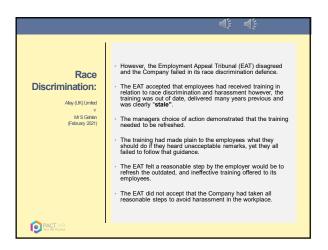




The agenda for today	
Торіс	Speaker
Employment Law Update	Tom Atkinson HR Consultant
NJC Pay Award – April 2021	Nicola Coward Senior HR Business Partner
School Diversity Week	Paula Beck HR Business Partner
Performance Management in Schools Post the Pandemic	Sandy Watkins HR Business Partner
LGA Guidance on Travel Abroad	Nicola Coward Senior HR Business Partner
New PACT HR Policies	Nicola Coward Senior HR Business Partner

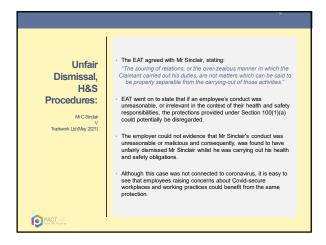


Race Discrimination: Alay (LK) Limited Alay (LK)

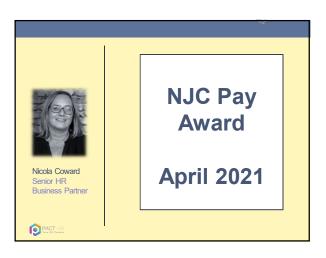


Considerations for Schools Laby (JK) Umited M 5 Gerkin February 2221 1. This case serves as a good reminder to review and energise any training undertaken in school to ensure it is fit for purpose and meets its key objectives. Audit and review training records for staff, ensuring all refresher training is up to date with appropriate records in place. 3. Ensure quality assurance checks have taken place in relation to school policies and procedures (Whistelblowing, Staff Handbook, Code of conduct/Dignity at work, Bullying & Harassment protocols etc.)

Unfair Dismissal, H&S Procedures: Mr Sinclair worked for Trackwork LTD as a Maintenance Supervisor and one of his responsibilities was to implement a new health and safety procedure. The company did not inform their staff of Mr Sinclair's health and safety obligations. Consequently, employees began raising outcomes as to what Mr Sinclair was attempting to implement, attempting to implement,



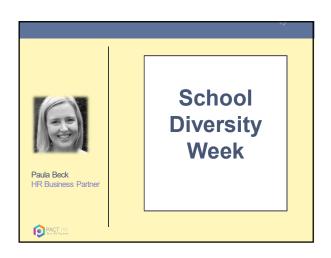
Unfair Dismissal, H&S Procedures: M C Strate M C Strate Timedwork Ltd (May 2021) 1. Ensure all legitimate H&S concerns; including those related to coronavirus; are taken seriously and responded to appropriately. 2. Staff should not be treated less favourably as a result of raising H&S concerns. 3. As restrictions potentially ease over the coming months and guidance from the Government alters, ensure all risk assessments are reviewed and updated where necessary. 4. Any updated risk assessments should also be shared with recognised trade unions.



February 2021 the unions lodged their pay claim for: A substantial increase with a minimum of 10% on all spinal column points Introduction of a homeworking allowance for all staff who are working from home A national minimum agreement on homeworking policies for all councils A reduction of the working week to 35 hours with no loss of pay, and a reduction to 34 hours a week in London. Part-time staff to be given a choice of a pro rata reduction, or training the same hours and being paid a higher percentage of FTE A minimum of 25 days annual leave, plus public holidays and statutory days, for all starting employees, plus an extra day holiday on all other holiday rates that depend on service An agreement on a best practice national programme of mental health support for all local authorities and school staff A joint review of job descriptions, routes for career developments and pay handing for school support staff, and completion of the outstanding work of the joint term-time only review group A joint review of the provisions in the Green Book for matemity / paternity / shared parental / adoption leave

