

# Southwark Schools Human Resource Redeployment – Information for Schools

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## 1. Introduction

This guidance is for schools who are contemplating redundancies, either through a restructure where roles are being deleted from the structure, or those employees on a fixed term contract, whose contract is due to come to an end with more than 2 years' continuous service.

Prior to any redundancy, the school should consider alternatives to mitigate against any job losses, so that experienced, knowledgeable and skilled staff are retained.

## 2. Educational/Employment Context

The Governing Body of each school is responsible for all staffing decisions. Even in the case of community schools, where the local authority is also the employer, the local authority has no involvement in the operational aspects of running the school and the governing board are directly responsible for all staffing decisions.

For this reason, a school employee cannot be forced to take on a role in another school, as this would need to be subject to that school's governing board sign-off.

This guidance sets out the process that will be followed to support school based employees seek alternative roles in other schools as well as within the council.

## 3. What is redundancy?

Redundancy is a dismissal that is necessary because the place of work is closing or the employer needs fewer employees to carry out the work.

## 4. What happens when a role is made redundant?

The school will follow a formal redundancy consultation.

As part of the process, the school will offer an individual one to one meeting with affected staff. At this meeting, the employee will have the opportunity to ask any questions they may have about the process and what this means for the individual, as

well as feedback on alternatives to redundancy. The employee can also the school for any support that may be helpful during this time.

## **5. Coaching session**

Where requested, the school can facilitate a coaching session with the employee to explain how to apply for roles, how to complete an application form, etc.

## **6. Skills audit**

The employee will be provided with a skills audit template to complete, if they think it would be helpful.

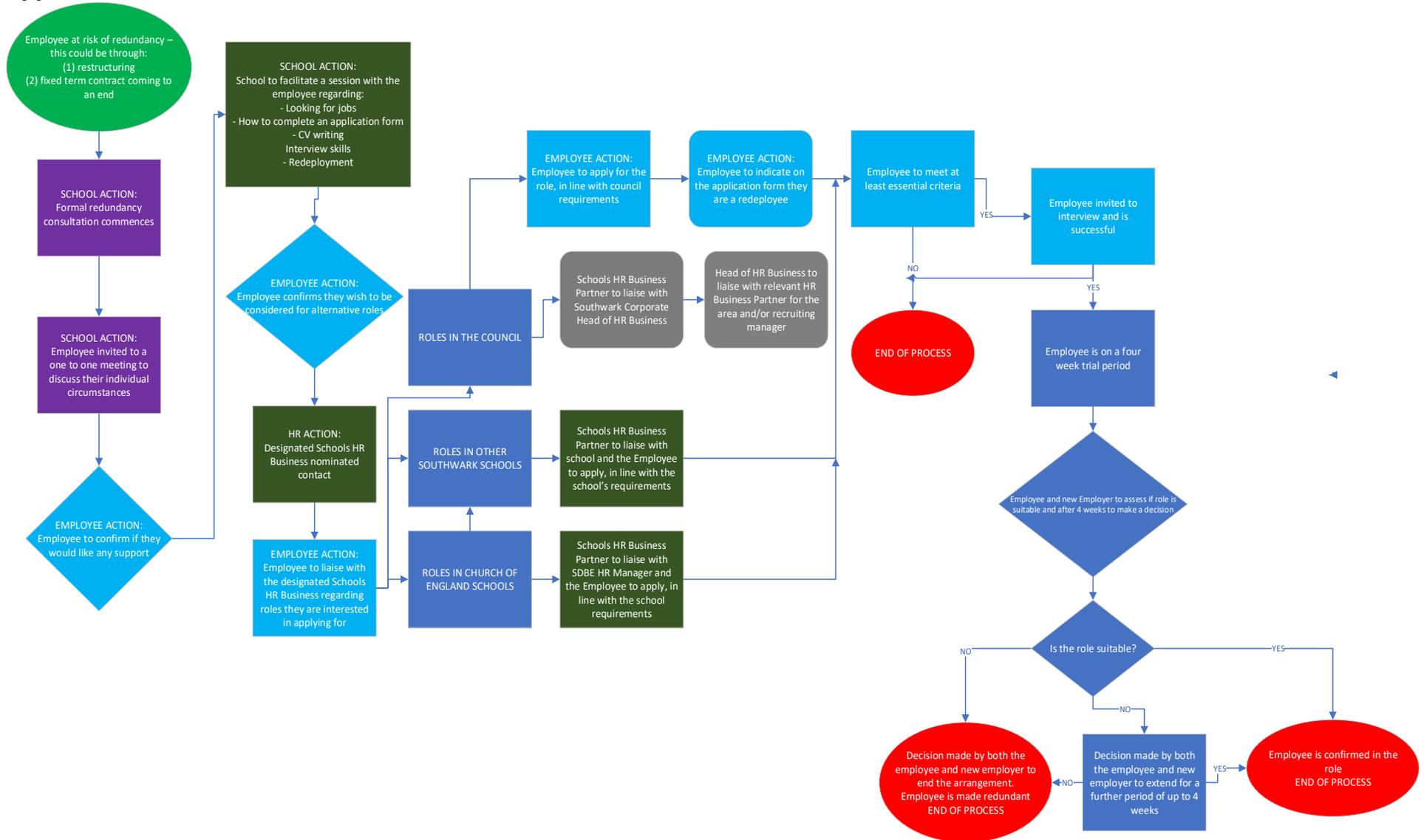
A Skills Audit is essentially a process for measuring and recording your skills. A skills audit will also identify any potential knowledge gaps that they can develop. This information will help the school to provide the appropriate training and development for the employee in order to fill any knowledge gaps in preparation for recruitment and selection.

