



NOTICE OF MEETING

Education Employment Sub Committee

Tuesday 3 February 2015, 5.30 pm

Council Chamber, Fourth Floor, Easthampstead House, Bracknell

To: Education Employment Sub Committee

Councillor Allen (Chairman), Councillor Mrs Birch (Vice-Chairman), Councillors Davison, Leake and Mrs Temperton

Non-Voting Co-optee

Councillor Ward

cc: Substitute Members of the Committee

Councillors Angell, Blatchford, Ms Brown, Dudley and Worrall

ALISON SANDERS

Director of Corporate Services

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Council Chamber, Fourth Floor, Easthampstead House,
Bracknell

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AGENDA

Page No

1. **Apologies for Absence**

To receive any apologies for absence and to note the attendance of any substitute members.

2. **Declarations of Interest**

Any Member with a Disclosable Pecuniary Interest or an Affected Interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.

3. **Urgent Items of Business**

Any other items which, pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

4. **Minutes**

To receive the minutes of the meeting held on 16 July 2013.

1 - 2

5. **Teachers' Performance Related Pay**

To receive a report regarding Teachers' Performance Related Pay.

3 - 4

6. **Teacher recruitment update**

To receive an update regarding teacher recruitment.

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7. **Site Controller - Employment Tribunal judgement - Verbal Update**

To receive a verbal update on the site controller employment tribunal judgement.

**EDUCATION EMPLOYMENT SUB
COMMITTEE
16 JULY 2013
5.30 - 6.10 PM**



Present:

Councillors Allen (Chairman), Mrs Birch, Davison and Leake

Apologies for absence were received from:

Councillors Mrs Temperton and Ward
David Allais - Unison

Also Present:

Graham Jackson – NASUWT
Tara Staines – GMB

In Attendance:

Tony Madden, Chief Officer: Human Resources
Paul Young, Human Resources Manager Children, Young People and Learning

1. Declarations of Interest

There were no declarations of interest.

2. Urgent Items of Business

There were no urgent items of business.

3. Minutes

RESOLVED that the minutes of the meeting of the Education Employment Sub-Committee held on 17 October 2011 be approved as a correct record and signed by the Chairman.

4. Model School HR Policies

The Human Resources Manager: Children, Young People & Learning presented a report on the development of a Model Policy for Pay and Teacher Capability Procedure for schools.

New policies had been drafted following Government changes in legislation to allow speedier timescales to dismiss poorly performing teachers and to provide schools with more flexibility on the pay arrangements for teachers.

The main changes of the Teachers Capability Procedure centred around a reduction in the stages of the Procedure and the removal of the informal stage of the process.

The main changes to the School Teachers Pay document were:

- Pay progressions linked to performance thereafter (i.e. end of annual incremental progression).
- Introduction of minimum and maximum salary levels – reference points in between decided by school
- Removal of Advanced Skills Teachers (ASTs) and Excellent Teachers pay scales
- Leading practitioners pay range introduced
- Simpler criteria for threshold assessment
- Removing requirement to protect existing salary at recruitment
- Introduction of fixed term Teaching and Learning Responsibility Payments (TLRs)

In a number of local authorities it has been left to individual schools to arrange and consult with trade unions on their own pay policies. Following constructive consultation with trade unions and assistance from head teachers, Bracknell Forest has decided the most effective route would be to establish a model policy for schools to adopt.

It was reported that Equality Impact Assessments would be carried out by each school, although it was also noted that the NASUWT/NUT had conducted an EIA at national level on all the proposals.

The Committee discussed the draft procedures and amendments were suggested to the Model Pay Policy:

- Paragraph 2, Aims – the word ‘ maintain’ would be removed.
- Paragraph 12.2, Pay Reviews – a paragraph would be added to explain the position of the Pay Committee and governing body.
- Paragraph 12.9, Pay range for Leading Practitioners teachers – once the pay award had been confirmed this would be inserted into the policy.

RESOLVED that the Model Pay Policy, with suggested amendments, be recommended to school governing bodies for adoption.

