



# The Worklife Support Well-Being Programme

## Completing your SEF

This paper is a practical guide that schools participating in the Well-Being Programme might find helpful when completing the school Self-Evaluation Form (SEF), using data from the Well-Being Programme.

### Filling out your SEF

The Well-Being Survey can provide some useful information and sources of evidence that might support the school in completing the SEF. You may wish to cite specific examples of actions taken as a direct result of engagement with the Well-Being Programme.

The italicised content below offers suggested wording you may choose to use or adapt for inclusion in your SEF. Key statements from the Well-Being Survey have been listed within each box to provide further evidence.

This guidance covers the following sections of the SEF:

- A1.1 School's context
- A4.1 Leadership and management
- A4.3 Governing Body
- A4.5 The effectiveness of partnerships in promoting learning and wellbeing
- A4.6 Equal opportunities
- A4.7 Safeguarding procedures
- A4.9 Value for money
- A8.2 The school's capacity for sustained improvement

#### A1.1 School's context

*Participation in the Well-Being Programme has given the school the opportunity to engage all staff in reflection, discussion and review of key aspects of school life.*

*The Well-Being Survey is an evaluative tool that invites inclusive participation and action planning. The existence of a Well-Being Team within the school helps to keep the outcomes of the staff audit high on the agenda.*

*The culture of wellbeing is embedded in all that the school does.*

#### A4.1 Leadership and management

*The Well-Being Programme is an impartial management review which has been used to monitor, evaluate and build on the effectiveness of the school.*

*The Well-Being Survey has given the Leadership team the opportunity to reflect on roles and relationships and provided feedback from other staff groups on how these are perceived. The Well-Being Programme has facilitated the identification of training needs within the school.*

*Evidence from the school's Well-Being Survey has given staff an opportunity to engage with the school's leadership team. Issues that have arisen from the survey have become development needs and have been incorporated into the Well-Being action plan and the School Improvement Plan.*

The following Well-Being Survey statements indicate the evidence for A4.1 (Leadership and management)

- 1.7 We all have a clear and shared understanding of what we are trying to achieve
- 1.11 We believe in our organisation
- 3.3 I feel part of the decision-making process
- 4.9 Managers support and value other staff
- 5.2 The need for change is quickly and clearly communicated to all concerned
- 5.3 When changes take place we are kept well informed about the plan and timetable for things to happen
- 5.4 We are asked for our comments questions and suggestions about the changes that affect us
- 5.5 We are given the help and training we need to cope with the effects of change
- 5.6 The effects of change are closely monitored so that where necessary adjustments can be made
- 5.9 I believe that changes planned for the future will be for the better
- 5.10 Looking ahead the prospects are positive
- 6.1 I am clear about my role and responsibilities
- 6.4 My role and responsibilities are clear to other people
- 9.1 Develop a clearer shared idea of what we are trying to achieve
- 9.3 Create closer links between managers and other staff

### A4.3 Governing Body

*The data generated by the Well-Being Survey has been used to inform the Governors on the health, safety and well-being of staff.*

*Worklife Support for you, the employee assistance programme has offered support and counselling to staff who have needed it.*

*The Well-Being Survey provided evidence of staff engagement with the school's leadership team*

*The Well-Being Survey has been one tool used to garner the views staff and the resulting action plan has formed part of the School Improvement Plan.*

*The Well-Being Programme is broadly equivalent to the HSE Management Standards and as such has helped to support the mental health and wellbeing of staff.*

The following Well-Being Survey statements indicate the evidence for A4.3

- 1.1 There is a real interest in the welfare and wellbeing of the people who work here
- 1.12 We are not encouraged to work excessively long hours
- 2.1 It is rare for me to feel overloaded by my work
- 2.5 I can do my job well without having to work excessively long hours
- 6.5 It is rare for me to be torn between conflicting demands or competing deadlines
- 6.6 I am able to do my job without being expected to take on an unreasonable level of extra tasks
- 7.7 I feel supported by my line-manager or supervisor
- 8.2 It is rare for me to feel under unreasonable pressure at work
- 8.4 I am well able to cope with the pressures I feel at work
- 8.5 I feel my life at work and away from work complement each other really well
- 8.6 My work life does not adversely affect my personal life
- 9.4 Improve and balance workloads
- 9.14 Support people to cope better with the pressures they experience

