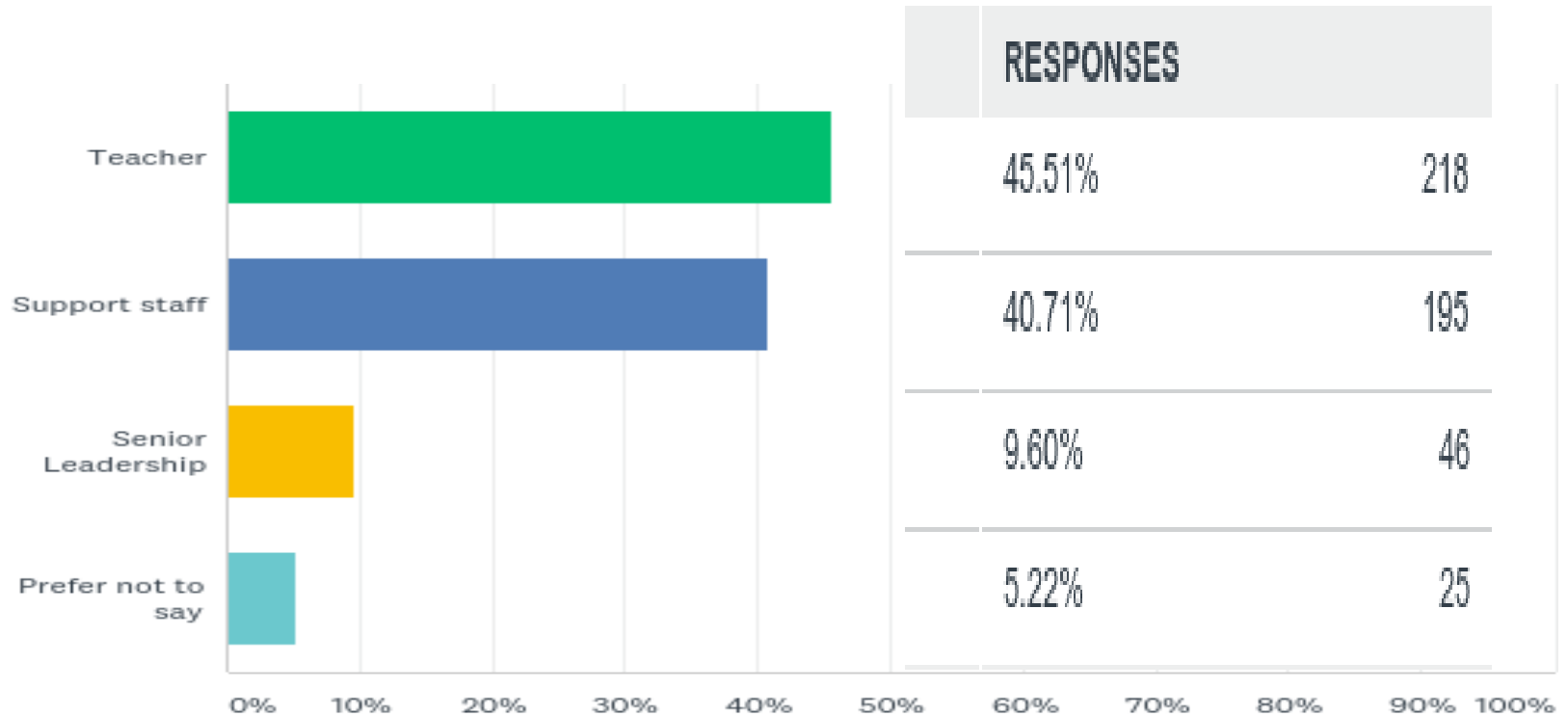
20 schools took part (of 60)

14 Primary schools

6 secondary – including 3 specialist placements

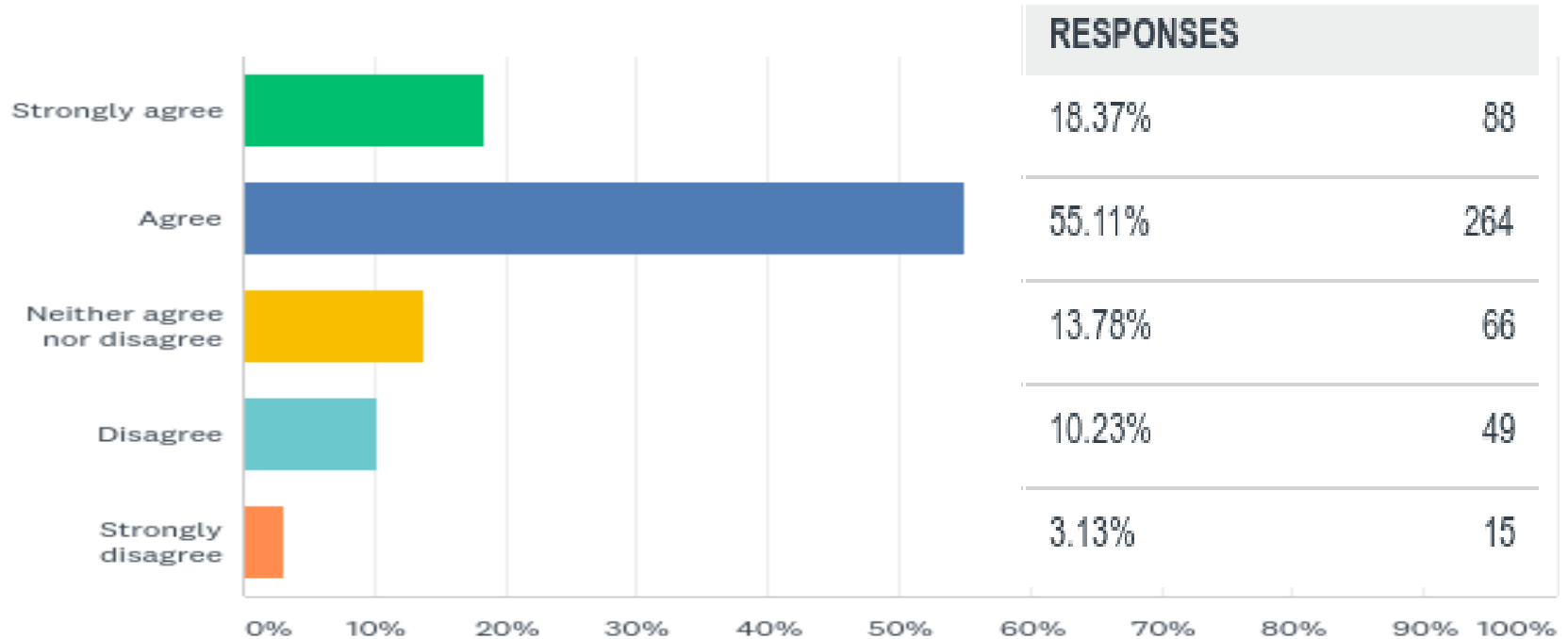
Q1: Role:

Answered: 479 Skipped: 1



Q3: I feel equipped to manage my workload

Answered: 479 Skipped: 1



I feel equipped to manage my workload

73.48% of staff felt equipped to manage their workload (agreed or strongly agreed)

13.36% disagreed or strongly disagreed

Overall the above was positive.

There were a number of suggestions/comments about workload that came under the following themes:

- Monitoring – feeling of being under undue scrutiny
- Working hours outside of school time/directed time without compensation
- Limiting new initiatives
- Increase in staff
- Acknowledgement of difference in type of workload dependent on role (Secondary)
- Micro-management – wanting to be more empowered
- Workload increased due to staff absence
- Lack of resources
- Flexible working – PPA time at home
- SLT recognition of when staff are becoming 'overwhelmed'

- SLT protects staff from excessive/unnecessary workload and meetings.

