



ALLERTON GRANGE SCHOOL

Teacher Workload & CPD Charter

January 2026



We care for our staff and we want them to enjoy working at Allerton Grange.

Our Culture Code sets out how it feels to be a member of staff at Allerton Grange, but we are also committed to minimising unnecessary burdens on staff – this enables our teachers to focus solely on planning and delivering quality lessons.



1. CURRICULUM LEADERS ARE NOT FORM TUTORS:

This provides our curriculum leaders with an additional 2.5 hours per week of leadership time.

2. PPA TIME:

Form tutors receive additional planning, preparation and assessment time. All our teachers (except curriculum leaders) are form tutors. We recognise the demands that being an effective form tutor has on workload – our form tutors deliver PSHE, our reading programme as well as providing pastoral care. As such all form tutors are allocated 17% of contact time as PPA. This equates to 4 hours per week on average.

3. LESSON OBSERVATION:

Any observation of a lesson is developmental and NOT judgemental.

- Our teachers do not experience judgemental lesson observations.
- Our teachers do receive regular lesson visits from their Teaching and Learning coach who works with them on a particular aspect of the Allerton Grange Teaching & Learning strategy.
- Our teachers will experience regular Test the Temperature visits which focus on student standards and attitude to learning.
- Our teachers do experience annual department reviews which are conducted by senior leaders and focus on the quality of education across the department.



4. DATA COLLECTION:

Data collection within curriculum areas is decentralised.

- Curriculum leaders have the autonomy to devise their own data collection points for formative assessments based on their curriculum needs.
- There are two whole-school reporting cycles (Autumn term and Summer term) where data is collected: Curriculum progress grade (KS3), Predicted Grade (KS4 and KS5), Attitude to Learning (Classwork & Homework) grade.
- The data entry for predicted grades, which is shaped by the PPEs is only collected for Year 10, Year 11, Year 12 and Year 13 students once every academic year.





“There is a tangible sense of community and a celebration of diversity at Allerton Grange School. Teachers and pupils have strong relationships and show great respect for each other.”

Ofsted, April 2025

5. DETENTIONS:

Our Policy for Positive Discipline (Behaviour Policy) is very simple and clear. It is understood by all students and is consistently applied by all staff.

- Detentions are recorded centrally for the accumulation of Behaviour Points.
- All detentions take place after school and are staffed centrally by staff.
- Individual members of staff do not award or supervise their own detentions.





6. FEEDBACK POLICY:

We do not have a marking policy.

- At Allerton Grange we believe that feedback to students is vital to learning and more important than marking work.
- Our Feedback Policy focuses on what the teacher should be doing to identify gaps in knowledge and work on addressing these gaps. Feedback must support students in knowing and remembering more of the curriculum.
- Every half term, time is devoted for departments to meet and discuss best feedback strategies.
- Feedback is one of our core Teaching and Learning principles.

7. MEETINGS:

There is one whole school meeting per week.

- Main scale teachers are expected to attend no more than one after school meeting per week.
- Colleagues with a paid curriculum responsibility may experience more than one after school meeting per week.



8. DEDICATED PASTORAL SUPPORT TEAM:

We have 26 non-teaching professionals in our Behaviour and Safeguarding Team.

- Our Behaviour and Safeguarding Team is dedicated to ensure that all students are prepared and ready to access their lessons every day.
- They support teaching staff and are available throughout the day.
- They support parental relationships between teacher and home.

9. TEACHER DIRECTED TIME BUDGET:

1265 hours per year.

- All teacher contact time is recorded and published within our directed time budget.
- This document is shared with all staff once a year.





“Leaders are effective and committed to further improving the school. Many staff comment on how happy they are. Staff morale is high. Staff appreciate the efforts that leaders have taken to reduce their workload and support their careers with high-quality training.”

Ofsted, April 2025

10. RARELY COVER AGREEMENT:

We honour this agreement.

- We have a specialist team of cover supervisors who provide day to day cover for any unplanned absence.
- Extended absence is covered by agency staff.
- It is highly unlikely for teaching staff to provide cover for absent colleagues.

11. APPRAISAL:

This is not data driven. As long as our teachers continue to meet the Teachers' Standards and engage in the process of professional growth at Allerton Grange School, pay progression will be automatic and not linked to any mechanism of traditional 'performance management'. We expect teachers to progress up the pay scale as the norm.





12. CPD STRATEGY:

We are committed to providing personalised CPD to develop all teachers' ability to deliver ambitious knowledge rich lessons.

