



Mission Statement

RCSAT nurtures the unique potential of every child through our Christian values.

REDUNDANCY PROCEDURE

Effective Date: 01/04/2017 Review Date: September 2023 Biennial

Review Date	Signed Head Teacher	Signed Director RCSAT
30/01/2021	<i>J. M. Badger</i>	<i>P. Bartlett</i>
30/09/2021	<i>J. M. Badger</i>	<i>P. Bartlett</i>

Persons Responsible for Protocol:	
Approval Date	
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT
Signed:	Headteacher



1. COMPULSORY REDUNDANCY PROCEDURE

1.1 Aims

1.1.1 To provide a framework which enables Governing Bodies/ Headteachers to effect redundancies through a fair, transparent and consistent process

1.1.2 To ensure that all employees are aware of the process should a compulsory reduction in staffing numbers be required

2. Roles and Responsibilities

2.1 Board of Trustees

All redundancy proposals should be shared with and approved by the full Governing Board. The Governing Board can delegate the task of managing the redundancy process to a HR/Staffing Panel which will include a minimum of three Governors. It is recommended that the selection of employees by use of agreed criteria is the responsibility of the Staffing Panel. A separate Appeals Panel of the Governing Board will hear any formal appeals against redundancy decisions.

2.2 Executive Headteacher

The Executive Headteacher makes recommendations to the Board of Trustees on proposals to effect redundancies. The Executive Headteacher facilitates the redundancy process and organises necessary meetings including employee and trade union consultation meetings. It is important that the process is thoroughly planned in a timely manner and that any timescales are adhered to.

3. Process

3.1 Prior to this, the school in conjunction with their HR provider will seek to make reductions prior to this formal process.

3.2 If there are insufficient volunteers or other alternative measures have been exhausted, a Staff Dismissal Committee (SDC) should be convened.

3.3 This should consist of three members of the Governing Board. The formation of this committee should be agreed and minuted at a Board of Trustees meeting, giving the SDC a clear mandate enabling it to determine redundancy on behalf of the Governing Board.

4. Meeting of Staff Dismissal Committee

4.1 The Staff Dismissal Committee will meet to review the need to reduce the staffing establishment. They will re-examine the school budget and development plan and will satisfy themselves that all the alternative staffing strategies, e.g. natural wastage possibilities, voluntary buy-out, retirement, job sharing etc have been exhausted.

4.2 The committee will confirm the need to proceed with the redundancies.

4.3 They will agree/confirm the category of staff (Teaching or Support Staff) from which the reduction needs to be effected.

4.4 Minutes should be taken as a record of this meeting.

4.5 The Trust will inform the relevant Trade Unions of the proposal to reduce staff as early as possible and will then formally invite them to attend a consultation meeting

4.6 An [Equality Impact Assessment](#) will be completed to identify if there is likely to be a disproportionate impact on any specific group. If an impact is identified it should be reviewed to see if it can be mitigated or justified.

5. Meeting with Unions

5.1 A meeting will be arranged with Trade Unions to consult about the need and proposal to reduce staff and give them the opportunity to respond at the meeting and subsequently in writing. Consultation must be undertaken with a view to reaching agreement with appropriate representatives on issues such as ways of avoiding dismissals or reducing the number of employees to be dismissed.

5.2 The Committee must ensure that the Trade Unions are satisfied that they have done everything possible to:

- a) avoid any redundancy;
- b) keep the number of redundancies to the essential minimum;
- c) mitigate the consequences of redundancy;
- d) agree the group from which redundancies must take place.

5.3 Before proceeding the Committee must seek Trade Union acknowledgement that they have met these requirements.

5.4 Following an adjournment the Committee will re-convene the meeting with the Unions to:

- a) Consider any TU representations;
- b) confirm or otherwise the need to proceed; and if proceeding;
- c) discuss and confirm the redundancy selection criteria and the format/process for applying it;
- d) amend and agree Personal Data Sheets to ensure they gather the relevant information on which to base a selection decision.

5.5 Following the meeting there will be an agreed timeframe for the Trade Unions to come back with any further comments. Following this period 'At Risk Letters' will be

issued to all staff identified as being part of the selection pool. Personal Data Sheets should also be issued with a deadline for return. A senior member of staff who is not in the selection pool should be identified to give assistance to the employees in completing the form.

6. Redundancy Selection

6.1 The Staff Dismissal Committee will meet to:

- consider representations (Personal Data Sheets) from the nominee(s) and apply the pre-agreed selection criteria – the Personal Data sheets should be allocated a letter or number to enable the selection to be blind and objective. The committee should then make their nomination(s) for redundancy.