WORKLOAD – suggestions for managing/addressing issues

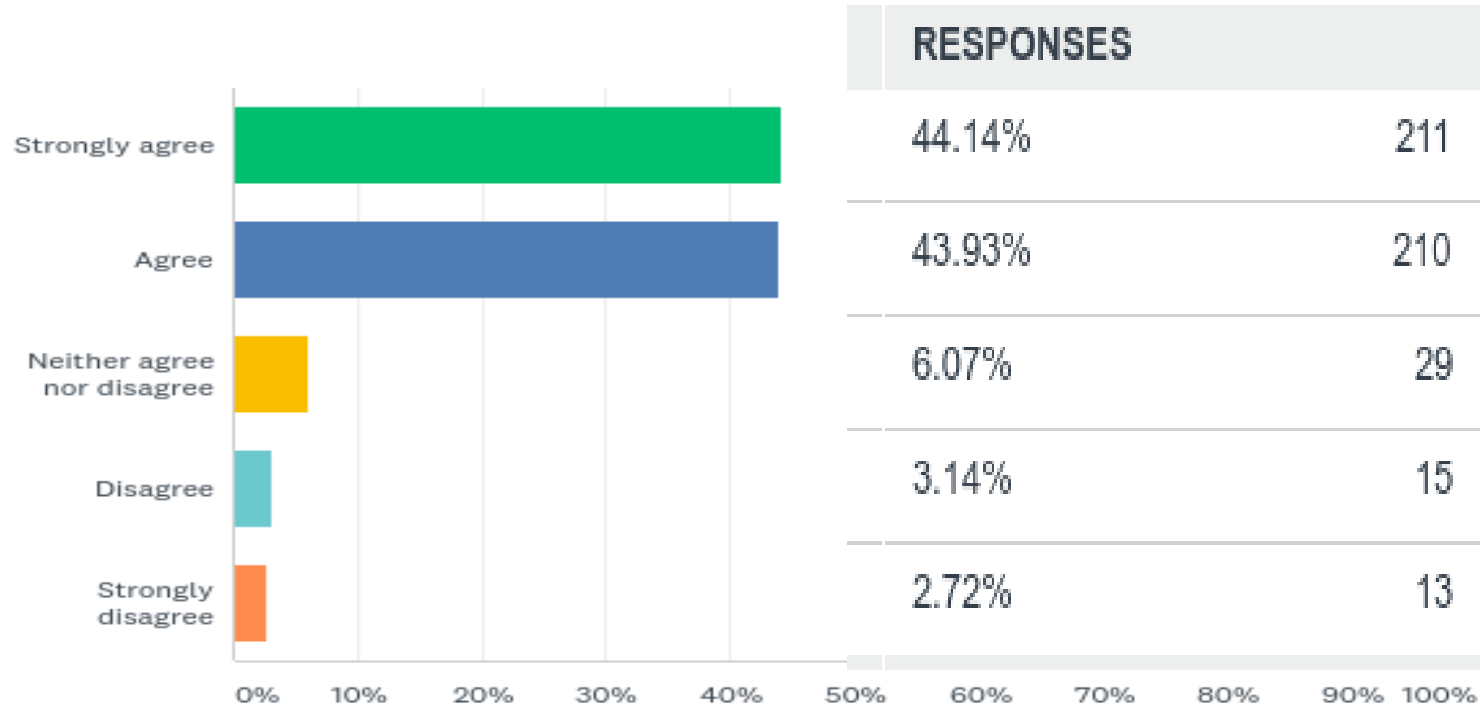
- More informal check-ins with TAs
- Train and hire more teachers
- Reduce class sizes
- Empower staff to have responsibility to limit need for close management/scrutiny
- Review and simplify marking policies
- Reward additional work ‘overtime’ and successes
- Check balance of staff allocation across departments to ensure equity
- Recognising different subjects workloads

WORKLOAD – suggestions for managing/addressing issues

- Audit//streamline initiatives
- More release time for management/leadership
- Consultation on working environment
- Flexibility of meeting times – do they have to be after school and do all post holders have to attend? Smaller groups.
- Meetings should not be for information sharing
- No meeting weeks.
- PPA at home
- Dedicated time for report writing.
- Robust policies consistently applied.
- Marking load should be scrutinised more closely – recognition of subjects that have more marking
- TAs to have allocated time to create resources and plan learning.

Q4: I feel trusted to fulfil my role

Answered: 478 Skipped: 2



I feel trusted to fulfil my role

88.07% felt trusted to fulfil their roles

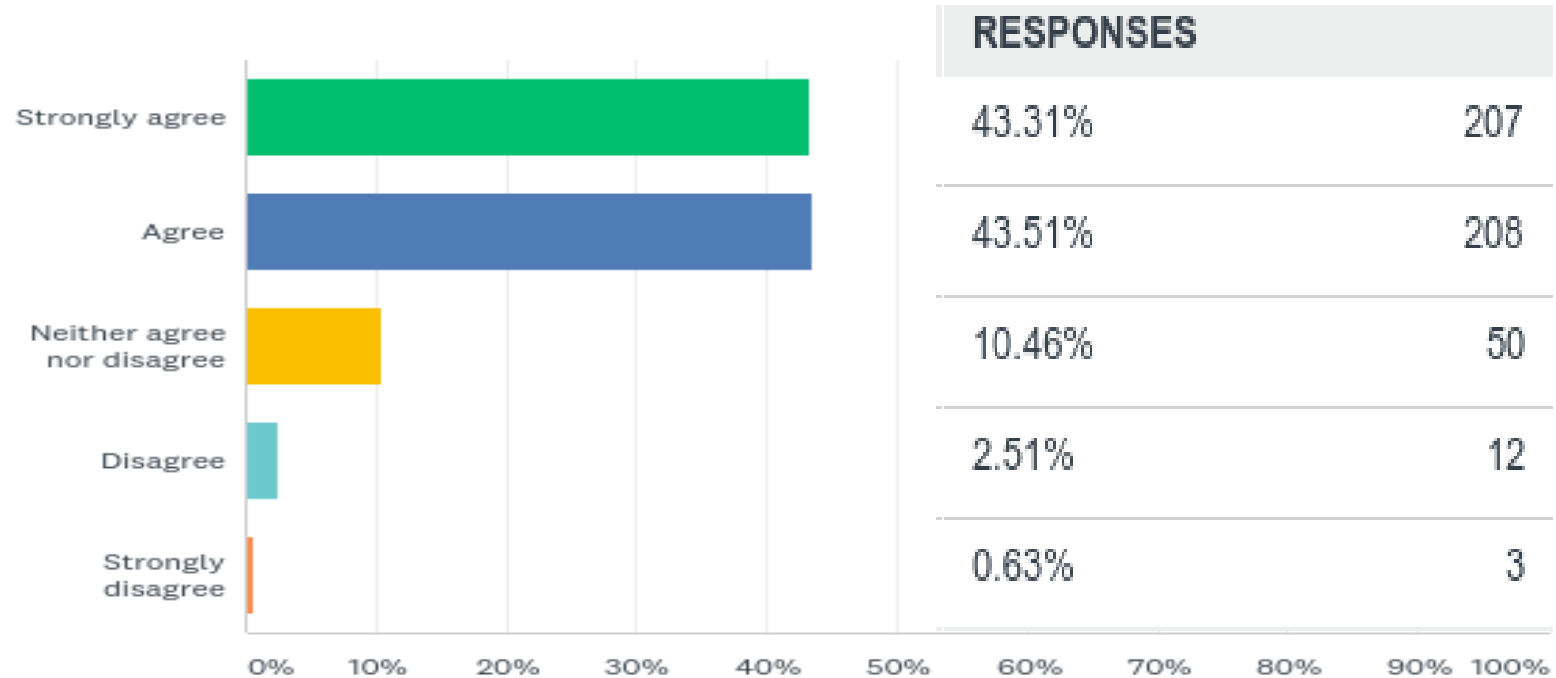
5.86% disagreed or strongly disagreed

Comments/Suggestions:

- High levels of scrutiny increase stress levels
- Reduction in checking and monitoring – micro-managing
- Greater trust in professionalism of subject specific staff – will take more ownership and enjoy jobs more
- Empowering middle leaders to be accountable for developing and monitoring staff and outcomes
- Support staff need to be trusted more and listened to on their views

Q5: There are people who care about me at work

Answered: 478 Skipped: 2



There are people who care about me at work

Comments/Suggestions:

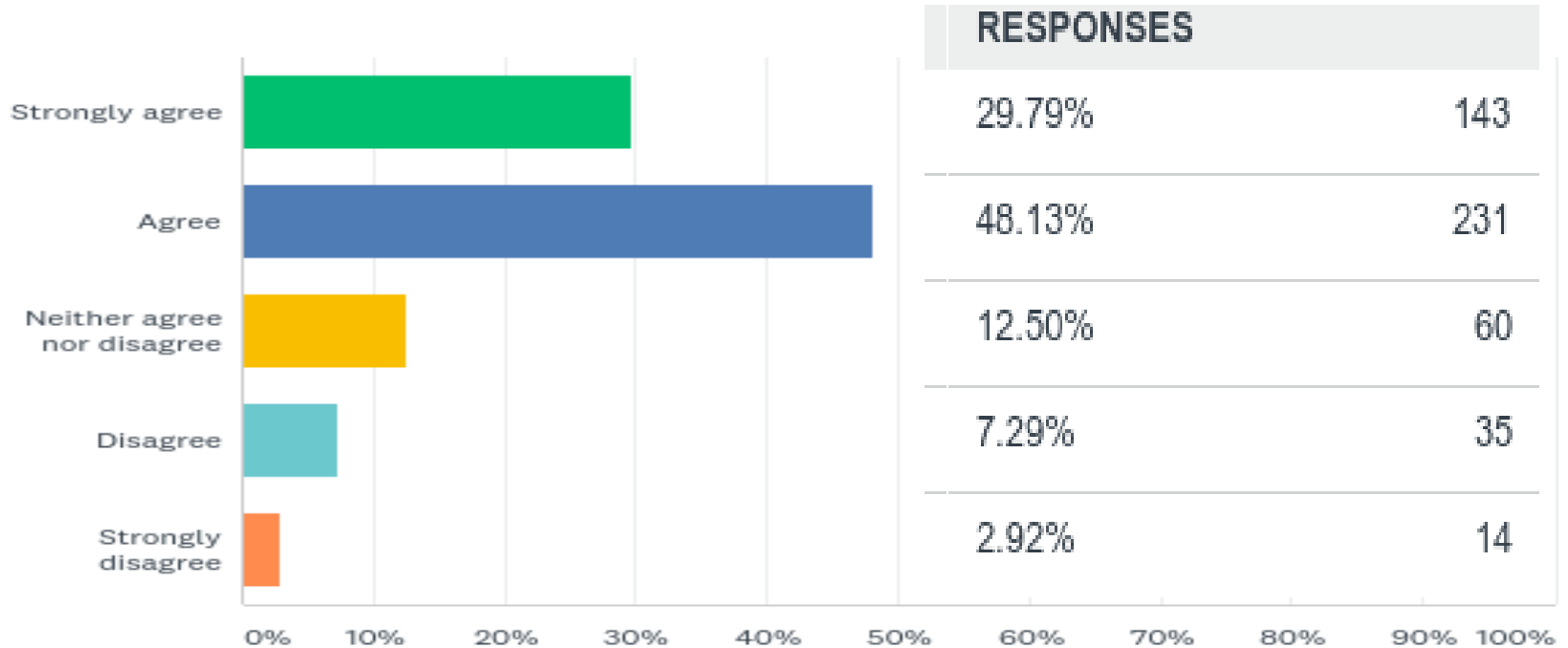
- Buddy systems
- Staff actively encouraged to share their concerns and discuss as a team