ALL TEACHERS:

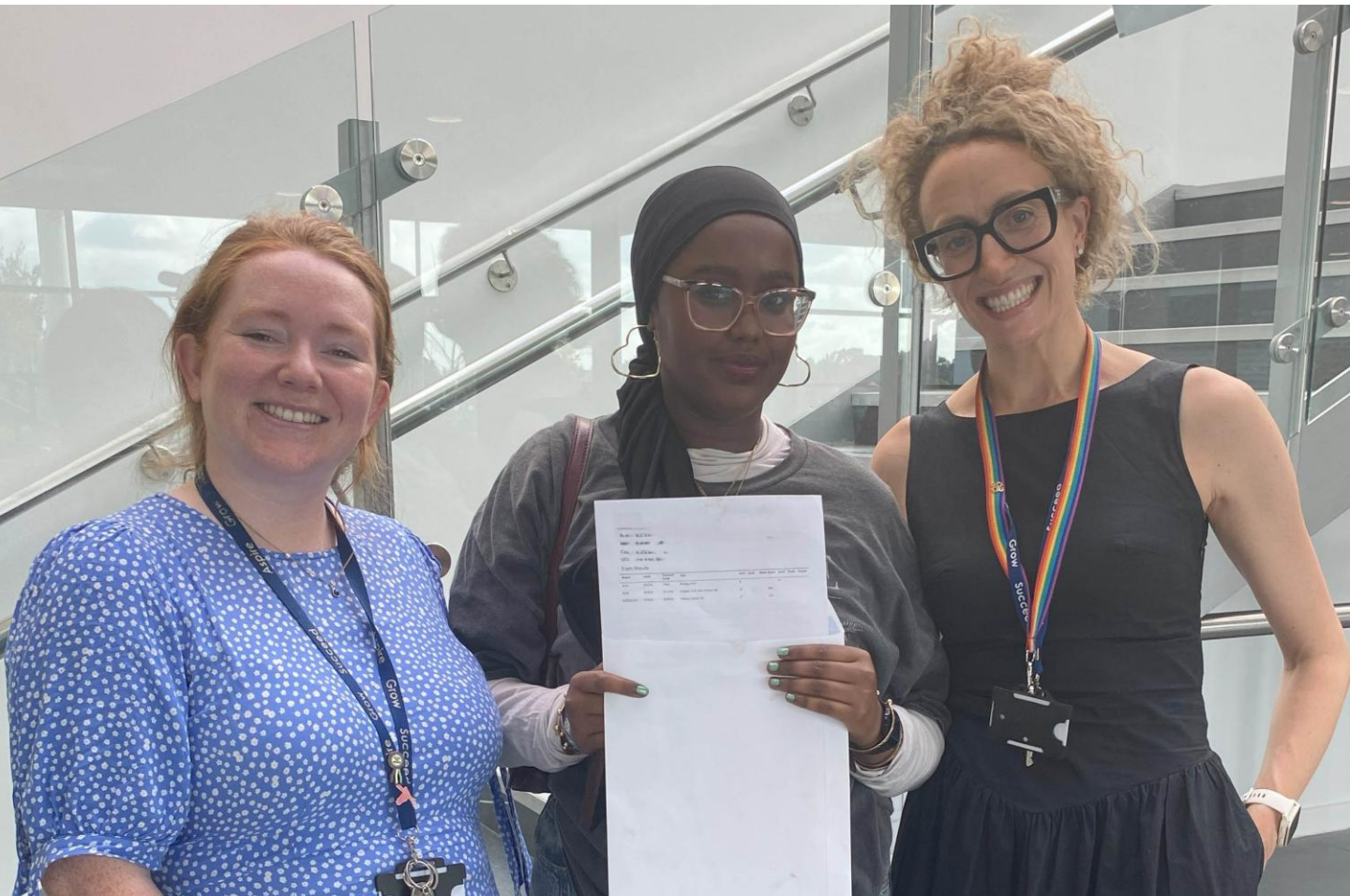
- All teaching staff are allocated a Teaching and Learning coach who supports individual colleagues develop a specific aspect of the AGS Teaching & Learning Strategy.
- Receive frequent CPD within their departments focusing on subject knowledge, subject specific pedagogy (including effective feedback strategies).
- Open access to the latest educational research available from our whole school CPD library and faculty libraries.
- All teachers have a personal mobile visualizer enabling improved modelling and live marking.
- All teachers receive copies of the Walk Thrus CPD series by Tom Sherrington.

ASPIRING MIDDLE LEADERS:

- National Professional Qualifications delivered through The Red Kite Alliance.

ASPIRING SENIOR LEADERS:

- National Professional Qualifications delivered through The Red Kite Alliance.
- Opportunity to join the Extended Senior Leadership Team which work on a whole school development project every year.



“Governors have a clear understanding of the school. They support and challenge leaders effectively.”

Ofsted, April 2025