

The Hertfordshire Headteacher Updates June 2019

Programme

Refreshments on arrival	
Hertfordshire perspective	Jenny Coles/Simon Newland/ Tania Rawle
Ofsted Pilot Inspection Feedback	Emma Flawn, Camps Hill Primary School Rob Staples, Fairlands Primary School
Virtual School update	Andrew Martin
Admission Appeals	Liz Houghton
Specialist Provision	Sally Glossop
Safeguarding update	Frazer Smith
HR updates	David Windridge
Future Workforce programme	Emily Austin

The Hertfordshire Headteacher Updates

June 2019

Hertfordshire Perspective

Jenny Coles – Director of Children’s Services

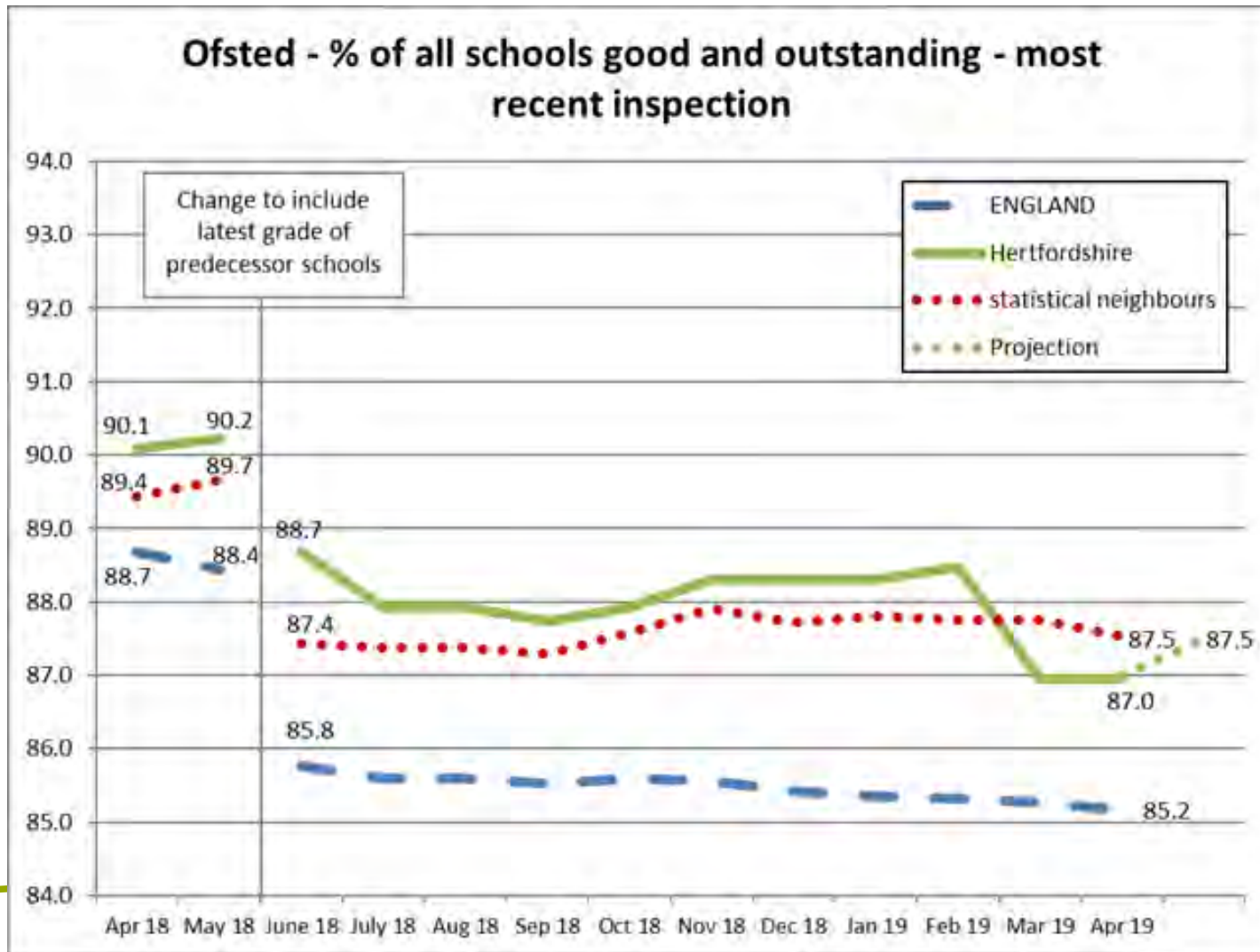
Simon Newland – Operations Director, Education

Tania Rawle – Head of Standards and Accountability

A new format for Heads Updates

- Ofsted updates from HfL inspectors
- DfE Updates on the Bulletin
- Dedicated slot for SEND
- More, shorter sessions
- Occasional sessions on key topics led by Heads
- This time Emma and Rob on their Pilot Inspections

Ofsted: Latest G & O Schools



Headteacher recruitment reminder

Letter gone out to Chairs of Governors to remind them that we would expect:

- All permanent Headship appointments to be nationally advertised
- HfL commissioned to attend and advise on recruitment panels for Heads as representatives of the LA
- HfL to be involved in decisions about temporary cover

Payroll

Current SERCO contract to end in April 2020

HCC likely to reprocure/provide in its current form something open to schools

Looking to see whether there is scope to develop and alternative offer for schools that would be better v.f.m.

