EDMONTON ACADEMY TRUST

LOCAL GOVERNING BODY OF EDMONTON COUNTY SCHOOL

STAFFING COMMITTEE

TUESDAY 7TH NOVEMBER 2017 AT 6.00PM BURY CAMPUS

MINUTES - PART ONE

Members:	Salih Suavi, Justine McLennan, David Clarke
Trustees:	Salih Suavi, Thia Kunaratnam, Peter Blane, Susan Tranter (ex officio), Konrad Halls
Committee:	Konrad Halls (Chair), Derek Richings, Kelly Grant, Joanne Yarwood, *Christine Martin, Abi Adesida, Sheila O'Neill, Liz Whale, Cat Purtell and Susan Tranter,
Advisory Clerk:	Andreas Adamides
Also attending:	Ms Maria Panayi (Deputy Headteacher) Mr Chris Flack (Assistant Headteacher)

*denotes Absent

1   COMMITTEE MANAGEMENT (6pm)

1.1   Apologies for absence were received from Christine Martin and Abi Adesida gave advance notice of lateness.

1.2   Cat Purtell was welcomed as the new Staff Governor, she introduced herself as Head of Science.

1.3   There were no declarations of interest made relating to items on this agenda.

1.4   The minutes of the meeting held on 27 June 2017 were agreed as an accurate record of the meeting.

1.5   There were no outstanding matters arising that were not covered elsewhere on the agenda.

2.   STAFFING UPDATE

2.1   Staffing deployment Dr Tranter (ST) presented the staffing spreadsheet and gave an oral report. Focusing on the summary showing the difference between the staffing required and those available. It was noted that in Primary recruitment was difficult. The School started the academic year with two agency staff, but has now made two permanent appointments, resulting in supply staff no longer being needed.

Q= Why is there an issue about recruiting teachers in Primary?

A= In most schools there is a shortage of primary school teachers, and teacher recruitment is doing less well, than previously.

2.2   ST reported that the School has appointed the Head of English, who is starting in January. Maths is fully staffed. A new Head of Geography has been appointed to

replace the temporary member of staff. MFL, Arts, and PE are fully staffed. The Deputy SENCO is leaving for a promotion at another school; the School has appointed a new Deputy SENCO who will also cover the Primary phase.

2.3 Miss Panayi (MP) presented the figures about cover and absence to date for information. It was noted that from September to October, work related absences, increased due to more trips. The vacancy rate is zero, due to posts being covered by long term supply and new appointments. There are no significant long-term absences, that are not covered, and have no effects on students. Overall it was noted that out of about 8,000 lessons, only about 300 were affected by absences.

Q= How does this compare to last year?

A= We will provide these figures next time.

Q= Will November be better?

A= This depends on illnesses, but lessons will be covered, so the impact on progress will be minimised.

3. CPDL PROGRAMME FOR 2017-18

3.1 Mr Flack (CF) presented the programme for Primary and Secondary teaching staff, the wider workforce and the induction programme for new teaching staff.

3.2 CF updated the Committee on changes this year. Previously each member of staff had four choices. This year the programme has been arranged with core courses and options. The two core courses are building stammer and resilience and becoming an outstanding form tutor. The options were presented, there are two option blocs to choose from, including e-learning. About 50% are new courses. To date one core session and one option course has been completed. The programme listing teachers involved in leading the courses was presented, which was extended this year. It was noted an area for development, is to get the Primary Phase involved in this CPDL model. Plus, next year to include members of the Senior Leadership Team in delivering courses.

ST added that we did safeguarding training, in the first day in September covering neglect. On 29 September we looked at the full range of Safeguarding issues, reinforcing Child Protection duties. All staff including the wider workforce were trained in safeguarding.

Abi Adesida joined the meeting at 6.15 pm.

Q= Can you tell us more about the 'building stamina and resilience' course?
A= CF answered that this is about building stamina and resilience in students. The GCSE and A level curriculum is more challenging, requires students to work harder and they have more to learn. Student may say that they aren't very good at subjects and we need to challenge this but also inculcate the idea of struggling with new material to achieve mastery.

Q= Can Governors attend?
A= ST replied yes, they can

Q= Wellbeing days for staff has been a focus in other schools, can we include this in the programme?
A= CF replied that this is separate to training, but wellbeing is important. ST added that staff wellbeing is helped by being a well organised School, with a good calendar, planning assessments for a manageable workload. Plus, we have additional training days and staff celebrations. We have staff praise that recognises the importance of the contribution that

people make. However, we need to be mindful that our budget is public money and anything we do to has to stand the scrutiny of the community and the auditors. The committee agreed that this was important.

