



THOMAS MILLS HIGH SCHOOL

Organisational Change Policy

Vision Statement

We, the staff and governors, aspire to ensure that all our students, irrespective of ability and regardless of anyone's doubts, achieve their potential in full; and we aspire in this way to make Thomas Mills High School the best in the country.

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1. INTRODUCTION

- 1.1 This policy sets out how Thomas Mills High School will deal with the issues that arise when organisational change affects staffing requirements. Organisational change can take many forms and in some circumstances can lead to changes to job roles, redeployment and redundancies.
- 1.2 The school values each and every one of its employees and as such wishes to ensure that the effects of organisational change on staff are minimised, and are conducted as sensitively as possible.
- 1.3 It is important that this policy operates in accordance with the school's commitment to diversity and inclusion. In particular, the school does not tolerate discrimination on the grounds of age, caring responsibilities, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (including colour, nationality and ethnic origin), religion or belief, sexual orientation, socio-economic status and trade union membership or non-membership.

2. WHEN DOES THE POLICY APPLY

- 2.1 This policy applies whenever the school implements change which may affect staffing structures. This may be as follows:

2.2 Changes to the way the work is done

It may be necessary to introduce new ways of working. This may result in changes to hours worked, reporting lines or the method by which the work is performed. Employees may, on occasion, be required to develop new skills. Whilst this can be disruptive and unsettling, only rarely will this type of change result in the termination of an employee's employment by reason of redundancy.

2.3 Reductions in the number of employees

This may be necessary in order to implement cost savings, improve efficiencies or respond to new priorities. This can result in redundancies from existing roles and redeployment into new roles. In some situations, it will also result in termination of employment by reason of redundancy.

3. ORGANISATIONAL PLANNING

3.1 Organisational planning will take place on an annual basis during which careful consideration of the school's current and forecast budget situation will be considered. This information will not be examined in isolation and additional information regarding anticipated curriculum demands and pupil numbers will also be considered. A further relevant factor will be workforce information examples of which are outlined below;

- demographic changes;
- anticipated demand for places;
- curriculum requirements;
- income
- budgetary adjustments (termly reviews and annual allocations);
- expected natural turnover (e.g. known retirement, career moves);
- significant temporary absences (e.g. secondment, maternity absence, ill-health);
- career moves within the school;
- the extent to which temporary appointments are used and can be fairly ended;
- the availability of appropriately specialist staff, especially in key curriculum areas;
- the extent to which redeployment of staff may help the meet curriculum needs;
- other factors such a physical change to the school

3.2 To ensure that the school is able to have meaningful consultation with staff, any organisational change process will normally commence in the spring term. This will allow time for pupil roll and funding information to be available and to ensure that the process is not prolonged for staff.

4. CONSULTATION

4.1 Unless an early solution to the problem is found, formal consultation will need to take place with affected staff groups and their recognised trade unions and/or professional associations. Affected staff groups in this respect could be teachers, support staff or a particular department where for example the need for a particular subject to be taught has ceased or diminished.

4.2 The areas which will be shared as part of the consultation process are as follows:

- The reasons for the proposed changes
- The considerations which the school has given to avoiding or reducing the number of compulsory redundancies and the impact on affected staff.
- Voluntary options available for staff to consider such as a reduction in hours, redeployment, voluntary redundancy
- The number and descriptions of employees it is proposed should be dismissed (the selection pool);
- The total number of employees of any such description employed by the school (size of the selection pool);

- The selection criteria to be used including the method of applying the criteria and any weightings (*see section below*);
- The method of carrying out the dismissals, including any agreed procedure and the intended date of dismissal;
- The proposed method of calculating redundancy pay.

4.3 These details will be shared with staff as part of a briefing paper which will be copied to relevant union representatives. In the scenario where more than 20 employees are at risk of redundancy the official s188 paperwork will be sent to county representatives. An example of a briefing paper is included as **Appendix C**.

4.4 The consultation process provides the opportunity for employees and their representatives to share their views, concerns and suggestions for meeting the school’s needs in an alternative way. It is also an ideal opportunity for voluntary solutions and options to be explored. **Appendix D** provides some of the options which staff may wish to consider in response to the proposals and the forms for Support and Teaching staff to complete to express an interest in any of these options.

