

Welcome to the Schools HR key messages



Contact us

HR Advisory service

The HR Advisory service is your point of contact for queries relating to the interpretation of HR policies, procedures and statutory staffing related documents, including terms and conditions, disciplinary, grievance, redundancy and restructuring, allegations against staff investigations. Contact the team on 01609 798343 or alternatively by email at:

schoolshradvisory@northyorks.gov.uk

HR Advisory Contents Quick Links
Schools HR Success
Possible Delay in Publication of 2017 STPCD
Apprenticeship Levy
Intermediaries Regulations FAQs
HR Training 2017
5 Top Tips for Good Attendance
Staffing Updates
Reducing Teacher Workload



[Click here](#) to view more information on our new and in demand course Coaching Conversations for Managers!

HR Policy & Employment Law Updates

- **Policy Updates** - We continue to hold our regular policy consultation meetings with the recognised professional associations and UNISON. Our next policy meeting is due to be held on the 10th May 2017 and we will be consulting on a Code of Conduct for Schools. Once comments have been considered, you can expect the Code of Conduct to be released over the coming month.
- **Recruitment** – Remember to use the most up to date Application Form when recruiting staff: <http://cyps.northyorks.gov.uk/index.aspx?articleid=30862>. If your school uses an alternative application form it is highly recommended that this asks whether the individual has ever lived or worked abroad, and if so, whether they have obtained a certificate of good conduct.
- **Trade Union Act 2016** – measures came into force on 1st March 2017. [Click here](#) to read what these are.
- **Staffing and Employment Advice for Schools** – [Click here](#)
- **Flexible Working in Schools Guidance** – [Click here](#)
- **Reducing Teacher Workload** – [Click here](#)
- **Statutory Framework for Early Years Foundation Stage (2017)** – Newly qualified entrants who started work between 30 June 2016 and 2 April 2017 must have either a full PFA or an emergency PFA certificate by 2 July 2017 in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting. [Click here](#) to read more information in the updated statutory framework.



HR Advisory updates

Schools HR Success!



PPMA People Management Excellence Awards Winners!

We are delighted to announce that, on 27th April 2017 our Schools HR team attended the Public Sector People Managers Association's (PPMA) Awards Ceremony as finalists in the category of Commercialism in HR and we won!

This is an incredible achievement and provides invaluable recognition of the efforts made by the team in responding to the changing needs of the education sector. Further details and pictures will be forthcoming over the coming weeks.

To top off our success, NYCC also brought home another award for Social Media Recruitment Campaign of the Year! This further reflects the council's overall approach in responding to the needs of our clients.

Partnership with City of York Council

Since September 2016, members of the NYCC Schools HR team have been working in partnership with York City Council to deliver HR services to York schools.

It's been a great working relationship to date and we are happy to report that the initial partnership working has proved so successful that we have now formally signed off a permanent arrangement with the City of York Council which began on 1 April 2017.

The arrangement will see our specialist Schools HR team within NYCC deliver a range of services including the development of bespoke services; commissioned support and HR interventions to schools across the York area. Our two councils will also work together to share best practice and policies to ensure that schools have access to the best possible levels of support.

We all agree that this is a fantastic opportunity for all parties to benefit from the shared knowledge and skills we've gained from working with schools and academies across North Yorkshire and beyond. We look forward to a long and successful working relationship.

Possible Delay in Publication of 2017 STPCD

We have been informed that, due to the announcement of a general election for 8th June and the fact that we have now entered a period of purdah, the publication of the STRB's 27th Report (containing recommendations on the 2017 school teachers' pay award) will not happen until after this period.

Latest intelligence from the Local Government Association suggests that publication will take place no earlier than the end of June. Whether or not it is published any later than that is likely to depend on the outcome of the election and the level of subsequent change at the DfE at ministerial level.

Any delay in the publication of the Report may of course have a knock-on effect upon the timescale for publication of the 2017 STPCD and this, in turn will affect timescales for us to be able to revise the NYCC model pay policy and consult on it with Professional Associations. We will keep you informed of progress.

Apprenticeship Levy

The Government has changed the way apprenticeships are offered to incorporate a new funding scheme for staff development ('Apprenticeship Levy'). North Yorkshire County Council (NYCC) has published its current offer of apprenticeships for schools, and this is detailed in Issue 2 of apprenticeship guidance for schools, 'Getting Started', published in the 'Red Bag' on 28 April 2017. Issue 1 (March 2017) and Issue 2 (April 2017) can also be viewed [here](#).

