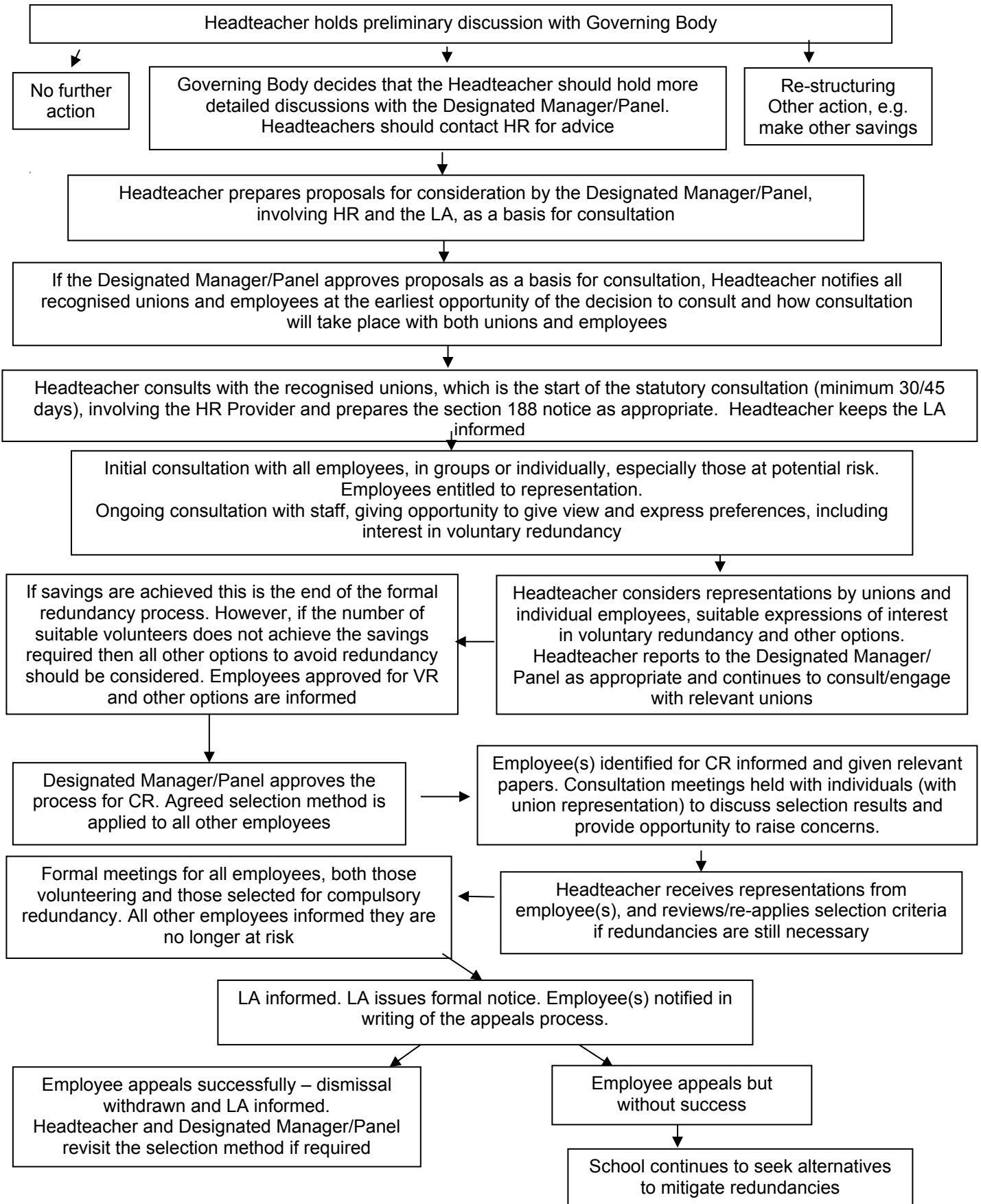


## REDUNDANCY PROCESS FOR SCHOOLS

(This should be read in conjunction with the Policy and Guidance)





## **GUIDANCE FOR USING THE REDUNDANCY SELECTION MATRIX**

During times of change it is essential the school retain a competent and balanced workforce who display appropriate behaviours to enable the school to meet future challenges, commitments and needs of the business. The redundancy selection matrix provides a method of selection taking into account as many relevant factors as possible to give a fair and consistent approach to selection.

