




LUTTERWORTH
HIGH SCHOOL

Well-being



Well-being at Lutterworth High School

Working with young people in education is such an incredibly rewarding profession. The importance of an effective work life balance is so important if we are to be effective in the classroom or in our role supporting young people. For too long in the education system the huge demands of the workload have led to staff leaving the profession. Leaders have to be attuned to the requests they make of staff and do they have an impact. The leaders of the school also set the culture of the school.



Here at Lutterworth High School we recognise that our staff are our most important asset. Lutterworth High School has a very strong reputation for being a great place to work but we are always striving to make it even better.

Our staff have come together to determine our school values. Our staff always aim to deliver and support exceptional teaching and learning. Therefore for our staff:

- We have a high degree of trust.
- Staff are valued.
- Staff are encouraged to take risks.
- We collaborate and support one another.
- We share best practice formally and informally.
- We recognise the importance of high quality professional development.
- We are passionate about improving our teaching practice.



Culture

To make our work enjoyable and rewarding it is essential to have a culture with a high degree of trust. We have no expectation of when staff should work outside school hours. We do not promote presenteeism. Staff are welcome to leave at the end of the school day. Staff are not expected to answer e-mails on an evening or weekend.



Marking and feedback

Our staff have devised the school marking protocol. We do not mark notes or tick and flick. Where we do mark we aim for a high impact on student learning through Feedback, Action, Response (FAR).



Our school improvement activities of book sampling and learning walks are conducted collaboratively in departments and look to generate departmental areas of improvement. Staff have the opportunity to peer observe one another to develop aspects of their practice.





Data collection

We have two data collection points for each year group. This ensures that we can thoroughly analyse student progress without creating an undue burden on staff. Teachers are only required to input data that requires their professional judgement.



School improvement

We continuously want to improve everything we do and to deliver the very best teaching and learning. We recognise that school improvement activities can add to workload and teacher stress. We therefore do not have top down lesson observations by SLT. We do not require teachers to produce lesson plans. We do not conduct 'mocksteads' or raise the pressure on staff when Ofsted are close to inspecting the school.



'Nobble the niggles'

We provide regular opportunities for staff to identify the things that are making their working life harder. We have made changes to our practices and improved our staff facilities.



Centralised consequence system

Where students are given a consequence that results in a detention this will be administered and staffed centrally. This means that as a teacher you will not lose any of your break or lunchtime.



Promoting well-being

Our staff have come up with a number of initiatives to improve well-being. Free tea and coffee is available in the staff room. After a late evening working we will always have a staff breakfast the following day. We have after school pilates and yoga available. We have also purchased a range of gym equipment and weights for staff to use at school. The Wolf Run at nearby Stanford Hall has become a regular summer feature for staff.



Professional development

Providing professional development opportunities is essential for staff to enjoy their work and find it rewarding. All staff want to develop and our teachers are always striving to deliver even better teaching. We have therefore doubled our CPD budget and provided a wide range of development opportunities both within and outside school. We have supported our teachers to gain the NPQ qualifications and the Outstanding Teacher programme. We have created opportunities for staff to share their knowledge and skills. Many staff choose to attend local ResearchEd conferences.





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Lutterworth High School
Woodway Road
Lutterworth
Leicestershire LE17 4QH

T. 01455 552710

E. admin@lutterworthhigh.co.uk

W. lutterworthhigh.co.uk