- Impressed with caring nature of our school
- Feeling supported through very difficult times.
- People go out of their way to support and encourage each other
- Great ethos and leadership

- Support staff are separated by roles and location around the school – want more bonding activities
- Some staff reported feeling as though they work in a system that is unsupportive

Q6: My contribution to the school is valued

Answered: 480 Skipped: 0



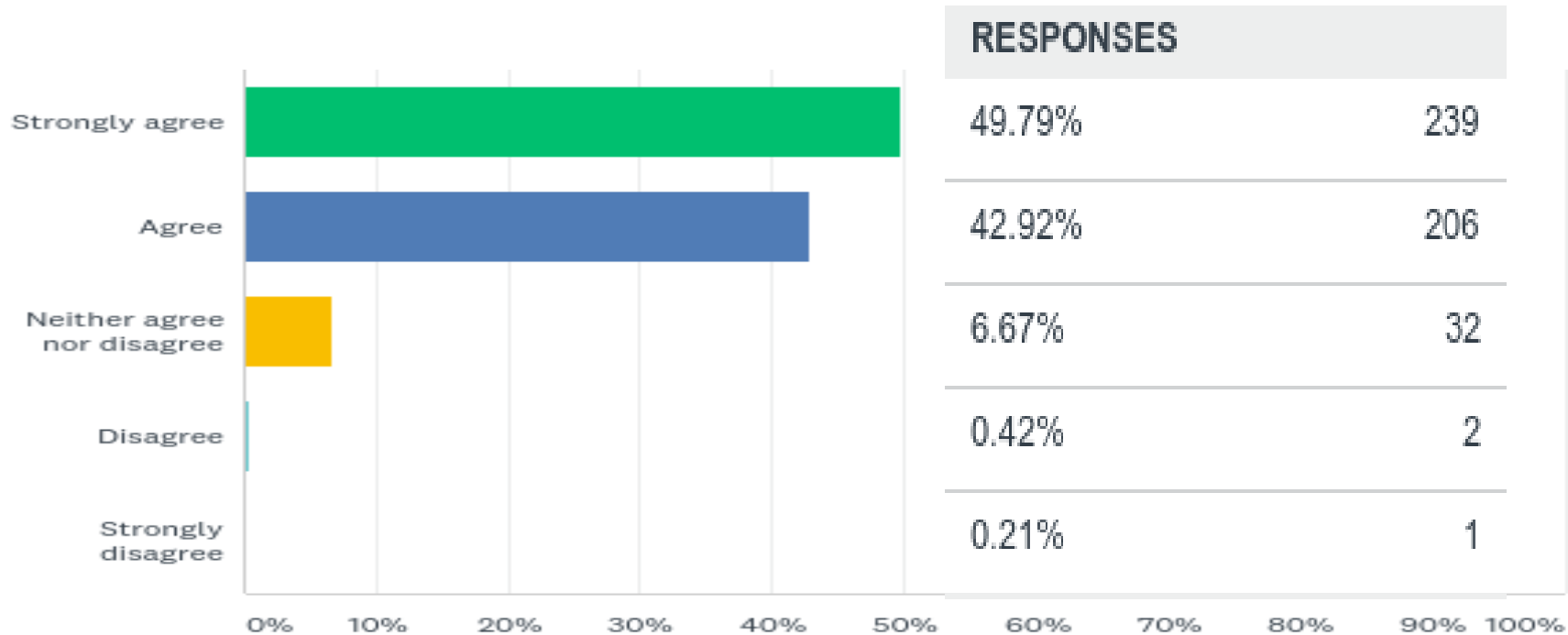
My contribution to the school is valued

90 respondents did not agree or strongly agree with the above statement.

- SEND students' needs not being met – resources/funding
- Less dependence on teachers to drive the school
- Acknowledgment and celebration of achievements/contributions to the school – use staff briefings
- Acknowledge training and ability
- Use support staff skills more effectively – allow autonomy/equality
- Support staff salaries – remained static
- Ensure support staff are part of appraisal system
- Some feel that their contributions are not heard

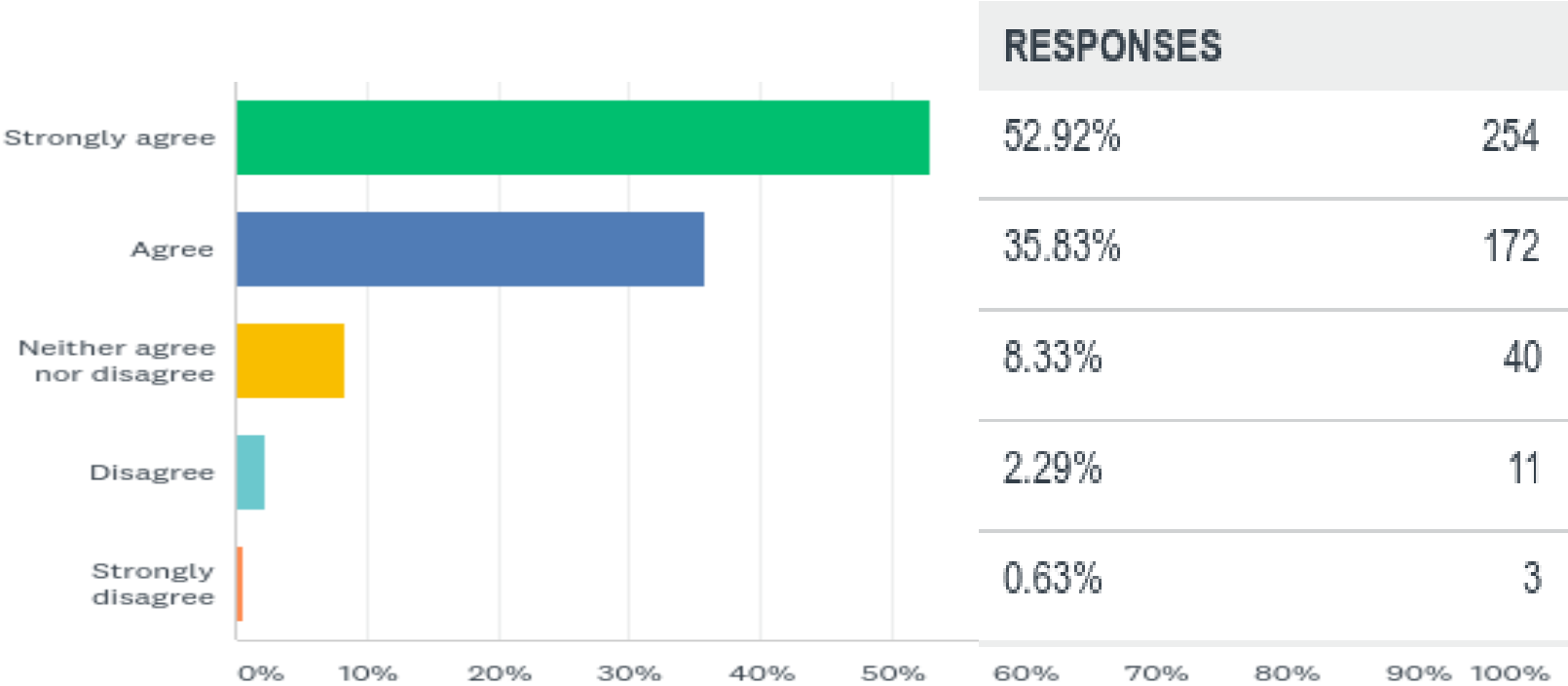
Q7: I can see that something I have done has made a difference to the children