5. TIMESCALES FOR CONSULTATION

5.1 Consultation will take place in accordance with statutory requirements and good employment practice and will commence at the earliest practicable opportunity and before any redundancy decisions have been formulated. The statutory minimum consultation requirements will be followed in the cases outlined below;

Number of Proposed Redundancies	Minimum Consultation Period
20 to 99 employees	30 days consultation
100 + employees	45 days consultation

5.2 Unlike larger-scale redundancies, there is no fixed period of consultation where less than 20 employees are likely to be affected by redundancy.

5.3 In these circumstances, Thomas Mills High School will have consultation with affected employees both in a collective forum and on an individual basis.

5.4 As a guide, consultation will ordinarily last around 2 weeks however depending on the complexity, numbers affected or the breadth of the proposals this timeframe may differ.

5.5 Employees who are not at work during the consultation for example on maternity leave, long term sick, secondment etc., but whose substantive post is affected by the proposals etc. will be included in any consultation process.

6. AGREEING THE NEW STRUCTURE

6.1 Once the consultation period has finished, the responses alongside any voluntary requests will be considered by representatives of the governing body. The Headteacher and representative from HR will also attend this meeting to provide advice.

6.2 Following this meeting the proposals will be amended where appropriate and a decision will be reached on the structure going forward.

7. AVOIDING COMPULSORY REDUNDANCIES

7.1 The school will consider any appropriate measure for avoiding compulsory redundancies, including but not limited to:

- a restriction or freeze on recruitment, combined with reducing redundancies through natural wastage
- a reduction or elimination of overtime, with the exception of essential and contractual overtime
- termination of employment of contract workers, as practicable.
- reviewing all fixed term contracts in affected areas particularly where these are under two years in duration.
- reduced hours or short-time working
- consideration of different work patterns and practices
- redeployment to other vacant positions, with retraining if necessary (employees affected by redundancy will be advised of all suitable opportunities for redeployment. The school reserves the right to determine what is and is not suitable redeployment)
- voluntary early retirement or voluntary redundancy

7.2 The school reserves the right to decide whether any of the above options are appropriate, whether in isolation or in combination and in doing so will consider factors such as practicability, cost and the need to maintain in the workforce the necessary balance of skills, knowledge and experience.

8. SELECTION

8.1 In circumstances where the consultation process fails to achieve the necessary reductions and the school is forced to make compulsory redundancies, employees will be selected in accordance with the agreed criteria following consultation with employee representatives. (see below)

8.2 An employee will normally be **'ring fenced'** to a post in the new structure where that post is 50% to 79% similar to the post they currently hold.

8.3 An employee will normally be **'slotted'** into a post in the new structure where that post is 80+% similar to the post they currently hold.

8.4 In circumstances where there are more employees than posts and a selection process is required, selection will be according to competency based interview (where the post is less than 80% similar) or via skills audit in all other cases.

Competency based interviews

8.5 Where an interview is required, the purpose of these will be to determine suitability for posts in the new structure based on an individual's knowledge, skills, performance and experience.

8.6 As a general guide Appendix G (Teachers) and Appendix H (Support Staff) provides guidance on the positive indicators being assessed during these interviews.

8.7 These interviews will be held with a representative/s of the governing body alongside the head teacher. The schools HR advisor will also be present to provide advice and support on the process as well as to ensure objectivity.

8.8 The scoring mechanism used as part of this process is outlined below and example interview questions alongside the competency templates are attached as **Appendix G and Appendix H**.

8.9 Teachers

- Student Progress (40 Points)
- Quality of Teaching (30 Points)
- Behaviour Management (10 Points)
- Subject experience (10 points)
- Contribution to wider school life (10 points)

8.10 Support Staff

- Communication (20)
- Team Player (20)
- Role experience and expertise (20)
- Making things happen (20)
- Personal Development (10)
- Contribution to wider school life (10)

Skills Audit Process

8.11 The purpose of the skills audit will be to distinguish the specific skills, qualifications and experiences individuals hold to ensure that the school maintain an effective workforce to meet its current and future needs. This will be carried out through linking the skills audit with a weighting matrix (*Copies of example skills audit forms and accompanying weighting matrix can be found in **Appendix I and Appendix J***).