#### A4.5 The effectiveness of partnerships in promoting learning and wellbeing

*The rigorous self-evaluative survey has informed our management practice and helped to ensure that communication systems are robust and staff feel engaged in the process of change.*

*The Well-Being Survey is anonymous, confidential and impartial and has supported the Leadership team in garnering the views of staff over the course of the year which has helped inform the school development plan.*

The following Well-Being Survey statements can help provide evidence for A4.5

- 5.2 The need for change is quickly and clearly communicated to all concerned
- 5.3 When changes take place we are kept well informed about the plan and timetable for things to happen
- 5.4 We are asked for our comments questions and suggestions about the changes that affect us
- 5.5 We are given the help and training we need to cope with the effects of change
- 5.6 The effects of change are closely monitored so that where necessary adjustments can be made
- 5.9 I believe that changes planned for the future will be for the better
- 5.10 Looking ahead the prospects are positive

#### A4.6 Equal opportunities

*Engagement with the Well-Being Programme has enabled the school to promote equal opportunities and promote fairness and dignity at work within an inclusive framework.*

The following Well-Being Survey statements can help provide evidence for A 4.6

- 4.5 I am able to work in this organisation without experiencing unfair discrimination
- 4.6 Other members of staff are able to work in this organisation without experiencing unfair discrimination

#### A4.7 Safeguarding procedures

*Within the Well-Being Programme all staff were asked about their experience of training, in particular, health and safety training and any areas for development were identified.*

The following Well-Being Survey statements can help provide evidence for A 4.7

- 2.3 I have the skills and training to do my job well
- 7.2 I receive adequate health and safety information, training and support
- 9.5 Develop the skills and training we need to do our job

## A4.9 Value for money

*Participation in the Well-Being Programme has provided evidence of staff perception of how effectively they are deployed and the effectiveness of their professional development.*

The following Well-Being Survey statements can help provide evidence for A4.9

- 2.3 I have the skills and training to do my job well
- 3.4 My performance is appropriately monitored and managed
- 3.9 I have the opportunities I need to advance and get ahead
- 5.5 We are given the help and training we need to cope with the effects of change
- 6.1 I am clear about my role and responsibilities
- 6.4 My role and responsibilities are clear to other people
- 7.10 I receive feedback about my performance from which I can learn and develop

## A8.2 The school's capacity for sustained improvement

*There is ongoing evaluation of effectiveness and efficiency through direct staff consultation (as part of the Well-Being Programme) and the school is building capacity to make further improvements based on the feedback received.*

*Involvement in Well-Being Programme has provided an analysis of whole staff perception of the school's strengths and areas for improvement in a culture of no blame in order to move the school forward.*

*There is robust self-evaluation across all role groups in the school through the Well-Being Survey and the consequent action plan.*

*Involvement in the Well-Being Programme and the EAP has enabled managers and leaders to engage with staff to build on capacity and to evaluate their work-life balance.*

The following Well-Being Survey statements can be used to provide evidence for A8.2

- 1.1 There is a real interest in the welfare and wellbeing of the people who work here
- 1.3 There is good open communication between managers and other staff
- 1.12 We are not encouraged to work excessively long hours
- 2.1 It is rare for me to feel overloaded by my work
- 2.5 I can do my job well without having to work excessively long hours
- 3.4 My performance is appropriately monitored and managed
- 4.9 Managers support and value other staff
- 6.5 It is rare for me to be torn between conflicting demands or competing deadlines
- 6.6 I am able to do my job without being expected to take on an unreasonable level of extra tasks
- 7.7 I feel supported by my line-manager or supervisor
- 7.8 Staff support and value managers
- 7.10 I receive feedback about my performance from which I can learn and develop
- 8.2 It is rare for me to feel under unreasonable pressure at work
- 8.4 I am well able to cope with the pressures I feel at work
- 8.5 I feel my life at work and away from work complement each other really well
- 8.6 My work life does not adversely affect my personal life
- 9.4 Improve and balance workloads
- 9.14 Support people to cope better with the pressures they experience

Whilst we recognise the SEF is not a statutory requirement, the evidence provided by the Well-Being Programme can be useful whatever mechanism for self-evaluation is used by the school.