## **7. Looking for roles**

The school should liaise with the Schools HR Business Partner for any roles that the employee identifies as being suitable and which they would like to apply to.

The Schools HR Business Partner will liaise with either the school or the council (depending on where the vacancy is) to clarify the selection process.

# Appendix 1





## Appendix 2

# SOUTHWARK SCHOOLS HUMAN RESOURCES

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## Skills Audit Template

<b>Name</b>	
<b>Job title</b>	
<b>Date of session</b>	
<b>HR Adviser</b>	

### Preparing for the Skills Audit

*The more information you provide on the form, the more it will enable you to reflect on the types of role you would like to have, the organisation type, your contract of employment, etc.*

*As this form is about you, YOU are the best person to complete it. Take your time and be considerate and honest in your responses.*

*To help you prepare for the skills audit, you may wish to refer to the following information:*

- *Copies of work plans, performance reviews, learning and development plans from the performance management review*
- *Previous job descriptions*

**Section 1: Career History**

	Organisation	Role	Main areas of responsibility	Dates of employment
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				

**Section 2: Working Patterns**

*Please detail your current working arrangements and what arrangements you would consider*

	Working arrangement	Response	
9)	Current working pattern		
10)	Please highlight the different working	Full time	Part time
		All year round	Term time

	arrangements you would consider			
		Permanent	Fixed Term	Agency / Supply
11)	What is the minimum and maximum hours per week you would consider working?	MINIMUM hours per week	MAXIMUM hours per week	
12)	What is the minimum and maximum working weeks you would consider working?	MINIMUM weeks per year	MAXIMUM weeks per year	
13)	What is your ideal working arrangement?			

### Section 3: Salary

Contract		Response	
14)	Current salary and grade		
15)	Would you consider a lower grade and salary?	Yes	No
16)	What is the lowest salary and grade you would consider?		
17)	What is your ideal salary?		

### Section 4: Your Current Job Description: Skills and Experience

*In this section, reflect on what are the main areas of responsibility in your role. This is not the same as what tasks you undertake.*

*E.g. an area of responsibility = support children with special educational needs on a one to one basis*

*Task = how you carry out the area of responsibility = provide different tailored materials for each child, depending on their needs*

Area of responsibility	Skills required	Experience gained

### **Section 5: Extra-curricular Activities: Skills and Experience**

*In this section, reflect on any additional skills and experience you have gained from outside interests, in your personal life. This does not have to be through paid work, but can also be through volunteering opportunities, e.g. being a governor, as well as life skills and experience you have gained, e.g. working and studying, whilst raising a family, etc.*

Activity	Skills required	Experience gained



**Section 8: What matters to you in a future role?**

*It is important to consider what else matters to you in a future role. Please tick all that are applicable and also add any that are not included, but which are important for you. Think about what is essential to have and what are the would-like-to-haves.*

	<b>Essential</b>	<b>Would like to have</b>	<b>Not essential</b>
Working in a same or similar role			
Working at a higher level			
Job title			
Working in a local authority school			
Working in an independent school, such as an academy or free school, or in a private school			
Working for an organisation which has the same values as you			
Location – close to home			
Salary at the same level or more			
Preserving local government continuous service start date			

Pensions – being able to be a member of either the LGPS / TPS			
A job that allows flexible working			
Having good work colleagues			
Working for an organisation that recognises and values you			

## Section 8: Disability

*If you consider you have a disability, in line with the Equality Act 2010, think about what adjustments you will need to enable you to take part in the recruitment and selection process.*

*NOTE: Definition of disability under the Equality Act 2010:*

*If you have a **physical** or **mental** impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities.*

Questions	Response
Do you consider you have a disability in line with the above definition?	
If so, what adjustments, if any, will you need to assist you to take part in the recruitment and selection process?	
What adjustments, if any, will you need to enable you to carry out the role?	