8.12 Following the completion of the skills audit form, employees will be invited by the Headteacher to participate in an individual discussion with the Head Teacher and the School HR Advisor. The employee is able to be accompanied to this meeting by a colleague or trade union representative if they wish.

- 8.13 The purpose of these individual discussions will be to allow employees and the Headteacher the opportunity to clarify and add to the content of their completed skills audit form, ensuring that a full understanding of the experiences employees hold have been collected.
- 8.14 Once all the individual meetings have taken place a panel of governors (selection committee) with advice from HR will meet to score the skills audit forms in line with the agreed criteria.

Manager input

- 8.15 In addition to the information collated at the competency interview and skills audit process, information will be obtained from managers who have worked with the employees in question will be referenced either by the use of;
- Past appraisals (support staff and teachers)
 - Probation reports (support staff)
 - Lesson observations (teachers)
 - Student performance data (teachers and TA's where appropriate)
- 8.16 This is to ensure that a fair, objective and thorough selection process is undertaken.

Criteria used in tie break situations

- 8.17 In the case where a tie break situation occurs the following generalised criteria may be used to support selection decisions;
- **Disciplinary Record:** The purpose of this criteria is to distinguish between the levels of misconduct of employees to ascertain the level of greatest impact on the effective running of the school. An assessment will therefore be made of employees within the at risk pool for which there are currently live formal warnings on file at the date upon which this procedure was invoked by the Governing Body.
 - **Sickness Absence:** The purpose of this criteria is to distinguish between the levels of sickness absence that have had the greatest impact on the effective running of the school. An assessment will be made of each employee within the at risk pool with regard to the last three calendar years from the date the procedure is invoked by the Governing Body. Any absence related to disability or pregnancy will be disregarded for the purpose of this assessment.

9. IMPLEMENTING REDUNDANCIES

- 9.1 Once provisional selection has taken place; employees will be invited to a formal meeting with representatives of the governing body. At this meeting the employee will be given the opportunity to challenge their selection and to put forward any representations they may have.
- 9.2 Where selection has been in accordance with specified selection criteria, the anonymised scores of all employees in the employee's pool will be provided to the employee in advance of the meeting.
- 9.3 Employees to be dismissed on the grounds of redundancy will be given as much notice of redundancy as is practicable which must be at least the minimum required by law and their individual contracts of employment. The formal written notice of redundancy will include the last day of employment, the redundancy payment to be made and the right of appeal.
- 9.4 During the period of notice of redundancy, employees will be entitled to reasonable time off during working hours with normal pay, provided that the employee first notifies and obtains agreement from the Headteacher to look for new employment or make arrangements for training for future employment.

10. REDUNDANCY PAYMENT

- 10.1 Employees who are dismissed for redundancy and who have a minimum of two years' continuous service will normally be entitled to be paid statutory redundancy pay, which is calculated according to the individual employee's age, length of service and gross weekly pay subject to a statutory maximum.
- 10.2 The Discretionary Compensation regulations enable local authorities to increase redundancy payments above the statutory maxima subject to certain limits and to pay discretionary compensation in certain circumstances.
- 10.3 Individuals will retain the entitlement to redundancy pay unless they are leaving to work for an employer covered by the Local Government Modification Order. Agreement to leave early in this way will not be withheld unreasonably, but employees leaving early without consent may lose their right to redundancy pay.

11. APPEALS

- 11.1 An employee who wants to appeal against redundancy dismissal should inform the Headteacher within five working days of receiving the decision in writing. The employee must state the grounds for the appeal.
- 11.2 The purpose of an appeal is:
 - to review the decision taken by the Staff Determination Committee;
 - to consider whether the procedure has been followed correctly.