The Committee discussed the Performance Capability Procedure for Schools and the following points were clarified:

- Paragraph 4.5, the notes taken at formal meetings could be challenged.
- Paragraph 5, Roles and Responsibilities - the “Senior Officer” from Children Young People & Learning would be the Head of Human Resources or a School Advisor.
- Paragraph 6.3 – all panel members at school had been trained on this issue.

RESOLVED that the Performance Capability Procedure for Schools be recommended to school governing bodies for adoption.

CHAIRMAN

**TO: EDUCATION EMPLOYMENT SUB COMMITTEE
3 February 2015**

**Performance Related Pay for Teachers
Director of Children, Young People and Learning**

1 INTRODUCTION

- 1.1 This report is provided to update the committee into the operation of the performance related pay arrangements for teachers implemented across Bracknell Forest schools. These were introduced following the introduction of these new pay arrangements from September 2014.

2 SUPPORTING INFORMATION

- 2.1 From September 2013 schools have been able to set and link teachers' pay to performance. This followed recommendations from the independent School Teachers' Review Body, which called on the government to link teachers' pay more closely to their performance. Prior to these arrangements only members of the leadership teams and teachers on the Upper Pay Spine had their pay linked to their performance. The majority of teachers who are paid on the main scales had previously enjoyed automatic incremental progression.

- 2.2 During the autumn 2013 schools were required to review their pay and appraisal policies setting out how pay progression will in future be linked to a teacher's performance. In Bracknell Forest model policies were produced following extensive consultation with trade unions. All schools in Bracknell Forest adopted these model policies. This includes the criteria where performance would be assessed covering the following areas:

- impact on pupil progress
- impact on wider outcomes for pupils
- contribution to improvements in other areas (eg pupils' behaviour or lesson planning)
- professional and career development
- wider contribution to the work of the school, for instance their involvement in school business outside the classroom

- 2.3 The first performance-linked pay increases were for September 2014 following performance reviews undertaken during the autumn 2014.

- 2.4 Heads and school leaders are responsible for developing these arrangements for performance-linked pay and making pay recommendations to governing bodies.

2.5 Bracknell Forest

- 2.5.1 All schools have undertaken the performance reviews for their teaching staff and made recommendations to their appropriate committee of the governing body in time for the statutory deadlines.

- 2.5.2 Shortly prior to half term in October 2014, it became apparent that one secondary school had set inappropriate performance targets for the 2014/15 school year. Following discussion with staff and trade union colleagues, these performance targets were reviewed and updated to account for clear, meaningful targets for the teachers and the school.
- 2.5.3 There were a total of 1068 performance reviews undertaken under the teachers' performance appraisal arrangements. Following these, there were 2 formal appeals lodged against a pay determination. This includes one where a determination was made by the governing body to overrule the recommendation of the headteacher. These pay appeals have yet to be heard.
- 2.5.4 There were 5 training events held for governors to cover these new arrangements and 3 sessions were held for heads and school leaders. These were particularly well attended which identified a degree of nervousness into the introduction of this new pay system.
- 2.5.5 Given the considerable concern around the introduction of performance related pay across the education sector the first year has seen a remarkably calm transition. However, the performance reviews and pay recommendations have largely followed the previous sequence where pay awards/increments have been awarded in the vast majority of case. It will be interesting to note whether the same outcomes are evident following the reviews of this current academic year as the scheme will have been imbedded for a longer period.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 Each school is responsible for undertaking an assessment of the equalities impact of these procedures. Once the outcomes of the appeals are known, a high level equalities impact will be undertaken across all schools in the council.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 The successful operation of these policies is important to meet statutory requirements and to ensure effective employee relations in schools.

Background Papers

None

Contact for further information

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**TO: EDUCATION EMPLOYMENT SUB COMMITTEE
3 FEBRUARY 2015**

**TEACHER RECRUITMENT
Director of Children, Young People and Learning**

1 INTRODUCTION

- 1.1 This report provides an update regarding changes to Initial Teacher Training and details initiatives to support teacher recruitment and retention in the Borough. Recruitment continues to be challenging due to increasing numbers of teachers required in Bracknell Forest, the number of teachers completing initial teacher training locally and the more away from HEI provided training to school lead provision through the School Direct scheme.
- 1.2 The government has stated by the end of this parliament half of all its teacher training places will be offered through the School Direct scheme, rather than directly with an ITT (Initial Teacher Training) provider.

