

**LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA
WEDNESDAY 28 FEBRUARY 2024**

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List

DISTRICT AND EPHA AGENDA (a.m.)
(Notes below)
Isobel Barron, WEPHA Chair

Welcome to the following Headteachers:

Sherlyn Ramsay Newport Primary
Joanne Willcox Lambourne Primary (Interim Headteacher)

Saffron Trust Teaching School Hub update

Kerrie McGivern

Inspire Wellbeing Services

Victoria Barton

WEPHA meeting

Isobel Barron

including consideration of the DfE Workload Reduction Taskforce early recommendations

p 1 **AREA AGENDA**
LA updates on current priorities including:

p 2 -4	Director's welcome and updates	Clare Kershaw
p 4 - 5	Speech and Language support	Lisa Gridley
p 5 - 8	SEND Sufficiency Plan	Clare Kershaw
p 8 -12	Childcare reforms	Clare Kershaw
	Local Quadrant Update	Nicola Woolf
p 12	Essex Activate information	Emma Meek

p13 -14 **ESSET Outreach proposal** Emily Welton

p 14 **Key dates**

WEST meetings with the Local Authority officers 2024/25
Manor Suite, Manor of Groves

Wednesday 12 June 2024
Wednesday 6 November 2024
Wednesday 5 March 2025
Wednesday 18 June 2025

WEPHA Conferences, Colonnade Suite, Manor of Groves

Friday 17 May 2024
Friday 27th September 2024
Friday 31st January 2025
Friday 16th May 2025

Headteachers' Annual Conference 2024

Friday 22 March 2024 Chelmsford City Race Course

Deputy Headteachers' Annual Conference 2024

Friday 11 October 2024 Colchester Football Stadium

*Page numbers refer to the full minutes (posted on the EPHA website) of the Spring term Area meetings with LA Officers and Headteachers <https://essexprimaryheads.co.uk/meetings/termly-area/composite/>

LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA
DISTRICT AND AREA MEETING
WEDNESDAY 28 FEBRUARY 2024
ATTENDANCE

Present

Ros Allsop	Clavering Primary	Anne-Marie Kendall	St Luke's CPS
Isobel Barron	Roseacres Primary/ West Chair	Alison Kerrell	Holy Cross Catholic Primary
Dale Bateman	Coopersale & Theydon Garnon Primary	Llewellen Lawson	Dr Walker's CE Primary
Nikki Batt	Moreton CE Primary	Christine Peden	Pear Tree Mead Primary
Anne-Marie Black	St Alban's CPS	Teresa Phillips	Thomas Willingale School
Alex Burden	Fritch Green Primary	Colin Raraty	Rodings Primary
Clare Charter	Dunmow St Mary's Primary	Marne Reynecke	Ashdon Primary
Matt Curzon	St Mary's CE Primary, Stansted	David Rogers	Bentfield Primary
Elizabeth Gelston	Hatfield Heath Primary	Helen Russell	Chipping Ongar Primary
Lisa Gibbs	Leverton Primary	Linda Todd	Elsenham CE Primary
Matthew Hawley	Debden CE Primary	Emma Vincent	RA Butler Academy
Katie Henson	St Andrew's North Weald	Kevin Watts	Great Dunmow Primary
Lucy Heys	Stebbing Primary	Joanne Willcox	Hillhouse Primary/Lambourne Primary
Claire Jackman	Great Easton CE Primary		
Chris Jarman	St Mary's CE Primary		
Patrick Kenney	St John Fisher Catholic Primary		

LA Officers

Clare Kershaw	Director of Education
Nicola Woolf	Assistant Director West
Ashley Milum	Head of EY and Education, West
Jo Barclay	Education Safeguarding
Lisa Gridley	Speech and Language Lead
Jacky Castle	SEP
Nina Head	ECC
PJ Prince	SEP
Daisy Alexander	Attendance Specialist
Jima Fotopoulou	ECC Early Years
Stephanie Mottram	ECC Early Years
Emma Meek	Essex Activate
Cheryl Lomas	Active Essex
Nina Head	Active Essex

In Attendance

Pam Langmead	EPHA Professional Officer
Kerrie McGivern	Saffron Teaching School Hub
Amanda Beggs	Leverton Primary
Victoria Barton	Inspire Wellbeing
Emily Welton	ESSET Professional Officer

Apologies

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

1. WELCOME

Isobel Barron, WEPHA Chair, welcomed headteachers to the meeting.