6.2 The Headteacher will not be part of the selection process itself but may be called upon to provide information/clarity to the Committee.

6.3 The nominee(s) should be informed of the date at which they will be advised of the outcome

6.4 This decision will subsequently be confirmed formally, in writing, to the nominee(s) by the Chair of the Staff Dismissal Committee. This will also detail the right of appeal right to the Staff Dismissal Appeals Committee.

7. Appeal Process

7.1 Any appeal should be made within 10 working days of receipt of the letter confirming the selection for redundancy. The Staff Dismissal Appeals Committee membership will meet to consider this.

7.2 The Appeals Committee cannot consist of any member of staff who has had any involvement in the process so far. The committee should consist of three Directors, one of whom should be appointed Chair.

7.3 If the appeal is not upheld, the Governing Board will inform the member of staff that the original redundancy selection decision stands.

7.4 If the appeal is upheld, the individual will be informed as will all the other affected nominees and the selection process will then be re-started.

APPENDIX 1:

MODEL REDUNDANCY SELECTION CRITERIA

The criteria are suggested as examples which the Staff Dismissal Committees may wish to adopt. They are able to delete criteria, alter the order of the criteria, weight the criteria or to choose different criteria depending upon the circumstances within the school/academy, which give rise to the need to effect redundancies.

It is intended that Staff Dismissal Committees should work through each of the agreed criterion and assess them against the personal data forms provided. At the end of this, scores for each member of staff should be calculated and a clear nomination should emerge. It is important to determine in advance what the process will be if scores are equal. It may be determined that there will be additional criteria which will be applied in this circumstance.

The criteria should be applied using accurate, current information about each member of staff which will be available to the Board of Trustees, the member of staff and their adviser/trade union representative. The information should be objective, correct and if possible, agreed as such by the Headteacher and individual member of staff concerned. It is suggested that the model 'Staff Personal Data' form or similar form, is used to collect this information (attached as Appendix 5 and 6).

The Personal Data sheet should be amended by the Head/SDC to ensure it gathers information relevant to the selection process.

The criteria should be fair, objective and non-discriminatory.



(a) Curriculum and Management Needs

Staffing establishments of schools should reflect the best match to meet its curricular and organisational requirements. It is therefore necessary to determine whether there is a requirement to reduce from within the school as a whole or to determine areas of the curriculum and/or management structure(s) where there is an over-staffing and consequently a need to reduce. Information outlining the curriculum requirements and the staff management structure should be clearly set out and analysed by the Board of Trustees to assist them in determining any reduction.

(b) Skills and Flexibility

The ability to contribute flexibly to meet the actual and foreseeable needs of the whole school or department in which the redundancy exists and more widely to meet the actual and foreseeable needs of other areas of the curriculum and/or management structure. The formal contribution which a member of staff is currently making or had made recently will be taken into account, together with the relevance of his or her qualifications and experience to current National Curriculum and management requirements. These will be indicated in the individual's personal data.

Performance – link to specific parts of the job, e.g. team working, carry out full range of duties in job.

2 Capability/Performance/Disciplinary

This criterion will be applied where there is a clear variance in performance to which a member of staff has had his or her attention drawn. This will only be applied where there are records of capability/disciplinary proceedings.

Only capability/performance issues highlighted within the last two years should be taken into account.

This will be indicated in the individual's personal records.

3. Attendance

This can be considered by taking account of the following two different types of absence. These may be applied either separately or together.

(a) Absence

This will take account any of the following; lateness, unexplained or inadequately explained absence, unauthorised absence and uncertified illness. In applying the criterion, consideration will be given to the reasons for, the duration and the pattern of absence(s). The criterion may only apply where the individual had had his or her attention drawn to it.

(b) Certified Sickness Record

When applying the criterion, account will be taken of the duration of sickness, the reasons and the outlook for the future for all staff affected by the redundancy procedure. Recommended period of recording – previous two years.

These will be indicated in the individual's personal records. The school/academy will abide by Disability Discrimination legislation as appropriate.



Absence relating to maternity, paternity, adoption leave, disability or maternity related sickness absence, jury service, official duties, Trade Union duties or special leave will not be taken into account.

5 Length of Service

The criterion (Last In – First Out) will not normally be included as part of the selection criteria.

Appendix 2 - Example Criterion for Teaching Staff



The Trust should determine the criteria relevant to the individual school. Criteria may be weighted according to the importance to the school. Examples are given below however criteria and weightings must be agreed with the Trade Unions prior to the start of the selection process.