Answered: 480 Skipped: 0



Q8: I am proud to be a member of staff at this school

Answered: 480 Skipped: 0



I am proud to be a member of staff at this school

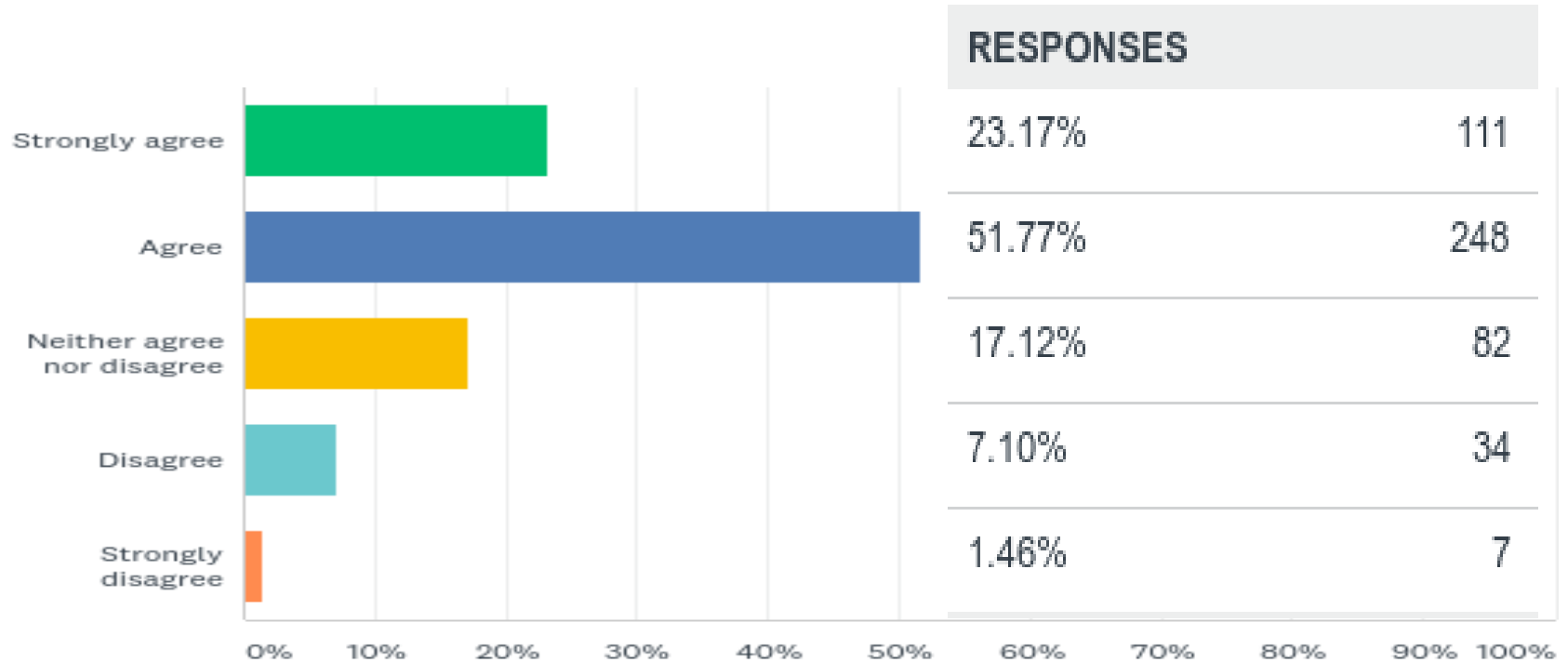
Comments/suggestions:

- Our school is one of the best in London
- We work as a team and try our best
- I am very impressed with the caring nature of my school
- I feel well supported
- I feel my circumstances are understood
- I feel appreciated
- Staff wellbeing is a priority

- There were some comments that implied particular staff felt negatively about this question. The reasons given fell under other categories e.g. workload

Q9: The school runs smoothly on a daily basis

Answered: 479 Skipped: 1



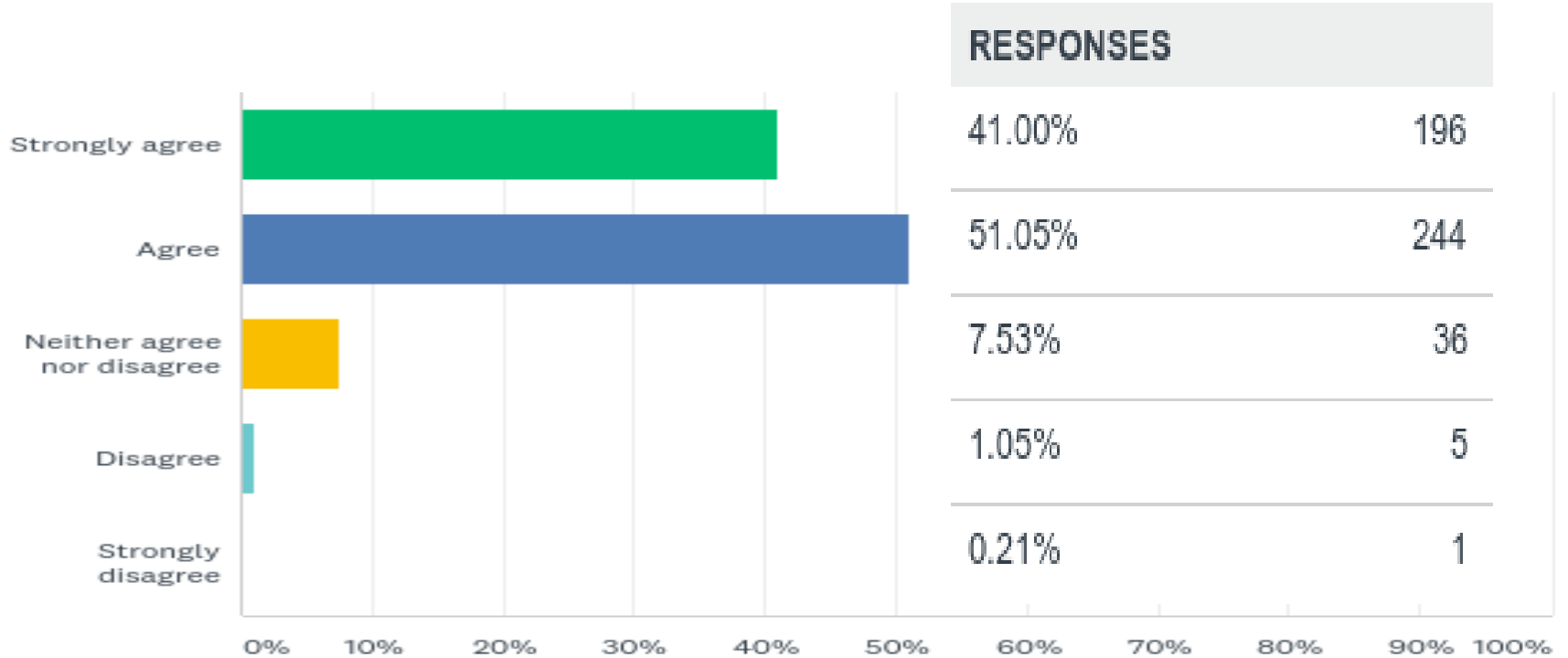
The school runs smoothly on a daily basis

Comments/Suggestions:

- Staff absence not communicated
- Staff absence high
- Since funding cuts, a lack of staff and staff absences affects the running of the school and makes the school feel unsafe
- SLT rely on teachers for the above

