



Spring term briefing 2020

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Ofsted

Key information

The current Ofsted handbooks are the November 2019 versions – no updates published as yet this term (as at 08/01/19)

School inspector briefing – Sean Harford November 2019

This slimmer-than-usual edition focuses on the minor changes to the section 5 and section 8 handbooks following the first two months under EIF.

Sean Harford's briefing states:

It's early days, but inspections are going well so far. We have had some really positive feedback from those that have been inspected under the new system. We're glad that our new approach is a constructive experience for many schools. We have heard about schools genuinely feeling refreshed at the quality of professional dialogue they are able to have with inspection teams and of leaders being able to celebrate the work that their teams are doing on behalf of young people, which they feel was not recognised under the previous framework.

On the flip side, we have heard some concerns about 'deep dives'. Inspectors use deep dives to explore the quality of the curriculum, not the quality of teaching or the subject in isolation. Inspectors do not judge individual lessons, but connect evidence through lesson visits, scrutinising work and conversations with curriculum leaders, pupils and teachers. A deep dive does not lead to a judgement about that particular subject. Rather, the evidence from four to six deep dives enables inspectors to form hypotheses about which factors are systemic – that is, relate to the quality of education provided by the school as a whole. Inspectors have had extensive curriculum training over the last two years, including on how to manage curriculum discussions while being conscious of the pressures that inspection can put on school leaders and teachers. Drawing on this, inspectors are well equipped to make judgements about the quality of the curriculum without specialist knowledge of every subject.

A key point is that Ofsted recognise the concern that small schools have about school leaders who may lead on multiple subject areas. Sean Harford notes this and says:

We are therefore asking lead inspectors to be sensitive in selecting deep dives in these schools. When inspectors choose the set of three to five deep dives with school leaders, please can you ensure that no subject/curriculum lead has to cover more than one deep dive with you/your team inspector.

Mind you, one less minor change that has sneaked in as the length/tariff of Section 8 inspections of small schools. The briefing paper states:

"When we are inspecting smaller schools, either:

- one inspector is on site for two days
- Two inspectors are on site for one day.

Ofsted seem to be entirely unapologetic about this change to what was, after all, a response to the concerns in the consultation about disproportionate length of inspection and pressure on small schools.

In the handbooks:

The word "observe" in relation to lessons, has been replaced by "visits".

There is clarification about the feedback meeting (Paragraph 118 in the Section 5 handbook and Paragraph 24 in the Section 8 handbook) and who may attend. It now states: In addition to the chair of the school's governing body and as many governors as possible; **the clerk of governors, or their delegate, may also attend to take notes.**

Ofsted consultation to remove exemption for outstanding schools

From September 2020, Ofsted proposes to inspect all previously exempt schools within 5 years.

Key proposals in consultation document

- For all previously exempt schools to be inspected within 5 years (so, by September 2025), with priority going to those who've gone longest since their last inspection
- For 'outstanding' schools to receive regular section 8 inspections every 4 or 5 years after their last inspection

As part of the roll-out of this new schedule

Ofsted is proposing that initial inspections of previously exempt schools will be carried out under:

Section 5 if the school hasn't been inspected within 5 years

Section 8 if the school has been inspected within 5 years

The consultation paper is available on the EPHA website. The consultation closes on 24 February 2020.

<https://consult.education.gov.uk/inspection-and-accountability-division/removal-of-the-outstanding-exemption/>

Inspecting safeguarding in early years, education and skills setting – September 2019

Guidance for inspectors undertaking inspection under the common inspection framework

Ofsted has updated the safeguarding briefing paper for inspectors which sets out the key points

inspectors need to consider when inspecting safeguarding in these settings.

<https://essexprimaryheads.co.uk/files/1558504789-inspecting-safeguarding-guidance-ofsted-from-september-2019.pdf>

I have updated the checklist for governors and school leaders to ensure that the school is meeting the requirements as set out in the Ofsted briefing paper. See Safeguarding audit of current requirements by Ofsted January 2020

<https://essexprimaryheads.co.uk/info-and-documents/safeguarding/>

Ofsted pen portraits of HMIs

The HMI pen portraits give a biographical summary of individuals' expertise, including their experience and qualifications. Look them up when you get the call! (Last updated November 2019)

<https://www.gov.uk/government/publications/ofsted-pen-portraits-of-her-majestys-inspectors-hmis>

Relevant Documents and Guidance

- School Inspection Handbook –section 5 including evaluation descriptors *November 2019*
- School Inspection handbook - section 8 *November 2019*
- Inspecting safeguarding in early years, education and skills setting – *October 2019*
- Ofsted checklist following the notification phone call - EPHA September 2019
- EPHA audit of Ofsted safeguarding requirements – January 2020
- Ofsted online presentations <https://www.slideshare.net/Ofstednews>
- The Education Inspection Framework – education, skills and early years *November 2019*
- Ofsted inspection website <https://reports.ofsted.gov.uk/>

All guidance can be found on GOV.UK <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>

or on the EPHA website www.essexprimaryheads.co.uk

Information about Ofsted inspections at <https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy>

Your “do-list”

