



TEACH
WELL
ALLIANCE®

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Newsletter March 2018

We work in partnership with your school to reduce teachers' workload and improve their mental health and well-being

The Teach Well Alliance

Teachers who are mentally well, teach well. Staff will want to stay. Financial resources can be targeted at supporting the work your teachers do in the classroom instead of being spent on supply staff and recruitment. Staff can also care for the mental wellbeing of pupils more effectively if they are mentally well themselves.

-- What has been happening since January? --



LIVE
WELL
AFTER TEACHING

The aim of the **Teach Well Alliance** is to prevent teachers leaving the profession. We know, however, that for a number of reasons there will always be teachers and support staff who move out of teaching to start a new career and a new life. **Live Well after Teaching** (www.livewellafterteaching.com) is a partner of the **Teach Well Alliance**. There are two 6-month courses: one for teachers, the other for teaching assistants and support staff. If you are leaving teaching, each course prepares you to start a new life, building on the skills you have developed in your school or college. Whether you are looking to work for someone else or start your own business, this course will support you every step of the way. Strictly limited to 8 places.

Teachers' course begins on 19th April. Teaching Assistants' and Support Staff course begins on 26th April.

Go to www.livewellafterteaching.com for further details.

Keeping Well by Saying **No!**

Teachers tell us that they are being asked to do more and more by line managers and headteachers. Headteachers tell us that they are under pressure from Governing Bodies who want teachers to do more to get the best results for their pupils. How do you prevent increasing your workload, adding to your stress and damaging your mental health?



Step 1: The Document

1. Leave at least 24 hours to allow you to gather your thoughts about the task you have been asked to do or responsibility you have been asked to take on and to allow your reaction to subside.
2. Write a bullet-pointed document of no more than one side of A4 to explain why you are concerned about being asked to take on the task or responsibility. Call it 'Request to carry out [Name of task/responsibility]'
3. Use the following headings in the document:
 - * Description of the task/responsibility
 - * Impact on my other work and responsibilities
 - * Impact on my wellbeing
 - * Suggestions about how the task or responsibility could be accomplished (Avoid naming other members of staff).
4. Send an email to the person who has asked you to complete the task, with a copy sent to your Line Manager, if different.

Step 2: The Email

Suggested email:

Subject: Request to [undertake task or responsibility]

Dear Mr/Mrs/Ms [Surname] or First or Full name, depending on convention in school

I am writing to raise my concern about being asked to [Detail of task or responsibility].

I believe that carrying out this [task/responsibility] will impact adversely on my ability to [perform other aspects of my role, namely... and/or will also impact on my workload and wellbeing].

I would appreciate the opportunity to discuss the attached document with you. It sets out my concerns in detail.

Thank you.

Yours sincerely

[Your name]
[Role: if appropriate]

Step 3: The Meeting

1. The meeting is likely to be stressful. Take time out, if you can, to prepare yourself for at least 5 minutes before it starts. Take a number of in breaths, counting to 3. Breathe out, counting to 5.
2. Thank the person for agreeing to see you and tell them that you appreciate this.
3. Referring to the document, explain in a little more detail why you are concerned about what you have been asked to do. Keep the focus of the meeting on the document. This will help you to manage your emotions and prevent the discussion drifting into other areas.
4. If appropriate, say a little more about your suggestion for how the task or responsibility could be completed.
5. Whatever the outcome of the meeting, offer to summarise a record of what has been agreed and send a copy to the other person.
6. If they say that this is not necessary, make a record for your personal use.

Step 4: After the Meeting

7. Report the outcome to your line manager [if different to the person you met]
8. If the outcome of your meeting has been unsatisfactory, consider whether the matter needs to be escalated further to:
 - * Human Resources
 - * Union representative (Internal preferably or external if no representation)
 - * Line manager
9. Ensure that, if the matter is escalated, the person who you are asking to consider it receives a copy of your email invitation and any replies, and a copy of your document, including your record of the meeting.=