Schools and SBMs likely to be involved in the autumn

Dialogue visits

- Additional letter and FAQ sent
- Visits well underway, esp. in Secondary and Special
- Positive feedback from visits
- Extended timeline for visits
- All schools to be notified soon of which term they will be visited in
- Before end of term will be notified when and by whom

Schools funding

- Lobbying activity continuing
- MP visits
- Responding to call for evidence on HLN funding
- Continue to make points round the £6,000 contribution

Hertfordshire Schools Apprenticeship Levy Statistics

Apprenticeship Qualifications Delivered Across Hertfordshire Schools

- **2017-18 School Year:**
 - 125 Apprenticeship Qualifications were delivered across 79 Schools
- **2018-19 School Year – September to May:**
 - 133 Apprenticeship Qualifications being delivered across 77 Schools to date

Apprenticeship Qualifications Being Delivered Across Hertfordshire Schools by Subject

Qualification	2017/2018 school year	2018/2019 school year
Activity Leadership Level 2	25	12
Business & Professional Administration Level 4		1
Business Administration Level 2		2
Business Administration Level 3 Standard	2	2
Children and Young People's Work Force Level 2	9	2
Children and Young People's Work Force Level - Early Years Educator Level 3	4	9
Community Activator Coach Level 2		5
Digital Industries -- Infrastructure Technician Level 3	7	1
Facilities Management Level 3	1	
School Business Professional Level 4		9
Supporting Teaching and Learning in Physical Education and School Sport Level 3	32	20
Supporting Teaching and Learning in Schools Level 2	20	16
Supporting Teaching and Learning in Schools Level 3	25	24
Teaching Assistant Standard Level 3		30
Total Qualifications	125	133

Questions

The Hertfordshire Headteacher Updates June 2019

Ofsted Pilot Feedback

Robert Staples, Headteacher: Fairlands Primary School
Emma Flawn, Headteacher, Camps Hill Primary School

The pilot

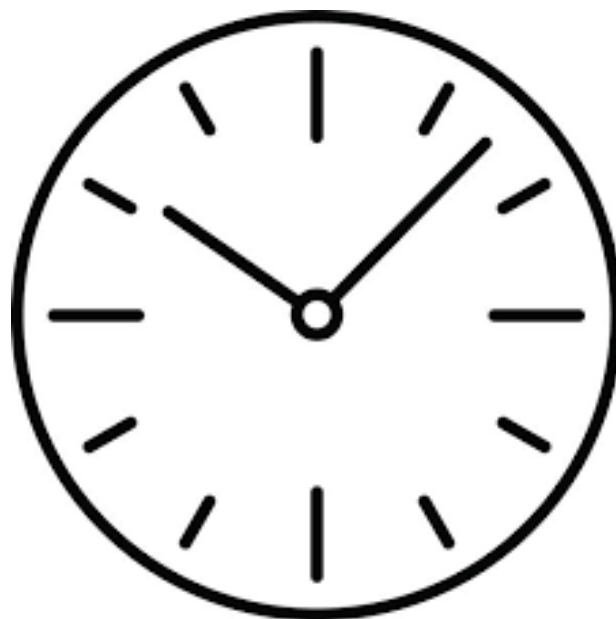
- Over 200 schools nationally have been involved in piloting the revised Ofsted framework
- ... ~~‘Friendly’~~ pilot inspection!
- Section 5 – two day
- Onsite preparation approach was used, now replaced with 90 minute preparatory telephone call
- Over tariffed
- Clear message about workload & impact on staff

Perspective warning...



How are you spending your time?

Me... before inspection	
Data	30%
Books	10%
Reading	5%
Pupil voice	10%
Leadership	25%
Lessons	20%



What happened during inspection...	
Data	2%
Books	15%
Reading	18%
Pupil voice	15%
Leadership	20%
Lessons	30%

The curriculum conversation

- Inspectors will be asking:
 - What are you aiming for within your curriculum?
 - Why is the curriculum designed in this way? How does this meet the needs of the child and the community?
 - What are the concepts and principles that are threaded through your whole curriculum?
 - Can you demonstrate how expectations of knowledge and skills are getting incrementally harder?
 - Show me the impact of your leadership in work/books
 - How are you assuring yourself the curriculum is having the impact you need it to? Equally across all subjects?
 - What is your strongest subject? Weakest?

What had we done in preparation?

- Three I's: Staff training/Stakeholders discussion
- 25 indicators of curriculum quality
- Reviewed and revised our vision statement
- Agreed what 'great teaching' and 'great learning' look like
- Reviewed our 'progression of skills' documents
- Mapped out inclusion, safeguarding, hidden curriculum, events & enrichment opportunities
- Published information online and to parents
- Coaching with staff
- Governor 'crib' sheet

Curriculum Map - Fairlands

Intent

- Values
- Vision
- Trust Aims

Implementation

- Great teaching
- Great learning
- Breadth & balance
- Inspiring contexts
- The Whole Child
- Safeguarding