Welcome to the following Headteachers:

Sherlyn Ramsay Newport Primary
Joanne Willcox Lambourne Primary (Interim Headteacher)

There were no headteachers leaving or moving from West schools this term.

2. SAFFRON TEACHING SCHOOL HUB UPDATE

Kerrie McGivern, attended the meeting to share information about continuous professional development opportunities being offered by the Saffron teaching school hub. Kerrie is the Deputy Director, ITT & NPQ Lead - Saffron Teaching School Hub and Director of School Improvement, Primary, for the Saffron Academy Trust.

She explained that they offer a Golden Thread Programme, including:

- Supporting the delivery of Early Career Framework;
- Initial Teacher training
- The Early Career Programme;
- The delivery of National Professional Qualifications;
- Wider engagement and curriculum hub offers

Key contacts at the Teaching School Hub include:

Doug Brechin, Director dougbrechin@saffron.academy
Angela Cass, Deputy Director angelacass@saffron.academy
Kerrie McGivern, Deputy Director Kerriemcgivern@saffron.academy

The role of the **Saffron Appropriate Body** is to quality assure the statutory induction of Early Career teachers, support schools and provided guidance to headteachers, mentors and induction tutors, and to review and approve all progress and assessment reports for ECTs. Headteachers were invited to share their success stories, and seek support if they have any concerns. There will be a training session on Effective Action and Support Plans, being held on 19th March.

In respect of **Initial Teacher Training**, the Teaching Hub role is to:

- Market and promote opportunities for ITT across the sector;
- Increase capacity and partner schools across the region;
- Support ITT programme delivery and development;
- Collaborate with Easter Region TSHs to develop ECTs and mentors.

Saffron Teaching School Hub is the Lead Delivery Partner for the **Early Career Framework** across the Saffron TSH region. They deliver training and support to ECTs and mentors through local and regional conferences, train and develop facilitators to run regional and local conferences, and represent interests of schools at TSH AB Advisory Board level.

National Professional Qualifications

Saffron TSH is the Lead Delivery Partner through Teach First, offering the full suite of specialist and leadership NPQs. They recruit and train expert facilitators for hybrid seminar and conference delivery, monitor and manage engagement and quality assure implementation.

In addition, Saffron TSH offers curriculum hub opportunities

New Vision English Hub:

- Opportunities for up to £6,000 of accelerated funding for SSP
- Wealth of expert support in selecting and implementing a new SSP
- Wider CPD for developing reading, writing and phonics within settings

Venn Maths Hub:

- Applications are open for fully funded, Primary Mastery Specialist & Professional Development Lead programmes (Starting September 2024)
 - <https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/>
- Mastering Number – EYFS & KS1: Applications for 2024-25:
 - <https://share.hsforms.com/1xXJh2dTNRIid-iZCEUkkGAbnpqh>
- Mastering Number – KS2: Applications for 2024-25:
 - <https://share.hsforms.com/1oM7DNkLPQoSKqF5iDBF2mAbnpqh>

www.saffronteachingschoolhub.net

X [@SaffronTSHub](https://twitter.com/SaffronTSHub)

Facebook [@SaffronTSHub](https://www.facebook.com/SaffronTSHub)

Instagram [@saffronteachingschoolhub](https://www.instagram.com/saffronteachingschoolhub)

LinkedIn [Saffron Teaching School Hub](https://www.linkedin.com/company/saffron-teaching-school-hub)

Sign up to our Newsletter: [STSH News](#)

3. INSPIRE WELLBEING SERVICES

Victoria Barton was welcomed to the meeting. She explained that Inspire Wellbeing Services began in 2019 as a Community Interest Company, located in Chelmsford, Essex. This means that all of the profits made by Inspire Wellbeing Services are paid to Kids Inspire.