- 11.3 An appeal could be held as a re-hearing of the case or as a more focused review of particular elements of the process, depending on the nature of the appeal.
- 11.4 The employee will be given at least five days' notice of the appeal hearing and will be given the following information in a letter:
- who will hear the appeal,
 - date, time and place of the appeal hearing,
 - a reference to any key documents that may form part of the hearing and, if appropriate, copies of these;
 - the right of the employee to be accompanied by a trade union representative or work colleague,
 - a statement that the employee must take all reasonable steps to attend the meeting,
 - a statement of the possible outcomes of the hearing.
- 11.5 An appeal against redundancy dismissal will be heard by a panel of three governors who have not previously been involved in the case. The appeal will normally take place within six working weeks of the appeal request being received by the Headteacher.
- 11.6 The chair of the Staff Determination Committee panel will present the case at any appeal against any redundancy decision.
- 11.7 The Chair of the Appeals Panel must confirm the decision of the Panel in writing to the employee within five days.

Appendix A – Illustrative timescale for August 31st Staffing Reduction

Action	Key Date
Proposed new staffing structure to governors for approval to proceed to consultation	February
HR and Head Teacher Confidential Planning Meeting <ul style="list-style-type: none"> - Staff who are at risk of redundancy - Suitable alternative employment - Red circling/automatic slot in - Process for voluntary redundancy 	End of February
Start of formal consultation period – Meeting with Staff	Beginning of March
1:2:1 meetings to be held with affected staff	During March
End of consultation period – Meeting of governor change committee to consider responses to consultation	Before Easter Holidays
Selection meetings with staff held	Following Easter Holidays
Staff notified of outcomes and formal hearings held	During May
Notice of redundancy given	By 31 st May

Appendix B – Head teacher’s guide to the consultation meetings

- Outline the discussions which have taken place regarding the school’s current financial position and the reasons for needing to review the staffing structure in light of this information. This will include details of the budget deficit by the end of the financial year and potential implications of making no change.
- Outline the size of the budget deficit by end of financial year. Identify the potential size of the deficit, if no changes are made.
- Refer to the consultation, which will begin on (date).
- Inform staff that there is a process to go through in order to achieve staffing reductions but emphasise the preference for resolving through voluntary means.
- Inform staff there are a number of voluntary options which may be available, and could help avoid compulsory redundancies. The school will seek to address the financial problem through voluntary means, wherever this is feasible and cost effective.
- Encourage staff to explore possible voluntary options. This does not mean that they are at a disadvantage if there were no volunteers, and compulsory selection had to be considered.
- Share forms in Appendix D (Teaching Staff) and Appendix E (Support Staff) and ask for it to be returned to you by a specified date.
- School and HR will then consider whether any of the identified voluntary options solves the staffing situation negate the need for compulsory selection of whether this process will now commence.



Personal and Confidential

Consultation Pack <Number>
<Job Role>
<Date>

Foreword from Chair of Governors & Head Teacher

Thomas Mills High School finds itself in an unfortunate position where over the next financial year savings in the region of **<include financial figure>** need to be realised. Whilst the school has taken a number of measures already to reduce the risk of these savings on the staffing budget, regrettably we find ourselves in a position where continued cost efficiencies need to be achieved.

There are a number of external factors which have necessitated this proposal which are outlined below in more detail.

-
-
-
-
-
-

The school has already taken a number of steps to mitigate the impact of these factors on its staff. This has included historically reviewing the need of vacant posts, filling vacancies within the school on a fixed term/temporary (achieving savings in the region of £.....) and operating within the minimum reserve levels.

The restructure proposals identified as part of this exercise have the education of our pupils at the forefront whilst continuing to deliver an exceptional and sustainable education provision within the school.

We understand that these proposals will cause inevitably cause concern to our staff and would therefore urge individuals to seek advice and support from their Trade Union representatives, the schools confidential counselling service (Tikkii Mawson – 01728 452499) or via the Teacher Support Line (offering support to teaching and non-teaching staff) on 08000 562 561.