Criterion	Weighting x1, 2 or 3
Demonstration of relevant continuous professional development and/ or additional qualifications gained that have impacted upon standards of teaching and learning.	
Responsibility for co-ordinating priority initiatives under the school development action plan.	
Evidence of involvement/contribution to the broader life of the school	
Evidence of sharing professional skills beyond school e.g. lead teacher role, mentoring, moderation, secondment	
Number recorded instances of non-sickness absence in last 2 years including unauthorised absence and lateness: 0 =3; 1-5 =2; 6+ =1	
Number of separate periods of certified sickness in last 2 years excluding maternity and disability related absence	
Responsibility for co-ordinating the teaching and learning of a subject are eg maths	
Evidence of teaching more than 1 subject	
Impact and contribution of developing the teaching and learning of a subject are	
Responsibility for co-ordinating priority initiatives under the school development action plan	
Co-ordinating the teaching and learning across the school of x(non-core subject)	
Responsibility for pastoral support across year groupings and school	
Experience in successfully coordinating and managing the SEN provision	
Experience in the management of end of Key Stage Assessment	

Appendix 3 - Example Criteria for Teaching Assistants



The Trust should determine the criteria relevant to the individual school. Criteria may be weighted according to the importance to the school. Examples are given below however criteria and weightings must be agreed with the Trade Unions prior to the start of the selection

Criterion	Weighting x1, 2 or 3
Expertise in Lesson Planning	
Expertise in motivating children	
Ability to control pupils with challenging behaviour	
Knowledge of the early years curriculum or national curriculum and the age-related expectations of pupils	
Knowledge of how to use ICT to advance pupils learning	
Undertaken PPA cover	
Ability to work with children with differing levels of SEN	
Relevant qualification	
Evidence of supporting teachers in the evaluation of pupils learning	



Appendix 4 - Example Criterion for Support (Administration) Staff

The school/academy should determine the criteria relevant to the individual school. Criteria may be weighted according to the importance to the school. Examples are given below however criteria and weightings must be agreed with the Trade Unions prior to the start of the selection process.

Criterion	Weighting x1, 2 or 3
Professional qualification in finance	
Certificate or Diploma in School Business Management	
Managerial experience	
Leadership Skills	
Formal Qualification in ICT	
Supporting Change Management Programmes	
Up to date knowledge of Health and Safety Legislation	
Computer Literate in Word	
Computer Literate in Excel	
Computer Literate in Email	
Computer Literate in Access	
Familiar with accounting Software	
Awareness of employment Law and Human Resource Issues	



Appendix 5 – Example Selection Assessment Sheet – Use as many criterion as appropriate

Candidate	Criterion 1 Weighting x	Criterion 2 Weighting x	Criterion 3 Weighting x	Criterion 4 Weighting x	Total Score Sheet 1
	<p>Demonstration of relevant continuous professional development and/ or additional qualifications gained that have impacted upon standards of teaching and learning.</p> <p>Highly Relevant 3 Relevant 2 Less Relevant 1 None 0</p>	<p>Responsibility for co-ordinating priority initiatives under the school development action plan.</p> <p>Outstanding 3 Good 2 Satisfactory 1 Inadequate 0</p>	<p>Evidence of Involvement/ contribution to broader school life (last 2 years). This may include events organised in the school day</p> <p>Highly relevant 3 Relevant 2 Less Relevant 1 None 0</p>	<p>Evidence of sharing professional skills beyond school e.g. lead teacher role, mentoring, moderation, secondment</p> <p>Regular 3 Occasional 2 Rarely 1 None 0</p>	
A					
B					
C					
D					



Appendix 6 - PERSONAL DATA – Teaching Staff

Name:

Date of Birth:

Date of appointment at the school:

Length of Service:

Staff Member, e.g. A, B, C:
(to be completed by Head)

Please detach this section of the form prior to distribution to the Staff Dismissal Committee

Staff Member, e.g. A, B, C:
(to be completed by Head)

Qualifications:

List degree(s), diplomas, certificates with dates

Further training *relevant to the school curriculum or management (not including INSET or other training in which all staff have been involved)*



Experience

Current

Subjects currently taught/age ranges/management of administrative responsibilities.

Previous

Subjects taught/age ranges/management of administrative responsibilities.

Other proven skills /experience relevant to the job



Appendix 7 - PERSONAL DATA – Support Staff

Name:

Date of Birth:

Date of appointment at the school:

Length of Service:

Staff Member, e.g. A, B, C:
(to be completed by Head)

Please detach this section of the form prior to distribution to the Staff Dismissal Committee

----- Staff
Member, e.g. A, B, C:

(to be completed by Head)

Qualifications:

List of Awards with Dates Achieved:

Further training *relevant to the role*



Experience

Current

Work currently performed/management or administrative responsibilities

Previous

Work previously performed/management or administrative responsibilities

Other proven skills/experience relevant to the job



