

School Name: Harris Boys' Academy East
Dulwich



TWA Status: Shortlisted

Amplification:

Harris Boys' Academy East Dulwich implements various strategies to support the wellbeing of its staff, which can be categorised into professional development and career growth, workload management, specific support programmes, and initiatives promoting an inclusive culture and general wellbeing.

Professional Development and Career Growth

- The school prioritises the wellbeing of its staff, and teachers appreciate the high-quality professional development available to them.
- There is an exceptional Continuous Professional Development (CPD) programme that is planned using EEF Research as its foundation and adopts the "Golden Thread" approach.
- All internal CPD is bespoke to the individual member of staff.
- Staff have access to NPQ (National Professional Qualification) programmes through the National Institute of Teaching, with some staff also leading their delivery nationally as the Harris Federation is a lead provider.
- Over 50% of the current staff have trained with the academy and have developed their careers through these CPD programmes.
- The school is committed to helping its staff, including teachers and associate staff, become the best practitioners they can be.
- A professional learning plan outlines the school's commitment and approach to providing development opportunities.
- The CPD curriculum is planned in conjunction with the Early Career Teachers (ECT) framework to ensure the whole-school approach builds on ECT progression.

Workload Management

Staff wellbeing and workload are carefully considered.

- The school follows the Department for Education (DFE) Wellbeing Charter and actively works with staff to ensure they enjoy their work at the academy.
- They have a 'Live Marking' policy.
- There are only two assessment entry points per year, significantly reducing teacher administration.

Three-tiered approach to CPD:

- Whole school level: CPD is planned in response to overall school needs.
- Department level: Each director leads one session per term focused on departmental needs, which can differ from whole school needs, based on feedback from Monitoring, Evaluation, and Review (MER), Learning Walks, Staff Voice, or director's reflections.
- Individual level: Each teacher has a personalised development target supported by Innovation Coaching.

Early Career Teachers (ECT) Support:

- ECTs are supported to develop expert teaching and learning pedagogy through a partnership with UCL and Harris Hubs.
- They receive frequent, high-quality twilight training sessions grounded in the evidence-informed Early Career Framework.
- Bespoke mentoring and coaching opportunities are provided, led by trained colleagues.
- Training includes a combination of theoretical workshops, subject-specific webinars, application to practice workshops, and Online Learning Community (OLC) sessions which are exploratory and discussion-based.

- ECTs have access to research-based self-directed study modules via UCLeXtend.
- Half-termly subject enhancement sessions are led by Federation Subject Consultants.
- A Dedicated Delivery Partner Team Channel allows ECTs to contribute to forums, blogs, and the latest educational research with colleagues across the country and within the school.
- In-house extensive CPD opportunities supplement this training.

Initial Teacher Education (ITE) Support:

- Trainees receive weekly professional development sessions led by experienced staff members.
- Weekly mentor meetings are held, including deliberate practice where mentors model strategies and mentees practise them.
- The Innovation Team conducts Learning Walks to offer encouraging support and feedback.
- Trainees have the opportunity to observe experienced teachers to gain insight into teacher standards and core content framework in practice.
- They also get a chance to experience being part of the Monitoring, Evaluation and Review (MER) process.

Staff Coaching:

- New staff observe experienced staff to build a working framework for lesson success.
- New staff are observed by the Innovation Team, Directors, or Senior Leadership Team (SLT) to ensure a smooth transition.
- A coach is assigned to new staff to outline and monitor their bespoke targets.
- Bi-weekly reviews and support plans are used to tailor coaching further for new staff.

- For experienced staff, MER reviews highlight strengths and development areas.
- A subject link coach is assigned to coach experienced staff on developmental areas through face-to-face meetings, provision of educational links, and literature.

Wellbeing and Inclusive Culture Initiatives

- There are thriving staff working parties addressing key national challenges such as anti-racism and anti-misogyny.
- A weekly staff CPD breakfast is offered and enjoyed by all staff members.
- Anti-racism initiatives for staff:
 - A range of training opportunities are provided, including CPD, webinars, and seminars with various external providers.
 - The school liaises with the NEU Black Teachers to ensure all anti-racist work is founded on equity and equality.
- Women in leadership support:
 - The school offers a warm and supportive space for women to collaborate and share experiences.
 - Sessions are provided focusing on women's leadership and empowering women in the workplace.
 - There is a dedicated book club that connects literature to real-life situations and challenges ideologies.
 - Reflective Practices are made available for staff, including podcasts, reading, and meditation.
 - Opportunities for informal gatherings are provided for staff to discuss current issues or academy-relevant topics, and to relax.