

**EDUCATION EMPLOYMENT SUB COMMITTEE**  
**11 OCTOBER 2005**  
**(5.30 pm to 7.25 pm)**

Present: Councillors Edger (Chairman), Beadsley, Leake and Ward

Apologies: Councillor Mrs Beadsley  
Mrs J Graham (NAHT), Mr G Jackson (NASUWT)  
and Mr T Wheaton (NUT)

**1. Election of Chairman**

**RESOLVED** that Councillor Edger be elected Chairman of the Education Employment Sub Committee for the remainder of the current municipal year.

**CHAIRMAN, COUNCILLOR EDGER, IN THE CHAIR**

The Chairman noted that the Sub Committee valued the views of the teaching professionals.

**2. Appointment of Vice Chairman**

**RESOLVED** that Councillor Leake be appointed Vice Chairman of the Education Employment Sub Committee for the remainder of the current municipal year.

**3. Declarations of Interest (Item 4)**

There were no declarations of personal or prejudicial interest at the commencement of the meeting.

**4. Minutes (Item 6)**

**RESOLVED** that the minutes of the meeting of the Education Employment Sub Committee held on 12 October 2004 be approved as a correct record, and signed by the Chairman.

**5. Recruitment and Retention in Schools (Item 9)**

The Recruitment Manager presented the report from the Director of Education, Children's Services and Libraries updating the Sub Committee on the initiatives underway and plans for the future to aid the recruitment and retention of teachers in the Borough.

The academic year commenced in September 2005 with no known teaching vacancies in schools. 91 teachers left Bracknell Forest schools at the end of the summer term, approximately half of which were teaching in secondary schools. 99 teachers were appointed to Bracknell Forest schools in the autumn and 65 of these teachers were Newly Qualified Teachers.

The Sub Committee was reassured that NQTS were supported by the Borough through an induction and being allocated a mentor.

There was a continuing difficulty in fulfilling vacancies in secondary subjects: Mathematics, English, Science, ICT and Design & Technology. The Sub Committee noted that taster courses were being used in Universities to attract degree students into the profession.

DfES data illustrated the trend in vacancies within Bracknell Forest in recent years and the figures showed that the number of unfilled vacancies had decreased considerably, the position in Bracknell Forest was better than other authorities in the region as well as being better than the national average. It was reported that if a vacancy was covered by a supply teacher or a short-term contract this would not be recorded as a vacancy. It was noted that the timing of the snapshot of vacancies took place in January and would therefore not be hiding a higher level of vacancies in schools.

The Sub Committee was reassured that there was a policy framework in place and Human Resources were working closely with Head teachers and Occupational Health regarding sickness.

18 teachers attended the Return to Teaching course funded by the Teacher Training Agency (TTA) and feedback was very positive from both attendees and the University College Winchester who had inspected the course on behalf of the TTA. Many attendees had found teaching positions in Bracknell Forest or neighbouring authorities, although some were still seeking suitable positions.

22 teachers in Bracknell Forest had applied for the Keyworker Living Scheme equity loans since the scheme commenced, of these seven teachers had successfully purchased properties. The Sub Committee noted that Thames Valley Housing had used all of their central government funding for the scheme allocated for 2005, and therefore equity loans were no longer available to teachers in Bracknell Forest. Thames Valley Housing Association would bid for more funds, but it was not clear when or whether they would be successful.

The use of JobsGoPublic to advertise school vacancies on the Bracknell Forest website had been very successful; it offered a number of benefits to both schools and jobseekers and was cost effective. 225 jobs had been advertised and 449 online applications had been received for jobs in schools. The past successes of this method of recruitment suggests that administrative positions and some other support staff posts may be able to be filled by just advertising in this way, reducing advertising costs. However, it is likely that teaching positions will still need to be advertised elsewhere in order to attract a higher number of applications.

The Recruitment Strategy Team would continue to oversee the application process but the Borough's 6 secondary schools would be able to place their own advertisements and deal with their own online applications.

**RESOLVED** that the actions being taken to assist with the recruitment and retention of teaching and other school staff in the Borough be noted.

## 6. Remodelling of School Workforce (Item 7)

The Assistant Director of Education, Children's Services and Libraries presented the report from the Director of Education, Children's Services and Libraries updating the Sub Committee on the progress made in Bracknell Forest on School Workforce Remodelling.