Impact

- Great outcomes
- Evaluating the curriculum

OUR CURRICULUM														
INTENT	at Fairlands...	WE ARE REACHING HIGH!												
	VALUES	Responsibility Thoughtfulness	Tolerance Freedom	Courage Unity	Democracy Humility	Politeness Rustion	Kindness Love	Friendship Understanding	Honesty Peace	Resilience Quality	Pride Happiness	Respect Simplicity		
	VISION	to provide a safe, happy and aspirational environment for all, where a wide, values-based curriculum challenges children to develop emotionally, socially and intellectually												
	OUR TRUST AIMS	Building for better futures		Our children will lead happy and fulfilling lives			Growing a collaborative community			Extending the boundaries of learning				
IMPLEMENTATION	GREAT TEACHING	A learning-focused debate, built on nurturing, positive relationships, enabling all to feel safe and thrive	Experts subject knowledge, based on an understanding of cognition and learning	High expectations of conduct & learning behaviours	Exceptionally clear modelling of key concepts: a well sign-posted learning journey	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery and breadth	'In the moment' feedback and purposeful marking	Opportunities to embed concepts into long-term memory; to recap, apply and make connections	Accurate assessment informs next steps planning	Teachers passionately model a growth mindset and engage in life-long learning			
	GREAT LEARNING	Playing and exploring			Active learning			Creating and thinking critically						
	BREADTH & BALANCE	Independence		Perseverance		Questioning		Reflection		Resilience		Risk Taking		
	INSPIRING CONTEXTS	Communication and Language	Physical Development	Personal, Social and Emotional Development		Liberty		Mathematics		Understanding the World		Expressive Arts and Design		
	THE WHOLE CHILD	English	Mathematics	Science	Art & Design	Relationships & Health Education	Computing	Design Technology	Geography	History	Modern Languages	Music	Physical Education	Religious Education
	SAFE-GUARDING	Memorable, meaningful, cross-curricular themes	Children's interests explored	Passionate, inspired teachers	Learning in an enabling environment	Visits, workshops, events & experiences which increase cultural capital	WOL days	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of new technologies	Learning outdoors	Learning out of school hours	Read, Play, Read in the home learning environment	Collaboration across classes, across the trust
IMPACT	GREAT OUTCOMES	IMPACT 1: EMOTIONAL Personal development is outstanding. Children are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.			IMPACT 2: SOCIAL Behaviour and attitudes are outstanding. Children demonstrate our vision and values in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety and the choices children make benefit the school and local community.			IMPACT 3: INTELLECTUAL The quality of education is outstanding. Children consistently achieve highly, particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectations. Children with SEND achieve the best possible outcomes from their starting points.						
	EVALUATION	Nationally generated performance information about pupil progress and attainment (ICSR)		Internal school self-evaluation and first-hand evidence of how pupils are doing		Listening to a range of pupils' views		Discussions with pupils about what they have remembered about the content they have studied.		External validation of judgments through school improvement partnerships and across trust				

Curriculum Map – Camps Hill

Intent

- Vision
- Golden/silver threads
- Trust Aims

Implementation

- Great teaching
- Breadth & balance
- Inspiring contexts
- The Whole Child
- Safeguarding

Impact

- Intended outcomes
- Evaluating the curriculum

CAMPS HILL CURRICULUM

Our Vision	Be Kind,			Be respectful,			Be the best you can be.				
	Community	Problem solving	Risk taking	Acceptance	Managing feelings	Resilience	Independence	Contribution	Aspiration	Respect	
Our Golden threads	2-3 years Have a right to be safe Have a right to be heard Have a right to be listened to	2-3 years Find a way to solve a problem Try to change a bad situation Share a big idea or plan Try to help	2-3 years Not show on the right that they are safe and happy Not a need an adult help They can be wrong	2-3 years Acceptance To be an action Not to be wrong To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team	2-3 years I am proud of my community To be a team To be safe To be happy To be a team
Our Silver threads	100% of children to enjoy their learning and 100% of children, parents and staff to feel safe at Camps Hill	The National Curriculum is used alongside the golden and silver threads to prepare our children for the future	Emotions, strategies and inspirational leadership of the curriculum Outstanding teaching develops a love of learning and the confidence to make mistakes	Commitment to support families to develop a positive home learning environment to understand how to help children on their journey	Positive wellbeing is achieved for all by effectively managing workload resulting in staff retention	Growing learners from 3 months and up supported care gives families access to high quality provision on site Working with children 0-5 years	All children will be supported through play to manage their own behaviour by using the links to ETR model and nurture principles. There is a care pre-arrival experience offered for each child.	Enriched curriculum opportunities enable children to access a wide variety of sites as a blended price and learning experiences beyond the classroom	Technology is used to succeed and inspire, children are taught how to be good online citizens and safe.	Working within the Trust gives opportunity for cross school working and value for money	
Our Trust Aims	Building for better futures			Our children will lead happy and fulfilling lives			Growing a collaborative community			Extending the boundaries of learning	

Culture of Safeguarding	Online safety	Anti-bullying Anti-Racism	Protective behaviours	Wellbeing week	Bike-ability	RSE	Prevent/ Anti Radicalism	First Aid Training	Diversity Education						
Inspiring Contexts	A focus on the teaching of the golden threads enables children to develop key learning behaviours and values.	Discreet teaching of the silver threads gives children an opportunity to learn key life skills.	Forest schools curriculum enables children to gain an understanding of their environment and how to take safe risks.	Children are given the opportunity to be leaders through the school 'houses' and 'co school council'	Wow days provide an exciting start to a new topic or learning journey. They provide 'peak moments' to inspire and create memories.	Adults facilitate children's interests and use an enquiry based approach to teaching skills. Child led topics and themes are explored wherever possible.	Healthy body and healthy mind. Children do the daily mile as well as least two hours PE a week. Therapy, CBT and social skills are accessed through our pastoral team and SNUG.	Children have the chance to work across phases on specific topic and whole school projects. This includes transitions across into feeder secondary schools.	Activities include first hand learning to ensure that children have an opportunity to apply their learning and learn through mistakes.						
Great Teaching	Teaching is based on an understanding of the latest research cognition and learning	Adults have a deep subject knowledge and provide sequential lessons	Adults monitor learning and provide effective feedback	The learning environment is safe, supportive, inspiring and celebrates children's effort and progress	High quality texts are used to inspire a love of learning and broaden horizons EVERY CHILD A READER	Pupil groupings are flexible and interventions are personalised to narrow or close gaps quickly	All staff have regular attachment, behaviour management and SEND training to understand how barriers to learning can be broken down	Children have the opportunity to apply skills and to engage in life-long learning	Adults model a growth mindset and engage in life-long learning.						
The Whole Child	Inclusion, equity and respect at the heart	Celebration of individual achievement and success	Timely intervention and reasonable adjustment	Equal Rights, equal access	Exposure to a wide variety of cultures and experiences across the Arts and many sports.	Connected with local, national and global communities	Equipped for a dynamic future	Ecological awareness	Development of Character						
Whole School	Theme days	Assemblies	Charity events	Outdoor learning	Community events	Pupils as Leaders	Working with cluster schools and Trust	Transition projects	Links with Herts for Learning						
EYF5	Communication and language	Physical development	Personal, social and Emotional Development	Literacy	Mathematics	Understanding the world	Expressive arts and design								
KS1/ KS2	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	D & T	ART	COMPUTING	MUSIC	PE	FRENCH	PSHE/RSE	BRITISH VALUES	RE	CURRENT AFFAIRS

