

NYES HR
Annual Update
for NYCC
Maintained
Schools
2022/2023

Dear colleagues

As we start the new academic year NYES HR are pleased to share with you our third Annual Update. Provided to aid your strategic planning and to highlight key HR issues for your consideration.

The information within this document will continue to be complimented by our regular and special edition newsletters, which provide HR news and information relevant to your school in a timely manner throughout the year. Your dedicated HR contacts will be happy to discuss any queries you may have relating to the information in this guide or the associated documents.

Thank you for all of your responses to our 2021/22 survey, such feedback is extremely valuable in the development of our service. I am delighted to be able to share with you that last year, 100% of responders were satisfied with the NYES HR service received. We received some extremely positive comments, some of which you will see throughout this document.

This year, we would encourage you to provide feedback again to aid our continuous service improvement. The 2022/23 NYES HR survey, which should only take around 5 minutes to complete, will be open for responses until the end of the spring term. You can access this online by following this link; consult.northyorks.gov.uk/snapwebhost/s.asp?k=164856056971. To thank you for your input, respondents who provide their school's contact information will be entered into a prize draw to win a free webinar training session of your choice! Details of the current webinars available can be found on pages 24 and 25. Named respondents will be entered into the prize draw anonymously in May, the winner will be selected at random and will be notified accordingly.

As a reminder, as an NYCC traded service, any profit generated is reinvested back into public services within North Yorkshire and therefore any growth of the service has a positive impact within the County. If you would like a more detailed discussion regarding any aspect of the service you receive, please do get in touch with your NYES relationship manager

I would once again like to take this opportunity to thank you for choosing NYES HR. We are delighted to continue supporting you.

Best wishes,

Penny Yeadon MCIPD

Head of HR



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“Having worked with a number of HR teams across my career, I can say with honesty that the service you and the team provide is exceptional.”

Executive Headteacher,
The Ribblesdale Federation

Key developments from 2021/2022 and considerations for 2022/2023

September 2021 – Low level concerns introduced to KCSIE. ([bulletin 7](#))

6th April 2022 – Fit note digitalisation was introduced, allowing Fit notes to be authorised digitally. ([bulletin 8](#))

1st July 2022 – Fit note certification role change was introduced which has meant that Nurses, occupational therapists, pharmacists and physiotherapists can now sign Fit notes, in addition to doctors (www.gov.uk/government/publications/the-fit-note-a-guide-for-patients-and-employees/the-fit-note-guidance-for-patients-and-employees)

1st September 2022 – KCSIE, introduction of online checks ([bulletin 9](#))

2nd September 2022 – Letter to school regarding implementation of NJC final offer for support staff pay award, pending outcome of national negotiations ([Red Bag 2nd September](#))

30th September 2022 – End date for temporary adjusted right to work checks due to Covid19 ([bulletin 9](#))

14th October 2022 – 2022/23 STPCD expected to be published. NYCC model pay policy to follow

NJC Pay award 2022/23

Discussions around NJC Pay award are still continuing, the Unison consultation is due to run to 21st October 2022. Following this, we will update you on the outcome, confirming whether the award implemented by NYCC in September 2022 is agreed or whether there is any change. The interim award agreed with Unison in NYCC (in line with the final offer made by the NJC employers side), is a pay award across all pay points of £1,925. This is equivalent to an extra 10.5% at the bottom of the pay scale and up to 10% for Teaching Assistants. ([bulletin 9](#))

STPCD 2022/23

The Government have now confirmed the pay award for teachers for 2022-23. The pay rises are different depending on the level of experience and are effective from 1st September 2022. The range of increase is between 5-8.9%. ([bulletin 9](#))

Looking ahead to 2022/2023

There has been some indication that there will be changes to employment law in the coming years. Although not guaranteed, this could include:

- changes to the right to request flexible working procedure
- the introduction of statutory carers' leave
- the introduction of neonatal leave and pay
- extended redundancy protections during pregnancy and maternity leave
- reforms to the requirement to produce modern slavery statements
- reforms to sexual harassment laws
- amendments to the rules on settlement agreements
- new provisions to give workers the right to request a more predictable and stable contractual working pattern



“I feel that the information in newsletters and annual updates is extremely useful. From personal experience though, the quality and advice from my HR adviser on an ad hoc and needs basis is second to none. Whilst I don't expect the answers to be instant on some occasions, the response is always timely and robust.”

Upper Wharfedale School

Data

Within NYES HR, requests for advice in relation to handling HR related data are regularly received. All schools, regardless of whether maintained or otherwise are ‘data controllers’ in their own right and therefore responsible for their own information governance compliance (which includes data protection and transparency). Failure to comply with information governance legislation could mean that schools face enforcement action from the national regulator (the Information Commissioner’s Office).

All organisations collect data relating to their employees. It’s important to ensure that records are stored in a secure place so that they are only available to those with a legitimate right to see the data, and in a well-organised system so that they can be easily retrieved and managed. The General Data Protection Regulations (GDPR) came into force in 2018 and essentially replaces The Data Protection Act 1998.

What Is A Data Breach?

A personal data breach means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data. This includes breaches that are the result of both accidental and deliberate causes. It also means that a breach is more than just about losing personal data. (ICO)

Data breaches can result in significant fines to employers, reputational damage, and costly and time consuming legal processes. The Information Commissioner’s Officer (ICO) publishes statistics on reported data breaches. In the final quarter of financial year 2021/2022, out of a total of 2172 data breaches recorded, the Education Sector logged 360 data breaches, second only to the Health Service at 427.

To compliment the guidance already available to schools (including the [government’s data protection toolkit for schools](#)), and to assist you in ensuring HR data is handled correctly within your establishment, NYES HR have published a specific HR related Data top tips / FAQs as a reference guide for clients, which can be accessed on our ‘Top Tips’ page of the portal here; cyps.northyorks.gov.uk/top-tips.



We hope that this will be useful for you to refer to for answers to questions such as;

What personal documents should be retained on file regarding employees?

How long do I need to keep HR documents (personnel files, disciplinary etc)

Who can I share Occupational Health advice relating to an employee with?

Are employees able to see references received for them from a previous employer, or produced relating to them in response to a reference request?

What documents do I need to retain for Governors?

Who can have access to employee data?

What do I do if an employee wants to see their personal file?

What if I have been asked to disclose data as part of an external referral process?

The advice within this document is in line with the NYCC privacy notice, which is based on the statutory framework.

Mediation

Unresolved conflict causes stress for individuals and may have a negative impact on morale, working relationships and productivity, not only for those directly involved, but also across a whole team. Early mediation can prevent parties becoming entrenched, reduce absence and the risk of escalation to time consuming and costly formal procedures. Managing a formal grievance is estimated to take an average of seven days of management and HR time, whilst tribunal costs are considerably higher where grievances remain unresolved.

Since launching our Mediation Service in 2021 a number of Schools and Academy clients have used our new service. Whilst it is always important to encourage staff to discuss issues which are causing conflict and to encourage them to try to resolve the situation between themselves, one consistent theme from our Mediators is that often the parties haven't spoken directly and openly to each other prior to the mediation session taking place.

The mediation process provides a psychological safe space and framework, facilitated by an impartial mediator, enabling very difficult conversations between both parties to achieve a better understanding. Mediation can be used to address a wide range of issues including a breakdown in relationships, communication problems, and supporting the transition back to work after a long-term absence or formal procedures.

The majority of mediation sessions end with the parties developing an agreement for how they will work together in the future. This agreement is confidential to the parties themselves and is only shared with others if agreed as part of the mediation session. Where a mediation session does not end in an agreement, the time, and money, has not been wasted, both parties have had an opportunity to exchange views and develop greater understanding and insight, in a safe space, which may go some way to helping them to re-set their working relationship in the future.

Mediation sessions can be arranged (where appropriate) as a bespoke service as detailed in your SLA, at a competitive rate. The flow chart on the next page details how Headteachers/managers can access the service.

FAQs

Who gets to know what is discussed at mediation?

The content of the conversation remains confidential to the participants, who sign a confidentiality agreement.

What if it doesn't work?

There can be no guarantee of resolution or agreement, but mediation will open dialogue between both parties, which may help to reset communication channels and this can have a positive impact on working relationships.

Who gets a copy of the mediation agreement?

Only the participants get a copy of the agreement, unless they agree to share the information.

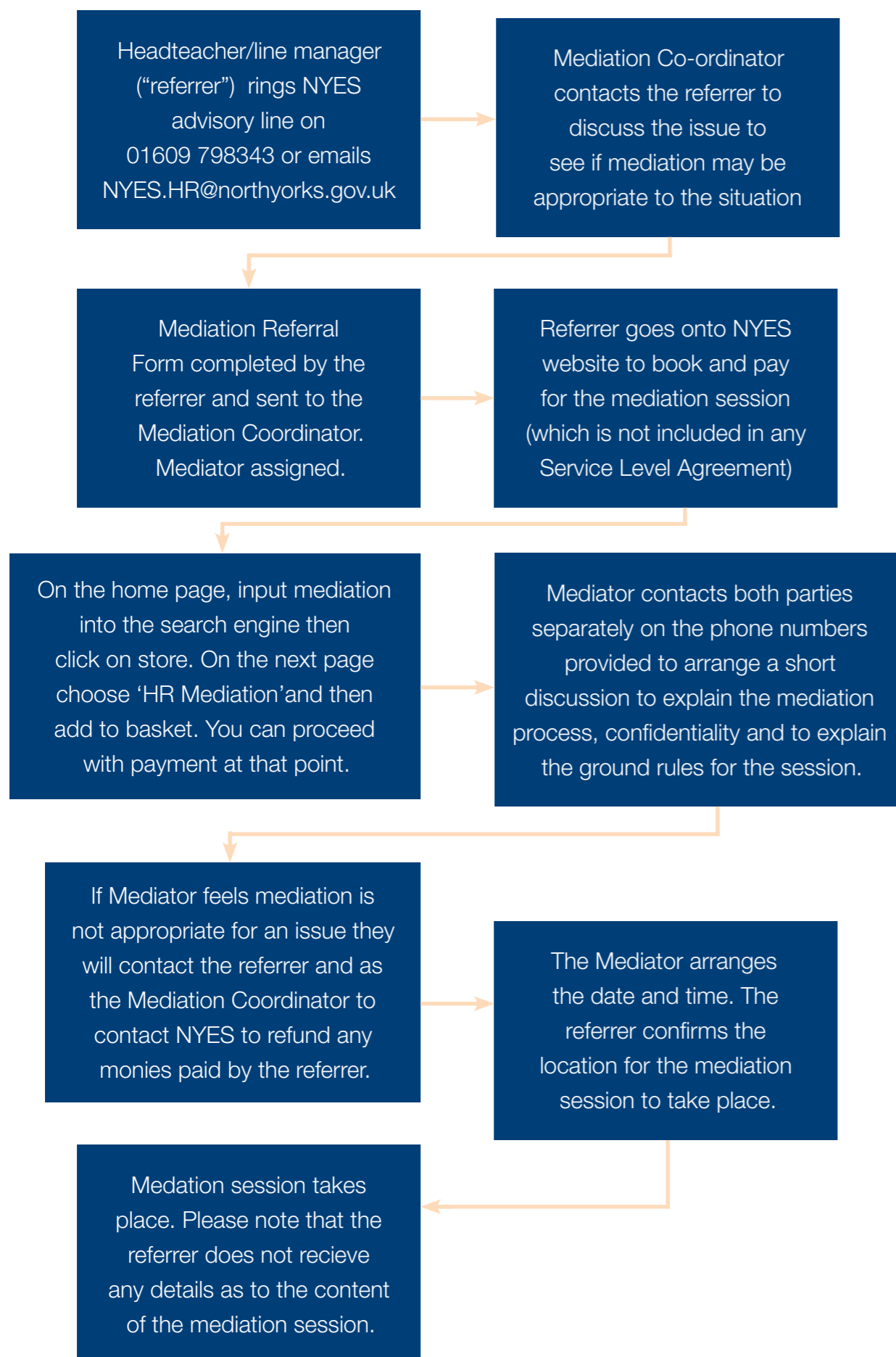
When is mediation appropriate?

It can be helpful where there is a dispute between employees who are both willing to resolve their differences, and want to maintain control of the outcome. The discussion will focus on the future and rebuilding relationships, rather than attempting to prove who was at fault or seek a judgement about what has happened in the past. It can also be used in the early stages of employee grievances or potential disciplinary to help promote resolutions without the need for formal action. It can be useful when individuals have had a breakdown in their working relationship.

Is it easy to arrange?

Yes! If you have an issue that you think could be resolved with mediation, contact your HR Advisor or the Advisory line, and a Mediator will contact you to discuss next steps. Mediation can be easily booked and paid for online.

Do you have staff that have unresolved issues? Could mediation help?
This step-by-step guide explains how to arrange mediation:



Spotlight on...

Recruitment

In recent months we have seen a significant shift in the labour market as vacancies now exceed unemployment rates nationally. In North Yorkshire unemployment is 2.1% compared to 4.4% nationally, exacerbating the labour market challenge locally. Schools and academies, have started to see that some of the historically easier to fill roles are not attracting candidates at pre Covid levels and typically hard to recruit for roles become even more so. Alongside the challenges of recruiting teaching staff, it is becoming increasingly challenging to recruit general teaching assistants and support staff.

Employers are having to give increased thought to how their vacancies can appear to be the most attractive in a scarce and highly competitive market. Post pandemic many employers have been able to continue to recognise the benefits of flexible and remote working. Whilst remote working may not translate well to many school roles, there may be others where this option could help attract the best candidate.



So what else can schools and academies do to attract more candidates and ensure vacancies are filled with the best people?

- Help prospective applicants see a career path within your School, Teaching Alliance or Trust.
- LGPS and TPS are some of the best pension schemes nationally. Staff may have access to other discounts or services. Showcase any benefits as part of a total reward package.
- School hours and term time only working can be a huge draw. Make sure your candidates know what flexibility you have.
- Many roles can be undertaken as an apprenticeship giving the opportunity to train on the job. This is a great opportunity to mould staff to specific ways of working. Funding is available from the Apprenticeship Levy.
- Highlight that helping to shape children's' futures can be hugely rewarding work, even for non-teaching roles.
- If you are finding that the candidate field is limited, consider advertising on new platforms or using a resourcing partner to identify suitable candidates, traditional forms of advertising media such as local press have limited or no success.
- Understand why current staff are leaving through exit interviews and take appropriate action where possible to retain staff and make positive changes moving forward.
- Take the time to ensure that staff leave well; they might return in the future, will speak positively to new colleagues about their experience; a positively managed exit has a positive effect on remaining staff.

- Look at the market and other comparable roles. Is the salary competitive enough to compete with other roles in the local area? For particularly hard to fill roles we'd recommend you have a conversation with your HR Advisor about whether job regrading or salary supplements might be appropriate.
- Consider the job description and person specification. Is this a good reflection of the job role? Are all the skills and qualifications listed as essential truly required to be effective or might good candidates be put off by not having previous experience, for example?
- Consider what new elements can be learnt during induction rather than required upon start, this will increase the field.
- Consider your recruitment process; ensure that it is easy for applicants to apply; the best applicants will be happy and high performing in their current role, juggling a busy job and life – to attract them, they need to be able to apply quickly and easily.

- Teaching staff expect to apply via application forms, support staff applying for their first role in a school may be more used to applying via CV or their online profile and may be put off applying. Whilst it is essential to have a robust and detailed application form to adopt safe recruitment practices, for hard to fill roles you may wish to consider having a two stage process; stage one an expression of interest (cv, short application) and second stage full application to support an interview. Once you have attracted and engaged the initial interest, and explain the need for further information on the back of securing an interview applicants are more likely to invest more time in the application process.
- Ensure that the recruitment experience is engaging, timely and a positive experience even for those who are not offered the role; they may be an ideal candidate in the future and will tell friends and family about the great experience they have had.
- Shout about the positives of working at your setting. What would your current staff say they like about working there?
- Get pupils, parents and staff involved in recruitment; short videos or quotes can really make your vacancy come to life, especially when used on a variety of online media, encourage people to share opportunities with friends, families and professional networks.

- Ensure that your school website is up to date; this is the first impression you give to potential applicants. Ideally ensure that there is a career page outlining your workforce commitment, benefits package and employer ethos.
- Collaborate with other schools and academies to support mobility of staff and keep them in the profession.
- Ensure you have a succession plan in place so that you are not under pressure to rush to recruit.

Refugee Recruitment

The United Kingdom has a long and proud history of welcoming refugees into our country. With many conflicts ongoing around the world there are an increasing number of refugee's living in our region. Refugee's come with a wealth of different skills and experience and could be a welcomed addition to our local labour market and to your school workforce.

When employed, refugee's are subject to the normal recruitment checks to ensure they are suitable to work with children and to maintain that on-going culture of vigilance around safer recruitment which is vital in our schools. DBS checks alone are unlikely to provide assurances as the DBS is limited to UK criminal record and barred lists to which refugee's are likely to have limited or no history, especially if the person has never lived or worked in the UK before.

Whilst obtaining overseas checks and references are particularly important given the ongoing conflict, the ability to obtain these maybe limited through no fault of the refugee. If schools are struggling to obtain the required information, please speak to your nominated HR Advisor and they can discuss any potential risks or solutions with you on a case-by-case basis.



Case Study

Following the resignation of a long-standing, experienced GTA, you waste no time in trying to secure a replacement. You advertise using an old advert you drafted several years ago. The school have historically experienced a low turnover of GTAs.

The advert closes two weeks later. The response rate is low and the calibre of candidates is disappointing. With two weeks until the GTA leaves, three candidates are shortlisted and assessed. Two are unsuitable and the third you have some reservations about. However, you do not want to delay getting someone in post so you decide to appoint the individual, ensure they have a detailed induction and are subject to a probationary period.

The new GTA starts in post and works through the induction process. There are concerns the individual is not grasping some of the duties as quickly as you would like. You ask them to shadow another GTA.

After four months, they make the same mistakes and seem uninterested in the role. There are no underlying health conditions or obvious contributing factors. After several discussions and arranging further training, you hope their performance will improve. By the end of month five, they continue to be careless and not follow reasonable instructions.

You have a busy month and have not had the opportunity to monitor their performance as much as you would have liked. However, there are small improvements and you lack the evidence to say they have failed their probationary period, so you confirm them in post.

By month eight, you seek HR advice as there are significant performance issues. These are addressed under the school's Performance Management Policy. This is time consuming for you in terms of the preparation, correspondence and meetings. By month nine, the individual is absent and you commence Attendance Management processes. Their poor performance and absence is impacting the wider team's morale. You have to take on an agency worker to cover incurring additional expense.



Learning points

- Many support staff are only contractual required to provide one month's notice. Consider ensuring that not only one member of staff has the knowledge to complete a particular task.
- Be clear about what is and is not acceptable benchmark threshold, in your JD/PS, advert and assessment process.
- If the outcome of a selection process is that someone is not quite suitable, instead of appointing consider commencing a new recruitment exercise, revising the JD/PS and advert. With a revised specification, you might attract a different field and can still consider the previous applicant.
- When considering whether someone is appointable, make the decision on the person's ability to achieve the required standards well within the probation period. Consider your capacity to support a detailed development plan and ensure that clear objectives are carefully managed to provide a platform for them to succeed. Behaviour and attitude are typically not easily addressed, whereas knowledge gaps can be developed.
- Ensure your school has adopted and robustly follows a Probationary Policy, it is vital that issues are identified and acted upon early. Failure to do so often manifests in other more resource intensive issues.
- In this scenario the costs of making an ineffective recruitment decision are far higher, than the costs could have been to arrange temporary cover whilst taking the time to make an effective hiring decision.
- Making a bad hiring decision has the following consequences: increased costs, negative impact on existing staff and increased manager workload, declining health and future career of the new hire and a reduction in the quality and efficiency of work related outcomes.

Overview of responsibilities for HR matters and HR Audit

NYES HR suggests that the full Governing Board should confirm at the beginning of the academic year which governors have responsibility and are on any HR committees, where applicable, alongside their review of the scheme of delegation.

Governing Bodies must have adequate structures in place to carry out their functions and to ensure transparent decision making in line with their obligations. Governing Bodies in Maintained Schools must ensure compliance with;

- The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- School Staffing (England) Regulations 2009
- The Education (School Teachers' Appraisal) (England) Regulations 2012

All governing bodies should have regard to the latest version of The Governance Handbook.

We have provided an audit tool on pages 18 and 19 for use at a Governing Body / committee, as a brief health check regarding HR matters within school. If there are any areas of concern, or the school wish to review to a greater level of detail, a detailed Governor Health check or Governance review is available to commission from NYCC School Improvement Service.



Area	Topic	Yes/no Action required, when and who	Notes /documents
Policy	Have you adopted, minuted and made available to all staff the following policies; <ul style="list-style-type: none"> • Appraisal • Attendance Management • Capability • Code of Conduct • Developing Performance • Disciplinary • Equality/Single Equality Scheme • Flexible Working • Leave • Parental Leave • Pay • Managing Allegations (guidance) • Recruitment and Selection • Resolving Issues at Work • School Hearing and Appeals • Reorganisation, Redundancy and Redeployment 		Please note the dates of the most recent versions of policies within the guide on pages 22 & 23. Do staff know where the policies are held? Do all relevant personnel (HT, governors,, SBM) have access to CYPs info or school portal so that they are able to access the school's agreed policies?
Policy	Do you have a copy of the collective agreements which transferred under TUPE and are the contractual entitlements reflected within policies?		
Policy	Have the school ensured that staff are provided with relevant contractual entitlements i.e. leave?		NYES leave policy sets out the statutory, contractual and discretionary entitlements for leave
Policy	Has the school ensured that staff and governor induction policies are up to date?		
Decision making	Has the power to dismiss been delegated to the Headteacher? In which circumstances does this apply?		Consider for each relevant policy
Decision making	Have the Governing Body formed an appeal panel for all relevant policies?		Consider whether external support for such processes may be necessary and in what circumstances
Workforce planning	Do all staff receive an annual appraisal?		Appraisal training available from NYES HR
Workforce planning	Has the Governing Body noted that appropriate leadership time and levels of PPA time is allocated, and does this include additional time as required for ECTs?		Guidance available within STPCD / Seek advice from NYES HR
Workforce planning	Have you recently reviewed job descriptions to ensure these remain fit for purpose? Do you have an appropriate job evaluation scheme in place?		Seek advice from NYES HR in respect of any changes to JDs. Be aware of the need to evaluate roles which have changed.
Workforce planning	Does the school anticipate there being a need to restructure the workforce, or make redundancies, during the coming academic year?		Seek advice early from NYES HR. For consultations due to take effect at the beginning of the academic year, you should be aiming to start any consultations by no later than February half term. Note the template timetable available in the template RRR policy. Appoint to selection and appeals committee for the process.

Area	Topic	Yes/no Action required, when and who	Notes /documents
Workforce planning	Does the school anticipate the need to increase or decrease the workforce during the academic year by means of TUPE transfer?		Seek advice early from NYES HR
Workforce planning	Has the school undertaken a review of the use of fixed term contracts, and are the risks associated with the use of successive fixed term contracts understood?		Seek advice early from NYES HR.
Workforce planning	Has the school undertaken a review of the employment and contractual status of its workforce, and are the risks associated with use of supply and relief staff on a regular and long term basis understood?		Seek advice from NYES HR.
Training	Does the Headteacher (and relevant senior leaders) have sufficient understanding of their role in HR matters and has sufficient training been provided?		Information provided through regular NYES HR updates See training section of this guide pages 24 and 25 Seek advice from nominated HR Adviser
Training	Do Governors have sufficient understanding of their role in HR matters and do any training, knowledge or experience gaps exist?		Information provided through regular NYES HR updates See training section of this guide pages 24 and 25 Seek advice from nominated HR Adviser
Training	Have 2 or 3 governors undertaken performance management training?		Training available from NYCC School Improvement Services.
Training	Do Governors have sufficient understanding of the terms and conditions of staff?		Support available from NYES HR
Training	Do Governors have sufficient understanding of statutory guidance; Keeping Children Safe in Education, in respect of HR matters?		Managing allegations guidance Further support available from NYES HR in managing allegations against staff
Training	Have two or more Governors been trained in safer recruitment?		It is recommended that 2 Governors on each board should have completed safer recruitment training (statutory guidance requires one)
Health and wellbeing	What support is in place for the Headteacher/, is this effective?		Suggest that HT induction is reviewed (where applicable)
Health and wellbeing	Has the school adopted the Workplace Health and Wellbeing Strategy, and developed an action plan with review dates?		Templates available on the CYPs portal Consider a workplace health and wellbeing survey (available from NYES HR)

HR policies and procedures update – 2022-2023

Consultation and Adoption of HR Policies

In our newsletters we often refer to consultation and the adoption of new or revised HR policies. We have produced this brief guidance to help schools understand the requirements and their obligations under these processes.

Consultation

Consultation in this context refers to consultation with staff and unions and will usually be regarding a revised or new HR policy. Where unions are recognised by the employer, it is a requirement to undertake consultation with these unions when changes are being proposed and NYCC recognises a number of unions and professional associations for these purposes. Consultation is not negotiation, but it should be meaningful and undertaken with a view to reaching agreement.

Under the central facilities arrangements, we consult on new and revised HR policies at LA level. This means schools who are part of this arrangement, do not then need to undertake a period of consultation with staff and unions at school level prior to adoption. The exception to this would be if the school wished to depart from the standard policy or if there are a number of school level decisions which need to be made (e.g. there are a lot of school level discretions in the model pay policy).

When local consultation is necessary, it is for individual schools to decide how it undertakes consultation and this will depend on the arrangements within that setting. Approaches can include staff meetings or briefings, notice boards, electronic methods such as emails and intranets, consultative meetings and forums

or a combination of more than one of the above. Consultation communications should clearly set out the new arrangement being considered, how responses to the consultation can be made, the length of the consultation process and where further information can be obtained. Where consultation feedback is received it is good practice to respond to this and give an explanation if the suggestion has not been adopted.

Schools who are not in the central facilities arrangements will need to establish their own formal consultation arrangements with their recognised union representatives. Information regarding employee consultation and union recognition, is available on the Acas website. Whilst staff consultation may not always be required, it is good practice to ensure revised HR policies are communicated to employees once they have been adopted or otherwise made available for staff to refer to.



Adoption

Once consultation has taken place, centrally, locally or both, the school will need to formally adopt the policy or new arrangement. How a school does this will depend on the delegation arrangements which it has in place and the nature of the policy or arrangement under consideration.

The DfE issues guidance regarding which statutory policies need to be adopted by the full governing body and which decisions can be delegated to a committee of the governing body, an individual governor or the Headteacher. We have also updated our Policy List to include this information. Where a policy is not a statutory requirement, individual schools can determine the approval arrangements.

NYES HR policy update

Our table of available NYES HR policies on pages 22 and 23 clarifies the latest issue date, and whether these are required in line with DfE guidance. This is regularly updated within the CYPS portal. Last Updated: July 2022

Policy Title	Required	Latest Issue Date	Adoption					Notes
			Full GB	Committee of GB	Individual Governor	Headteacher	School/ Academy to determine	
Appraisal	Yes	August 2021	x	x	x			
Attendance Management Policy	No	2018					x	
Capability Policy and Procedure for Schools	Yes	August 2021	x	x	x			Amended to replace NQT with ECT. Formatting tidied up. Tracked changes version available.
Code of Conduct	Yes (inc. academies)	January 2022	x					Reviewed due to KCSIE changes from September 2021 – Low Level Concerns
Collective Disputes Policy and Procedure	No	2015					x	
DBS Policy	No	August 2022	x	x	x			
Developing Performance - Policy and Procedure	Yes	August 2021	x	x	x			
Disciplinary Policy and Procedure	Yes	2018	x					Review scheduled for Autumn 2022
LGPS Early Retirement Policy	No	November 2019	n/a	n/a	n/a	n/a	n/a	NYCC policy which applies to maintained schools
Equality Policy/ Single Equality Scheme	Yes (inc academies)	Sept 2018	x	x	x	x		
Flexible Working Policy and Procedure	No	2018					x	
Increments Policy	No	2015	x					
Induction Policy	No	2011					x	
Leave Policy and Summary Charts	No	September 2020					x	Review to be scheduled.
Leave Guidance	No	September 2020					x	
LGPS Employer Discretion Policy	Yes (for NYCC)	2019	n/a	n/a	n/a	n/a	n/a	NYCC policy which applies to maintained schools
Parental Leave	No	December 2018					x	
Managing Allegations Guidance	Yes (from KCSIE)	January 2022	x	x	x	x	x	Reviewed due to KCSIE changes from September 2021 – Low Level Concerns
Model Pay Policy	Yes (not academies)	September 2021	x					2022 template due to be issued following publication of STPCD – expected September 2022

Policy Title	Required	Latest Issue Date	Adoption					Notes
			Full GB	Committee of GB	Individual Governor	Headteacher	School/ Academy to determine	
Probationary Procedure	No	August 2021					x	
Recruitment and Selection Policy & Procedure for Schools	Yes (from KCSIE)	September 2021	x	x	x	x		To be updated in line with KCSIE September 2022 – online searches
References Policy	No	2022	x	x	x			Updated and published April 2022
Resolving Issues at Work Policy and Procedure	Yes	July 2020	x					
School Hearings and Appeals Procedure	Yes	2016	x					Review scheduled for 2023
Schools' Reorganisation, Redundancy and Redeployment Policy	No	September 2019					x	
Smoke-free Workplace Policy	No	2013					x	
Travel and Expenses Policy (including Relocation)	No	2017					x	
Workplace Health and Wellbeing Strategy	No	September 2021					x	Updated following publication of DfE Wellbeing Charter
Whistleblowing Policy	No	2016					x	Owned by Veritau, being reviewed.
Workplace Substance Misuse Policy	No	2018					x	

2022-23 NYES HR Training

Many school staff have found attending virtual training much more convenient and easier to fit into their working day. Our programme of webinars frequently includes:

Successful Appraisal

Engage staff so they are prepared to discuss their performance and progress against targets. Understand the statutory requirements and review good practice.

Challenging Conversations

Reflect upon what gets in the way of holding difficult conversations and focus on a rational and objective discussion. Plan and prepare for structured conversation that will engage individuals, develop accountability and focus on positive outcomes.

Resolving Issues at Work

Unresolved conflict causes stress for individuals and may have a negative impact on morale, working relationships and productivity across the team. Develop the knowledge and skills to deliver proactive and constructive interventions that address conflict at the earliest opportunity.

Wellbeing Champions

Confidence to develop your role as wellbeing champion, supporting wellbeing initiatives and signposting staff to resources.

Governor Panels; Staff Hearing and Appeals

This interactive webinar provides insight into the hearing and appeals process, and includes a live demonstration of questioning a witness in a hearing, giving delegates the opportunity to ask questions of the witness.

Managing performance and capability

Review the principles and policies that support good performance and promote a culture of challenge, support and continuous improvement. Utilising the Developing Performance and Capability Policy understand the roles, responsibilities and process to deliver a fair and robust approach to managing under performance.

HR Toolkit for Senior Leaders

Understand the rights and obligations under the contract of employment, including how to vary or end contractual arrangements.

Managing attendance and Related HR issues

The course will guide you to manage staff absence in a timely and effective way. We will also address a range of frequently asked questions to support you in the day-to-day management of staff.

Further information:

All courses are delivered in Teams and can be booked through NYES. Contact us to discuss webinars tailored to your school needs – susan.mcgin@northyorks.gov.uk

These courses are available to book through www.nyestraining.co.uk/

Schedule of training dates

Webinar	Dates
Successful Appraisal	18/11/22
Challenging Conversations	01/12/22
	28/02/23
Appraisal Support Staff	01/02/23
	07/02/23
	02/03/23
Resolving Issues at Work	15/11/22
	02/02/23
Wellbeing Champions [Available to NY Schools/Academies only]	19/10/22
Governor Panels: Staff Hearing and Appeals	15/11/22*
	21/03/23*
Managing Performance and Capability	13/10/22
	31/01/23
HR Toolkit for Senior Leaders	08/11/22
	09/03/23
Managing Attendance & HR Related Issues	12/10/22
	09/03/23
Building Resilience in the Workplace (for schools who buy into the staff absence scheme)	24/11/22
	17/01/23
Stress Risk Assessment and Talking Toolkit (for schools who buy into the staff absence scheme)	15/11/22
	24/01/23

*Denotes an evening session

For Schools who buy into the Staff Absence Scheme,

Building resilience in the workplace

Identify and implement changes to improve resilience at work

Stress risk assessment and the talking toolkit

Explore tools that help to identify key risk factors and create a dialogue for implementing solutions

“The leadership team have come away from it clear about the expectations for appraisal and enthused about how the process can make a difference.”

Headteacher

“I’ve strongly recommended this training to my governor colleagues and their subsequent attendance means we collectively provide the most effective stewardship for the school.”

School governor

Meet the NYHR Team

Please note our new email address for general queries - NYES.HR@northyorks.gov.uk
Individual team member email addresses are as shown below.

Lead Contacts

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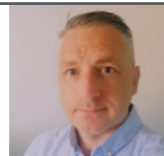
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Kate Earnshaw

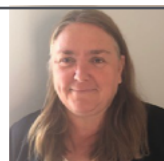
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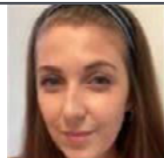
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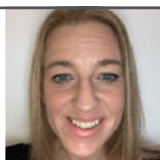
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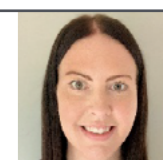
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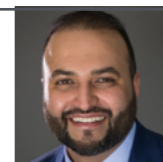
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NYES HR portal: <https://cyps.northyorks.gov.uk/hrpages>
(login details available from NYES HR)

The contact details above will take you through to our office based HR Adviser (Advisory) team and all initial queries should be made via this contact. It may be necessary to escalate your query to your nominated HR Adviser (Casework).

We are open all year between 8.30am and 5pm Monday to Thursday and 8.30am and 4.30pm on Friday

To find out more about any of the services we offer and how we can support you please contact the North Yorkshire Education Services team:

W: www.nyes.info **E:** nyes@northyorks.gov.uk **T:** 01609 533222

