Well-being and Work-Life Balance Policy

Approved by: Strategic Committee	**Date:** 17th July 2024
Author: Kerensa Carrick SCITT Director	
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Next review due by:	

Well-being policy

1. Purpose and Principles

In line with DFE guidance for ITE providers (March 2024), EAST SCITT recognises the importance of ensuring that trainees enjoy a reasonable balance between their working life and the demands of home, family and other interests and commitments. An acceptable work-life balance will be different for each trainee and will change as the training year develops. It is not in the interest of EAST SCITT or the individual trainee to work to the detriment of his/her health. Excessive work without rest and recreation is not conducive to efficient or effective working. Trainee well-being is important in maintaining a positive atmosphere in training sessions and on placements and is closely linked to the well-being of pupils.

Placement schools will have their own well-being policies in place which should be read in conjunction with this policy.

2. Key Aims of the policy

- To support EAST SCITT trainees in their training, establishing 'good habits' that support pupil progress but are not overly burdensome.
- To embed effective time management and resilience strategies in our trainees.
- To acknowledge the need for the EAST SCITT partnership to discuss workable work-life balance solutions
- To carefully plan and agree the demands on trainees throughout the programme to ensure a work-life balance is maintained
- To ensure EAST SCITT partners support trainees with their well-being and that expectations of workload are manageable and realistic.

3. Who is for overseeing the well-being of the trainees on the programme?

The responsibility for well-being within EAST SCITT is shared across several roles within the organisation:

- **The EAST SCITT central team**: responsible for overseeing well-being initiatives and support mechanisms in place for trainees.
- **Mentors with support from professional and SCITT tutor**: responsible for monitoring well-being of the trainee day-to-day while on placement, providing immediate support where needed and making contact with the central team.
- **Partnership schools HR Department**: May provide additional resources and support where appropriate.

Mentors and SCITT tutors are given training to provide clarity on the monitoring and support of trainees. This includes how to identify some of the signs of poor well-being, the limitations of their role in managing more significant mental health concerns of the trainee and the importance of reporting any concerns to the central team.

4. Identifying pressures

The following are identified as the primary pressures faced by trainees during the programme:

- **Workload management**: Balancing teaching responsibilities with reflective and administrative tasks.
- **Performance expectations**: The process of receiving feedback, acting upon and making progress in a relatively short time period (10 months)
- **Time constraints**: Meeting deadlines and managing time effectively.

- **Emotional demands**: Dealing with challenging classroom environments and pupil behaviour. Challenges posed by their personal life.
- **Work-Life balance**: Ensuring personal life is not neglected due to professional commitments.

4. Health, Safety and Welfare

EAST SCITT recognises its duty to ensure the health, safety and welfare of all trainees. This policy will be implemented and will incorporate all aspects of welfare. The well-being of the trainees will be supported wherever possible. Please refer to EAST Health and Safety Policy.

4. Key principles to support workload and well being

- Trainees are provided with effective strategies to manage workload.
- Trainees' well-being is prioritised and supported by placement schools through providing trainees with resources and access to plans to support their teaching as appropriate.
- Well-being coaching is a key component of the mentor meeting
- EAST SCITT plans well-spaced core content and assessment points.
- EAST SCITT delivers training on well-being and resilience to provide trainees with well-being strategies.
- Trainees are supported by EAST SCITT and mentors in their training on planning and marking and effective time management.
- Trainees can access the relevant employee assistance programme at their placement school (where available).
- The EAST SCITT central team regularly review and streamline processes to improve efficiency and reduce workload.
- Trainee representation on both the primary and secondary boards provides the opportunity for regular check-ins and feedback sessions with trainees.

All EAST SCITT partners will be familiar with and apply the principles of addressing teacher workload in Initial Teacher Education (ITE) as set out on the website:

https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite

We are committed to continuously improving our well-being policies and practices through regular feedback, training, and by staying updated on best practices in the field of well-being and mental health.

Publishing procedure

This policy will be available through the EAST SCITT website and our documentation. A copy is available from the SCITT office.

Review date for the policy

This Policy will be reviewed and agreed by the Strategic Committee every two years.