Our Adult Learning Service (ALS) can provide apprenticeship training for certain apprenticeships. For locally maintained and voluntary controlled schools, this can be paid for through NYCC's apprenticeship levy. In addition, our Resourcing Solutions service can also provide all your recruitment needs for your apprenticeship vacancy (subject to the normal fees). Once an apprentice is recruited, your Schools HR Advisory Service will provide ongoing support and advice, as they do for other employees.

As the employer and levy payer for locally maintained and voluntary controlled schools, NYCC manages the Digital Apprenticeship Service Account (DAS - the online account in which the levy is held) and are also responsible for procuring and commissioning training providers. We're keen to meet these responsibilities by engaging with you as customers and partners. Therefore, NYCC will be sending out an online survey during May asking locally maintained and voluntary controlled schools about their apprenticeship needs over the next 3 years. We encourage you to complete the survey as we'll be using the information provided to help us commission suppliers according to identified needs based on quality, price and locality.

We also strongly recommend that you contact us prior to making any apprenticeship arrangements until the new arrangements become embedded so we can provide you with all the help and support you need. Only approved providers can be used and they can only be paid through the DAS. The survey is not applicable for Foundation, Voluntary Aided schools and Academies who are levy payers in their own right, (or not subject to the levy arrangements) given they are responsible for their own DAS system and commissioning through this.

If you have any queries about apprenticeships, please feel free to contact the Schools HR Advisory Team on schoolshradvisory@northyorks.gov.uk or call 01609 798343. They may pass you onto the Workforce Development team for detailed advice where necessary, depending on the nature of the query.

IR35 – Intermediaries Regulations Update

During mid-February, HR issued detailed guidance to schools (via the Red Bag) in preparation for a revision to the Public Sector Intermediaries Regulations (IR35) which came into effect on 6th April 2017. This makes it necessary for the public sector (including schools) to assess any 'off-payroll' workers, such as sports coaches, specialist tutors or leadership consultants, who may be paid by invoice, to determine their employment status. Where it is found that a worker is performing a similar job in a similar manner to an employee, then the school would be required to deduct tax and NI contributions at source, rather than leaving them to make their own provision for these deductions. Those who are out of scope are those who can be considered genuinely self-employed, carrying their own risk and having freedom to organise their own work. No action is necessary if the outcome declares the worker out of scope.

In March, the government released an online assessment tool, making it easier to establish whether a worker would fall within the scope of the legislation. HR included a link to this assessment tool in updated guidance on 3rd March. The online tool can be found at: <https://www.tax.service.gov.uk/check-employment-status-for-tax/setup>. The full, revised guidance can be found at: <http://cyps.northyorks.gov.uk/index.aspx?articleid=30867>. If you've not already done so, we strongly advise that you access the tool to assess any current off-payroll workers and determine any necessary actions in line with the guidance. The outcome can be saved, and it is advised that you print this off as your evidence supporting any decision taken, that can be shown to HMRC if there are any queries.

Since its introduction, schools have reported that most outcomes have declared the worker to be out of scope (self-employed), so no action necessary. Where workers do need to be engaged in an alternative way, the options outlined in the guidance (direct employment, via an agency, direct payment by parents, or an outsource arrangement with a host school) have been sufficient. As new queries have emerged, we have added to the Frequently Asked Questions, and these can be accessed [here](#). Should you have any further queries, these should be directed to the Schools' HR Advisory team on 01609 798343 or schoolshradvisory@northyorks.gov.uk

HR Training 2017

As a Headteacher or a member of the senior leadership team within a School it is fundamentally important for you to take time out to invest in your professional training and development, to build resilience and help you manage the challenges of your role with confidence. We offer a range of courses designed to help you and your teams develop the knowledge and skills essential for effective management of people.

