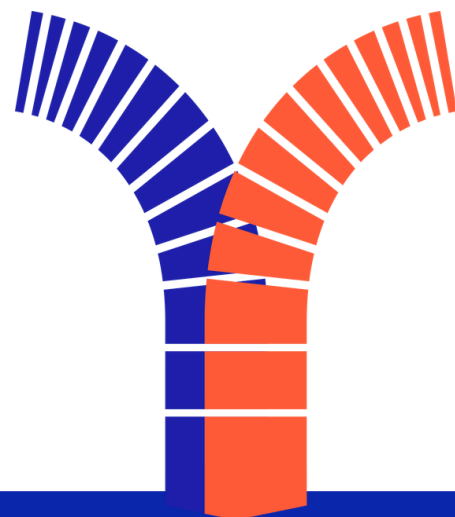




Workload Support: Top Tips and Reflective Questions for Leadership Teams and Governors

Practical ideas inspired by High Tunstall
College, Hartlepool.





01 Start with purpose

Explain the link between staff wellbeing, high-quality teaching, inclusion, recruitment and retention. Define what better working life should look and feel like.



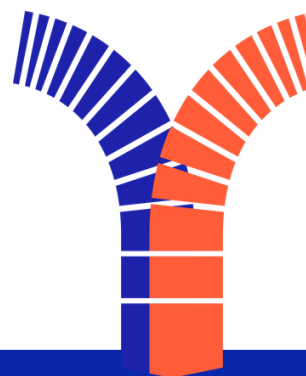
02 Listen before acting

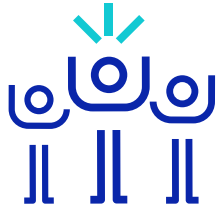
Use confidential staff voice, absence and turnover data, exit feedback and workload discussions. Look beyond averages to understand different roles, teams and protected characteristics.



03 Remove, before adding

Review meetings, marking, data collection, reporting and communication. Stop or simplify activity that has little educational value before launching new wellbeing initiatives.





04 Protect time for the work

Build collaboration, planning and professional learning into directed time wherever possible. Review cover and staffing arrangements so that protected time is genuinely protected.



05 Design staffing strategically

Model the costs and benefits of additional capacity, lower contact time, flexible working and reduced supply dependence. Pilot changes where a whole-school move is not yet feasible.



06 Make leadership behaviour consistent

Expect leaders and line managers to communicate clearly, notice pressure, respond fairly and follow through. Keep quality assurance and appraisal purposeful, proportionate and developmental.



07 Offer meaningful support

Combine organisational action with accessible support such as occupational health, counselling, physiotherapy, movement opportunities or wellbeing days. Check that access is equitable for teaching and support staff.



08 Create shared ownership

Give a named senior leader responsibility, involve staff representatives and secure active governor support. Define who will act, what resources are available and how concerns can be raised.



09 Communicate the trade-offs

Be open about the ambition, financial model and constraints. Report what staff have said, what will change, what will not change yet and why.



10 Measure and refine

Set a baseline and review staff wellbeing, workload, absence, turnover, recruitment, cover, engagement and pupil-facing provision. Treat correlations carefully and combine numbers with staff feedback.

Weeks 1 to 3	Gather staff voice and review workload, absence, turnover and calendar pressure points.	A clear baseline
Weeks 4 to 6	Select one or two structural changes; assess cost, equity and operational risk with governors.	A resourced plan
Weeks 7 to 12	Implement, communicate and collect brief feedback from affected groups.	Early learning
End of term	Review the agreed measures and decide what to sustain, adapt or stop.	Next cycle

Reflection Questions for Leadership Teams

- What can we stop or simplify immediately without reducing educational quality?
- Which staff groups may experience our current systems differently?
- What is the smallest meaningful structural change we can test this term?
- How will staff know that their feedback has led to action?



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