

**TASKER MILWARD VC SCHOOL
POLICY FOR POINTS – BASED REDUNDANCY CRITERIA FOR TEACHERS**

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Points-based redundancy criteria for teachers

Existing redundancy criteria in Pembrokeshire secondary schools are structured to remove people sequentially from consideration for redundancy. Although this works well in simple cases, there is concern that it is **not straightforward to make the final selection**, which is then excessively reliant on LIFO and so implicitly age-discriminatory.

The following points-based system is therefore proposed as an alternative. At this stage, finalised numbers of points are not allocated to each criterion in order to **avoid** staff in schools rushing to calculators and so generating **unnecessary concern**: it is more important that the **principles** should be agreed.

Procedure:

As a first step, teachers on **fixed term contracts** should be dismissed with appropriate notice. Curriculum calculations should assume that these dismissals have occurred.

The remainder of the redundancy selection process must be fair, and must not discriminate against disabled workers or part-time workers and must not unfairly discriminate indirectly or directly on the grounds of age or gender. In adopting these criteria, it is deemed that **all reasonable steps** have been taken to **avoid indirect discrimination**.

Teachers on the **leadership scale** should be considered for redundancy when there is a **restructuring** of the school leading to a change in the governors' staffing structure which makes a post redundant. Although safeguarding of salary applies in this circumstance, it does not prevent consideration for redundancy.

All other teachers should be considered for redundancy by calculating a **point score**. The person with the **lowest number of points** is then **fairly selected** for redundancy.

In the event of a tie, **Last-In-First-Out** must be used and applied in the sequence:

- Number of continuous years in the school
- Number of continuous years in the authority
- Number of continuous years in teaching

The **essential objective** in secondary schools is **curriculum match** – that is the delivery of the required curriculum to reasonably-sized groups of students by a staffing complement that is appropriately qualified and affordable.

If it is possible to identify a **single subject area** that has surplus staffing, then only redundancies within staff currently able to teach within that subject area should be considered, and points awarded as in the following table.

If it is not possible to identify a single subject area, the school's governors, advised by the headteacher, should

- Carry out the points analysis in **each subject area** where there are significant surplus periods.
- Determine whether any **individual** member of staff is identified in **more than one area**, and if so undertake the points analysis for **combined** subject departments to determine whether this person would be selected for redundancy
- Determine whether it is possible to make one or more redundancies so as to achieve a match between staffing and curriculum such that remaining staff can **reasonably be retrained** to redeploy to cover the gaps created. (For example, it is unlikely that a redundancy which creates a shortfall in science, PE, technology or music could be easily covered by existing staff)

If it is not possible to steer the redundancy into a limited number of subjects, **redundancies** should be declared, according to the points system, in **each subject** with substantial surplus, and the remaining **part-time posts** offered as an **alternative to redundancy** to the affected staff.

Criterion	Points	Commentary
Able and willing to teach other subject areas for which there is curriculum demand or expected to be demand within the next two years.	1 or 2 maximum	Low weighing. As indicated on staffing audit returns. Ability claim must be realistic. Rationale is that flexibility is needed to minimise future redundancies.
Formally qualified (or has 2 years experience) to teach other subject areas for which there is curriculum demand or expected to be demand within the next two years.	1 (extra to row 1 bringing max to no more than 3)	Adds to first line to give medium weighting.
Factor relating to percentage of contract time spent in this department = factor x *(100 - %time), rounded up.	Max 10	High weighing – rationale: if you just help out with a few periods in a department, it would be perverse to make you redundant as it doesn't solve the problem.
Holds a TLR on the governing body's current staffing structure of the school	Max 15	High weighing - rationale: a high score here would generally avoid the HoD being redundant, as it would then become necessary to appoint another HoD
Holds a professional development position that has been through an open recruitment process	3	Recognises the value of roles other than TLR roles in schools. Low weighting.
Qualified to teach the subject where there is redundancy (see table of points)	5	Medium weighting. A table has been constructed to recognise the extent to which a teacher is qualified and experienced to teach this subject. Rationale: we should prefer to retain appropriately qualified and experienced staff

Qualifications table

Qualifications (use closest match) ↓	The post→	Requires A level teaching	Requires GCSE teaching	Requires level 2 vocational teaching	Requires KS3 or level 1 teaching
PGCE with subject as principal		5	5	5	5
PGCE with subject as subsidiary AND degree level study for at least a fifth of the course.		4	4	5	4
PGCE with subject as subsidiary AND at least level 3 qualification		1	3	4	4
Level 4 vocational qualification in closely related subject		4	4	5	4
Degree with subject as substantial element of discipline		4	4	4	4
Level 3 vocational qualification in closely related subject		0	2	4	3
A Level in subject or closely related subject		0	2	2	3
GCSE at C+ ,O level pass or level 2 qualification in subject or closely related subject.		0	1	1	2
Two or more years experience ¹ of teaching competently ² at this level without formal qualification		1	2	2	3

¹ Experience points are in addition to qualification points.

² Points should not be awarded if the teacher's performance in this subject at this level is the subject of capability procedures or if it has been determined that it would be inappropriate to continue to timetable this teacher into the subject at this level in future.