Kids Inspire are a registered charity established in 2007 (Charity No. 1129513) supporting young people across Essex who are at an educational, social and/or economic disadvantage resulting from trauma or emerging mental health issues.

Their services can be accessed in person or online (whatever the preference of the client). They provide a wide variety of mental health and wellbeing services, support and training to businesses, individuals and professionals.

For businesses and individuals they offer: training and therapy.

For professionals, we offer training, supervision and consultation.

The team is comprised of over 40 clinical and operational staff.

The board of directors are all leading experts in their fields and passionate about mental health.

Why Use Inspire Wellbeing Services for supervision?

The general wellbeing of teachers and pupils carries huge importance. The relationship between teachers and their pupils will have an effect on classroom behaviour, academic achievements and happiness within the school. If teachers are feeling over-burdened, burnt out or unsupported this means the transfer of knowledge and education from teacher to pupil is less likely to be efficient. It also brings the extra risk of losing key staff members, therefore resulting in additional recruitment and training costs.

Our school services are designed to support both teachers and pupils, allowing them to meet their academic and professional potential. Inspire Wellbeing offers a wide range of therapeutic services from counselling and psychotherapy to specialist trauma therapies, designed to fit the need of each

individual teacher or student.

When it comes to supporting staff and pupils they appreciate that it can be difficult to balance financial resources with duty of care. That's why the group creates a bespoke arrangement with each school that they work with. As an organisation, school leaders can signpost pupils and/or their parents to Inspire Wellbeing, work with them on a case-by-case basis, and/or provide a supervision service to key members of staff.

In order to support children and young people with their challenges the pastoral team, designated safeguarding team and members providing special educational needs services may require some additional support themselves. Being a support for a young person facing difficulties can take an emotional toll. Inspire Wellbeing Services believes that resilient teachers lead to resilient schools.

They can schedule supervision sessions at a frequency that suits the team; this may be every other week, every three weeks, monthly or even bi-monthly.

Supervisions allow staff a confidential space to speak about their own professional challenges and to gain clinically informed support and skills to better help and care for their students.

Victoria explained that the cost of the service is dependent on the seniority of the staff member providing the therapy or supervision, and they charge by the hour, whatever the size of the group. Most staff are charged at £75 an hour, whilst the most senior staff members are charged at £138 an hour.

There is currently a waiting list of around 2 weeks. The service has the capacity to offer support to schools, and will discuss the most effective frequency of sessions to benefit the school; monthly is the most popular.

Contact details

[01245 914701](tel:01245914701)

hello@inspirewellbeingservices.co.uk

4. EPHA UPDATES

a) Essex Police and Dot Com Digital Positive Action Roadshow event

Held on the 17th and 18th June via teams.

EPHA is hosting a webinar about the roadshow on Tuesday 26th March, at 3.30 pm, giving teachers a chance to ask questions about the event. It was noted that the Professional Officer will send out details and Zoom link out to schools shortly.

b) Transition agreement with secondary schools

Isobel thanked headteachers for the feedback that they have given about the new arrangements for transition, that were agreed with ASHE (Association for Secondary Heads in Essex). Most secondary and primary schools adhered to the new arrangements, including the transition week (the last week in June) and most secondary schools used the form that had been agreed.

Headteachers were reminded that, this school year, the Year 6 transition week will be during the week commencing 24th June 2024 and they were asked to keep this clear of trips and visits. The transition form has been altered slightly following feedback from ASHE and a discussion at the EPHA Executive meeting in January. Secondary schools should be using the agreed form, and headteachers were asked to let the Professional Officer know if they were being asked to share more and/or different information.

c) The Spring term EPHA newsletter, including dates for the 2023/24 school year, was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website www.essexprimaryheads.co.uk.

d) EPHA Annual Subscription

Funding for EPHA will be continue to be top-sliced from the Delegated Schools Grant. Area meetings will continue to be “free” to all primary headteachers, as will the website, headteacher briefings and advice and support from the Professional Officer.