It was reported that all schools in Bracknell Forest were engaged in remodelling by December 2004 and had completed remodelling training by June 2005. The Remodelling Adviser continued to support schools during the remodelling process. In particular, support was available for schools undergoing major management or organisational changes, brokered through the Remodelling Adviser.

All governing bodies had received input in the remodelling process, through the attendance of at least one governor at a specific training event for governors, a 'bespoke' school training event or through attending tranche training events on behalf of the school.

The Governors' Pack 'School Remodelling: A Guide for Governors IV' had been circulated to schools with copies for Chairs of Governors and Heads.

It was reported that a follow up call to schools as part of a national NRT sample survey had indicated that all Primary and Secondary schools and the Special school had achieved the third stage of the National Agreement.

Compliance was verified with phases 1 and 2 of the National Agreement by all Bracknell Forest schools and it was confirmed by schools that plans were in place for implementation of phase 3. However this was not supported by the results of the Borough Council survey of all staff in May 2005 which sought views of school staff on remodelling matters and those of teachers on the implementation of the National Agreement. Headteachers were subsequently advised to check that compliance was still valid and to remind staff of what is in place to ensure that they do not have to carry out the 24 administrative tasks.

Support for schools during 2005/06 included training on the development of support staff, developing sustainable cover strategies, preparing for exam invigilation requirements and achieving better work life balance.

Using the NRT 'traffic light' system the Borough continued to be graded as green which meant minimal concerns, that good progress was being made and a 'light touch LEA'.

It was reported that the funding for the changes was from within existing budgets. Members of the Sub Committee expressed concern regarding the invigilation of exams by non-teaching staff.

**RESOLVED** that the progress made in changing the current working arrangements in schools as required by the National Agreement be noted.

## 7. **School Staff Review in Schools (Item 8)**

The Human Resources Manager presented the report from the Director of Education, Children's Services and Libraries updating the Sub Committee on the review of school staffing structures being undertaken in schools during the Autumn Term 2005.

As a result of the review, required by the Education (Review of Staffing Structure) (England) Regulations 2005, there would be a change to the pay system for teachers. The resulting changes from the review would need to be implemented by 31 December 2008. These regulations follow the National Agreement "Raising Standards and Tackling Workload" which introduced changes to the teacher's contract to free them to focus on teaching and learning.

The Committee's discussion of the features of the review and the new pay system included that:

- The change to the system would mean the introduction of Teaching and Learning Responsibility Points (TLR's) for teaching staff which would supercede the management allowances for undertaking additional management responsibilities;
- TLR's awarded for additional responsibilities linked directly to teaching and learning
- The review would need to be completed by 31 December 2005;
- Governing bodies were required to set the value of their TLR's within the grading structure of the school and there was a requirement to ensure a minimum £1,500 differential for TLR's within TLR 1 and TLR 2;
- Posts of equal weight were to be allocated an equal value based on factors reflecting the school's individual circumstances;
- To be eligible for a TLR 1 payment the teacher would be required to have line management responsibility for a significant number of people;
- The school had a maximum period of 3 years (to 31 December 2008) to introduce the revised staffing structure but the new structure could be implemented at any time during the three-year period on a phased or complete basis;
- Headteachers had been encouraged to consult with all staff prior to the first meeting of the governing body;
- The formal consultation period was four working weeks;
- With effect from 1 January 2006 teachers who were in receipt of a management allowance would have the value of that allowance protected for a maximum period of up to 3 years;
- However if a teacher in receipt of the safeguarding was awarded a TLR point of greater value then the Safeguarding would cease. Safeguarding could cease before the 3 year period in circumstances where the value of a teacher's incremental progression exceeded the safeguarding amount or where a teacher unreasonably refused to undertake responsibilities commensurate to the level of safeguarding;
- The structure could be reviewed at any time depending on the requirements of the school e.g. when a vacancy occurred within a school; and
- There was no additional government funding to undertake the review but it was expected that the review would cost no more than the current management allowance arrangements.

**RESOLVED** that the actions being taken by schools to meet statutory deadlines be noted.

## 8. Children's Workforce Strategy (Information Item 10)

The Sub Committee noted the tabled report that provided an update on the work to construct a more integrated approach to support children and their families, which was being coordinated by the Children and Young People's Strategic Partnership. It was noted that the Sub Committee would be kept informed of progress.

**RESOLVED** that the tabled report on the Children's Workforce Strategy be received and noted.

**CHAIRMAN**