Q= Are we supportive of staff with mental health issues, suffering with stress etc.?
A= ST replied that we refer to occupational health to support staff with issues

Q= Could we support staff before that happens?
A= ST replied that line managers are responsible for supporting staff, based on their experience and with everyday interactions, in having open conversations, this is evidenced by attendance rates. MP added that we ask students to write thank your cards, the staff survey shows how we manage this.

3.3   CF highlighted the induction programme, noting that new staff are trained every Wednesday afternoon, this has been planned for the year. Plus, NQT sessions are taking place, including NQT Plus for the second and third year teachers, these are additional sessions, that keep the cohort together. These involve one session per half term, all of last year's NQTs have signed up for NQT Plus.

Q= What materials are used?
A= CF replied that the materials are based on academic research and the School context, this is good for retention of teachers.

4   APPRAISAL OBJECTIVES FOR 2017 - 2018

4.1   Dr Tranter (ST) presented the document for information. These were sent to team leaders to use for teaching staff objectives. The objectives were presented for Teaching Staff (Secondary) as follows:
- A pupil progress objective exemplified by performance of exam classes, with at least 80% meeting target grades and at least 40% exceeding target grades by the end of KS4
- Teaching over time is consistently good or better evidenced through lesson observations, full implementation of school policies and effective behaviour management in the classroom and corridors and whilst on duty. There is evidence that unsatisfactory work or inadequate work is repeated.
- An objective that relates to the person's individual goals (i.e. to develop a unit of work, to improve behaviour management etc.)

4.2   The objectives were presented for those on the Upper Pay Spine as follows:
- A pupil progress objective exemplified by performance of exam classes, with at least 85% meeting target grades and at least 45% meeting target grades by the end of KS4
- The teacher exemplifies consistently good or better evidenced through lesson observations, full implementation of school policies and effective behaviour management in the classroom and corridors and more widely. There is evidence that unsatisfactory work or inadequate work is repeated.
- An objective that relates to the person's individual goals
  - To lead on curriculum development OR
  - Develop L&M through coaching a member of the teaching staff OR
  - Taking responsibility for a whole school initiative or process

4.3   The objectives were presented for Teaching Staff (Primary) as follows:
- A pupil progress objective exemplified by performance of classes, with at least 70% making 'Good Level of Development', 80% pass rate at Phonics Screening and 75% working at or beyond age related expectations at the end of all year groups in Reading, Writing and Maths

- Teaching over time is consistently good or better evidenced through lesson observations, full implementation of the feedback and assessment policy, record keeping and effective behaviour management in the classroom and corridors and whilst on duty.
- An objective that relates to the person's individual goals (i.e. to develop a unit of work, to improve behaviour management etc.)

4.4   The objectives were presented for Postholders as follows:
- A pupil progress objective exemplified by performance of classes, with at least 80% making 'Good Level of Development' or Phonics Screening or KS2 tests
- That the post holder ensures that staff in the phase contribute fully and invariably to the corporate objectives of
  a.   Developing a robust curriculum
  b.   Implementation of policy on feedback and assessment
  c.   Every classroom to be a clean, tidy, stimulating and effective learning space
  d.   Ensuring that staff have a robust appraisal and mid-cycle review including regular meetings to discuss progress and accountability for pupil outcomes
- An objective that relates to the person's individual goals (i.e. to develop a unit of work, to improve behaviour management etc.)

4.5   The objectives were presented for Heads of Faculty and Department as follows:
- A pupil progress objective exemplified by performance of exam classes, with at least 80% meeting target grades and at least 40% exceeding target grades by the end of KS4
- That the post holder ensures that staff in the faculty/department contribute fully and invariably to the corporate objectives of
  a.   Setting homework according to the school policy
  b.   Implementation of policy on feedback and assessment
  c.   Effective behaviour management in the classroom and corridors and whilst on duty
- Ensuring that staff have a robust appraisal and mid-cycle review including regular meetings to discuss progress and accountability for pupil outcomes
- An objective that relates to the person's individual goals

4.6   The objectives were presented for Progress Leaders as follows:
- A pupil progress objective exemplified by performance of classes in the phase,
- a.   For the sixth form: with at least 85% meeting target grades and 45% meeting challenge grades with minimal difference in the achievements of those on AG&T, FSM, LAC, SEN and non-FSM.
- b.   For the upper phase: with at least 85% meeting target grades and at least 45% exceeding target grades
- c.   For the middle and transition phases: For year 9-with at least 85% being on target to meet target grades and at least 45% being on target to exceeding target grades by the end of KS4 and for year 8 with 85% being on target to meet target grades and at least 45% being on target to exceeding target grades at KS3
- The teacher exemplifies consistently good or better evidenced through lesson observations, full implementation of school policies and effective behaviour management in the classroom and corridors and more widely. There is evidence that unsatisfactory work or inadequate work is repeated. The Progress Leader ensures that this practice is evident across the year group.
- An objective that relates to the person's role as a phase leader