The matrix is used where there is a reduction in the number of the same posts. Where posts change or combine a number of posts thus resulting in a new job, interviews are a more appropriate form of selection.

It is essential that a consistent approach is used and that scores can be evidenced by file notes, appraisals, 1 to 1's, data, minutes etc, as scores will be challenged and so must be evidenced by supporting documentation alongside supportive development plans and actions and subsequent improvement. Prior to the application of any scores, Managers, the HR Provider and a Union representative must agree the scoring criteria that will be applied to the pool, these must be pertinent to the post and / or the future needs of the post.

### **General Points for consideration.**

Criteria must be agreed prior to applying a selection matrix. A minimum of 3 criteria should be used for performance, capability and behaviours

In exceptional circumstances weighting may be applied. Weighting must be justified and agreed with recognised Trade Union representatives and the HR Provider prior to scoring. The relevant manager will objectively assess employees against the agreed Selection Matrix. Following that process, the school will designate a second manager to undertake verification of the procedures followed, with the support of the HR provider.

Care should be taken when gender and disability have an impact on scores.

Employees may see their own scores and be allowed to challenge / discuss their scores but they cannot see the scores of other employees.

As part of the consultation process, managers must meet with individuals to share their scores and allow a discussion on the results. This must be several days prior to the end of consultation to allow employees to review their scores and managers to consider any challenge and additional information. The manager should explain how and why the scores were reached and allow the employee to challenge any score they feel is inaccurate or unfair. The employee's

concerns must be considered along with any supportive evidence and scores amended if applicable. A further meeting will be held to confirm final scores.

### **Absence**

Absence is scored over the previous 2 years starting from the date employees were placed at risk. Each full year is scored separately from factual information following the calculation in the matrix.

Where an employee has not completed 2 years, scores are to be pro rata to service.

For employees on maternity/adoption/paternity leave the previous 2 years prior to the maternity/adoption/paternity leave commencing should be used.

Where an employee does not work 5 days per week and has been absent for a full week or multiples of full weeks an additional calculation is required to ensure they are not advantaged as follows:-

Take the total score and divide by the number of days worked and then multiply by 5.

### **Performance and Capability**

Relevant performance, capability and behavioural criteria must be agreed with manager, the HR provider and recognised trade unions prior to applying scores. Scores must be justified and be able to be evidenced via documentation such as file notes, appraisals, 1 to 1's, OHU reports, data etc.

Care must be taken that employees are only scored once for the same thing. For example, a file note or management instruction should not be scored if the issue went on to be a formal measure, in such cases the formal measure score would be used.

The Teachers' Standards outlines expected behaviours of teachers and should be considered when applying scores to this factor.

Examples of criteria that may be used are given below but each school must only use criteria that is relevant to the department and the post that is at risk. (The list is not exhaustive).

- Demonstrated ability to teach certain age groups
- Demonstrated ability to teach across several key stages or a range of curriculum subjects
- Maintains and keeps records up to date
- Plans and teaches well-structured lessons
- Regularly meets deadlines and targets
- Regularly receives good feedback from appraisal process
- Accurate and timely performance of work duties
- Plans and prioritises workload appropriately
- Improves teaching to respond to the strengths and needs of all pupils
- Manages behaviours effectively to ensure a good and safe learning environment

### **Skills, knowledge and experience**

Skills – should be considered along with knowledge and experience. The job description and person specification will assist in identifying relevant criteria.