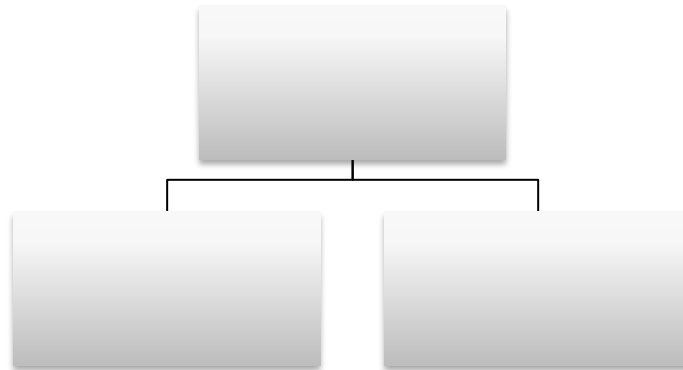
Chair of Governors

Headteacher

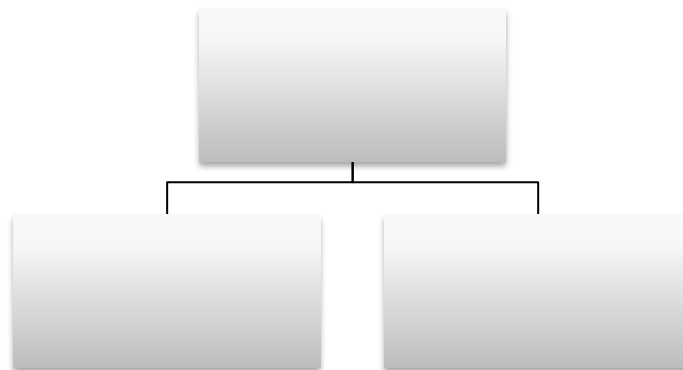
Proposed organisational change

Taking into account the challenges mentioned in Section 1 of this document, the school proposes to reduce the number of <job role> currently employed from <current FTE> FTE to <new FTE> FTE.

Current Structure



Proposed Structure



What this means for staff

During the period of consultation all affected staff will be invited to a briefing regarding the impact of the proposals on their role. The consultation itself provides employees the opportunity to present other options as an alternative to redundancy for example; voluntary redundancy, reduction in hours or through submitting an alternative proposal which meets the needs of the school.

One to one meetings will be held with affected employees following group consultation meetings where personal queries or concerns can be addressed.

If selection for redundancy is necessary, the governors will send you more detailed criteria regarding the process and any criteria which will be used for selection.

In considering any options presented, the governors will consider the schools need to retain a proper balance of qualified and experienced staff to deliver and to support the delivery of the curriculum across the age ranges and subject specialisms within the school, as well as supporting the overall effective running of the school.

Timeframe and Key dates

Appendix D – Staffing group consultation (i.e. all teachers or all support staff)

Appendix E – Voluntary options Teaching Staff

Staffing Adjustment – Voluntary options for teaching staff

If you would like to be considered for any of the options listed below, please complete and return this form to <Name of Headteacher> Headteacher by <date>.

If you need further advice about any of the options below please speak to <Headteacher name>, your union representative or <HR Advisor name> on <telephone> or <email>

I would like to be considered for:

Reduction in hours

I would like to be considered for a reduction in hours down to ____ hrs per week.

Phased retirement

Please consider me for phased retirement with a reduction in hours to _____ per week.

Voluntary Redundancy

I would like to be **considered** for voluntary redundancy. Redundancy estimates can be obtained by contacting Suffolk Pension Team on <include contact details>

Retirement

I would like to be considered for age retirement with redundancy

I would like to be considered for retirement with actuarially reduced pension benefits and redundancy.

Employee Signature:	Date:
Name (Print clearly):	

Appendix F: Voluntary Options Support Staff

Staffing Adjustment – Voluntary options for Support Staff

If you would like to be considered for any of the options listed below, please complete and return this form to <Name of Headteacher> Headteacher by <date>.

If you need further advice about any of the options below please speak to <Headteacher name>, your union representative or <HR Advisor name> on <telephone> or <email>

Reduction in hours

I would like to be considered for a reduction in hours down to hours per week.