4.7   The objectives were presented for Assistant Headteachers as follows:
- To contribute to the leadership of the school that results in 50% of year 11 (2017-18) securing grades 9-5 (English and Mathematics) and 70% attaining grades 9-4 (English and mathematics) with the overall progress grade being 0.5
  Your contribution will also be evidenced through performance in XX

- That the post holder ensures that staff in the faculty/department contribute fully and invariably to the corporate objectives of
  a. Setting homework according to the school policy
  b. Implementation of policy on feedback and assessment
  c. effective behaviour management in the classroom and corridors and whilst on duty
  d. Ensuring that staff have a robust appraisal and mid-cycle review including regular meetings to discuss progress and accountability for pupil outcomes
  e. 95% attendance
  f. The progress of those on FSM is at least as good as those non-FSM students
  This will be achieved through the monitoring of the phase and taking the appropriate action to ensure that the expectations are met.
- Teaching over time is consistently good or better evidenced through lesson observations, full implementation of the feedback and assessment policy, setting and marking of homework, record keeping and effective behaviour management in the classroom and corridors and whilst on duty.
- An objective that relates to the person's individual goals (i.e. to develop a unit of work, to improve behaviour management etc.)
- An objective that relates to the person's whole school responsibilities
- To lead a Phase review and to produce a report for the Leadership Team; and to respond to the outcomes of the review of the post holder's 'own' phase.

Q= Is this new?
A= ST replied that the committee has been presented with the objectives annually. The Committee approved the objectives for the teaching staff.

Q= Is it based on the percentage quoted each time?
A= ST replied that it is based on the whole school performance, staff can get anxious about figures, we set challenging targets, but we provide guidance to staff conducting appraisal meetings and this feeds into the recommendations ST makes to the Staffing Committee for pay.

Q= Are the figures in Secondary from Progress 8?
A= Yes, they are

5   RETIREMENT AND CELEBRATION STANDARD OPERATING PROCEDURES

5.1 Dr Tranter (ST) presented the current SOP for discussion. It was last discussed in 2015. The aims of the procedures are to ensure long service, promotion/exit of staff are recognised. Including if staff have served more than 25 years, or Deputy Heads promoted. It sets what happens, with a small gathering, a gift, a letter from the GB.

5.2 ST highlighted that staff are praise and nominated by the Leadership Team, and the EHT emails staff members. All nominations go into a draw for a small gift worth less than £5, which is paid by the letting income and supplier gifts.

5.3 The Committee **APPROVED** the SOP.

Q= Does the GB respond to staff?
A= ST replied yes, the SOP covers this, and ST responds on the GBs behalf.

6.   CODE OF CONDUCT

6.1 Dr Tranter (ST) presented the document for information. It was noted that all Enfield schools have agreed this. All staff agreed have read and signed the code of conduct. It. Is supported by the unions and professional organisations. It was noted that it is linked to Keeping Children Safe in Education. The code includes the use of

appropriate language, the promotion of the vision and values, how to use electronic media appropriately and not to be under the influence of alcohol.

Q= If staff join within the year do they sign it?
A= ST replied that they sign when they join the School

Q= How do you police what happens on online?
A= ST replied that people tell us about any issues

Q= How about expectations of the students online?
A= ST replied that we talk to children about use of social media, it is part of PSHE and talked about in assemblies. Our safeguarding training in September included social media issues. We include this in parent evenings too.

Q= Will this be placed on website?
A= ST replied that yes it will.

7.   WHISTLEBLOWING POLICY

7.1   Dr Tranter (ST) presented the document for information. The School has adopted the LA procedure, which includes the misuse of public funds, safeguarding etc. It states what staff must do, and is displayed in staff areas, including who staff can contact including the Headteacher and LADO. The policy includes how to raise a concern.

The Committee **APPROVED** the policy as proposed

7.2   It was noted that ST is on the working group for Enfield, which includes the unions and professional associations.

Q= Have there been any serious incidents?
A= ST replied no.

Q= Can it be put on the website?
A= ST replied that we will do.

8.   ANY OTHER BUSINESS:

8.1   None.

9.   NEXT MEETING:

9.1   Date and Time of next meeting – 6 February 2018 at 6 pm- Cambridge Campus

Staff members left the meeting at the end of part 1