Prior to application of scores consideration must be given to the skills required to carry out the post or the future requirements of the post / school. These should be listed and agreed with union representatives and the HR Provider prior to application.

Examples of Skills may include some of the following. The list is not exhaustive and again, schools should only use criteria that are relevant to the department and the post that is at risk.

- Number of years' relevant experience of the work
- Skills/experience relevant to the management needs of the school
- Particular specified subject/curriculum expertise
- Recent training undertaken
- Specific required skills/experience (SEN, EAL, Excel, Outlook, IT and media skills)
- Interpersonal skills
- Excellent communication skills
- Work effectively with support staff/colleagues
- Understanding of all relevant policies and procedures

### **Qualifications**

This factor can be discounted where a qualification is essential and therefore everyone in the pool has the qualification. Consideration should be given to qualifications that are relevant to the post and those that may be utilised for the future needs of the school and agreed with union representatives and the HR Provider.

### **Disciplinary and Conduct**

Factual from records from the last 2 years up to the end of consultation.

Should formal hearings be completed during the consultation period or later during notice periods that would affect the score these should be taken into account at the relevant time and scores adjusted accordingly.

### **Loyalty Service**

Factual from Records (Should include service defined as continuous Local Government Service as stated in the Redundancy Payments - Local Government (Modification Order) 1999 and covered by the Burgundy Book).

Remember employees have a right of appeal against being dismissed for reason of redundancy. Clear communication in the consultation stage and explaining scores to employees will assist in their understanding of their scores and may reduce appeals.

### **Tie-breaker**

**Following the application of all criteria used in this selection process, should scores be equal then the school reserves the right to select the individual whose dismissal for redundancy would have the least financial impact on the school.**

**If that right is not exercised, then competitive interviews between those with equal scores will be used as the deciding factor.**



## REDUNDANCY SELECTION MATRIX

**Managers should read this in conjunctions with the Selection Matrix Guidance (Appendix B), the Redundancy Policy, and Guidance documents.**

The selection matrix is an assessment tool which is applied in redundancy situations where a reduction is required in the number of the same posts. Agreed criteria must be applied fairly and consistently and must be supported by documentation to evidence the points awarded.

The policy will apply to all school employees who are at risk of redundancy and are being considered as part of a 'pool'.

During times of change it is essential the school retain a competent and balanced workforce appropriate to the future needs of the business. There is a need to retain employees who demonstrate good performance, skills, knowledge and desirable behaviours.

The redundancy selection matrix provides a method of selection where employees are evaluated against key criteria relevant to their area of work. Where there is no supporting evidence or evidence is inconsistent across the 'pool' employees must be awarded the same score.

The relevant Manager / Managers will objectively assess employees against agreed criteria and will discuss with individuals during the consultation process.

The maximum points that can be achieved will vary dependant on how many performance criteria are used.

Attendance	30 points (15 points for each of the previous 2 years)
Performance, Capability and Behaviour	15 points for each criteria
Skills, Knowledge & Experience	15 points
Qualification	15 points
Disciplinary & Conduct	25 points
Loyalty Service	10 points

## **Attendance Scoring**

The calculation will be over each 12 month period (the 2 year period from the date employees placed 'at risk') – 15 points per year.

### **Calculation:**

$$\text{Score} = \frac{a^2 d}{2}$$

(Occasions x Occasions x Total Number of Days of Absence in Year / 2 = (score))

Scores will be applied to the matrix as below:

Absence Score	Matrix Points
0	15
1-3	14
4-7	13
8-12	12
13-18	11
19-25	10
26-33	9
34-42	8
43-52	7
53-64	6
65-78	5
79-94	4
95-112	3
113-133	2
134-157	1
158 and above	0

**Please note – scores for any part time staff must be pro-rated appropriately to maintain equal treatment.**

Maximum score for attendance 30 points. 15 points per year.

### **Performance and Capability**

Criteria applied should be applicable to the post using as many key points as required, (15 points maximum for each criteria). It is recommended a minimum of 3 performances / competence criteria relevant to the post are used and scores applied to each as below.