<https://essexprimaryheads.co.uk/files/what-headteachers-get-in-return-for-their-epha-contribution-2022-23.pdf>

e) Conferences

The annual EPHA Headteachers Conference will be held on Friday 22nd March 2024, Chelmsford City Race Course. The programme and booking form will be sent out in January – presenters include Andrew Hall, Nerys Hughes, Humphrey Walters, Dave Harris and Helen Youngman. Places are going fast; please contact Pam Langmead if you want to book a place.

Next year’s Deputy Heads Conference will be held on Friday 11 October 2024, at Colchester Football Stadium. (Programme and booking form will be sent out in June 2024)

f) Governor and staff online training

We’re pleased to report that around 300 governors, trustees and staff have attended recent online and face to face training focused on exclusions meeting a real need in the county.

The Professional Officer will be running more sessions on the latest suspensions and exclusions guidance, with a particular emphasis on the governor’s role in the process.

The dates/times of the **exclusions training** are

Wednesday 6th March 2024, at 6.00 pm – 8.00 pm

Monday 11th March 2024, at 4.00 pm – 6.00 pm.

Pam will also run a session specifically focused for clerks: dates to be advised.

Please ask any interested governors or staff to contact Pam Langmead, at pam@langmead.me.uk indicating which training session they want to attend –she will send them a confirmation email with the Zoom link, and slides in advance of the session.

g) Workload Reduction Taskforce – early recommendations

The government’s teacher workload taskforce has published early recommendations from its work to help ministers meet their pledge to cut five hours from the working week of school staff.

The workload taskforce’s ‘early’ recommendations: in full

- Scrap [performance-related pay](#) (PRP) as it “works poorly in practice”, with a consultation on axing it “in time for the 2024-25 academic year”. Government has committed to a “rapid” review to replace PRP from September 1 with a “less bureaucratic way to manage performance fairly and transparently”. Changes to be communicated in Spring.
- Schools and trusts should consider assigning a senior leader “with dedicated responsibility for improving wellbeing and reducing workload”. DfE should “consider the merits of promoting a named leader responsible for wellbeing and workload”.
- DfE may “want to consider having a designated governor as a wellbeing champion”.
- Schools “may want to consider using INSET time to look at addressing workload issues”. DfE should also “consider remitting the STRB to include an additional INSET day, at the earliest opportunity”. Government said another INSET day is “not the right course of action”. Instead, they will work with schools to “make use” of the current five INSET days for workload reduction.
- The taskforce said a revised list of administrative tasks that teachers should not be required to do (*see the full list at the end of this article) should be reinserted in the school teachers’ pay and conditions document (STPCD).
- All school and trust governance bodies should publicly commit to and actively promote the recommendations of the workload review and advisory groups.

- The department should “amend guidance to governors and trustees so that the core function of strategic leadership includes consideration of staff workload and wellbeing” when setting the school’s or trust’s strategic priorities.
- Ofsted’s [‘clarification for schools’](#) should be updated and republished as a separate document, re-emphasising “what is not required around marking, planning and data”.
- DfE should “[spread awareness” of the School Workload Reduction Toolkit](#) and make it more accessible. This includes improving the design for users but also ensuring case studies and resources “remain relevant”.
- DfE should explore how to “celebrate and recognise” schools that [commit to its wellbeing charter](#), including by publishing positive case studies.
- The DfE, and the original expert advisory group on wellbeing members, should commit to reviewing the content of the charter by 2025 – with a task and finish group established in 2024 – to ensure that it “remains fit for purpose”.
- DfE, schools, trusts, local authorities, and teaching and leadership unions should “promote the value of union health and safety representatives and workplace health and safety committees in improving wellbeing, facilitating charter sign-up, and ensuring the benefits of signing up are felt across the workforce”.
- DfE should develop “additional case studies on [effective flexible working solutions](#) that schools and trusts have implemented”.
- DfE should provide communications and guidance to parents on what the review group recommends relating to marking and feedback.
- All schools should be “reminded of the importance” of the recommendations from the [2016 independent workload review groups](#) and [2018 workload advisory group](#).
- DfE should “continue to embed” the review and advisory groups’ recommendations throughout initial teacher training (ITT), the early career framework (ECF) and the national professional qualifications (NPQs), including through working with providers.
- DfE and Ofsted should publish a joint update on their “success in maintaining the commitments they made to accept and implement the recommendations”.