2 SUPPORTING INFORMATION

- 2.1 There are a number of established recruitment initiatives running in Bracknell Forest which have supported schools with the timely recruitment of high quality teachers over recent years, resulting in fewer vacancies in schools. These initiatives are reviewed annually and developed accordingly; however, it is becoming apparent that teacher recruitment is becoming more challenging in Bracknell Forest, neighbouring authorities and the south east. This is a combination of greater demand for teachers in Bracknell Forest schools and a reduction of newly qualified teachers seeking schools locally on award of QTS, as a result of changes to Initial Teacher Training, both locally and nationally.
- 2.2 To further support teacher recruitment for September 2015 the following activities are planned
- Attendance at a greater number of recruitment fairs, including targeting the South West
 - Revise format of NQT pool to enable greater supply of teachers and earlier appointment.
 - Continue to support Garth Hill College and the Bracknell Forest Secondary Schools Partnership in the marketing and recruitment to the School Direct Programme
 - Liaise with Uplands Primary School to help market the school direct opportunities in Bracknell Forest Primary Schools.
 - Continue to support individuals seeking to train as teachers
 - Continue to build on the excellent links with the University of Reading to further aid the recruitment of trainee teachers through School Direct, by raising awareness of Bracknell Forest LA with potential trainees and NQT
 - Carry out regular vacancy surveys with schools to keep aware of changing situations.

2.3 Recruitment Statistics

- 2.3.1 There are 1062 teachers are now directly employed through the LA or an academy in Bracknell Forest schools. This figure excludes those teachers employed through an agency, or teachers who work on a supply basis.
- 2.3.2 There has been a 4.3% increase in teachers employed in Bracknell Forest schools since September 2013, with 20 extra teachers in primary schools and 17 more in Secondary schools. A large proportion of the secondary school increase can be attributed to the appointment of Irish agency employed teachers at Brakenhale School. The primary increase is largely due to increasing pupil numbers resulting with the expansion of a number of primary schools, through surge classes or in some cases, more extensive work to permanently increase the size of the school.
- 2.3.3 There were 144 new teachers joining Bracknell Forest LA for the 2014 academic year. However, 237 teachers were new to their school in Bracknell Forest, showing considerable movement of teachers from school to school within Bracknell.
- 2.3.4 There were 184 teachers that left their posts the academic year 2013-2014 compared to 211 in the previous year. 73 of these were in secondary schools, compared to 96 the previous year. Primary teacher leavers were stable 106 versus 107 in the previous year. 122 teachers left the authority completely at the end of the academic year.

2.4 Recruitment Fairs

- 2.4.1 The move away from university lead ITT (Initial Teacher Training) provision to school lead provision, via the introduction of School Direct, has led to fewer NQTs looking for jobs at the end of their training, as they are usually appointed to a school in the partnership that led their training. However, there are still a significant number of trainee teachers completing a conventional PGCE or a 3-4 year undergraduate course leading to QTS .Using the ITT allocations provided by the NCTL, the HR target universities within reasonable distance from Bracknell Forest to be the focus of their face to face recruitment. Not all universities run recruitment fairs. We aim to get recruitment literature to all key universities and we also advertise the pools in their careers websites.
- 2.4.2 In recent years the main focus has been on secondary recruitment, as primary has been less challenging, but with increased demand for primary teachers in Bracknell Forest, both primary and secondary recruitment are equally prioritised.
- 2.4.3 At these fairs the trainees are encouraged to apply to the NQT pool and they will be kept up to date with details of vacancies as they arise.

2.5 Primary Newly Qualified Teaching Pool

- 2.5.1 This primary pool system has been operating in Bracknell Forest for many years. Last year 27 NQTs were appointed to Bracknell Forest schools, following their application to the pool. However, as demand for primary teachers was so high last year, all teachers who had been successful at their initial interview had been placed by May. As a result for 2015 the pool will be operated in two separate phases to ensure there is greater opportunity for early appointments to be made and to ensure sufficiency of the pool of applicants.

2.5.2 Although we do not run a secondary pool due to the complexities of subject specialism, Bracknell Forest offers a centralised application service for secondary NQTs. They can fill in an online application, which is then forward to secondary schools for consideration once they have a vacancy in that subject.