Examples of criteria might be as below with a maximum of 15 points awarded to each:-

- Improves the teaching to respond to the strengths and needs of all pupils
- Works flexibility across the department
- Records are accurate and up to date

Weighting can be applied if required and justified.

Behaviour considerations to be in line with the Teachers' Standards integral to the performance and capability of the employee.

The following will apply to each Criteria:-

Performance & Capability regularly falls short of what is expected, may have received a formal caution/ notice of improvement or there are documented performance issues.	0 points
Performance & Capability is generally satisfactory but occasionally falls short of what is expected	5 points
Performance & Capability is consistently achieved to a satisfactory standard	10 points
Performance & Capability is consistently above the requirements and is often outstanding	15 points

### **Skills, Knowledge and Experience**

The application of points for Skills (which can include knowledge and experience) must be predetermined and relevant to the post. Skills applicable to the post which have been considered in the scoring should be listed and agreed in advance.

Consideration must be given to the skills required to carry out the post or the future requirements of the post / school

Does not demonstrate the skills, knowledge and experience required for the ongoing needs of the post, extensive training would be required.	0 points
Has most of the relevant skills, knowledge and experience to carry out the duties of post and only minimal training would be required to meet the needs of the organisation.	5 points
Has a full range of skills, knowledge and experience required for the post and future requirements of the post.	12 points
Has full range of skills, knowledge and experience some of which are specialist which can be immediately utilised or have been identified as beneficial to the future work of the school.	15 points

**Qualifications** – Agreed Qualifications relevant to the post or future needs of the post/school.

Absence of relevant qualification(s) normally expected in this type of post.	0 points
Working toward or part qualified in relevant qualification.	5 points
Possession of relevant qualification.	12 points
Possession of relevant or desirable qualification relevant to the post and possesses other qualifications that could be utilised for the future needs of the school.	15 points

### **Disciplinary and Conduct**

No Issue	25 points
Verbal Warning / 1 <sup>st</sup> Written	15 points
Written Warning / 2 <sup>nd</sup> Written	5 points
Final Warning / Final Written	0 points

### **Loyalty Service**

Loyalty Service 10 years	10 points
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5- 10 years	8 points
2 – 5 years	5 points
Under 2 years	0 points

TRANSFER ALL SCORES TO THE INDIVIDUAL SCORE SHEET



## INDIVIDUAL SELECTION MATRIX ASSESSOR SCORECARD

<b>Name of Employee:</b>		<b>Department:</b>	
<b>Unit of Selection:</b>			

<b>Name of Assessor:</b>		<b>Date of Assessment:</b>	
<b>Assessor's Job Title:</b>			

	Criteria: <i>Add or delete points as required.</i>	Score
<b>1</b>	<b>Performance &amp; Capability</b>	
	1.	
	2.	
	3.	
	4.	
	5.	

	Criteria: <i>Add or delete points as required.</i>	Score
<b>2</b>	<b>Skills, Knowledge and Experience</b>	
	1.	
	2.	
	3.	

<b>Criteria:</b> <i>Add or delete points as required.</i>	<b>Score</b>
<b>Qualifications</b>	
1.	
2.	
3.	

<b>Criteria:</b> <i>Add or delete points as required.</i>	<b>Score</b>
Attendance record	

<b>Criteria:</b> <i>Add or delete points as required.</i>	<b>Score</b>
Length of service	