Flexible retirement

Please consider me for phased retirement with a reduction in hours to hours per week.

Voluntary redundancy

I would like to be **considered** for voluntary redundancy. Redundancy estimates can be obtained by contacting Suffolk Pension Team on <include contact details>

Voluntary redundancy with Retirement

I would like to be **considered** for retirement with redundancy

Employee Signature:	Date:
Name (Print clearly):	



TEACHING COMPETENCIES

QUALITY OF TEACHING

Positive Indicators	Negative Indicators
<p>Creation of a learning environment which is student focussed</p> <p>Ability to adapt teaching style to accommodate different students learning needs</p> <p>Ability to interact effectively with a diverse student population</p> <p>Dedication to students and willingness to go the extra mile</p> <p>Maintain current knowledge of their retrospective subject area</p> <p>Keep up to date with new teaching and learning concepts</p> <p>impart knowledge and develop understanding through effective use of lesson time</p> <p>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p>	<p>Lesson planning does not take into account different learning styles and student needs</p> <p>Difficulty interacting or adapting communication with a diverse student population</p> <p>Limited or no evidence of continuing professional development both focussed to teaching areas of new concepts of learning</p> <p>Lessons are poorly planned and do not allow for easy dissemination of knowledge</p> <p>Homework tasks are poorly planned and do not allow students to consolidate learning outside of the classroom</p>

STUDENT PROGRESS

Positive Indicators	Negative Indicators
<p>Provides student feedback in a manner which supports their learning</p> <p>Is accountable for student' attainment, progress and outcomes</p> <p>Guides pupils to reflect on the progress they have made and their emerging needs</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Feedback is provided in a manner which disengages students and creates</p> <p>Does not take responsibility for student progress</p>

BEHAVIOUR MANAGEMENT

Summary of Competency:

Manage behaviour effectively to ensure an effective and safe learning environment

Positive Indicators

Clear rules and routines for behaviour management within their classrooms are established and individual takes responsibility for promoting good and courteous behaviour both in classrooms and around the school

Fosters an environment of mutual respect and ensures behavioural issues are managed fairly and consistently

Good relationships with pupils are maintained with the teacher exercising appropriate authority when necessary

Has high expectations of behaviour and establishes framework for discipline using praise and sanctions as appropriate

Negative Indicators

Rules and routines for managing classroom behaviour are inconsistent and behavioural expectations of students are not widely promoted or clear

Class environment does not demonstrate mutual respect; students are often disruptive and behaviour management of students is inconsistent or ineffectively managed

Poor relationships with students

Inability to exercise appropriate authority within the classroom.

SUBJECT KNOWLEDGE

Summary of Competency:

Positive Indicators

Has a secure knowledge of the relevant subject(s) and curriculum areas

Is able to foster and maintain pupils' interest in the subject, and address misunderstandings

Demonstrates a critical understanding of developments in the subject and curriculum areas

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Negative Indicators

Has a level of knowledge regarding the curriculum area but does not undertake additional learning to ensure that this is up to date

Pupils appear disengaged with subject matter and styles of teaching are not adapted to promote interest

Standards of literacy are not promoted across subjects taught

CONTRIBUTION TO WIDER SCHOOL LIFE

Positive Indicators	Negative Indicators
<p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicates effectively with parents with regard to pupils' achievements and well-being.</p> <p>Works effectively with other staff and is a good role model.</p>	<p>Does not demonstrate an interest in the wider life and ethos of the school</p> <p>Limited engagement with parents to promote overall pupil wellbeing.</p>

Examples of Competency Based Interview Questions

Competencies	Example Questions
1. Student Progress	<p>What methods do you use to monitor student progress?</p> <p>How have you adapted for different learning styles when teaching a subject? Can you provide an example of this?</p> <p>Classes incorporate students with differing abilities. How have you adapted your lesson to ensure that the learning outcomes for all students are met?</p> <p>You notice that a student is struggling in your lesson, how do you approach this situation? Can you give an example of where you have put this methodology into practice?</p> <p>How have you handled a student who was not completing his or her homework on a regular basis?</p> <p>Can you provide an example of how you engage parents in student learning?</p>
2. Quality of Teaching	<p>Can you give me an example of how you keep up to date with new teaching and learning concepts?</p> <p>What are your strategies for differentiating lessons?</p>