Our Curriculum Impact	Impact 1: Outstanding quality of Education				Impact 2: Behaviour, Attitudes and Personal Development				Impact 3: Leadership and Management				Impact 4: Early Years											
	Intended Outcomes				Intended Outcomes				Intended Outcomes				Intended Outcomes											
Intended Outcomes	All children have the ability to be the best that they can be. Interventions close or narrow gaps and children have the ability to work at greater depth. Pupils have the ability to make connections and apply skills within a range of contexts. Children will make progress across a wide curriculum and their work is consistently of high quality. All pupil groups, including those who are disadvantaged achieve the best possible outcomes.				Pupils will have equal access to an enriched curriculum including a wide variety of extra-curricular opportunities. Children will be responsible, respectful and active citizens who have a secure understanding of key British Values and their importance in our communities. Pupils are intrinsically motivated to behave well. They have a highly positive attitude and commitment to learning.				Teachers' subject knowledge and pedagogical content knowledge consistently builds and develops over time. All Governors, Staff and children have high expectations of themselves and work towards an ambitious vision.				The curriculum provides no limits or barriers to the children's achievements. It gives an opportunity for pupils to develop basic skills and integrate new knowledge into larger concepts. Adults will enable children to develop vocabulary, read daily and create the necessary foundations for the rest of their schooling.											
Evaluation	High Quality Outcomes Learning observations, learning walks, in school progress, national data ISSR, book scrutiny, pupil voice, external advisers/inspectors				Curriculum content is responsive and relevant Dates and Deadlines, key milestones reviewed annually, CPD accessed by all adults				Challenge for All Provision maps target support and stretch. PPMs identify need, gap analysis on ETT targets resources, Moderation evidence, SEND offer, DIP Action plan				Embedding Knowledge and Skill Enriched curriculum plan, progression of Golden and silver threads, National Curriculum planning documents, policies				Developed sense of belonging Charity of the year, social events. Parenting puzzle, information sessions, school to school support, questionnaires, active within the community				Meeting the needs of the whole child Pastoral support, SNUG, small gardens, individual support plans, Art therapy, Brick, therapy, Counselling, protective behaviours, STEPS agencies external working			

Individual curriculum leader interviews

- INTENT

- What are you trying to achieve through your curriculum area?
- What aims have you set out in your curriculum?
- How is your curriculum designed, including the knowledge and skills to be gained at each stage of learning?

- IMPACT

- How do you evaluate the knowledge and skills pupils have gained in your curriculum area?
- How are you held to account for achievement in your subject?
- How often do you collect data and how is it used?
- How do you monitor ATTAINMENT & PROGRESS in your subject?
- What are the key issues relating to attainment/progress, including variations for different groups?

Individual curriculum leader interviews

- IMPLEMENTATION:
 - How successful are the processes, policies and teaching methods that are used to deliver your curriculum aims?
 - What are the strengths in teaching in your subject?
 - What PDMs / coaching / INSET / advisory support have you delivered recently?
 - When was action plan & policy last reviewed and what was impact?
 - What is the impact of resource decisions you have made?
 - Give an example of the impact of an action you have taken recently, linked to monitoring you have done.
 - As a curriculum leader, how do you contribute to a strong safeguarding culture?

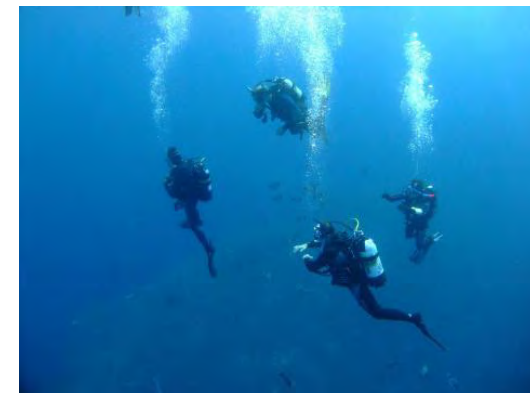
Deep dives

Will they find a wreck?



...or will they find treasure?

Deep Dives



- Early reading and maths
- Phonics across EYFS and KS1
- Maths due to improved progress scores on IDSR
- Girls maths
- Writing across foundation subjects
- Progress of disadvantaged
- Science, as better than average progress between KS1 and KS2
- History

Gathering evidence during inspection...

- Learning observations
- Book looks
- Listening to readers – cusp children
- Focus on children not passing phonics in Y2, Y3
- Pupil voice with books after learning observations
- Pupils voice on curriculum, cultural capital
- Pupil voice on safeguarding
- Staff voice (in feedback sessions)

Attendance & exclusions

- These two areas impacted on judgement of all areas.
- Emphasis on data for those pupils with SEND and EHC Plans.
- Case studies required for those pupils with poor attendance or fixed term exclusions - last three years.
- What has changed for these children over time?

Safeguarding

- Section 128 checks for all staff working with children including key workers and SBM.
- Asked to see records for a child on a child protection plan (or the latest) to track experience of children at risk of harm.
- Checking for strong engagement with external agencies and early help.
- Had all actions had been followed up and any referrals had responses?
- Increased focused on online safety/cyber bullying.

