



# Powerstown Educate Together National School

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POWERSTOWN EDUCATE TOGETHER NATIONAL SCHOOL

## Staff Well-Being Policy

THIS POLICY HAS BEEN FORMULATED BY POWERSTOWN ETNS TO GIVE GUIDELINES TO TEACHERS AND SPECIAL NEEDS ASSISTANTS IN SUPPORTS AVAILABLE TO STAFF BOTH FORMALLY AND INFORMALLY TO PROMOTE STAFF WELL-BEING.

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## AIM OF POLICY

Powerstown ETNS Staff Well-Being Policy was developed to support the well-being of all staff within the school. The aim of this policy is to:

- Ensure that staff are supported and encouraged to develop both personally and professionally
- Outline policies, procedures, practices and school culture which serve to promote the well-being of all staff members
- Promote positive relations amongst staff members
- Predict and plan to reduce potential causes of stress and put procedures in place to support staff during stressful periods

## SECTION 1: ROLE EXPECTATIONS

### STAFF (TEACHERS AND SNAS)

- To be aware of the school's policies relating to well-being, e.g. Health, Safety and Welfare; EPV; Code of Behaviour; Dignity in the Workplace; Critical Incident Policy
- To accept responsibility for seeking help and advice
- To maintain the school's professional ethos in terms of appearance and conduct
- To learn from the established good practice of experienced staff in the school and/or elsewhere
- To consider the professional feedback of the principal, ISM and other staff who advise about teaching and learning
- To work collaboratively as part of the school team, including sharing views, ideas and feelings about all issues concerning the school at meetings, as part of professional conversations
- To attend professional development sessions and contribute to group learning by participating fully
- To be aware of the continuum of professional development and his/her own responsibilities therein
- To apply for any requests for leave of absence in advance

### STAFF SUPPORT TEAM

The staff support team is currently (2018-2019 school year) made up of members of In-School Management, i.e. Principal, Deputy Principal, Assistant Principal 1 and Assistant Principal 2 (x3)

- To encourage all staff to enjoy a reasonable work-life balance and lead by example in this regard
- To support the principal in ensuring that strategies and policies are implemented effectively in order to reduce and manage employee stress
- To ensure that there is clear communication between staff and management with regards to all areas of school life
- To create reasonable opportunities for staff to discuss concerns in a supportive, non-judgmental environment
  - All staff meet in planning groups each fortnight to discuss professional matters relating to classroom teaching and planning
  - All staff will meet the principal at least once every 2 months in planning groups to discuss professional matters, e.g. planning, collaboration, COS, resources, timetabling, etc.
  - All staff will have opportunities to speak with a member of the support team to discuss personal or professional concerns as required
- To co-ordinate an induction plan and activities for new staff in collaboration with the principal
- To encourage staff to engage with continued professional development, e.g. training courses and workshops, sharing of best practice among staff, cluster groups, classroom observations and feedback
- To enable and empower staff to seek/source answers to questions
- To ensure that all staff are informed in relation to free counselling services for teachers and SNAs, i.e. **Inspire Wellbeing Services 1800 411 057 / support@carecallwellbeing.ie**

## PRINCIPAL

- To support the well-being of all staff members
- To take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance
- To ensure that clear procedures are in place that will minimise the levels of disruption and stress caused to staff when critical incidents occur, i.e. Critical Incidents Policy, Health, Safety and Welfare Policy
- To support the ISM team in providing support and information to all members of staff

- To oversee the planning and preparation for teaching and learning by staff and put arrangements in place to support preparation and planning.
- Facilitate access to continuing professional development for school staff.
- To provide adequate resources to staff to enable them to do their jobs effectively
- Provide opportunities for staff to feedback at staff meetings, committee meetings and encourage input in policy formation.

## SECTION 2: PROCEDURES

### AUGUST INDUCTION DAYS

The principal, in collaboration with ISM team prepare a 2-day induction programme for all staff members.

- All staff given access to the school intranet with links to induction materials, planning documents and templates, policies and resources
- All staff given school calendar that details Croke Park hours, staff meetings, planning deadlines and events throughout the school year
- School policies, practices and procedures are shared, discussed and explained
- Transfer of information: Time allocated for meeting teachers/SNAs who have worked with class previously
- COS Meeting: COS team meeting to discuss children in need of support and roles of support teachers
- Planning group meetings: Meetings scheduled with partner teachers, COS teacher and SNAs to discuss planning, organise roles within classroom, etc.