Q10: People (students, staff, visitors) feel safe in our school community

Answered: 478 Skipped: 2



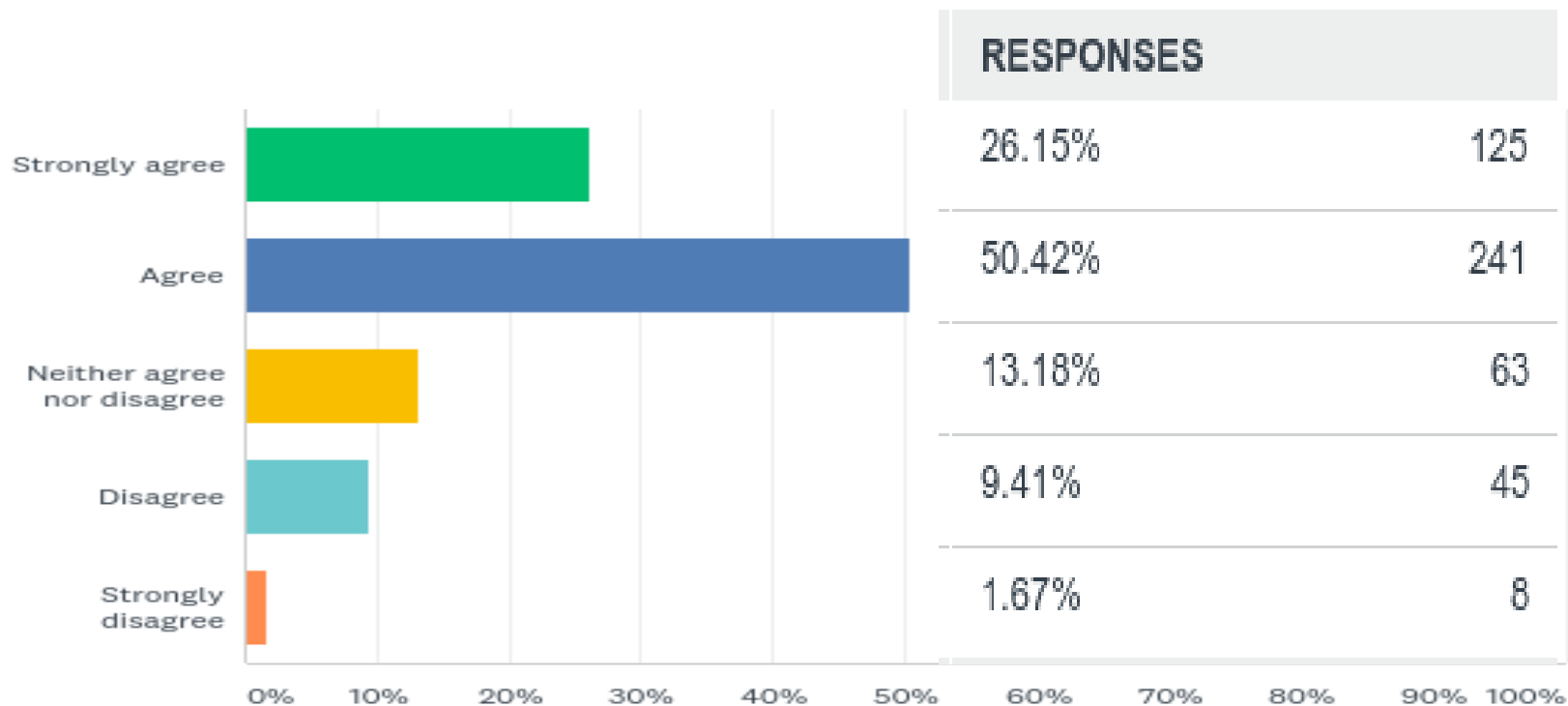
People feel safe in our community

Comments/Suggestions:

- Since funding cuts, a lack of staff and staff absences affects the running of the school and makes the school feel unsafe
- Remove culture of fear and sanctions
- High levels of stress impact on psychological wellbeing

Q11: The school successfully meets the different needs of individual students

Answered: 478 Skipped: 2



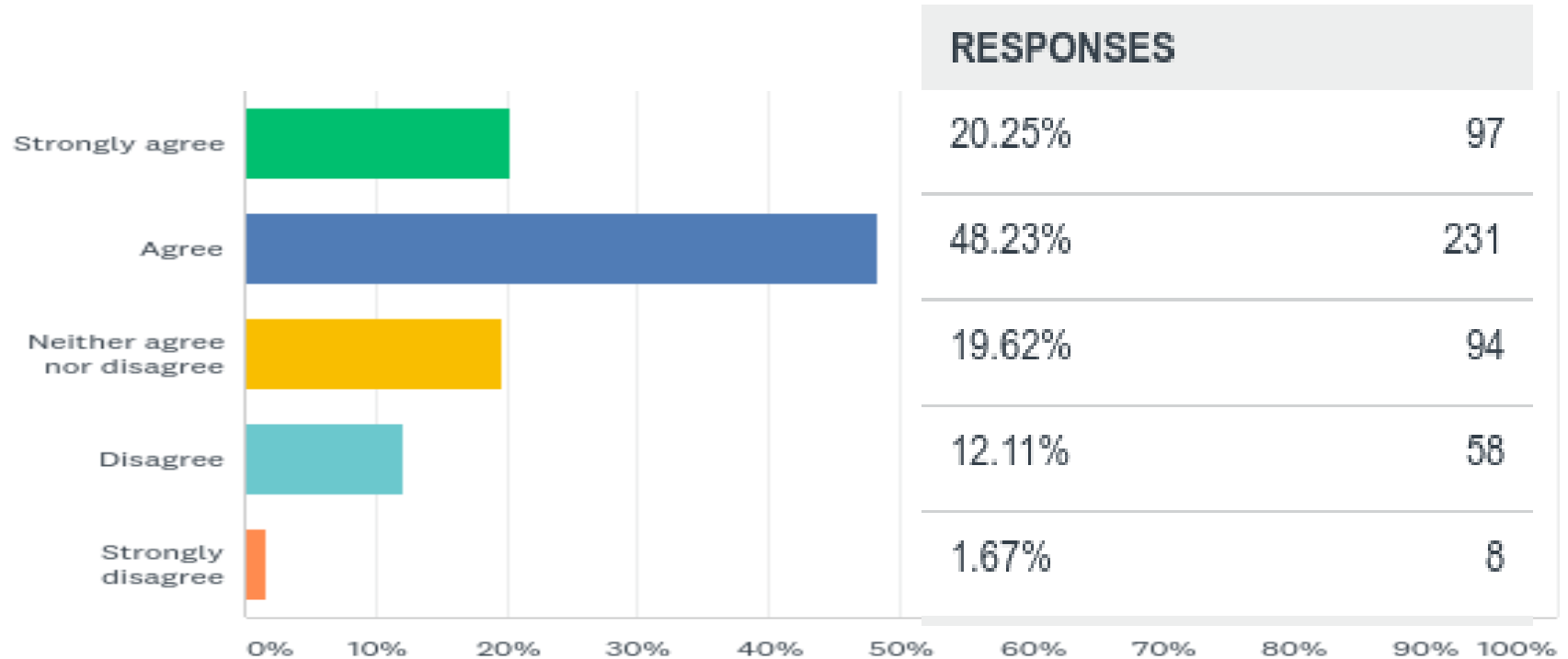
The school successfully meets the different needs of individual students

Comments/Suggestions

- I think Camden needs to look at providing support for students at risk of exclusion, some of whom we don't manage well and don't have the capacity to do more for.
- We need a Camden's schools' library service that can support schools to keep up effective library spaces.
- Provision for SEND needs to be better coordinated
- Allocated time to discuss 1:1 child progress
- Due to cuts to staff I do not think it is possible to meet individual student needs
- High needs SEND students – not possible to meet needs in current climate

Q12: The behaviour of students is consistently well managed

Answered: 479 Skipped: 1



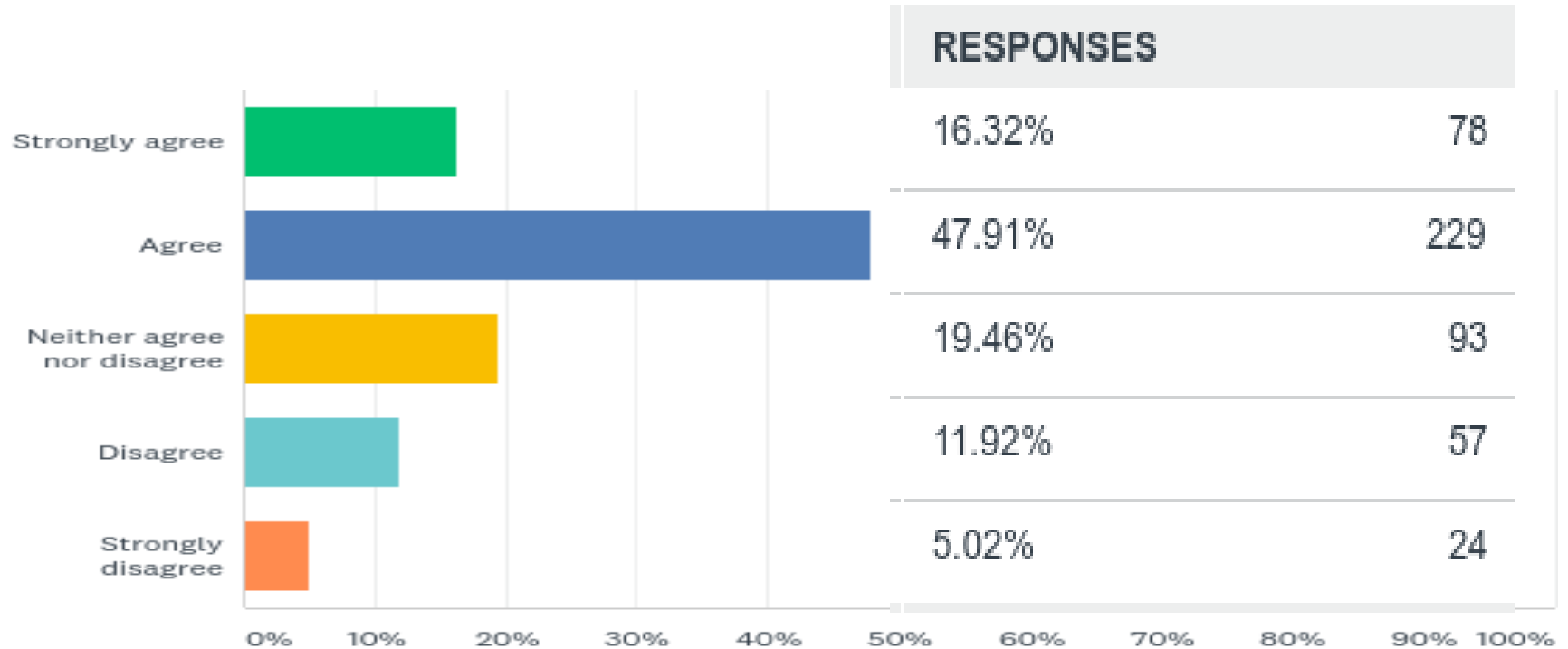
The behaviour of students is consistently well managed