So what happens next?

The group will now look at themes including the impact and unintended consequences of accountability on workload, which will include school inspection. Also under the microscope will be contractual provisions in the STPCD, technological solutions, the impact of pressures on wider public services on schools, parental expectations and complaints, and culture across the education system. They will also continue exploring “as a matter of urgency” further options to strengthen the implantation of the 2016 workload review group recommendations.

Final recommendations will be put to government, Ofsted, and school and trust leaders by the end of March.

*The full list of administrative tasks the taskforce says teachers shouldn’t have to do

- Managing and transferring data about pupils into school management systems or printing electronic records for paper filing
- Reformatting data or re-entering it into multiple systems
- Producing photographic evidence of practical lessons
- Creating or copying files perceived to be required in anticipation of inspection
- Administration or data analysis relating to wraparound care and preparation of meals
- Administration of public and internal examinations
- Collating pupil reports, such as of pupil examination results
- Producing and collating analyses of attendance figures.
- Investigating a pupil’s absence
- Responsibility for producing, copying, uploading and distributing bulk communications to parents and pupils
- Administration relating to school visits, trips and residentials and of work experience

- Organisation, decoration and assembly of the physical classroom space
- Ordering, setting up and maintaining ICT equipment, software, and virtual learning environments
- Ordering supplies and equipment
- Cataloguing, preparing, issuing, stocktaking, and maintaining materials and equipment, or logging the absence of such
- Collecting money from pupils and parents
- Administration of cover for absent teachers
- Co-ordinating and submitting bids (for funding, school status and the like)
- Administration of medical consent forms and administering of medication on a routine or day-to-day basis
- Taking, copying, distributing or typing up notes or producing formal minutes
- Producing class lists or physical copies of context sheets
- Keeping and filing paper or electronic records and data
- Bulk photocopying

Headteachers at the meeting were asked to discuss, feedback their views and thoughts about the recommendations, as well as giving information about what impacted their own workload, and ideas that help to reduce it. There was a general feeling that the recommendations failed to address the workload of senior leaders and, indeed, may well add to the number of hours needed to fulfil the headteacher role.

The following responses from headteachers were collected from the four meetings:

General comments about the taskforce early recommendations

- I don't feel like the elements of this document are realistic to the day to day running of a primary school.
- Don't like or understand the idea of scrapping Performance Related Pay – where is the incentive for people? How would a less bureaucratic way work? How can we hold people to account for not meeting targets?
How does this relate to staff not meeting teacher standards?
- Flexible working – should only be able to apply after a year's employment.
- INSET days are for school development.
- No definition of teachers and senior leaders.
- Is the SLT attendance lead role no longer a requirement?
- Reduce Ofsted/SIAMs expectations.
- All SLT consider wellbeing on a regular basis – wellbeing is an agenda item at governors' meetings.
- INSET – we have display days, data staff meetings, report writing days already.
- How will these reforms be monitored? Will it just be through retention of teachers and senior leaders.
- Concerns about staff becoming disengaged and "that's not my job".
- Flexible working approach difficult for children, particularly in special settings.
- Hypocritical to reduce workload whilst introducing wraparound childcare expectations for schools.
- Secondary culture and dismissal of primaries.

Your views about the suggested list of administrative tasks that teachers should not be asked to do

- Most are doable in larger schools but I don't know how smaller schools cope.
- How does this list support government initiatives e.g. everyone being responsible for attendance.
- Admin tasks (there are lots) have to be done, so if ones that are appropriate for teachers are not done by them, who will carry them out?
- Many of these, teachers do not have to do in our school. The key one would be around the organisation of the physical classroom space. Who is responsible for this if not the class teacher?