Wellbeing and workload

- Actions tracked from staff questionnaires and impact measured.
- Evidence of proactive approaches to reducing workload of leadership and all staff.
- Expectations about the amount of data input required from leadership.

What is a day like for a child at this school?



Questions

The Hertfordshire Headteacher Updates June 2019

Virtual School:

Attachment Aware Toolkit and the Pupil Premium Plus Awards

Andrew Martin

Lead Education Adviser for the Achievement of Children Looked After, Secondary Phase

Attachment and Trauma Aware Training for Schools

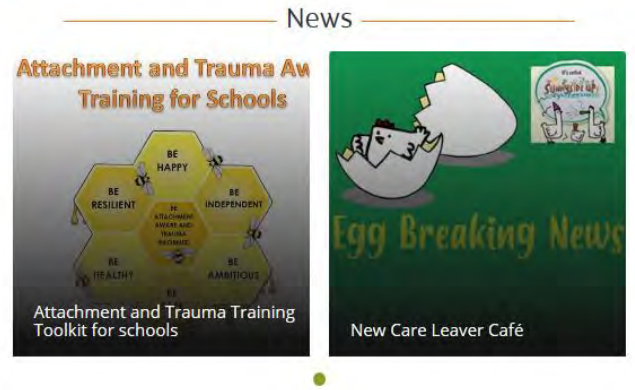
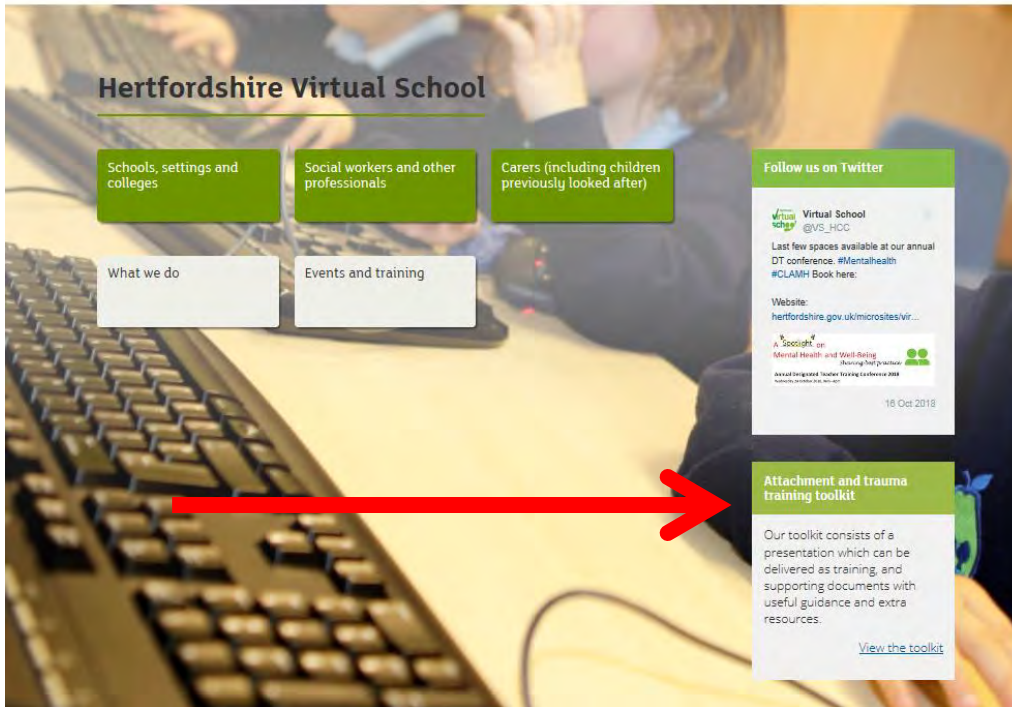


Be Ambitious for CLA

Virtual School Website



Enter Keywords



www.hertfordshire.gov.uk/virtualschool



Training is part of a Toolkit

This toolkit has been developed in response to a need to develop attachment and trauma aware schools. The training is designed to be delivered to all staff in a school, teaching staff, support staff and non-teaching staff including governors, midday supervisory staff, site staff and secretarial staff.

The Attachment and Trauma Aware Toolkit

- A presentation
- Extensive supporting notes
- Links to a toolkit of documents
- Guidance for a review of behaviour policy

The Attachment Aware and Trauma Informed toolkit



Be Ambitious for CLA

BU2Z Awards: Bringing Under Achievement 2 Zero

A new way to share best practice

Case Study applications made via Part 3 of the CLASEF and a SMART Survey on the website:
www.hertfordshire.gov.uk/virtualschool

Awards and prize's for winning schools entering a **best practice case study on the use of PP+**
Prizes of £2500 for two winning schools
Prizes of £1000 for schools that are runners-up
All schools that enter will be put into a prize draw and three schools at random will be awarded a £200 prize

Closing date for entries 31st July 2019

The presentations and the Prize draw will be made at the Designated Teachers Conference on **23rd October 2019**

The Awards Judging Panel will be the Virtual School Governing Body



Be Ambitious for CLA



Survey

Children's Services are conducting a review of the referrals process into the Multi Agency Safeguarding Hub.

If you or your DSL would like to contribute your views of making a safeguarding referral, please complete the online survey

<https://surveys.hertfordshire.gov.uk/s/ISMV7/>



Be Ambitious for CLA

Questions

The Hertfordshire Headteacher Updates June 2019

School Admission Appeals

Liz Houghton

Independent School Appeals Manager

01992 588548

school.appeals@hertfordshire.gov.uk

Types Of Appeal

- **Secondary Transfer**

National allocation day 1 March – appeals heard between May – mid June

- **Primary Reception**

National allocation day 16 April – appeals heard between end of May - July

- **In year**

Throughout the year

- **Decision making**

Two types of appeal – two stage and infant class size (ICS)

Multiple appeals for the same school and year group

Hertfordshire Appeal Statistics 2017/18

	Secondary	Primary	In year
Lodged	739	318	881
Heard	491	178	489
Offered	106	55	211
Withdrawn	142	85	181
Upheld	86	15	147
Rejected	405	163	342

Constitution of Panels

- **Lay members**

“Someone without personal experience in the management of any school or provision of education in any school, except as a school governor or in another voluntary capacity.”