3. Behaviour Management	<p>Give an example of how you have managed poor or inappropriate behaviour in a student.</p> <p>Give an example of when you had to deal with conflict between students? What did you do? What made it successful? With the benefit of hindsight, what might you have done differently?</p> <p>How would you increase students learning experience if they have a negative attitude towards the subject or class?</p>
4. Subject Knowledge	How do you manage your personal and professional development to ensure that your subject knowledge is kept up to date?
5. Contribution to wider school life	Can you provide an example of where you have made a positive contribution to the wider life and ethos of the school?

Teaching Staff Skills Matrix

Employee Name	Student Progress	Quality of Teaching	Behaviour Management	Subject Knowledge	Contribution to wider school life	Skills Assessment	Total Scoring



SUPPORT STAFF COMPETENCIES

COMMUNICATION

Summary of competency: Interacting effectively with people at all levels within the school environment (including students, colleagues, SMT parents and governors), actively listening to the views and perceptions of others, using the most effective method of communication to reach desired outcomes

Positive Indicators

Clear, concise and confident in communication using a range of media to ensure that desired outcomes are achieved

Ability to convey messages clearly and adapt communication style appropriate to the situation

Handles communications with students, parents and colleagues with required sensitivity

Professional in communication style, using a collaborative approach to problem solving

Open and honest in communication

Approachable and friendly style

Negative Indicators

Makes a poor impression and lacks engagement with relevant internal and external customers

Demonstrates a lack of interest in others

Responds to questions defensively

Shows little or no empathy

Style is a 'tell approach' with little interaction with others

TEAM PLAYER

Summary of competency: Playing your part in building and maintaining team spirit amongst individuals to ensure commitment in achieving teaching and learning outcomes for students.

Positive Indicators

Is committed to contributing to the work of the team

Willing to provide support and assistance to colleagues

Maintains a positive approach to help team morale

Shares information and resources within the team

Negative Indicators

Working in isolation

Sees themselves in competition with other individuals/areas

Withholds views and keeps information to themselves

Doesn't value team diversity

MAKING THINGS HAPPEN

Summary of competency: Strong delivery through a 'can do' attitude, overcoming obstacles and achieving consistently effective results

Positive Indicators

Ability to plan and organise workload to meet changing work demands

Keeps focussed and maintains personal commitment to achieving results

Proactive about looking for improvements in their area of work

Ability to deal quickly with issues and problems as they arise in a constructive manner

Adapts well to changing circumstances

Consistently delivers against objectives

Keeps an open mind and generates new ideas and solutions

Constructively challenges the status quo when they see opportunities for improvement

Negative Indicators

Inability to prioritise when circumstances change

Fails to plan effectively which often leads to work projects not being completed

Does not adapt well to changing circumstances

Not willing to put in the extra effort when needed

Rarely questions or challenge the status quo

Can be negative when faced with change

PERSONAL DEVELOPMENT

Summary of competency: Takes responsibility for developing knowledge, skills and experience in line with changing role requirements

Positive Indicators

Actively looks at ways to broaden knowledge, experience and expertise

Ability and willingness to support colleagues

Sees new tasks as an opportunity to learn new things

Negative Indicators

Takes limited or no responsibility for personal and professional development

Often works in silo with a reluctance to support the development of colleagues

CONTRIBUTION TO WIDER SCHOOL LIFE

Positive Indicators	Negative Indicators
<p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p>Does not demonstrate an interest in the wider life and ethos of the school</p> <p>Limited engagement with parents to promote overall pupil wellbeing.</p>