This point mentioned by most of the respondents.

- Clarification needed on some of the points – could be interpreted in different ways.
- Pupil examinations – assessments (NFER) SATS – how do we manage this?
- Some I can understand and will support teachers, but some are an integral part of their role and will put additional work on others e.g. administration relating to school visits (teachers sometimes write the letter as they know the details). Teachers need to collate pupil reports to plan the next lessons and close gaps in their class.
- Teaching or Learning Support Assistants are to support learning, not undertake the classroom teacher's admin tasks.
- Implies that subject leads don't need to keep their subjects resourced.

Other suggestions that could reduce teacher workload

- Time, funding and support to be able to do the standard teaching role.
- Workload Reduction should look at teachers' cognitive load rather than admin tasks.
- The list isn't really the stuff that is causing teachers stress: perhaps teachers should be consulted. Marking, complaints, behaviour, SEND far more of a challenge.
- Better support for SEND and provision for them in special schools, as it takes lots of time to adapt teaching. Better SEND provision across the county.
- Better CPD opportunities to support teachers in their role.
- Editing stations in classes
- Effective use of PPA
- One data drop – some schools still have 6X
- Electronic registration
- Funding to increase the capacity of leadership and admin team.
- Government expectations re marking. Some Ofsted inspections still expect this but impact is variable.
- Hubs to help with planning and curriculum design.
- Reduced curriculum to allow more focus on key areas.
- Team teaching.
- More support staff and HLTAs – but, funding and difficulties of recruitment.
- Focus on how teachers manage their own wellbeing and recognising that this is their responsibility and not that of a Headteacher (who may not have the capacity to do so).

Other suggestions that could reduce headteacher workload/ or issues that impact headteacher workload

- Ever-changing expectations and external pressure. All "new" initiatives fall in the lap of the headteacher. DfE needs to consider this. Stop adding political tasks to tick the box.
- DfE to stop giving heads recommendations of what they should be doing to reduce workload for teachers – they are already doing it, and it isn't reducing the workload for headteachers.
- Improved budget – affording some additional admin staff to support teacher workload.
- Having a clearer list of what the admin tasks are.
- Too much paperwork.
- Not duplicating meetings between agencies/LA/SEP/Advisers
- Sharing policies – models from LA – to not duplicate work.
- Less need for thousands of policies.
- Discuss with trustees and governing bodies. Feed back to trustees/MAT Executives.
- Being aware of pinch points in calendar.
- Develop communications/guidance to parents about the areas that schools/teachers/headteachers are responsible for, and what they can support with. We receive almost daily emails asking us to intervene in children's use of mobile phones/social media, without any recognition of the parent's responsibility – help us in managing parental expectations.

- Consider limiting the expectations of parents and their right to complain, request information etc
- Ofsted – done “with”, not “to”.
- SENDOps to reply. Reducing the amount of times we need to chase/send follow up emails to get a response from a question or query or request. This is especially a problem with SEND operations.
- Less paperwork around SEND, EHCP, consultations, appeals etc
- Impact of time spent with staff due to difficulties they have faced with SEND pupils, e.g, compiling Star analysis, or supporting staff wellbeing. Parent complaints and meetings about needs can be hugely time consuming.
- Increase of Social Care needs and impact on school attendance etc
- Better support in specific areas e.g. SEND, EAL, EYFS, curriculum, staff development.
- Better funding – I talk to staff about why we can't do “x, y or z” and cover lunchtime as no money.
- Reduce pressures outside education role: GDPR, legionella, asbestos etc
- Less expectation to fulfil wider roles such as social care, health and police, EP, speech and language, occupational therapy etc
- Government needs to stop using schools as the deliverer of all policies, often with very little notice and insufficient funding e.g. wraparound childcare.
- Review wraparound care. It means headteachers are responsible for children/staff on site for a minimum of 50 hours per week. This does not include setting up and packing away. Enormous pressure on headteachers and schools.
- Change accountability models to be more supportive of schools and to include celebration of strengths.
- Require school improvement advisers to have relevant, appropriately recent experience of whole school leadership/headship.