<b>Assessor's Signature</b>	<b>Print Name</b>	<b>Date</b>

## Redundancy Calculation Matrix

## Appendix E

REDUNDANCY CALCULATION TABLE FOR AGE AND YEARS OF SERVICE																			
Service (years)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Age (years)																			
18	1	1½	2	-															
19	1	1½	2	2½	-														
20	1	1½	2	2½	3	-													
21	1	1½	2	2½	3	3½	-												
22	1	1½	2	2½	3	3½	4	-											
23	1½	2	2½	3	3½	4	4½	5	-										
24	2	2½	3	3½	4	4½	5	5½	6	-									
25	2	3	3½	4	4½	5	5½	6	6½	7	-								
26	2	3	4	4½	5	5½	6	6½	7	7½	8	-							
27	2	3	4	5	5½	6	6½	7	7½	8	8½	9	-						
28	2	3	4	5	6	6½	7	7½	8	8½	9	9½	10	-					
29	2	3	4	5	6	7	7½	8	8½	9	9½	10	10½	11	-				
30	2	3	4	5	6	7	8	8½	9	9½	10	10½	11	11½	12	-			
31	2	3	4	5	6	7	8	9	9½	10	10½	11	11½	12	12½	13	-		
32	2	3	4	5	6	7	8	9	10	10½	11	11½	12	12½	13	13½	14	-	
33	2	3	4	5	6	7	8	9	10	11	11½	12	12½	13	13½	14	14½	15	-
34	2	3	4	5	6	7	8	9	10	11	12	12½	13	13½	14	14½	15	15½	16
35	2	3	4	5	6	7	8	9	10	11	12	13	13½	14	14½	15	15½	16	16½
36	2	3	4	5	6	7	8	9	10	11	12	13	14	14½	15	15½	16	16½	17
37	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15½	16	16½	17	17½
38	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16½	17	17½	18
39	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17½	18	18½
40	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18½	19
41	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19½
42	2½	3½	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½
43	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
44	3	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½
45	3	4½	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
46	3	4½	6	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½
47	3	4½	6	7½	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
48	3	4½	6	7½	9	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½
49	3	4½	6	7½	9	10½	12	13	14	15	16	17	18	19	20	21	22	23	24
50	3	4½	6	7½	9	10½	12	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½	24½
51	3	4½	6	7½	9	10½	12	13½	15	16	17	18	19	20	21	22	23	24	25
52	3	4½	6	7½	9	10½	12	13½	15	16½	17½	18½	19½	20½	21½	22½	23½	24½	25½
53	3	4½	6	7½	9	10½	12	13½	15	16½	18	19	20	21	22	23	24	25	26
54	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	20½	21½	22½	23½	24½	25½	26½
55	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22	23	24	25	26	27
56	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	23½	24½	25½	26½	27½
57	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25	26	27	28
58	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	26½	27½	28½
59	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28	29
60	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	29½
61+	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	30

**Format of Appeal Meetings**

1. The Chair of the Panel will introduce all parties and explain the format of the meeting.
2. The Manager(s) (who did the scoring and verified it) will present a report at the hearing and can call witnesses as necessary.
3. The employee/their representative can question the Manager and any witnesses called at the end of the presentation and/or each witness.

The panel will also have an opportunity to ask the Manager questions and of each witness called.

4. The employee/their representative will present their case and can call witnesses as necessary.
5. The Manager can question the employee/representative and any witnesses called at the end of the presentation and/or each witness.

The panel will also have an opportunity to ask the employee or their representative questions and of each witness called.

6. The Manager will make a closing statement.
7. The employee/their representative will make a closing statement.
8. At any stage during the hearing the members of the Appeals Panel (including the HR, LA and diocese representative/s) can question any person who has made a statement or attended as a witness for further clarification.
9. The Manager and employee/their representative shall withdraw from the meeting and the Appeals Panel make a decision, in private. Advice given by the LA representative must be considered by the Panel. In the case of aided schools where advisory rights have been accorded, this shall apply to the representatives of the LA and the Diocese.
10. Once a decision is made the parties will be recalled and the decision shall be conveyed orally to both parties. It will be confirmed in writing within 5 working days. If it is not possible to make a decision on the day the decision will be confirmed in writing to be received within 10 working days of the appeal meeting.

NB If witnesses are called by either party they will only be in attendance for the time required for them to present their evidence.