### Staff Wellbeing Check List

The ambition is for each Board to have a Wellbeing Governor who will liaise with a member of the SLT on staff wellbeing. The member of the SLT may or may not be the Principal but will be the Senior Leader for Wellbeing.

**Part 1 Intention - What approach is taken towards staff well being**

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| **What is the considered approach** | **In practice this means** | **Even better if** |
| What are your strategic goals for example: | * Sufficient time is allocated at board and SLT level to assess wellbeing, develop the wellbeing strategy, implement wellbeing measures and evaluate the impact. * This includes reports received at board meetings, evaluating and assessing the impact of resources allocated towards staff wellbeing. * The chair of the Board and senior leaders model the approach by ensuring that their one-to-one meetings consider the wellbeing of the senior leaders and their work-life balance including how much dedicated leadership time they take. * SLT will then reflect the practice as line-managers and ensure middle leadership line managers reflect the practice with all staff. * Support is always being offered even if it isn’t asked for. |  |
| What does staff Wellbeing look like in school - for example: | * The Board and the senior staff leader with responsibility for Wellbeing (the Senior Leader) recognise the importance of staff wellbeing to the school or trust. Wellbeing issues are discussed at Board meetings. * There is no routine assessment of wellbeing throughout the school or trust that is used to develop and inform a wellbeing strategy. * Th importance of Wellbeing is reflected in the one-to-one conversations between the Wellbeing Governor and/or the Board and the Senior Leader, * Neither the Wellbeing Governor, the Board or the Senior Leader is likely to raise the issue of wellbeing and work-life balance unless there are obvious problems and concerns that need addressing. * The Board waits to be informed by the Senior Leader of wellbeing issues and how they are being addressed through day-to-day management. * It’s not considered seriously, almost entirely reactive and issue driven. * The Senior Leader’s approach to wellbeing is mostly reactive to concerns or issues raised with them as the focus is on current events and issues more than the progress being made towards achieving strategic priorities. * Little, if any, time is spent reflecting on the “climate” – how things feel in the school or trust. |  |

**Part 2 Intention – Questions to assess the current levels of support for Wellbeing and the Senior Leader.**

| **Number** | **Questions** | **Y/N** | **How do we know?** | **Actions** | **Date of completion** |
| --- | --- | --- | --- | --- | --- |
| 1 | Does the Senior Leader feel valued and respected by the Board? |  |  |  |  |
| 2 | Does the Board regularly acknowledge the work and contribution of leaders and staff in the school or trust? |  |  |  |  |
| 3 | Is the Board, and the chair in particular, generally aware of the wellbeing and work-life balance of the Senior Leader? |  |  |  |  |
| 4 | Is the Senior Leader encouraged by the Board, to be open and transparent about their wellbeing and that of the SLT, work-life balance and how the Board can support this? |  |  |  |  |
| 5 | Is the appraisal process used in a meaningful way to consider the wellbeing and development needs of the SLT? Do appraisals throughout the school consider the wellbeing and development needs of staff. |  |  |  |  |
| 6 | Is there resource available to provide the support required to maintain the Senior Leader’s wellbeing and development – are they encouraged to use it? |  |  |  |  |
| 7 | Does the Senior Leader have (and take) dedicated release time and is it sufficient time to allow the leadership thinking and planning needed for the role? |  |  |  |  |
| 8 | Is the Senior Leader actively encouraged to model a self-care approach towards work-life balance and wellbeing? (e.g. not working excessive hours, taking on excessive workload, time to exercise, relax, switch off) |  |  |  |  |
| 9 | Is there sufficient leadership capacity in the school or trust to prevent unreasonable and excessive demands being placed on the SLT? (i.e. middle leaders with skills, experience, ownership and accountability) |  |  |  |  |
| 10 | Does the Senior Leader recognise and make the best use of the leadership capacity in the school or trust to prevent unreasonable and excessive demands being placed on individual staff members? (i.e. through delegating appropriately, empowering and avoiding micro-management) |  |  |  |  |
| 11 | Does the Senior Leader have access to a range of professional support, peer support and pastoral support that they can access easily and on their own terms? |  |  |  |  |
| 12 | Does the Board, and the chair in particular, ask the Senior Leader about the support that is available, or they would like to have available – do these conversations result in change? |  |  |  |  |
| 13 | Are discussions between the Board and the Senior Leader about wellbeing and work-life balance open to considering a range of options such as job share and flexible working? |  |  |  |  |
| 14 | What are the resources available for whole school wellbeing? |  |  |  |  |
| Where the Senior Leader is not the Principal | | | | | |
| 15 | Is the Board, and the Chair in particular, generally aware of the wellbeing and work-life balance of the Principal?  Is the Principal encouraged by the Board, and particularly by the Chair, to be open and transparent about their Wellbeing, work-life balance and how the Board can support this? |  |  |  |  |
| 16 | Is the appraisal process used in a meaningful way to consider the wellbeing and development needs of the Principal? |  |  |  |  |
| 17 | Does the Principal have (and take) dedicated release time and is it sufficient time to allow the leadership thinking and planning needed for the role? |  |  |  |  |
| 18 | Is the Principal actively encouraged to model a self-care approach towards work-life balance and wellbeing? (e.g. not working excessive hours, taking on excessive workload, time to exercise, relax, switch off) |  |  |  |  |

**Part 3 intention - Questions relating to the governance demands placed on the Senior Leader**

| **Number** | **Questions** | **Y/N** | **How do we know** | **Actions** | **Completion date** |
| --- | --- | --- | --- | --- | --- |
| 1 | Are the respective roles of governance and operational management clearly understood by all, including the SLT and Board, to avoid duplication of activity and inappropriate delegation? |  |  |  |  |
| 2 | Does the Board’s annual cycle of business take into account the demands and workload involved for the SLT in the school or trust? (e.g. number of meetings, meeting start times) |  |  |  |  |
| 3 | Are Board meetings chaired and managed in such a way that considers the wellbeing of staff attending Board meetings? For instance:  • meetings start on time  • meetings have a time limit and do not overrun  • agendas are well planned and kept to  • discussion, questioning and challenge is candid but always constructive and respectful. |  |  |  |  |
| 4 | Is the Board’s engagement with leaders and staff in the school or trust consistent with the culture of wellbeing it wishes to create? For instance:  • email communication (between staff, governors and parents/carers)  • arranging visits  • following correct procedures |  |  |  |  |
| 5 | |  | | --- | | Have the Board and staff worked constructively together over the quantity and format of information and reports provided to the Board? | |  |  |  |  |
| 6 | Does the reporting and information provided to the Board balance the range and depth of information the Board needs against other demands on staff in the school or trust? |  |  |  |  |
| 7 | Is the reporting burden shared amongst leaders in the school or trust and support leadership development and provide the Board with a wider perspective? |  |  |  |  |
| 8 | Is there an effective schedule and scheme of delegation that makes governance in the school or trust more manageable and avoids duplication of tasks? |  |  |  |  |
| 9 | Do the Board, and Senior Leader, make time to reflect on the quality, effectiveness and value of their working relationship? |  |  |  |  |
| 10 | Are there robust, effective arrangements to clerk the Board and provide support and governance advice to avoid this falling upon the Principal/Principal/another member of the SLT. |  |  |  |  |
| Where the Senior Leader is not the Principal | | | | | |
| 11 | Do the Board, and in particular the chair and Principal make time to reflect on the quality, effectiveness and value of their working relationship? |  |  |  |  |