Comments/Suggestions:

- Staff well being would improve if low level disruptive behaviour was dealt with more consistently and firmly.
- SLT do not view situations 'holistically' – nit-picking about behaviour (link to trust)
- More effective training for and communication of behaviour management

Q13: Communication is good

Answered: 478 Skipped: 2



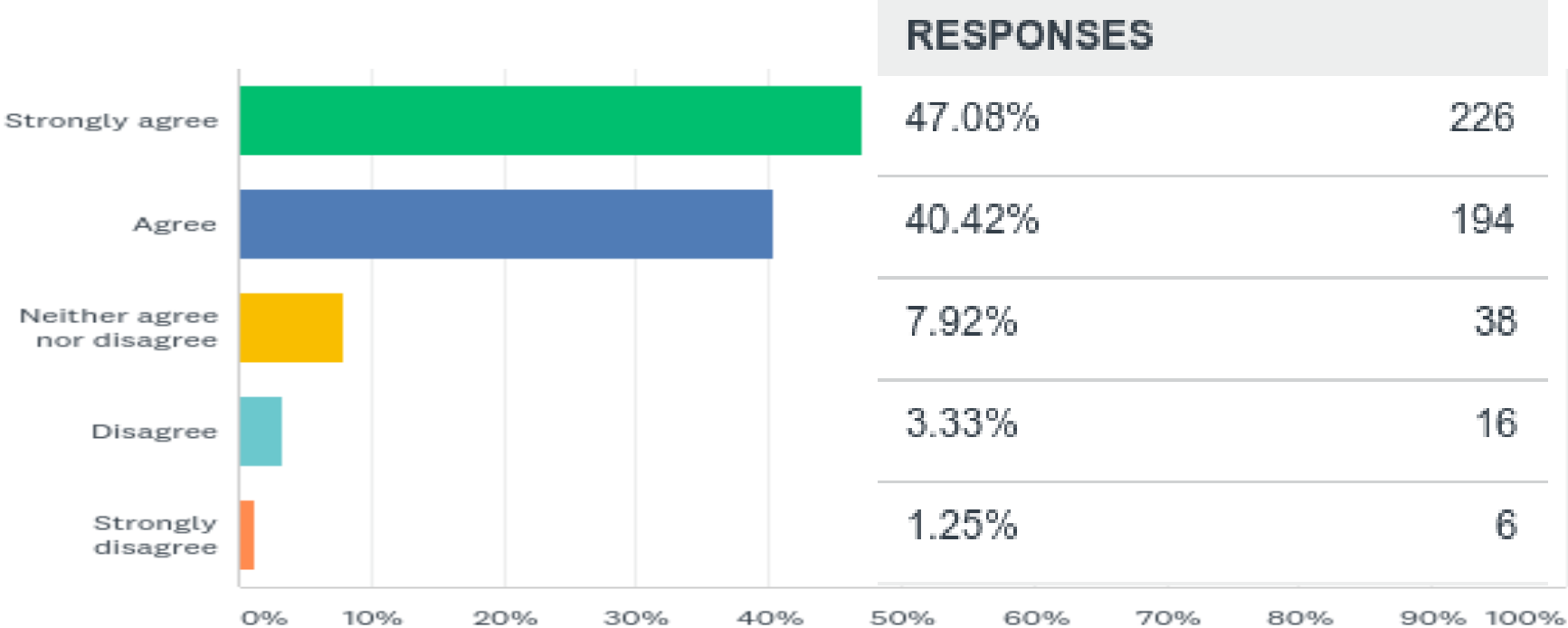
Communication is good

Comments/Suggestions:

- Patchy communication from management
- Better communication needed
- Keep communication channels open and listen to concerns
- Communication from SLT poor
- A more human, personal touch is lacking in management
- Feelings of parents and students prioritised over those of staff leading to higher levels of stress.
- Managing teachers to show respect to support staff, particularly in front of young people
- Consulting staff on key issues.
- More transparency during staff meetings
- Communicating information in advance – less last minute ‘plans’

Q14: I enjoy working at our school

Answered: 480 Skipped: 0



I enjoy working at our school

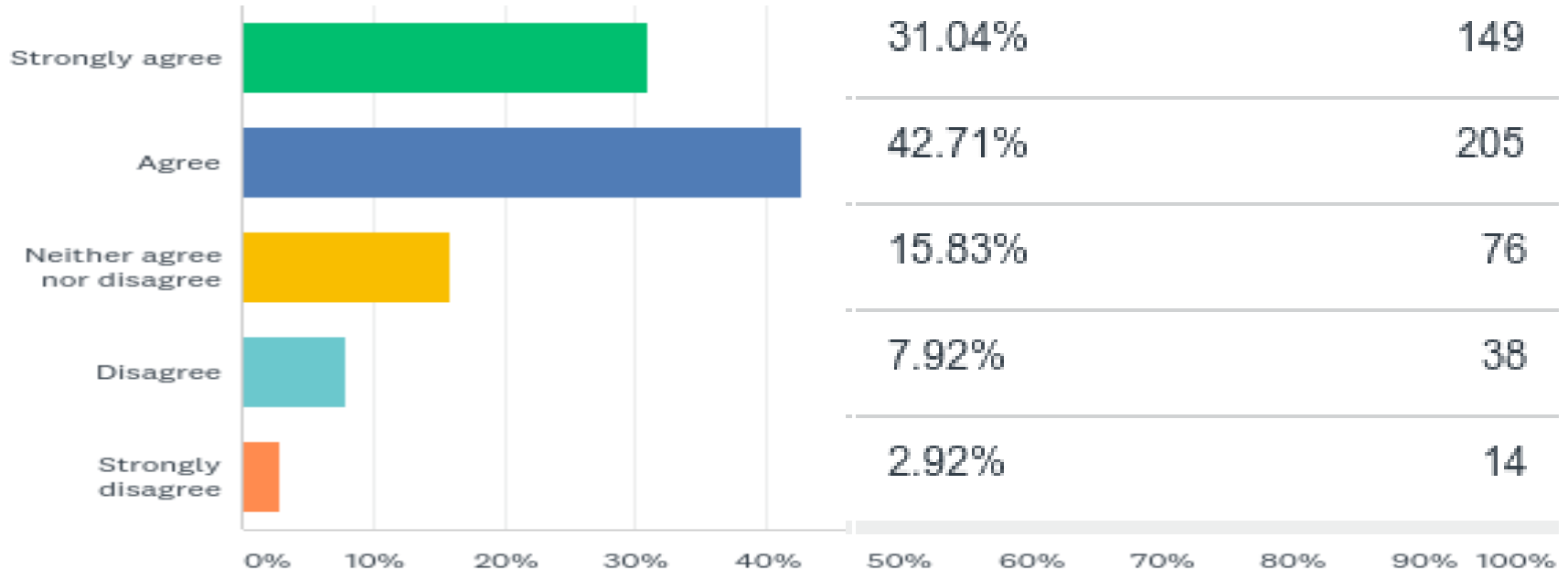
Comments/Suggestions

- I like it here the people are nice
- Great school, great staff
- I have enjoyed working here and have developed my career
- Acknowledgement shows we are appreciated and keeps us in good spirits