NJC Pay Award April 2021: The NJC offer: With effect from 1 April 2021, an increase of 1.50 per cent on all NJC pay points 1 and above Completion of the outstanding work of the joint Term-Time Only review group The employers have also proposed that the NJC begins immediate exploratory discussions on three other elements of the claim: A national minimum agreement on homeworking policies for all councils An agreement on a best practice national programme of mental health support for all local authorities and school staff A joint review of the provisions in the Green Book for maternity / paternity / shared parental / adoption leave

NJC Pay Award April 2021: Introduction of a homeworking allowance for all staff who are working from home A reduction of the working week to 35 hours with no loss of pay, and a reduction to 34 hours a week in London. Part-time staff to be given a choice of a pro rata reduction, or retaining the same hours and being paid a higher percentage of FTE A minimum of 25 days annual leave, plus public holidays and statutory days, for all starting employees, plus an extra day holiday on all other holiday rates that depend on service The employers also reject the element of your claim that seeks, *...a joint review of job descriptions, routes for career developments and pay banding for school support staff as these are matters entirely for local determination rather than by the NJC.









Creating a Diverse and Inclusive workforce in Schools:

DfE School Teacher Workforce Data

- 85.7% of all teachers in state-funded schools in England were white-British (where ethnicity is known)
- 3% of teachers were white other ethnic group
- 92.7% Headteachers were white British
- 8% of teachers came from ethnic minority backgrounds
- Only 3% of Head Teachers come from ethnic minority backgrounds
- 74% classroom teachers are women
- · 66% of Head Teachers were female
- · 4% Governors and Trustees from an ethnic minority background

Please note this is not the most recent data. It is due to be updated June 2021



Creating a Diverse and Inclusive workforce in Schools:

Benefits of a Diverse and Inclusive Workforce

- There have been various studies which argues that a match between for example the race and ethnicity of teachers and students leads to better pupil outcomes
- · Broader perspectives and cultural advantages
- · Employee engagement and morale
- Can make your school more appealing to potential pupils
 and staff
- · Attracting talent and retaining staff

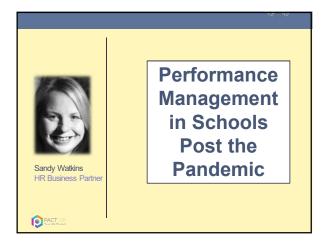


Creating a Diverse and Inclusive workforce in Schools:

What you can do to create a diverse and inclusive workforce in your school?

- Have clear policies and strategies: PACT HR can support with template policies, procedures and your people strategy.
- **Training:** PACT HR offer unconscious bias training and currently have a LGBT+ Awareness Session available for free.
- Analyse your workforce data: PACT HR can support with your people strategy.
- Recruitment practices and processes: Prospects Online can support you with wording your adverts.





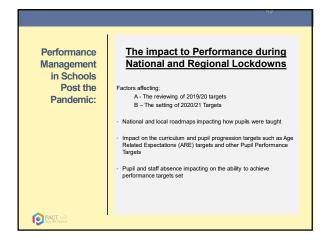
Performance
Management
in Schools
Post the
Pandemic:

1. The impact to performance during national and
regional lockdowns

2. Statutory compliance and trade union guidance to
performance management

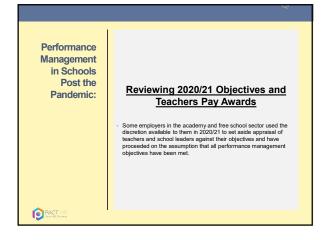
3. Performance planning: Post pandemic in the
2021/22 appraisal year

4. Conclusion and useful information



Performance Management in Schools Post the Pandemic: Teachers must continue to adhere to the Teaching Standards Expectations 2012 Teacher appraisals must continue in maintained schools during the coronavirus pandemic. Schools should "use their discretion" and "take pragmatic steps" to adapt arrangements in light of the current circumstances. Updated DIE guidance (last updated May 2021) states: Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools

Performance Management in Schools Post the Pandemic: Trade Union Guidance The objectives set at the planning stage of the current cycle should form the basis of the review of performance at the end of it. However, schools have been operating in highly atypical circumstances that could not have been envisaged when objectives were set. Likely that teachers and school leaders will have experienced significant barriers to working towards and securing many, if not all, of their objectives in the way originally intended. No teacher should be disadvantaged as a result of the Covid-19 outbreak, either in terms of their ability to access pay progression or in respect of perceptions of their performance, during the course of the performance management cycle.