Bespoke training

Training tailored to meet the needs of your team is available through our bespoke service, at a time and location to suit you, including training days and twilight sessions. We offer a range of development sessions for the whole School to SLT. For further information please contact susan.mcgin@northyorks.gov.uk

How to succeed with common HR issues	Improve your understanding of the policies, terms and conditions and legislation that governs the employment of staff in your School, to enable you to review current practice, and make informed robust decisions for effective management of staff. Be aware of the risks and the wriggle room, and how to avoid getting it wrong.	15 June 17 Ripon HR-0617-T003 23 January 2018 Northallerton HR-0118-T003
Safer Recruitment	Safer recruitment in the context of safeguarding, profile of abusers, how abusers operate in organisations, features of a safer recruitment process, making the right decision, acceptable standards of behaviour, maintaining an on- going culture of vigilance.	27 June 2017 Ripon HR-0617-T006
Coaching Conversations for Managers	<p>Limited places are available to Schools on Coaching conversations for managers, which is attended by staff employed across NYCC.</p> <ul style="list-style-type: none"> • Improve the knowledge and skills of your teams to hold effective coaching conversations. • Develop a motivated and engaged workforce who need to be managed less on a day to day basis. • Practice coaching skills, and develop understanding through observation, reflection and feedback, to build confidence. <p>This training can also be delivered over 3 bite-sized sessions in your school.</p>	<p>12 September 2017 Northallerton HR-0917-T002</p> <p>30 November 2017 Harrogate HR-1117-T001</p> <p>18 January 2018 Northallerton HR-0118-T002</p> <p>20 February 2018 Ricall HR-0218-T001</p>
Challenging conversations and managing conflict	Confidence to hold structured effective conversations across a wide range of situations, identifying actions and changes in behaviours to resolve issues. Develop self-awareness of your conflict management style, and develop a positive and resilient approach to conflict resolution.	<p>21 September 2017 Northallerton HR-0917-T003</p> <p>22 February 2018 Ripon HR-0218-T002</p>
Building resilience and managing stress	The course will raise your awareness of the factors that may affect your personal resilience and enable you to develop your personal action plan to build personal resilience, and resilience within your team.	<p>5 October 2017 Northallerton HR-1017-T001</p> <p>18 March 2018 Ripon HR-0318-T002</p>
Holding people to account, developing performance and capability	Effectively manage performance issues, through objective feedback and early interventions. Develop your ability to hold challenging conversations that engage individuals to focus on evidence and action for improvement, working within the relevant policies and support plans.	<p>23 November 2017 Ripon HR-1117-T002</p> <p>3 April 2018 Ripon HR-0418-T001</p>



North Yorkshire Safeguarding Children Board (NYSCB) training

From 1st April 2017 the NYSCB launched a new range of e-learning packages for safeguarding children and young people, including safer recruitment, via our new learning management system. To use the new e-learning courses you will need to create a user account by completing an online form on the website. NYSCB classroom based courses will also be booked through the new NYSCB learning management system and not via the Learning Zone or Smart Solutions. **For more information regarding the NYSCB's new training arrangements please visit:** <http://www.safeguardingchildren.co.uk/training>. **For a complete list of the e-learning courses please visit:** <http://www.safeguardingchildren.co.uk/admin/uploads/Presentations/nyscb-elearning-courses-vc.PDF>

5 Top Tips for Good Attendance

Managing attendance and dealing robustly with sickness absence is a key part of effectively managing staff. Everyone will be ill at some point and need time off work. The NYCC attendance management policy takes this into consideration and has been designed to try to guide and support management and employees at this time.

Managing attendance is important because poor attendance in the workplace can impact on schools in many different ways. Firstly, it can reduce the quality of education given to the pupils, secondly it weakens the team and lowers the morale of the employees having to pick up the extra work on a regular basis, as well as the added financial costs of finding and employing supply cover. Below are our top tips on effective attendance management:

1. **Make employees aware of the School's expectations and attendance triggers**, which are stated in the policy. If an employee is coming close to triggers and then finally hitting them, it should not come as a surprise, and they should be given advanced warning that they are approaching a trigger in the return to work meetings to help them maintain good attendance at work.
2. Promote good health in school and a healthy work life balance. For more information on this please visit the online **Health Assured Portal** on www.healthassuredeap.co.uk.
3. If someone is absent from work due to sickness and would benefit from an **Occupational Health Referral** please remember to send a copy of the referral to the individual along with a copy of the policy so that they understand the procedure.
4. **Speak to the employee to try to ascertain why they are off**. There may be causes that the School are not aware of but can help with any actions or temporary arrangements that can be made to help them return to work.
5. **Seek HR advice!** Speak to your designated HR Advisor or ring the Schools HR Advisory number (01609 798343) for more information or for support during the attendance management meetings. If you are unsure about who your designated HR Advisors and Senior HR Advisor is please contact the Advisory line on the number above.