- **Member with Experience in Education**

“People who have experience in education, who are acquainted with educational conditions in the local authority area, or who are parents of registered pupils at school.”

- **Clerks**

Must be legally trained and independent of the schools concerned.

Opportunities for Governors

- **Applying to join the panels**

Panel membership is reviewed every year and currently a number of governors serve on the panels. We would welcome further applications.

- **Training requirements**

Initial mandatory training before serving and then annual updates

- **Time commitment**

Varies throughout the year but during the Summer term there is an increased demand.

Questions

The Hertfordshire Headteacher Updates June 2019

Specialist Provision Update

Sally Glossop

Strategic Lead for SEND (Interim)

ISL Area Lead North Herts and Stevenage

Specialist Provision Capital Funding Projects



- Currently work has focused on identifying opportunities to increase capacity in our special schools – if you put in a bid these will be considered in the next round, if they fit with recommendations from the specialist provision workstream
- There are projects planned for implementation October 2019 including, replacing demountables, and other infrastructure projects
- We have identified a long term strategy
- We also recognise that much needs to be done to support mainstream schools in meeting the needs of all pupils

Free School

Secondary (including post 16)

Co Educational

Complex Needs that include:

- ASC or significant Social and Communication Difficulties
- High anxiety and/or mental health issues with behaviour that can be challenging

Role in community of schools (outreach) and supporting a graduated approach

Supporting delivery of service for pupils with medical needs who may not be accessing a full time education

Specialist Advice and Support Service

Current Picture

- There has been a review and Gemma Wishart is the project lead
- We are supporting with the ENF additional funding for pupils waiting for Special School place this means that those with SLD will get support, those waiting for LD or SEMH will need to go through ENF panel but it is expected that this would be agreed

Impact on Herts overall outcomes

- Improving outcomes for SEND pupils
- Improving attendance of SEND pupils
- Reducing exclusions of SEND pupils
- Reducing representation of SEND pupils in NEET figures
- Delivering the aspirations of the SEND Strategy
- Delivering Hertfordshire's Outcome Bees

Questions

The Hertfordshire Headteacher Updates June 2019

Safeguarding Update

Frazer Smith

Team Manager: LADO and CPSLO

New online CP Contact form launched

Aim:

- To provide you with a user friendly experience.
- To give you a simplified process and structured format for informing us of concerns about a child.
- To reduce the amount of repeat or chase up enquiries you have to make.
- To inform you what we need to progress a contact.

New online CP Contact form launched

- Form was launched on 28th May 2019.
- The form will be located online at:
www.hertfordshire.gov.uk/childprotection
- You must create an account first. This is a simple process to sign up.
- Schools/colleges can choose how many accounts they need.

New online CP Contact form launched

- Once signed up, you can submit as many contacts as needed on the one account.
- There are mandatory fields, this information is required to be able to submit the form.
- Once submitted, you will receive a unique reference number.
- Guidance video available - http://www.thegrid.org.uk/info/welfare/child_protection/index.shtml

Children's Wishes and Feelings

- Joint piece of work between MASH and CPSLO Team.
- Aim to provide schools with support/guidance around clarifying information/speaking to children where there may be safeguarding concerns.
- Resources will be emailed when finalised.



Voice of the Child

- Primarily for use in EYFS
- Listening to children to assist in safeguarding
- Different approaches and resources
- Available at:

<https://www.hertfordshirefamiliesfirst.org.uk/may-2019/current-news/voice-of-the-child-and-young-person>



Updated Safer Working Practice Guidance

- Confidentiality (GDPR)
- The Childcare (Disqualification) Regulations 2018
- Turning off 3G/4G data access when on school premises
- OEAP updated guidance (transporting)
- Not taking images of injuries following disclosure
- Not taking audio recording of disclosure

Guidance for safer working practice for
those working with children and young people
in education settings

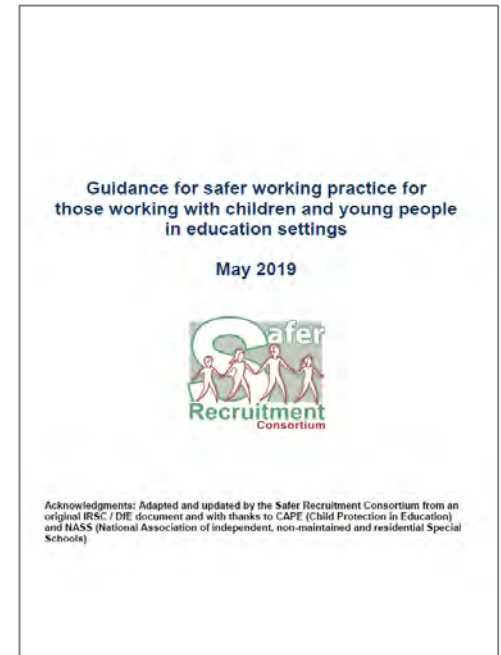
May 2019



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent, non-maintained and residential Special Schools)

Updated Safer Working Practice Guidance

- Comply with the setting's policy on spiritual, moral, social, cultural (SMSC) – British Values
- OEAP updated guidance (transporting young people)
- DfE Health and Safety Guidance/ Outdoor Education Advisers' Panel (Educational Visits)



School Safeguarding Communication

Hertfordshire School Number	
Does your school use Microsoft Outlook for all email communications with professionals?	Yes/No
Please state the designated email you would like all email communications (as stated above) to be sent to.	e.g. head@grangehill.herts.sch.uk or safeguarding@grangehill.herts.sch.uk
Does your school have Wi-Fi access that is accessible to visitors?	
Does your school have an area where Children's Services Staff can work via Wi-Fi?	

