

Total Reward Case Study - School

Work-Life Balance Challenge Fund Project

Background to Organisation

We are a large secondary school in the North East. We have around 1000 students, of whom 40% are eligible for free school meals.

Issues

Staff morale amongst the teachers, whilst not bad for the sector, is not good due to high workload. The workload issues arise from having to deal with disruptive pupils during school time and the high frequency of introduction of government initiatives.

The Senior Management team wanted to take an opportunity to examine their personal effectiveness. Administrative processes seem to be burdensome rather than efficient and effective.

In order to address these issues, we applied for funding from the Work-Life Balance Challenge Fund to help us reduce our workloads.

Actions

We were awarded funding, and worked with Hay Group to tackle the issues.

Hay Group used the Engaged Performance™ diagnostic tool to examine what were the key issues for teaching and support staff regarding work-life balance. The results from the 98% response rate were further unpacked through four focus groups.

Following this a senior management team workshop was run to look at the issues coming out of the survey and focus groups to examine its effectiveness and also develop some goals and action plans.

The key issues were around staff morale:

- dealing with disruptive pupils pushing other work to the end of the day, evenings and weekends;
- staff were not feeling valued;
- teachers did not have an environment conducive to work and support staff not knowing where they fitted in;
- there was no time or middle manager support for personal learning and development.

There were also some concerns about administration processes being lengthy and not adding value.

The senior managers decided to identify some quick wins:

- Creating a space/room for quiet work;
- Building some planning time into the school timetable for teachers;
- Re-instating professional development interviews for support staff;
- Decorating the school;
- Employing a maintenance fitter;
- Buying a license for Transforming Learning (see www.transforminglearning.com) to address some of the personal development issues.

We also identified a number of goals and action plans relating to:

- the senior management team effectiveness;
- reputation of the school;
- physical environment;
- behaviour of pupils.

Outcomes, Learning Points and Future Projects

There has been an improvement in all the key measures (staff turnover, recruitment/induction costs, absence) although many of the action plans are still being implemented.