Examples of Competency Based Interview Questions

Competencies	Example Questions
1. Communication	<p>Tell us about a time where your communication skills have made a difference to a situation?</p> <p>Demonstrate how you vary your communication approach according to the audience who you are addressing</p> <p>Describe a situation where you have had to communicate a message to someone, knowing that you were right and they were wrong and reluctant to accept your point of view.</p>
2. Team Player	<p>How do you build relationships with other members of your team?</p> <p>Tell us about a situation where you played an important role as a member a team.</p> <p>Give us an example of a time you have had to deal with conflict within your team. What did you do to help resolve the situation?</p>
3. Making things happen	<p>Can you give us an example of where you have need to plan and organise your workload to meet changing work demands?</p> <p>Tell us about a time where you have been proactive in identifying areas for improvements in your line of work – what was the situation, your recommendation and how did you progress your ideas?</p>

	Can you give an example of when you have needed to deal with an issues and problem in your line of work? What steps did you take to ensure a successful outcome?
4. Personal Development	How do you develop yourself both professionally and personally?
5. Contribution to wider school life	Can you provide an example of where you have made a positive contribution to the wider life and ethos of the school?

Support Staff Skills Matrix

Employee Name	Communication	Team Player	Making things happen	Personal Development	Contribution to wider school life	Role experience and expertise	Total Scoring

Appendix I – Skills Audit Form – Teaching Staff

Skills Audit Form – Teaching Staff

Guidance

Please take sufficient time to ensure the completion of this skills audit form so that the Headteacher has fully up to date information regarding your skills, knowledge and abilities. Although information is held within the school records, it is important that you have the opportunity to present any information which you feel is relevant for the purpose of this exercise. The skills audit form will remain confidential and will be destroyed once the redundancy procedure is complete.

Part A: Subject Specialism

Please give details of subjects for which you have taught a full academic year course identifying each of the key stages where this is the case

A – Experience in the last 3 years (3 points for each Key Stage taught)

B – Experience in the last 10 years (1 point for each Key Stage taught)

Subject Name	Key Stage Taught (Include dates)	A	B	Admin Use Only
English				
Maths				
Biology				
Chemistry				

Physics				
Technologies (please specify)				
History				
Geography				
Art				
Music				
Modern Foreign Languages (Please specify)				
RE				
PSHE				
PE				
Other subjects				

Part B: Qualifications

Please give details of your qualifications and its relevance to your current duties and responsibilities outlining the impact it has in the classroom and/or the whole school (one point for each relevant up to maximum of 5)

Degree or equivalent	
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Post Graduate Qualification	
Relevant Professional Development (excluding school based training)	

Part C: Teaching Experiences

Please provide examples of your teaching experienced within the last two years relating to the following

<p>Creative approaches to classroom practice that has motivated and inspired students</p>	
<p>Use of assessment techniques to identify, monitor and review targets for students</p>	

<p>Identifying teaching and learning strategies and how you have adapted your schemes of work</p>	
<p>Managing behaviour effectively to ensure an effective and safe learning environment</p>	
<p>Contributing to wider school life</p>	

Appendix J: Skills Audit Form Support Staff

Skills Audit Form – Support Staff

Guidance

Please take sufficient time to ensure the completion of this skills audit form so that the Headteacher has fully up to date information regarding your skills, knowledge and abilities. Although information is held within the school records, it is important that you have the opportunity to present any information which you feel is relevant for the purpose of this exercise. The skills audit form will remain confidential and will be destroyed once the redundancy procedure is complete.

Part A: Specialist Knowledge and Experience

Where applicable, please give details below of relevant experience in the following areas of responsibility, showing the date of such experience, your role, together with the school (if other than TMHS) school.

A – Experience in the last 3 years (3 points)

B – Experience in the last 10 years (1 point)

	Details	A	B	Admin Use Only
Financial/Budget Management				

Management/Supervision				
Administration				
Classroom Support				
Statemented Pupil Support				
Other student need support				
Caretaking/ Premises Management				

Cover Supervision				
Other				

Part B: Qualifications

Please give details of your qualifications and its relevance to your current duties and responsibilities outlining the impact it has in the classroom and/or the whole school (maximum of 3 points per box)

Qualifications	
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Relevant Professional Development (excluding school based training)	
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Part C: Specific Areas to Post

Please provide examples of the experiences you have gained within your role in the past two years relating to the following: (3 points for each available)

To be determined by school	
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