Questions

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HR update

Dave Windridge

HFL Head of Business Services

HR Service desk – Spring term 2019

909 new queries received

+34% on same term 2018

85% of queries resolved same day

Trending topics

1st Ill health – GP certificates, returning to work

2nd Flexible working – dealing with requests and terms & conditions of employment

3rd Recruitment – advertising & conditional job offers

Policy & Portal Update

On the portal this last term

- Updates to Health & Attendance Policy
- Safer Recruitment Policy
- Brexit implications for EU citizens
- Employing agency workers guidance
- Immigration and illegal working
- Pregnancy risk assessment
- Death in service toolkit
- Fixed term contracts guidance and toolkit
- Training and education sponsorship guidance
- Unauthorised absence toolkit

Coming soon... (Summer 19)

- Guidance on Co-Headships
 - Guidance on ill health retirement
 - Notice periods for school staff
 - SENCo Award guidance
 - Updated guidance for disciplinary hearings
- *Note: The stress risk assessment document has been given a new name, it's now called the **Wellbeing Action Plan** and is stored in the HR portal under wellbeing*

Pay update

Non-teaching support staff 'PRI'

- National review of hourly rates were cascaded in April
- Now in appraisal window - to review 2018/19 performance
- Portal open until December payroll to enter increments (PRI) on SAP for schools in-scope
- Guidance documents refreshed on Grid; communicated via School Bulletin

Teaching staff 'PRP'

- No visibility yet on STRB 2019/20 recommendations – acknowledging Govt evidence
- Any reviews will be effective (backdated) from 1/9/19 and should be performance-related
- As last year, portal window kept until March for schools to input – **will open 1st October**
 - recognising the need for GB ratification of school recomms and HT Appraisal
 - **NB Drop-downs removed: will now require free text salary figure to be entered**
- Comms will be provided to guide School leaders & GBs during Autumn term

Pay update - continued

From Serco working-group:

- Pre-run payroll report prior to final BACS release
- Successfully trialled with 9 pilot schools
- Available for Academies from May 2019 payroll run
- 24hr 'live' window for school to flag key issues (starters, leavers)
- Road-testing Academies prior to rollout to all

Recent schools questionnaire – thankyou

- Helping to inform HCC considerations for 2021+ provision
- More details to follow in due course

Brexit

The Home Office has published new guidance on right to work checks and the immigration status of EU, EEA and Swiss citizens and their family members working in the UK after Brexit.

- In short, there will be no change to the way EU, EEA & Swiss citizens prove their right to work until 1 January 2021:
- Until 1 January 2021, EU, EEA and Swiss citizens will continue to be able to prove their right to work in the UK as they do now, for example by showing a passport or national identity card;
- Alternatively, they may choose to use the Home Office online service if they've been granted status under the (now fully live) EU Settlement Scheme but employers cannot require them to do so. Employers do not have to check whether their existing employees have status under the EU Settlement Scheme;
- This remains the same if the UK leaves the EU without a deal.
- From 1 January 2021, new guidance will apply for right to work checks. This will be issued by the Home Office in due course.

<https://www.gov.uk/guidance/employing-eu-eea-and-swiss-citizens-and-their-family-members-after-brexit>

Recruitment Common Good



**Your Future.
Their Future.**

**GET INTO
TEACHING
HERTFORDSHIRE**
SATURDAYS 9:30AM - 1:00PM
NOVEMBER 10, WATFORD
JANUARY 19, LETCHWORTH

**HERTFORDSHIRE
TEACHER
RECRUITMENT FAIRS**
SATURDAYS 9:30AM - 1:00PM
FEBRUARY 9, WATFORD
MARCH 23, LETCHWORTH
MAY 11, CHESHUNT

Universities

**Choose
Herts!**

Fairs

Supply teachers

The current Hertfordshire framework that we have will be ending later this year;

- Randstad
- Step teachers

<https://www.thegrid.org.uk/schoolworkforce/teachers/supply/index.shtml>

- Herts for Learning is considering how it may be able to support schools with regards to supply teachers and working with partnered agencies in the future.
- We also know many schools utilise CCS (Crown Frameworks) – accessible now
- Thankyou to schools who participated in our recent survey request.
- We are working towards having an updated provision for later this year