A headteacher, who was unable to attend the meeting, sent the following response:

As a headline summary, my response is that the government are looking in the wrong place to develop teacher wellbeing and improve recruitment and retention to the sector. Whilst it is clear that the role of a teacher is hard and involves long hours of planning, feedback and assessment as well as the direct face to face aspect of teaching this suggestion shifts most of the workload into the remit of the Senior Teachers and Leaders of schools: *for which there is also an ongoing crisis*. These suggestions are somewhat blind to the structural tidal wave of dissatisfaction that will cascade through the system. My specific thoughts are as below:

- Scrapping performance related pay will immediately raise the number of capability hearings. PRP is indeed flawed as the prime measurement relies of children, who are fundamentally mercurial and no government has yet realised that you can't measure something that wriggles that much. However, headteachers do have school standards – and this is where PRP works: a HT sets their standards and the pay progression reflects if the teacher meets this. Whilst some schools are heavy handed on this, the issue is that it is a stop gap to coasting, lacklustre or ineffective teaching/professional behaviour. *Remove PRP and the only option for a HT is to take the capability route*. This is much harder, less effective and ultimately more pressure on senior staff.
- It is good to have a focussed role to ensure wellbeing and workload are considered. However the recommendations edge toward the draconian: a senior staff member who is responsible for it and governor that is overseeing it? Wellbeing committees are all well and good but who is to manage them and run them? Senior leaders – another task that reflects an element so thankless work (as no committee ever agrees). The logical step is to ensure that it is inspected fully and graded: a cycle that now makes workload and wellbeing a hypocritical standard: it's not wellbeing to be forced to do something. Furthermore, there is an aspect of understanding and embracing the job that people have agreed to do. As teachers there *are* a

large amount of holidays and there *is* a small amount of flexibility regarding working hours and where to work. Furthermore the sick pay and pension are still relatively good, although they have flaws.

- Specific issues with the list of administrative tasks are listed below, but with the overriding caveat that the wording of these are vague and concerning in interpretation to many. Another issue that senior leaders will have to contend with:
 - Producing photographic evidence of practical lessons: most Primary practice is practical and OFSTED always ask to see books; if practical learning is not recorded how do children remember it has occurred and the inspectorate like to ask children about what they remember! Furthermore, EYFS send their work home on a tapestry-style system or a learning journey book. No photographs? No communication. This is a shallow suggestion.
 - Administration of public or internal examinations? Does this mean teachers do not administer the SATs? Is this another task for senior leaders?
 - Administration.....the entire work is loaded: school trips, photograph, exams, cover for teachers....what is the definition of administration? Because there are elements to this that are entirely teacher-led. Choosing an appropriate venue for example for a trip will require teacher judgement; the 'office' cant do this. Is this another senior leader task?
 - Organisation and decoration of the physical classroom space: primary teachers will no longer do their own displays? Is there extra funding for administrative assistants to do this? Moreover who decides the content of the display? This is unworkable unless schools would like bare walls for small children.
 - Another point to note on the physical space of the classroom: moving desks, chairs etc....are we to assume that every school has a 'site team'? I fear the list does not think of a primary aged classroom and assumes there is a dedicated team of burly people who lift the desks for the teachers. This is unworkable and will doubtless, again, fall to the remit of senior staff.
 - Keeping and filing [...] electronic records and data'. This is the most dangerous piece of idiocy on the list. Taken at face value it tells teachers that they are not to record assessment results, which are data. I can even go further to say that written feedback in books is technically 'data' and 'records'. This bullet point may be the sole cause of the strife between senior leaders (responsible for the school's outcomes) and teachers.

In short the workload list is a noble gesture but one written by people who clearly haven't been in a classroom for the last 15 years.

Isobel reminded headteachers to encourage other colleagues to attend the termly meetings, giving them a chance to network and benefit from the support that heads are able to give each other.

6. FUTURE DATES

WEST meetings with the Local Authority officers 2024/25

Manor Suite, Manor of Groves

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