Performance Management in Schools Post the Pandemic:

<u>Performance Planning Post Pandemic</u> <u>2021/2022 Appraisal year</u>

- The School Teachers' Pay and Conditions Document (STCPD) states that pay progression must be linked to performance management
- PACT HR's Pay Policy has always maintained a position of an automatic progression up the pay range unless the teacher is subjected to (and aware) of a formal Performance Management Process
- Automatic pay increase approach being more prevalent given the disruption which has occurred over the past 18 months



Performance Management in Schools Post the Pandemic:

Reviewing 2020/21 Objectives and Teachers Pay Awards

- The same will apply for non teaching/support staff in meeting their objectives
- Staff should not be penalised for not achieving their targets based on factors outside of their control.
- The same process will apply with regard application onto; and through; the Upper Pay Range (UPR), and further advice should be sought on a case by case basis from the allocated PACT HR Business Partner.



Performance Management in Schools Post the Pandemic:

Employees on support plans prior to the Pandemic

- The partial school closures, home learning and changes to the curriculum have undoubtedly meant that any teacher being supported to improve their teaching prior or during the pandemic, especially at the "appraisal difficulties stage" or later in the performance process, will have had their support temporally ceased through the pandemic.
- Possible from September that support can continue (or start) for the 2021/2022 Appraisal Year.
- Must have a clear understanding of why a teacher needed support and whether any of the gaps in their teaching or meeting their targets continue to be a consequence of the pandemic.



Performance Management in Schools Post the Pandemic: Setting 2021/22 Objectives Need to consider the impact the pandemic may continue to have into the coming appraisal year. Teachers and school leaders may need to exercise caution in setting objectives, for example if making assumptions based on pupils being on site continuously throughout the academic year. Targets are compliant with COVID-control measures that may be in force across the school ART and other pupil or school targets will need to be set with caution Increase emphasis of personal development targets may be required External barriers and physical constrains as well as support mechanisms should be referenced with the targets to capture the ever changing school environment both staff and school leaders continue to operate in going forward.

Performance
Management
in Schools
Post the
Pandemic:

Specific case advice can be gained from the
school's allocated PACT HR Business
Partner.

Thank you



LGA Guidance on Travel Abroad: - People who travel to or through an Amber list country – There is a requirement to quarantine at an approved hotel on their return. The cost of which they will need to pay. - People who travel to or through an Amber list country - There is a need to quarantine for 10 days, at home, upon their return. - Therefore the additional 10 days should be taken into account for their leave request, ensuring that they will be available to then attend school by the start of the term. - People who travel to a green list country – There is no need to quarantine upon return, however, people are being asked to take tests upon their return and prior to leaving the country they have been to. If these tests are positive then they will be instructed to self isolate.

- We know that international travel is likely to be affected for some time to come. - Any staff that do travel do so knowing the requirement to quarantine upon their return. - School leaders should give consideration to where staff are going, is there time to quarantine upon their return, before the start of term? - It is advisible for leaders to discuss travel plans over the summer with staff, have open discussions with their staff on how best to manage this issue locally. - If anyone tests positive following a trip abroad then the normal self isolation periods must be adhered which may impact upon the start of the school term, depending on the dates traveled. - Where a staff members return does mean they can't return to school at the start of the school term then unpaid leave could be used unless permission has been agreed with the relevant manager in advance.

Early Careers Framework September 2021: From September 2021, the statutory induction for new teachers will change as part of the Early Careers Framework. All early careers teachers in England undergoing the statutory induction will be entitled to 2 years of high quality professional development based on the framework. Any teachers who have started, but not yet completed induction by 1" September 2021 will need to refer to the statutory guidance for newly qualified teachers 2018.