HFL Occupational Health

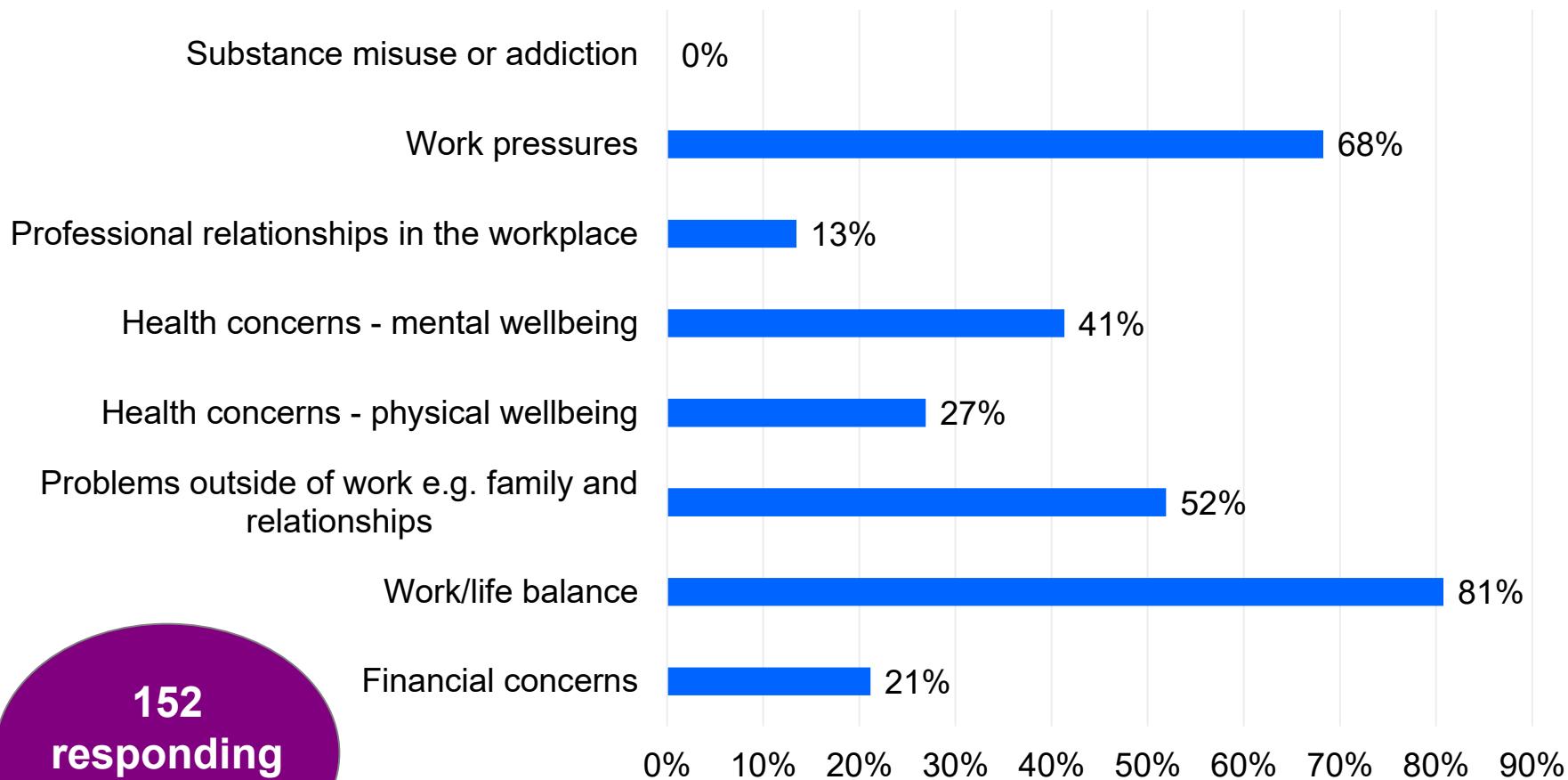


Optima
Health

- Thank you to signed up settings
- Please refer to the User guide on our HR webpages – secure portal
- 2nd user facility available to e.g. prevent shared passwords
- Appointment booking turnaround & DNAs improving
- Pre and post calls directly with OH team
 - Built into the Service offer
 - There for you to get more out of the process!
- Feedback facility after each use

Helpline: 01438 310060 or OH.HfL@optimahealth.co.uk

We asked: What impacts your employees' wellbeing?



152
responding
settings

Some of the themes we took....

- **25%** of respondents were familiar with what an EAP can offer
 - **Yet 52%** *actually* sign up to an EAP... eg. workplace wellness
- **65%** of respondents were interested in holding an accreditation for staff wellbeing
- **56%** of respondents had a wellbeing lead for staff
- **81%** of respondents were interested in attending a wellbeing event held by HfL
 - Popular topics: mental health, professional relationships and physical health

So what? Watch this space for Autumn

Reminder of upcoming courses

Strategic absence management	26/06/2019
Appraisal and capability workshop	02/07/2019
School Business termly briefing	24/09/2019
Carrying out the role of the Data Protection Officer (DPO)	30/09/2019
Appraisal and capability workshop	03/10/2019
Essential introduction to HR for school leaders	08/10/2019
Single Central Record training	09/10/2019
Staff conduct & discipline training for managers	07/11/2019
Strategic absence management	14/11/2019
Communication styles	21/11/2019
Single Central Record training	21/11/2019
Health and safety for school business managers	02/12/2019

Questions

Head Teacher Update June 2019

Future Workforce Project

Emily Austin

Senior Manager Human Resources

Project Drivers

- High employment levels & competitive jobs market
- Attitudes about how people want to work is changing.
- Changing expectations from citizens and the workforce
- Feedback from managers and employees – pay / progression / terms

Project Aims

- Remain an employer of choice
- Future proof our job and reward structures
- Increase productivity
- Embrace the opportunities new digital technology offers us
- Respond to feedback

Future Workforce Scope/Remit and Timelines

Scope

- NJC Green Book (i.e. school support staff), JNC Youth and Community (terms and conditions), HCC Senior managers (Chief Officers, PMA / PMB & PMC grades).

Remit

- Pay / Terms relating to employment
- Job Evaluation / Progression
- Performance Culture

Timelines

- First Stage Implementation April 2019 – March 2021
- Second Stage Implementation – 2021/22 - TBC

Implementation

- Implementation will be carried out as a 2 stage approach:
 - Stage 1
HCC Council departments - April - 2020 – Mar 2021
 - Stage 2
Schools – April 2021 – March 2022 (TBC)

Developing Options ...

Thinking about the remit of the Future Workforce Project:

- Pay / Terms relating to employment
- Job Evaluation / Progression
- Performance Culture

We would like your feedback on the following points to help develop options:

- 1. What currently stops support staff effectively delivering what you need in your school?**
- 2. What would make working in your school better for support staff?**
- 3. What support would you or your school need to deliver any of the changes?**

Questions