### PRINCIPAL AS A SUPPORT

- Meet with all planning groups at least once every 2 months to discuss planning, resources, COS and other classroom needs. Supports are put in place following meetings as required.
- Meet with ISM team once each month and provide support as necessary regarding staff well-being needs.
- Be available and approachable for staff to enable them to come and discuss concerns in a supportive and non-judgmental environment.

## ISM AS A SUPPORT

- Each staff member will be designated with a 'go-to' person on the ISM team who they can approach should they wish to discuss personal or professional concerns in a supportive and non-judgmental environment. ***Please see school intranet for details***
- ISM members will endeavor to initiate necessary supports as required. These supports may be initiated within the school or staff may be given information and advice to seek additional supports externally.
- ISM members allocate a monthly time slot to be available for designated staff members when needed. ***Please see school intranet for available time slots.***
- Provide observation and feedback support to staff when requested.
- Support the staff by engaging in designated curricular, pastoral and administrative duties and advising staff as required.

## TEACHERS AS A SUPPORT FOR EACH OTHER

- Co-teaching
- Team planning – with support teachers and SNAs
- Allocated planning time (fortnightly)
- Observe a colleague teaching a lesson in their own class if desired
- Observe a colleague teaching a lesson in another class if desired
- Teacher subject exchange: Teachers may decide to “swap” classes for particular subject area for a designated block of time. e.g. Teacher 1 teaches JI PE, Teacher 2 teachers SI Art.
- COS team weekly meetings
- Continuous professional development and feedback at staff meetings

## SNA'S AS A SUPPORT FOR EACH OTHER

- Observe another SNA in class
- Team interventions
- SNA monthly meeting

## TEACHERS & SNA'S AS A SUPPORT FOR EACH OTHER

- Daily check ins before school each morning and once children go home.

- Weekly meeting with class teacher and SNA where observations, targets and agenda for the forthcoming week are discussed.
- COS team monthly meeting
- Class teacher to plan and guide SNA's work in the classroom e.g. teacher to plan for group work, teacher to inform SNA of strategies to be used (First/Then chart, behavioural strategies), teacher to plan and share timetables
- SNA to support the teacher with the daily preparation for the class, e.g. setting up the classroom, assisting with photocopying/laminating as directed by teacher, preparing resources
- Discuss targets for children on the COS and evaluate progress weekly
- Formal monthly review of child's targets and progress
- Bi-annual review of IEP

## WHOLE-SCHOOL PRACTICES

- Staff are encouraged **to leave the school building by 4.30pm** each day to enjoy a work-life balance.
  - If there are school events on e.g. Movie Night staff are permitted to stay in the building **as long as they are accompanied by at least one other staff member**
  - If a staff member wishes to stay in the building after 4.30pm they need to inform principal in order to get Board of Management/insurance approval.
  - No staff member is permitted to be alone in the building (i.e. without another staff member) after 4.30pm.
- Staff are asked to schedule meetings with other staff members in advance, where possible, and to share the agenda or purpose of the meeting. This will allow for staff members to manage their time more effectively and to prepare for the meeting if necessary.
- Staff are encouraged to take a break from the classroom when in the staffroom and to try to discuss non-school related issues. This allows all staff to take a mental break from the class.
- Birthday buddies - each staff member will be assigned a Birthday Buddy so that birthdays are celebrated and marked in school
- Staff social committee organise regular events throughout the school year and encourage all staff to attend.

## SECTION 3: NQTS: DROICHEAD:

## DROICHEAD:

Initial Teacher Induction for Newly Qualified Teachers (NQTs) is carried out in Powerstown ETNS through engagement with *Droichead* - **an integrated induction framework**. This process includes a period of supported professional practice in the classroom, school-based professional learning activities, as well as other additional professional learning activities to meet the needs of teachers as they begin their careers.

Following satisfactory completion of the *Droichead* process, a recommendation will be made by fellow professionals that the NQT is ready to move on to the next phase on the continuum of teacher education. On receipt of this recommendation, the Teaching Council will remove the *Droichead* condition from the teachers' registration.

The main objective of the *Droichead* process is to support the professional learning of NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning in the next phase of their career.

For further information on Droichead please see our Droichead Policy.

## REVIEW AND FEEDBACK OF POLICY

- Needs analysis at beginning of year & corresponding action plan put in place.
- Review at end of the year
- Collaboration and consultation between all staff