Q15: I feel well supported in my role

Answered: 480 Skipped: 0

RESPONSES



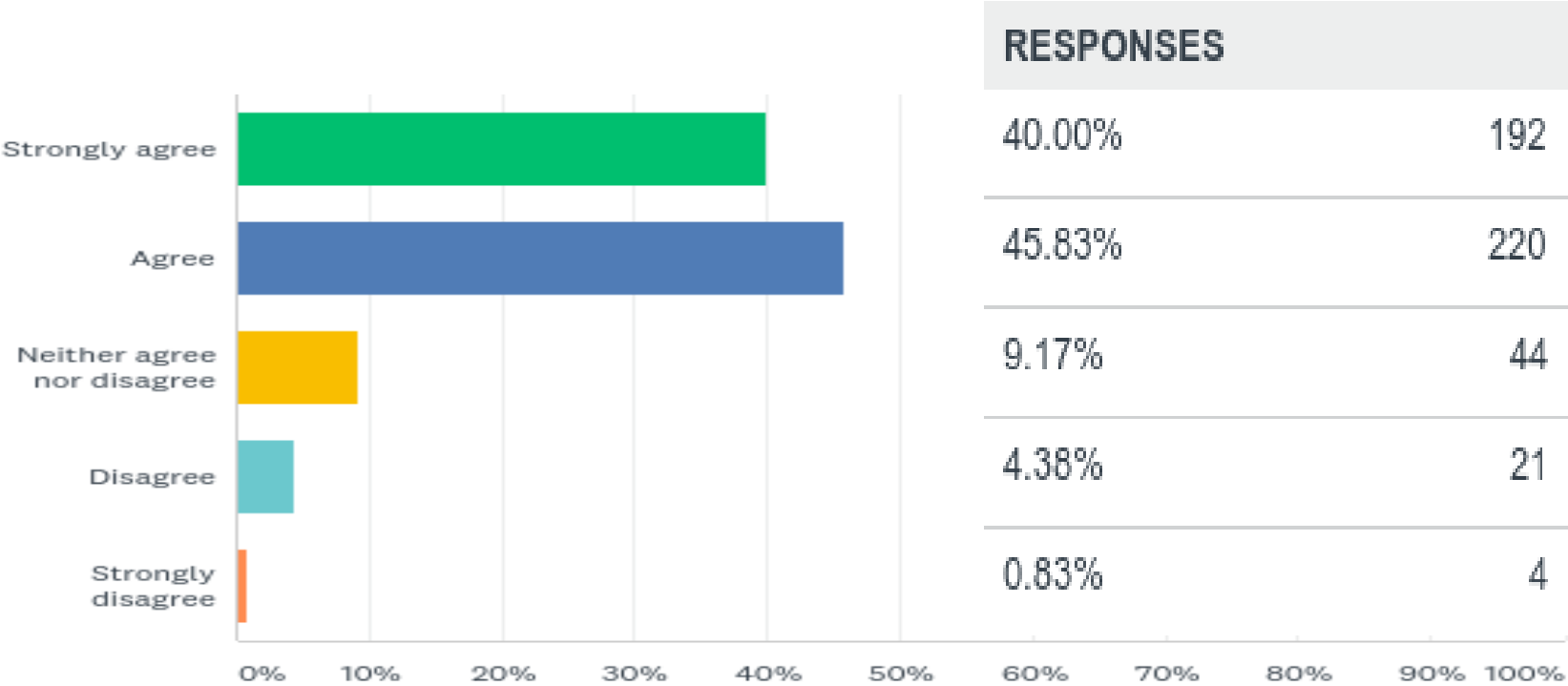
I feel well supported in my role

Comments/Suggestions:

- Good idea if staff members had access to professional support (Independent)
- Termly opportunities to discuss work life balance/stress
- In-house counselling – for stress
- Ensure SLT are trained in people-management skills
- Support staff feel less supported than teaching staff
- Ensuring staff are effectively supported after return to work from illness
- Meeting to discuss staff progress with SLT
- Not feeling supported with workload
- More regular wellbeing activities for staff – subsidised by school
- Follow up conversations after book looks – so teachers who may be behind with marking can discuss
- Support for staff with absences
- Addressing individual training needs – e.g. manual handling
- Regular and compulsory supervision

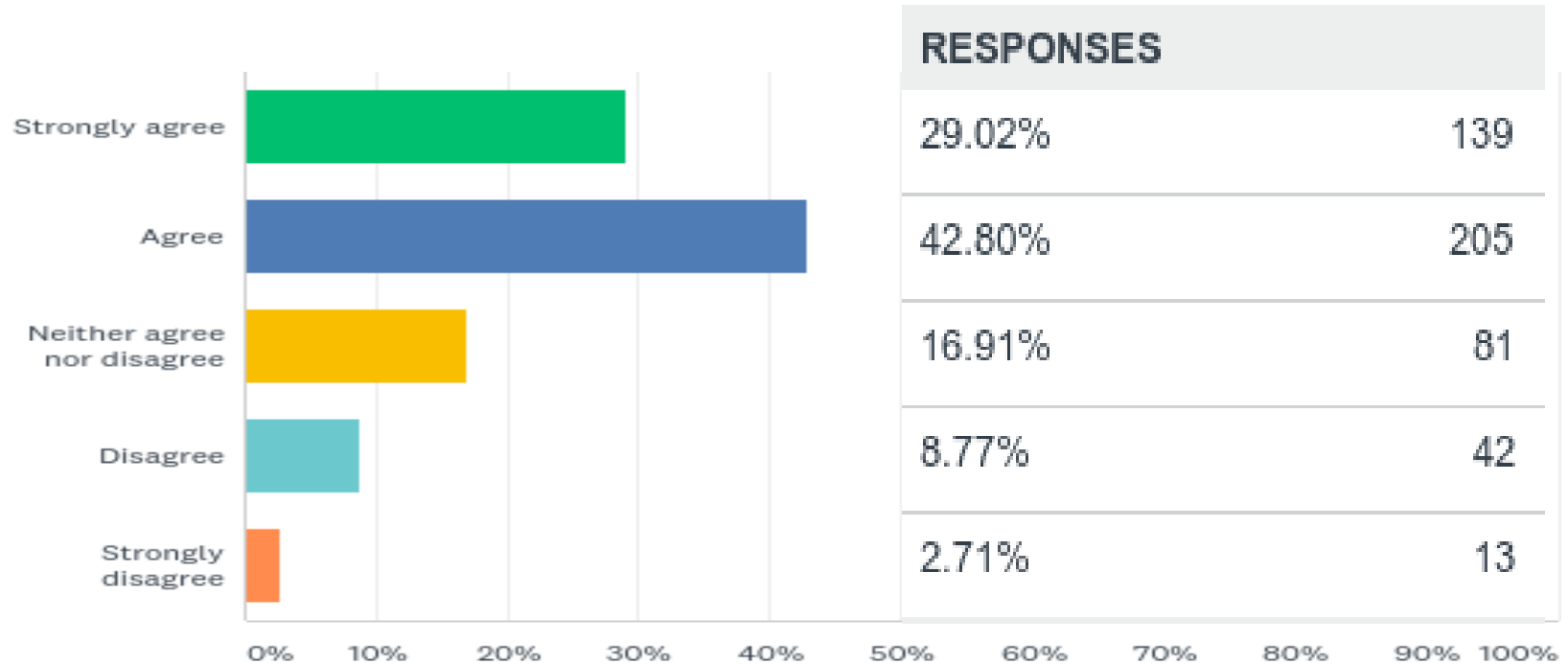
Q16: I know where I can seek help and support

Answered: 480 Skipped: 0



Q17: I have opportunities to learn and grow

Answered: 479 Skipped: 1



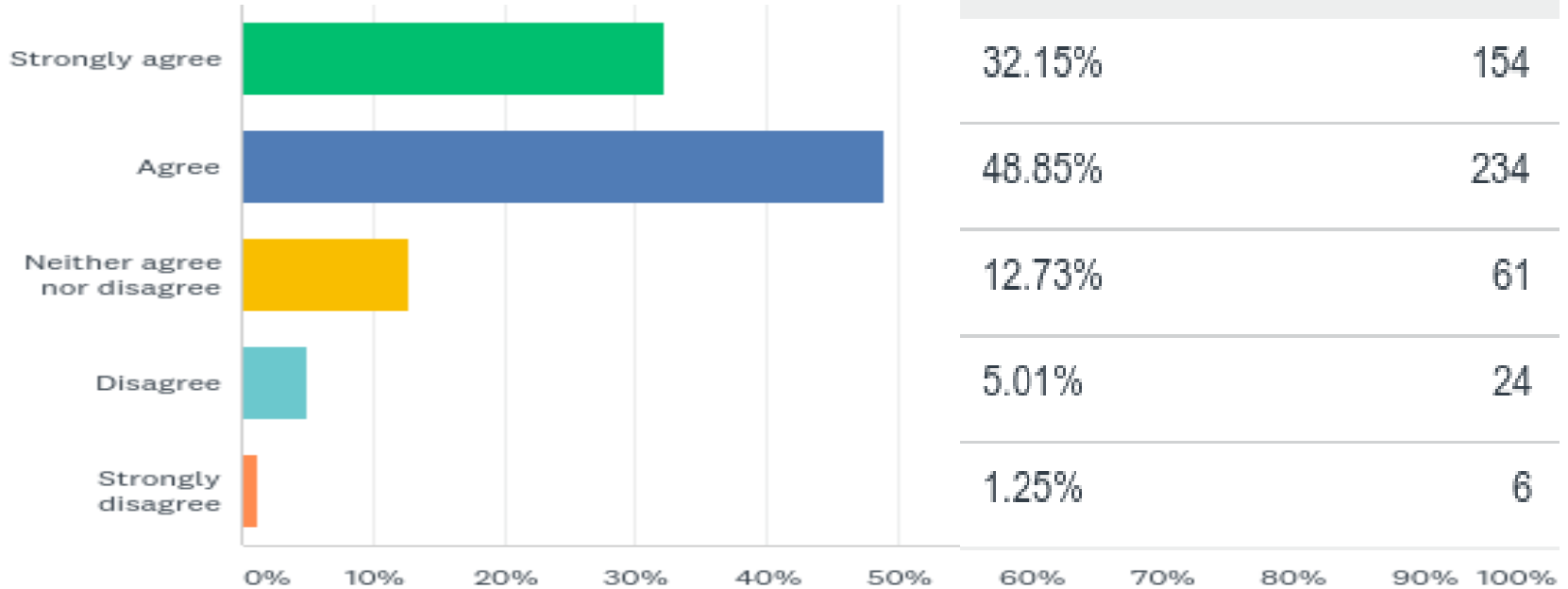
I have opportunities to learn and grow

Comments/Suggestions:

- Behaviour management training
- Avoiding micro-management
- Addressing individual training needs
- Middle Leaders being empowered to be accountable for their own responsibilities/teams

Q18: I have a chance to use my strengths and abilities

Answered: 479 Skipped: 1



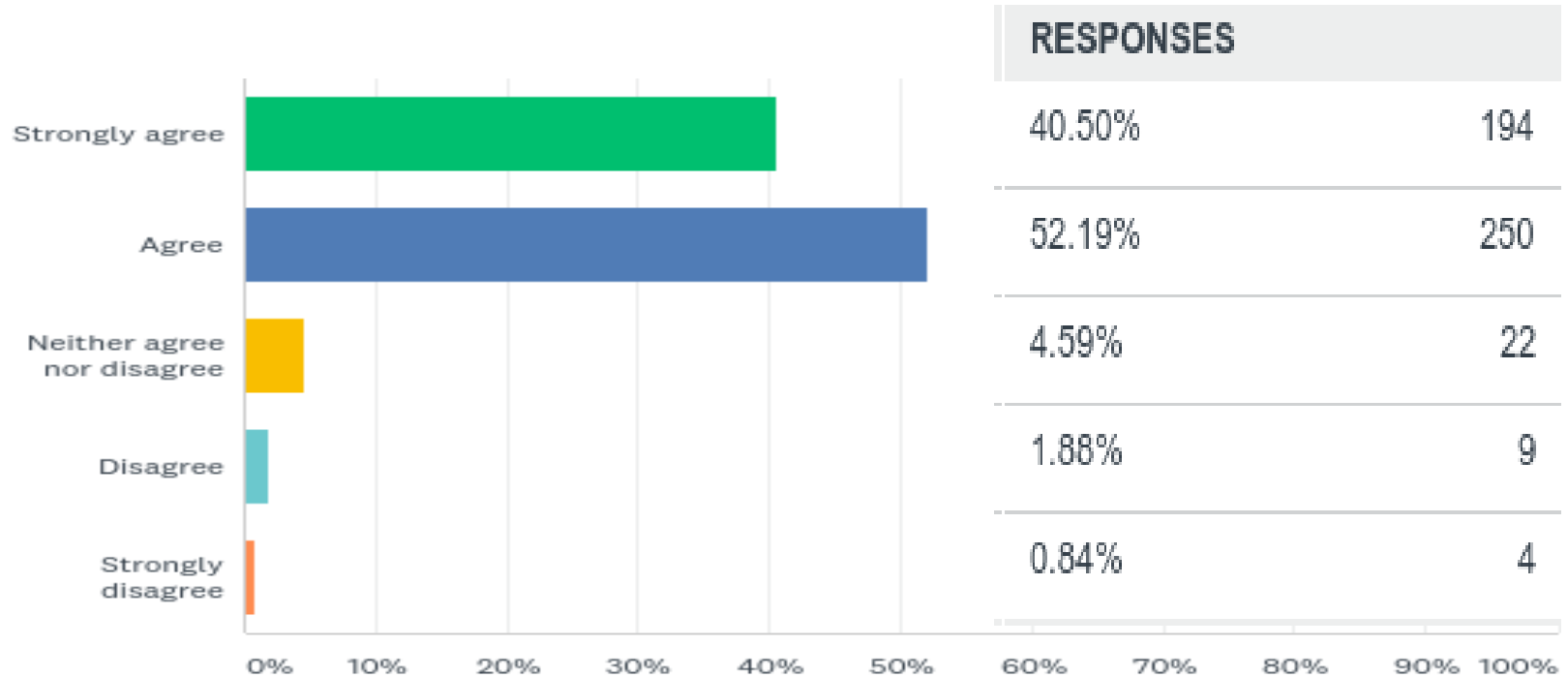
I have a chance to use my strengths and abilities

Comments/strategies:

- Not being trusted
- Being scrutinised
- Support staff skills not recognised.
- Teachers wanting to be treated as experts

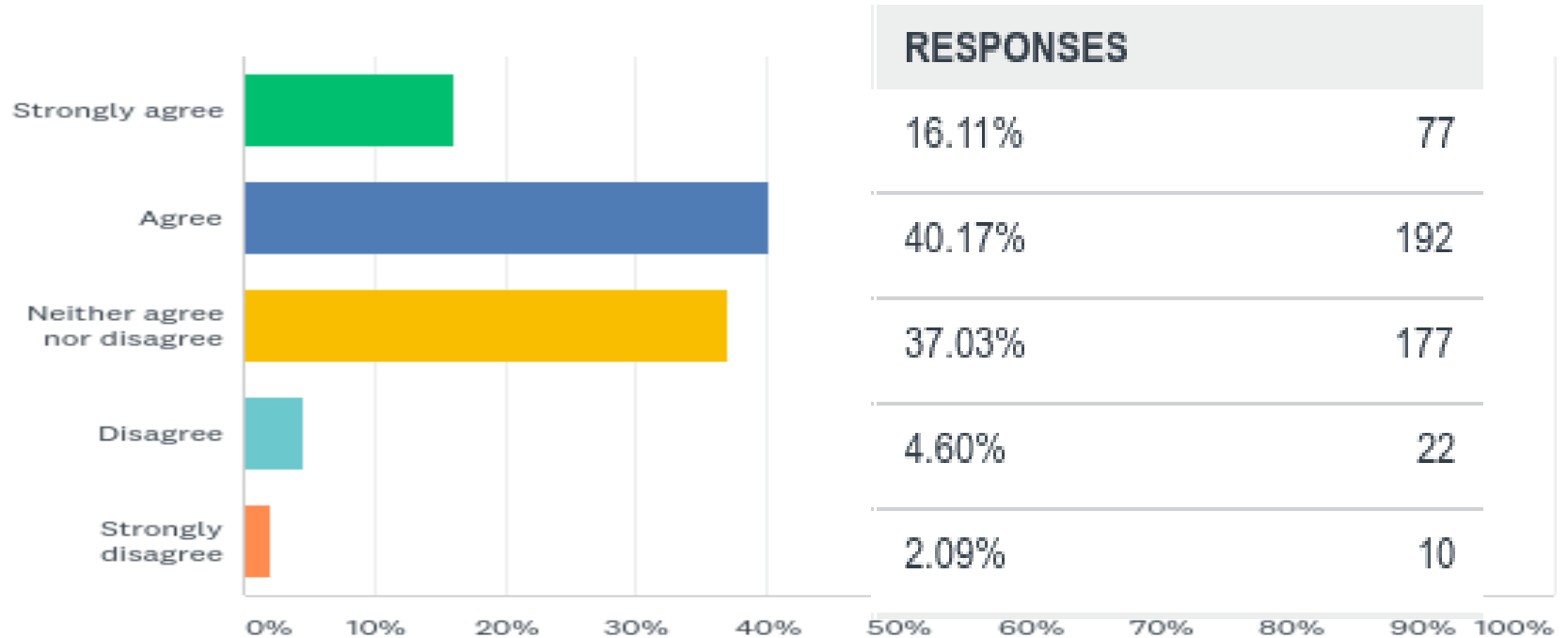
Q19: I know what our priorities are as a school

Answered: 479 Skipped: 1



Q20: Governors do an effective job in this school

Answered: 478 Skipped: 2



Governors do an effective job in this school

Comment:

- Opportunities for staff to speak to Governors if they wish and vice versa
- 'I'm not sure what they do.'

Additional comments

- ‘Bigger budgets’ - persuading government
- Truly healthy school
- Whole school approach to mindfulness
- Space to talk
- More regular wellbeing activities for staff
- Anonymous surveys throughout the year – discuss wellbeing
- More consultation on working environment

Summary

A third of schools responded

A fifth commented in the open question

Common themes:

- Workload
- Budgets/funding – impact on all areas. Staffing, resources
- Staff absence
- Communication
- Monitoring
- Staff wellbeing initiatives

Next steps

- Complete individual reports
- Review questionnaire and resubmit to schools for independent usage.
- Addition of management question. E.g. I feel effectively managed plus question about SLT
- Send overall results to key people in Camden.