**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** |
| Strategic, organisedand effective | * Sufficient time is allocated at board and operational 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 governing 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.
* Support is always being offered even if it isn’t asked for.
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| When Applicable | * The governing board and the senior leader recognise the importance of staff wellbeing to the school or trust. Wellbeing issues are discussed occasionally at governing board meetings.
* However, there is no routine assessment of wellbeing throughout the school or trust that is used to develop and inform a wellbeing strategy. This is reflected in the one-to-one conversations between chair of the governing board and the senior executive leader, in which neither party is likely to raise the issue of wellbeing and work-life balance unless there are obvious problems and concerns that need addressing.
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| It’s not considered seriously, almost entirely reactive and issue driven. | * The governing board waits to be informed by the well-being leader of staff wellbeing issues and how they are being addressed through day-to-day management.
* The senior executive leader’s approach to wellbeing is mostly reactive to concerns or issues raised with them. This approach is reflected in the one-to-one meetings between the chair of the governing board and the senior executive leader, which focus 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.
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**Part 2 Intention – Questions to assess the current levels of support for Well-being leads.**

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| **Number** | **Questions** | **Y/N** | **How do we know?** | **Actions** | **Date of completion** |
| 1 | Does the well-being lead feel valued and respected by the governing board?  |  |  |  |  |
| 2 | Does the governing board regularly acknowledge the work and contribution of leaders and staff in the school or trust?  |  |  |  |  |
| 3 | Is the governing board, and the chair in particular, generally aware of the wellbeing and work-life balance of the senior leader?  |  |  |  |  |
| 4 | Is the well-being lead encouraged by the governing board, and particularly by the chair, to be open and transparent about their wellbeing, work-life balance and how the governing board can support this?  |  |  |  |  |
| 5 | Is the appraisal process used in a meaningful way to consider the wellbeing and development needs of the executive leader?  |  |  |  |  |
| 6 | Is there resource available to provide the support required to maintain the well-being lead’s wellbeing and development – are they encouraged to use it?  |  |  |  |  |
| 7 | Does the well-being lead 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 well-being lead 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 well-being lead? (i.e. senior and middle leaders with skills, experience, ownership and accountability)  |  |  |  |  |
| 10 | Does the well being lead recognise and make the best use of the leadership capacity in the school or trust to prevent unreasonable and excessive demands being placed on them? (i.e. through delegating appropriately, empowering and avoiding micro-management)  |  |  |  |  |
| 11 | Does the well being lead feel that they 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 governing board, and the chair in particular, ask the well being lead about the support that is available, or they would like to have available – do these conversations result in change?  |  |  |  |  |
| 13 | Are discussions between the governing board and the well being lead about wellbeing and work-life balance open to considering a range of options such as job share and flexible working?  |  |  |  |  |

**Part 3 intention - Questions relating to the governance demands placed on the senior executive leader**

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| **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 well being lead, to avoid duplication of activity and inappropriate delegation.  |  |  |  |  |
| 2 | Does the governing board’s annual cycle of business take into account the demands and workload involved for the senior executive leader and other leaders in the school or trust? (e.g. number of meetings, meeting start times)  |  |  |  |  |
| 3 | Are governing board meetings chaired and managed in such a way that considers the wellbeing of the well being lead and other leaders in the school or trust? 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 governing 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 • arranging visits • following correct procedures  |  |  |  |  |
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| Have the governing board and the senior executive leader worked constructively together over the quantity and format of information and reports provided to the board?  |

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| 6 | Does the reporting and information provided to the governing board balance the range and depth of information the board needs against other demands on leaders in the school or trust?  |  |  |  |  |
| 7 | Is the reporting burden shared amongst leaders in the school or trust to take the pressure off the well being lead, 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 governing board, and in particular the chair and well being lead, make time to reflect on the quality, effectiveness and value of their working relationship?  |  |  |  |  |
| 10 | Are there robust, effective arrangements to clerk the governing board and provide support and governance advice to avoid this falling upon the well being leader.  |  |  |  |  |