Staffing Updates

We have a few staffing changes we wanted to keep you abreast of:

- **Gail Fedyszyn** - For those of you in the North of the County, you may be aware that Gail Fedyszyn, HRA caseworker is due to retire at the end of the academic year – she will be a sad loss. However, we hope you will join us in wishing her a long and happy retirement and thanking her for all of her hard work in supporting so many of you!
- **Tracy Graham** - We are pleased to announce that Tracy and her husband are expecting a bundle of joy in the Summer and so Tracy will be taking a period of maternity leave starting towards the end of the academic year.
- **Alison Oxley** has provided support to schools for commissioned investigations since 2014 and will be leaving us for pastures new at the end of May. We wish her every success.

We have also made a number of **new appointments into the team** to ensure that we have smooth transitions for Gail's retirement and Tracy's maternity leave, and to add capacity and resilience to help ensure we continue to respond to the needs of our clients:

- We have made a few appointments into the **HRA Advisory team** who are responsible for the advisory helpline, live chat and attendance management casework – **Kate Thompson** and **Amy Binks** will join us shortly. If you have called the Advisory team recently, you may have already spoken with **Danielle Cawood** who also joined this team earlier this year. **Meg Crawford**, Senior HR Adviser manages the work of this team and will be focussing intently on ensuring schools are provided with proactive support to manage staff attendance.
- **HRA caseworkers** - **Siobhain Scanlan** joined the team in January and will become the nominated caseworker for the majority of schools in the North following Gail's retirement. Siobhain and Gail will be working closely together in the run up to Gail's retirement. **Georgina Carroll** was also welcomed into the team earlier this year as the nominated caseworker for schools in the West of the County.

HR Advisory Service

The advisory service number operates as a hotline with desk based staff available to take queries during office hours. All Schools also have a named Advisor who will be your key contact for casework and on-going queries who work flexibly across the County. All HR Advisors and Senior Advisors are managed by our three Principal Advisors, [Mairi Reed](#), [Julie Boucher](#), and [Harry Rashid](#). The HR Advisory Service is overseen by [Penny Yeadon](#), Head of HR CYPS.

Reducing Teacher Workload

“Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”

Foreword from Chair, Dawn Copping
- Marking report

“Teachers should not be spending their time on bureaucracy that does not add value. Teachers’ time should be protected and used to make a difference.”

Foreword from Chair, Kathryn Greenhalgh
- Planning and teaching resources report

“Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it.”

Foreword from Chair, Lauren Costello
- Data management report

Here’s a quick look at what three independent teacher-led workload review groups said in short reports on **marking**, **planning and resources** and **data management**.

Do	Don't	Remember Ofsted says
<ul style="list-style-type: none"> ✓ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes 	<ul style="list-style-type: none"> ✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it! 	Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
<ul style="list-style-type: none"> ✓ Remember quantity of feedback should not be confused with the quality. 	<ul style="list-style-type: none"> ✗ Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking' 	Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning.
<ul style="list-style-type: none"> ✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload. 	<ul style="list-style-type: none"> ✗ Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work. 	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
<ul style="list-style-type: none"> ✓ Look to identify blocks of time to allow for proper collaborative planning. 	<ul style="list-style-type: none"> ✗ Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning. 	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
<ul style="list-style-type: none"> ✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils. 	<ul style="list-style-type: none"> ✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work. 	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
<ul style="list-style-type: none"> ✓ Have high quality resources and schemes of work already in place and easily accessible. 	<ul style="list-style-type: none"> ✗ Plan to please external organisations. 	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
<ul style="list-style-type: none"> ✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision? 	<ul style="list-style-type: none"> ✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose. 	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers’ performance management and the teachers’ standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
<ul style="list-style-type: none"> ✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks. 	<ul style="list-style-type: none"> ✗ Duplicate data for different audiences – ‘collect once, use many times’. 	

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on GOV.UK
For clarification of what Ofsted expects, search the Ofsted Inspection framework on GOV.UK

To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching blog: teaching.blog.gov.uk
The reports are endorsed by the following:

