



## REDUNDANCY AUDIT AND CRITERIA – SECONDARY SECTOR

- Retirement / Voluntary Dismissal when there is Over-staffing
- Model Criteria
- Example of Secondary School Criteria in Gwynedd

### 1 Situation of Over-staffing

1.1 Gwynedd LEA's Over-staffing Procedure stipulates that an over-staffing situation formally exists following the publication of 'Letter 2' in the procedure. At this juncture, the school will have identified the scale of the over-staffing and scale of staffing cuts required for the following school year.

### 2 Curriculum Audit

2.1 To identify scale of over-staffing amongst teachers, a Curriculum Audit should have been held that shows the number of lessons required in every subject to fulfil all aspects of the curriculum that will be provided in the following year as well as the number of lessons available for the current staff to teach that curriculum.

2.2 The curriculum provision should take all relevant factors into account such as:

- school Development Plan and any Supportive Action Plans
- the school's current managerial and proposed structures
- outcomes of any recent inspection reports.

2.3 The Curriculum Audit will set curriculum and staffing requirements for the following year, identifying the specialist skills and roles required to meet those requirements.

### 3 Pool of posts at risk due to over-staffing

3.1 A pool of posts at risk due to over-staffing will be drawn up, in compliance with the following guidelines:

- i) An assessment will be held of the number of learning sessions required to meet the school's curricular, pastoral and management requirements as identified by the Governing Body. The underlying rationale to any change in the curriculum model that is currently implemented will be included as part of the Curriculum and Pastoral Plan.
- ii) The number of teachers available to implement this model will then be set through considering which teachers, who are currently at the school, possess the experience/qualifications/ability to do so (i.e. provide the lessons or the responsibilities).



3.2 Having identified the number of teachers (FTE) available to provide the model, a comparison with the number required will be needed:

- i) When the number of available teachers is equal to or below the number of teachers required to fulfil the curriculum model, then those teachers are considered as being necessary to provide the curriculum, and they will be withdrawn from the pool at risk of compulsory redundancy.
- ii) When the number of available teachers exceeds the number required to provide the curriculum model, then there will be a pool of teachers who are at risk of compulsory redundancy. This can be subject or department based.

#### **4 Select from amongst the staff who are in the pool of teachers at risk of compulsory redundancy**

- 4.1 The Redundancy Criteria developed by the Governing Body will reflect staffing, curriculum and individual school management requirements. (See examples of Redundancy Criteria.)
- 4.2 The Redundancy Criteria for all teachers in the pool of staff at risk of compulsory redundancy are applied. The staff member who is awarded the smallest number of points will be identified, in the first instance, for compulsory redundancy.
- 4.3 Once an individual has been identified by the criteria procedure, the implications of this choice on the curriculum, are considered.
- 4.4 If a staff member is selected for redundancy through the criteria procedure and that redundancy has no implications as regards providing another part of the curriculum, then the Governors will offer to reduce the hours or make a staff member redundant.
- 4.5 If a staff member is selected for redundancy through the criteria procedure and that this implies that another part of the curriculum cannot be provided, then the Governors will consider limiting the redundancy to the element where there is over-staffing only (i.e. reduce the individual's agreement hours to reflect the over-staffing)
- 4.6 The staff identified through the criteria process will continue to be considered until a total redundancy is arrived at that equates to the total of the identified over-staffing.

#### **5 Staff who volunteer for early retirement or redundancy to avoid compulsory redundancy**

- 5.1 Some staff members may wish to take advantage of more favourable terms available to take early retirement and/or redundancy pay when there is over-staffing at a school.
- 5.2 Staff members are invited to declare an interest in taking early retirement or working part-time in Letter 2 of the Over-staffing Procedure, and they are urged to



contact the LEA's Senior Pay-roll Officer to obtain guidance on salaries, benefits and/or pension.

5.3 If a member (s) of staff formally volunteer (by letter) to retire and/or be made redundant, the request will require the same consideration as given to staff identified through the criteria procedure:

i.e.

- If accepting the staff member's retirement/voluntary redundancy implied that there were no implications to that redundancy regarding the school's capacity to provide the curriculum with the remaining staff, then the Governors can consider accepting the staff member's offer so as to avoid compulsory redundancy.
- If accepting the staff member's retirement/voluntary redundancy implied that part of the curriculum cannot be provided (unless somebody from outside the school is appointed), the staff member's retirement/voluntary redundancy cannot be considered.

5.4 More than one staff member may *consider* volunteering to take early retirement and/or dismissal (more, possibly, than the school's total requirement, or more than one staff member from the same curricular field). In such instances the 'first come first served' principle can be implemented as regards staff who formally volunteer, (i.e. if a letter is received from a staff member who formally volunteers to retire and/or be made redundant, and that offer can be accepted so as to avoid compulsory redundancy (in compliance with 5.3 above), the dismissal can be confirmed). If that voluntary redundancy is a sufficient break to address overstaffing requirements identified at the school, the overstaffing process can be terminated.

If more than one staff member formally volunteers at exactly the same time, the same principles will need to be implemented in selection from amongst the volunteers and is done when selecting individuals for compulsory redundancy, i.e. prepare criteria so as to measure the individuals contribution to the school. The staff member with the lowest score would be eligible for consideration to accept his/her offer of volunteering to take early retirement or redundancy.

5.5 **'Bumping'** – sometimes, a non-teaching staff member in one of the school's fields where there is overstaffing would volunteer to take early retirement or redundancy so that the school can avoid making compulsory redundancy.

- If the aspect(s) of the curriculum provided by the staff member who volunteers can be provided through using other school staff ***in a field where there is overstaffing*** (without appointing somebody from outside the school), the Governors may consider accepting the offer of the staff member who volunteers so as to avoid compulsory redundancy. (However *considering taking such action is subject to the skills of the remaining school staff and their capacity to fulfil*



*aspects of the curriculum provided by the staff member who volunteers. Prime consideration should be given to school standards and curriculum rather than the wishes of individual staff.)*

- Occasionally, a TLR holder offers to volunteer to take early retirement or redundancy so as to avoid compulsory redundancy. In such a situation, the curricular considerations are shown in the above bullet point, but in addition, the school will need to be satisfied that it has the staff who are competent to undertake the TLR without having to appoint from outside the school.



## **SCONDARY SECTOR**

### **CONSIDERATIONS FOR SELECTION & SCORING CRITERIA**

The selection criteria established must be:

- made known to staff and trade unions in advance
- relevant to the posts in question
- tailored to meet each individual school's needs
- objective
- consistently applied
- capable of explaining why a particular nomination was made
- capable of being used and checked by the Staff Dismissal and Redundancy Panel and its associated Appeal's Panel.

Governing Bodies need to determine criteria relevant to the school's needs to sustain the school into the future. The Governing Body may use a combination of selection criteria such as skills, abilities and experience, and this may vary according to the category of staff to be selected.

#### **In line with ACAS Guidelines specimen criteria may include:**

Range and level of skills; absence record; disciplinary record; qualifications; job performance; time-keeping; length of service

If considering absence records

- be aware of maternity or disability related absences. Are the absence records accurate? ;
- Be aware of how you record and show the absence rates as statistics can create a disproportionate image; How far will records go back?

Such criteria can be used as part of the core criteria but it is recommended that they are only considered in the event of a tie. Alternatively, a competitive interview is an option in the event of a tie-break situation.

#### **ROLE OF THE STAFF DISMISSAL AND REDUNDANCY PANEL (SDRP)**

- To identify, on behalf of the governing body, a member(s) of staff to be dismissed from their contract of employment on the grounds of redundancy
- The Staff Dismissal and Redundancy Panel (SDRP) will appoint a Chair who will be responsible for signing all appropriate correspondence
- A representative of the Education or Diocesan Authority is entitled to attend, for the purposes of giving advice, all proceedings of the SDRP should they deem it necessary
- The head teacher will undertake an assessment of staff against agreed criteria and provide this to the SDRP, in a format which protects as far as possible the identity of staff, to assist in the selection process.
- The SDRP will not seek the opinion of the head teacher on any member of staff
- Based on the information made available, the SDRP, will undertake the process of selection by completing a selection criteria spreadsheet – see below for example
- The head teacher is not entitled to be present when the SDRP make their decision



- Once the spreadsheet has been completed it should be apparent to the SDRP that the lowest score on the grid will be the member of staff identified for redundancy.
- The head teacher will reveal the identity of the member of staff so that the Chair can formally notify them.

### APPLYING THE SELECTION CRITERIA FOR IDENTIFICATION PURPOSES

Having established and consulted upon objective selection criteria, the next step is to ensure that such criteria is applied correctly and fairly using up to date and accurate data and knowledge of the individual's skills level. The criteria will be applied by the SDRP following the initial assessment by the head teacher who must ensure that any information used in completing the selection criteria can be evidenced.

The following criteria are examples only– they should be amended accordingly in response to individual school requirements

| EXAMPLES OF DRAFT CRITERIA FOR RANGE & LEVEL OF SKILLS   | SCORING  |
|--|--|
| <p><b>Responsibility for</b> coordinating the teaching and learning of a core subject area e.g. maths.</p> <p><i>The Staff Dismissal and Redundancy Panel must clarify whether this contribution is a part of teacher's professional responsibilities or whether it falls within the TLR definition</i></p>              | <p>3 points = current responsibility<br/>           2 points = recent but not current responsibility<br/>                     e.g. within the last 2 years<br/>           1 point = evidence of but not recent<br/>           0 points = no evidence</p> |
| <p><b>Contributions to</b> developing the teaching and learning of a core subject area.</p> <p><i>What is meant by 'contributions'?<br/>           How are they measured?</i></p>  | <p>3 points = current contribution<br/>           2 points = recent but not current contribution<br/>           1 point = evidence of but not recent<br/>           0 points = no evidence</p>   |
| <p><b>Responsibility for</b> coordinating priority initiatives under the School Development Plan</p> <p><i>The Staff Dismissal and Redundancy Panel must clarify whether this contribution is a part of teacher's professional responsibilities or whether it falls within the TLR definition?</i></p>                   | <p>3 points = current responsibility<br/>           2 points = recent but not current responsibility<br/>                     e.g. within the last 2 years<br/>           1 point = evidence of but not recent<br/>           0 points = no evidence</p> |
| <p><b>Contributions to</b> the development of priority initiatives under the School Development Plan</p> <p><i>What is meant by 'contributions'.<br/>           How are they measured?</i></p>   | <p>3 points = current contribution<br/>           2 points = recent but not current contribution<br/>           1 point = evidence of but not recent<br/>           0 points = no evidence</p>   |
| <p><b>Responsibility for</b> coordinating the teaching and learning of x (non-core subject) within the curriculum.</p> <p><i>The Staff Dismissal and Redundancy Panel must clarify whether this contribution is a part of teacher's professional responsibilities or whether it falls within the TLR definition?</i></p> | <p>3 points = current responsibility<br/>           2 points = recent but not current responsibility<br/>                     e.g. within the last 2 years<br/>           1 point = evidence of but not recent<br/>           0 points = no evidence</p> |
| <p><b>Contributions to</b> the teaching and learning of x (non-core subject) within the curriculum</p> <p><i>What is meant by 'contributions'. How are they measured?</i></p>  | <p>3 points = current contribution<br/>           2 points = recent but not current contribution<br/>           1 point = evidence of but not recent<br/>           0 points = no evidence</p>   |
| <p>Overall <b>pastoral responsibility</b> such as active tutorial work and mentoring</p>   | <p>3 points = current responsibility<br/>           2 points = recent but not current responsibility<br/>                     e.g. within the last 2 years<br/>           1 point = evidence of but not recent</p>                                       |



|  |   |
|--|---|
|  | 0 points = no evidence  |
| <b>Contributions to pastoral support</b> such as active tutorial work and mentoring  | 3 points = current contribution<br>2 points = recent but not current contribution<br>1 point = evidence of but not recent<br>0 points = no evidence |
| Demonstration of relevant continuous professional development and /or additional qualifications gained <b>that have impacted upon standards of teaching and learning in the past 3 years</b> | 3 points = excellent evidence<br>2 points = good evidence<br>1 point = some evidence<br>0 points = no evidence/more than 3 years                    |
| Length of service at the school<br><small>This may also be used when all other methods for distinguishing between two equal members of staff have failed</small>                             | 1 point = up to two years' service<br>2 points = two years but under five<br>3 points = five years but under ten<br>4 points = ten years' and over  |

### USING SELECTION CRITERIA TO CREATE A POINTS SCORE

Criteria should be listed in priority order.

The SDRP can set up a matrix and adopt its own **scoring/weighting** system:

e.g. each criterion may then be given a weighting with the highest priority criterion being given a factor of 5, with the lowest criterion being multiplied by a factor of 1.

### SPECIMEN MATRIX AND SCORE SHEET

|                                   |
|-----------------------------------|
| <b>Panel Member's Name:</b>       |
| <b>Teacher Assessment Number:</b> |

| <u>Criteria</u>           | <u>Score out of 3</u> | <u>Weighting</u><br><u>(maximum 5)</u> | <u>Total</u> |
|---------------------------|-----------------------|--|--------------|
| <u>a</u>                  |                       |  |              |
| <u>b</u>                  |                       |  |              |
| <u>c</u>                  |                       |  |              |
| <u>d</u>                  |                       |  |              |
| <b><u>Grand total</u></b> |                       |  |              |



**An example of criteria for redundancy in the Secondary sector in Gwynedd**

**MEINI PRAWF DISWYDDO (Cam B) / CRITERIA FOR REDUNDANCY (Step B)**

| <b>Cyfrifoldebau</b>   | <b>Responsibilities</b>   | <b>Sgôr/Score</b> |
|--|---|-------------------|
| Pennaeth Pwnc Craidd   | Head of Core Subject  | 4                 |
| Pennaeth Pwnc Anghraidd  | Head of Non-core Subject  | 3                 |
| Tiwtor Blwyddyn  | Year Tutor  | 2                 |
| Cydlynwyr Gyrfau, SENCO, WBQ, ABaCh  | Careers, SENCO, WBQ, PHSE Co-ordinators   | 2                 |
| Mentor Cyffredinol, Anogwr Dysgu, Cydlynnydd Iaith, Cydlynnydd Profiad Gwaith (a PG Estynedig) | General Mentor, Learning Coach, Language Co-ordinator, Work Experience (and Extended W E) co-ordinator. | 1                 |

**DYSGU ac ADDYSGU**

**TEACHING and LEARNING**

|   |   |              |
|---|---|--------------|
| Prif bwnc yn bwnc craidd.   | Main subject is core subject (not applicable to HoD).   | 2            |
| Profiad mewn neu yn dangos gallu i gynnal cwrs drwy gyfrwng y Gymraeg a'r Saesneg.  | Experience of, or has expressed or shown ability to provide a course in Welsh and English.  | 2            |
| Yn abl i gynnal tystiolaeth o wella, yn weithredol, sgiliau personol yng Nghymraeg, gyda'r bwriad o gynnal cwrs drwy gyfrwng Cymraeg a Saesneg. | Able to provide evidence of actively improving personal skills in Welsh with the intent to provide a course in Welsh and English. | 1            |
| Dysgu un pwnc anghraidd yn CA4 (sydd yn arwain at achrediad).   | Teaching a non-core KS4 subject (leading to an accreditation) (not applicable to HoD).  | 1            |
| Dysgu un neu fwy o bynciau ychwanegol yn CA4 (sydd yn arwain at achrediad).   | Teaching one or more additional subjects at KS4 (leading to an accreditation).  | 1 yr un/each |



Darparu a marcio Sgil Hanfodol neu agwedd arall yn GA3/CA4 - rhoi mynediad i achrediad Lefel 2/Bagloriaeth Gymraeg.

Delivering and marking an Essential Skill or other element in KS3/KS4 providing access to Level 2 accreditation/WBQ.

1

Darparu un neu fwy o bynciau ychwanegol yn CA3 ac ABaCh (CA3 a 4)

Delivering one or more additional subjects at KS3 and PHSE (KS3 and 4).

0.5 yr un/each

Darparu (ond nid yn marcio) Sgil Hanfodol neu agwedd arall yn GA3/CA4 - rhoi mynediad i achrediad Lefel 2/Bagloriaeth Gymraeg.

Delivering (but not marking) an Essential Skill or other element in KS3/KS4 providing access to Level 2 accreditation/WBQ.

0.5 yr un/each