2.6 **School Direct Initial Teacher Training**

2.6.1 School Direct is a relatively new way of training teachers. The first full cohort began training in September 2013. Schools choose and recruit their own candidates who they train as teachers in conjunction with an ITT provider. Schools have to request places from the DfE in an annual bidding process either as an individual school or as a consortium. The school also selects the accredited provider of teacher training they want to work with; agree the content and focus of the training programme. The school recruit and select the candidate they want, with an expectation that the trainee will be employed by the school or wider partnership of schools at the end of their training.

2.6.2 There are two types of training places schools can request:

- The majority of places available are for the School Direct Training Programme (Tuition Fee) There is no cost to the school to take fee funded trainees. The trainee pays their tuition fees of £9000 to the university and the school receives £2800 back from Reading University to help support the trainee in school. Trainee teachers may be eligible for student loans for tuition fees and living costs. Bursaries are available for certain subjects. The amount is based on degree class and the subject they wish to teach.
- Schools may also request School Direct Training Programme (salaried) places where the trainee is employed as an unqualified teacher. Trainees taken on through this route should have three or more years' work experience, but there is some flexibility in shortage subjects. Nationally the allocation figures for 2015/2016 show 23% of SD places for secondary training are salaried, versus 29% in Primary.

2.6.3 Since 2013 the DfE has been increasing the allocation of School Direct training places whilst decreasing conventional PGCE University based training routes. For 2015/2016 47% of secondary ITT training allocations are via the School Direct route, versus 40% University PGCE route (the remaining places are via SCITTs and undergraduate routes). The split for primary is 32% School Direct, 30% PGCE, 30% undergraduate BA/Ed route and 8% via SCITT

2.7 **Secondary School Direct**

2.7.1 12 Secondary School Direct Trainees commenced their training in Bracknell Forest schools in September 2014 as part of the secondary schools partnership lead by Garth Hill College and supported through the HR Team. An additional trainee is placed at Edgbarrow schools, with their lead school being Uplands School, rather than Garth Hill College.

2.7.2 For 2015/2016 The Bracknell Forest Secondary Schools partnership bid for 64 places and was successful in obtaining 41. These training allocations are made by the NCTL take into account the DfE forecast model for teachers needed by

subject, but also prioritise bids from outstanding lead schools and larger consortia.

- 2.7.3 The allocation was significantly lower than the bid, as it was nationally with no places allocated for English Language for the second year running. This despite requesting 6 places. The University of Reading do not offer PGCE English, so local recruitment will remain challenging.

2.8 Primary school direct

2.8.1 The Primary School Direct arrangements in Bracknell Forest are managed by Uplands School – known as The Forest Learning Alliance (FLA). The FLA manages the bid process, advertises the courses on the UCAS website and recruits to the courses. The FLA is the lead school and encourages other Bracknell Forest schools to participate.

- 2.8.2 The Alliance has been allocated 17 places for 2015/2016. Whereas the bid for secondary places was built up from bids by individual schools, the approach in primary appears to be different and not all of these places have been allocated to an individual school yet. The Alliance are raising awareness of the School Direct routes with other primary schools in Bracknell Forest.

2.9 Links with the University of Reading

- 2.9.1 The Council continue to strengthen its links with the University of Reading, to aid recruitment to school direct and NQT recruitment by raising the profile of Bracknell Forest as a local employer. This includes presenting to all School Direct applicants on recruitment techniques, attendance at all ITT information evenings and attending the university steering group on School Direct.

2.10 Headteacher recruitment

There have been a number of resignations and retirements of headteacher's during the 2014/15 academic year which has shown a sharp increase for headteacher recruitment activity. At the time of writing, there are 5 primary vacancies and one secondary. The department are engaged with a new DFE funded programme for Future Leaders which the details of which will become available in due course.

In the meantime the department will support school governing bodies with their headteacher recruitment activities.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 No equality issues arising from this update report.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 The recruitment and retention of teachers is a crucial for the successful operation of schools in Bracknell Forest. Although the recruitment arrangements are delegated to individual schools, the Council supports our schools for a number of activities to enable more effective, co-ordinated response to their recruitment needs.

Background Papers

None

Contact for further information

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