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| ACTIVITY: Individual Stress | | | | **DATE OF ASSESSMENT: 01/01/2022** | | | | | | | | |
| **School/Service: Anywhere Primary Individual: A Teacher –** (comments highlighted) | | | | | | | | | | | | |
| **Individual symptoms and sickness patterns (if appropriate)** | |  | | | | | | | | | | |
| **Potential work-related stressors identified** | | **Individual concerns** | | | | **Risk Rating** | | **Existing control measures** | | | | **Residual Risk** |
| **Demands** | |  | | | |  | |  | | | |  |
| What causes the individual to feel under unnecessary pressure? | | Too many responsibilities and not enough time. Frustration – not used effectively. | | | | **M** | | Plan to be agreed to reduce pressure. | | | | **L** |
| Are priorities clarified? Reflect on JD, if too generic ask individual to map out key aspects of the role | | Would like the JD to be amended. | | | | Using the JD priorities will be planned. | | | |  |
| Are deadlines realistic and agreed? | | In the past the deadlines were not realistic. | | | | Annual Reviews are set. Admissions are required at any point in the school year. | | | |  |
| Does the individual have appropriate skills and knowledge to undertake the tasks? | | At the current level of qualifications and experience – Yes. English and ICT not specialist subjects. | | | | Further help, training or mentoring for English and ICT will be made available | | | |  |
| Does the individual have sufficient resources? | | In the past no – but hopefully the new arrangement will help. | | | | Extra Administrative support is to be arranged for the SENCo Role. | | | |  |
| Does the individual feel that the work is boring or repetitive? | | No – not the SENCO Role. Feel uncomfortable when teaching subjects that don’t understand fully. | | | | Further help, training or mentoring for English and ICT will be made available | | | |  |
| **Control** | |  | | | |  | |  | | | |  |
| Is there clarity of who does what in the team? | | Yes | | | | **M** | | Line Management Structure in place. | | | | **M** |
| As a manager are you providing enough guidance and support? | | Yes | | | | Appraisal twice per year, open door policy, regular Management meetings. | | | |  |
| Is there opportunity to develop skills? | | Yes CPD in place. No CPD - last request was refused. | | | | Review current CPD. | | | |  |
| Does the individual have control over working patterns or the way that they carry out a task? | | Yes AT has control over the system and procedures. Yes but the work was excessive in the past and AT had to work at weekends to meet targets. | | | | Extra Administrative support is to be arranged for the SENCo Role. | | | |  |
| **Support** | |  | | | |  | |  | | | |  |
| As a manger is the level of communication appropriate, one-to-one meetings etc? | | Yes | | | | **M** | | This will increase to once per week for phased return and twice weekly thereafter. | | | | **L** |
| Does the individual feel further team support would be helpful? | | Support is in place for English – will need to speak with MB for support for ICT. | | | | Support is available | | | |  |
| Are there any external pressures that further support can be offered? | | None specified. | | | |  | | | |  |
| Is there further training and development that the individual requires? | | AT wants to develop the SENCO role further. It would appear the school do not want to follow the route suggested. | | | | Further help, training or mentoring for English and ICT will be made available | | | |  |
| **Relationships** | |  | | | |  | |  | | | |  |
| Are there any issues or tensions with the team including any bullying or harassment? | | None specified. AT and the Head have a difference of opinion concerning the SENCO role. | | | | **L** | | To be discussed further. | | | | **L** |
| Is a supportive team atmosphere and are dynamics between the team are good? | | Yes – very supportive. | | | |  | | | |  |
| Are you aware of the STC support mechanisms available, Staff Counselling Service, Staff Mediation, Occupational Health Service? | | Yes. AT has received help from external service ‘Talking Therapies’. | | | | Further details of what support is available is required. | | | |  |
| **Role** | |  | | | |  | |  | | | |  |
| Does the individual believe that they have been properly inducted into the role? | | Yes | | | | **L** | | AT has been in the role for 3 years | | | | **L** |
| Does the individual understand the key aspects of their role? | | Yes – AT has been made aware of the key aspects of the role. | | | |  | |  | | | |  |
| Is there a clear reporting structure? | | Yes | | | |  | |  | | | |  |
| Are the standards expected clearly outlined? | | Yes | | | |  | |  | | | |  |
| Are there demands placed upon the individual that are not in line with the role? | | It is mainly the lack of time to complete the tasks that are of concern. | | | |  | | Line Management Structure in place. | | | |  |
| **Change** | |  | | | |  | |  | | | |  |
| The individual has been given opportunity to comment on change? | | When the new Head began he gave everyone the opportunity to discuss their strengths and weaknesses and the planned changes were discussed. | | | | **L** | | AT has been given the opportunity to comment – changes include – new Head, colleagues, etc. | | | | **M** |
| Does the individual feel that they have been fully supported through change? | | Expected to get on with it – support is in place. | | | |  | |  | | | |  |
| Has the individual been supported through change by the team? | | Currently have weekly meetings - in the past they had daily meetings but not all members of staff agree with this. | | | |  | | Regular staff meetings cover change. | | | |  |
| Does the individual feel that further information or support is required and aware of support mechanisms? | | None specified. | | | |  | | AT is aware of support. | | | |  |
| **Other stressors** | |  | | | |  | |  | | | |  |
| Does the individual have other issues that might be affecting their work? | | None have been raised with the Head.  AT explained that she is not happy with the make up of the ‘dual role’ and hopes that the proposed changes will go some way in helping. | | | | **L** | | To be discussed further. | | | | **L** |
| **RISK LEVEL** | **High** | | **Medium** | | | | | | **Low** | | | |
|  | High probability of long term sickness due to work related stress | | Medium probability of sickness due to work related stress | | | | | | Low probability of work-related stress | | | |
|  | Immediate action required | | Action required | | | | | | Exposure to hazard - rare. | | | |
| **Action plan** | | | | | | | | | | | | |
| **Further action required** | | | | | **By whom** | | | **Notes** | | **By when** | | **Completed** |
| SENCo duties are to be broken down and responsibilities highlighted. | | | | | HT | | |  | |  | |  |
| Extra Administrative support is to be arranged for the SENCo Role. | | | | | HT | | |  | |  | |  |
| Line Management Structure to be provided to ensure that AT is aware of the Team’s responsibilities and how she fits into it. | | | | | HT | | |  | |  | |  |
| Flowchart for the flow of work covering the admissions and reviews, including responsibilities of other staff members and their contribution to the reviews. | | | | | HT | | |  | |  | |  |
| Phased return over 4 weeks with a weekly review. | | | | | HT | | |  | |  | |  |
| Fortnightly review following phased return. | | | | | HT | | |  | |  | |  |
| Further details of what support is available from Occupational Health is required. | | | | | HT | | |  | |  | |  |
| CPD to be reviewed. | | | | | HT | | |  | |  | |  |
| **Reference Documents**   * <http://www.hse.gov.uk/stress/index.htm> | | | | | | | | | | | | |
| **ASSESSED BY (Print name)** | | | | | | | **SIGNED** | | | | **Date:** | |
| **LINE MANAGER** | | | | | | | **SIGNED** | | | | **Review Date:** | |

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Description automatically generated