- Download the most recent School Inspection Handbooks – Section 5 and Section 8 – and the newsletter which outlines the minor changes.
- Download the September safeguarding guidance for inspectors and use the EPHA checklist to audit your current provision and report to governors
- Use the EPHA Ofsted pre-inspection checklist to ensure you are ready when the call comes.
- If you are inspected, consider asking your Clerk to the Governing Body (or another person) to attend the feedback meeting to take notes.
- Respond to the Ofsted consultation around removal of exemption for outstanding schools.
- Check that the school and Governing Body is fully, legally compliant and is meeting statutory responsibilities. Ensure that there is a strong awareness of and emphasis on safeguarding procedures and the provision and outcomes of disadvantaged pupils.
- Check that your website is up to date and fully compliant –see checklist on the EPHA website (January 2020)

Safeguarding and Attendance

Key information

Keeping Children Safe in Education

Just a reminder that the most up to date version of KCSiE is October 2019. Don't worry too much about the change, and certainly don't reissue it to everyone. There has been a rewrite to paragraphs 164 and 165 in Part Three: Safer Recruitment.

The new paragraphs are below:

KCSiE September 2019 - updated October 2019

164. The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on GOV.UK.

165. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK

[Originally the paragraphs read:

164. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.

165. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual. Detailed guidance on when to refer to the DBS can be found on GOV.UK.]

To ensure you have the most up to date version of Keeping Children Safe in Education, download it here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Safeguarding forums for schools – spring term dates (following the EPHA meetings)

N-EAST	Wednesday 4 March	Colchester Football Stadium
SOUTH	Thursday 5 March	Holiday Inn, Basildon
WEST	Wednesday 11 March	Weston Homes Business Centre, Takeley
MID	Thursday 12 March	Chelmsford City Football Club

[https://schools-](https://schools-secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx)

[secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx](https://schools-secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx)

SET Child Protection Procedures

The latest version of the SET Child Protection Procedures was published in October. A copy of the procedures can be found [here](#). ESCB has also provided a [reference document](#) that lists which chapters have been updated and any impact on practice.

Primarily the key changes made to the procedures are to reflect the new multi-agency safeguarding arrangements that came into force nationally from 29 September 2019 and replace Local Safeguarding Children Boards (LSCBs).

SET Prevent Policy – November 2019

Updated multi-agency policy for Southend, Essex and Thurrock.

SET Exploitation Strategy 2019 – 2024

This strategy sets out how organisations can play a positive role in preventing the exploitation of any person (child or adult) living in our community, and ensure that communities, businesses and workforces are confident and competent in recognising and responding to early indicators of abuse or vulnerability.

SET Missing People Strategy 2019 – 2024

- The strategy focuses on four closely interconnected objectives:
 - to prepare and introduce preventative measures to reduce the number of episodes of people going missing:
- to pursue and respond consistently, appropriately and proportionally, to missing persons episodes
- to provide the best possible support to missing people and their families
- to protect people at risk, to reduce the risk of harm.

Upcoming changes to the CSE Champion role

There is an emerging proposal to review and change the role of the CSE Champion. This role was introduced in 2013 as part of the Local Authority's response to its statutory duty to prevent child sexual exploitation. The role has never been mandatory, but is considered good practice and schools' participation has been encouraged. Recently the role has been reviewed in an attempt to add value. Proposals considered were to continue with the existing role, scrap it completely, or to widen the "champion" role, to focus on all forms of exploitation, including criminal, trafficking as well as sexual, and the consequences such as children going missing. It is likely that the name will change, for example to "Preventing Exploitation Adviser". Once again, the role will not be a mandatory requirement but schools will be strongly encouraged to take part.

Guidance on appropriate language – children at risk of sexual and/or criminal exploitation

It is important that appropriate language is used when discussing children and young people who have been exploited, or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided. This guidance is to support professionals having conversations about child exploitation.

ESCB training courses

Don't forget the training programmes and resources available on the Essex Safeguarding Children Board website, including Violence and Vulnerability Conferences - Working together to support young people and young adults at risk of exploitation; Child Abuse linked to faith or beliefs; Child in Need training, Strengths Based Approach to CP conferences, Safeguarding levels 2 and 3, and Working with Resistant Families and Disguised Compliance.

<https://www.escb.co.uk/learning-development/>

Seven-minute Safeguarding Staff Meetings

EPHA has produced and published a series of "Seven-minute Safeguarding Staff Meetings" on a range of topics. Recent additions include:

- Staff Code of Conduct – 7 minute staff meeting;
- County Lines – 7 minute staff meeting

<https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

ECC policy regarding holidays in term time for children in care

Essex policy states that children and young people should not be taken out of school during school time unless there are exceptional circumstances. If this is required, agreement would have to be given prior to the arrangement. Foster carers would be expected to discuss this with the social worker of the child or young person and the fostering team supervising social worker. The circumstances would then need to be discussed and agreement given by the Director for Local Delivery in the area where the child or young person's social worker is based, who will consult with the Virtual School Head for Children in Care. **This should be agreed before any holiday is booked and authorisation sought from the Headteacher.**

If a headteacher is approached by a foster carer direct to agree such an arrangement they should advise the foster carer that they cannot agree the request without the correct authorisation being in place and direct the foster carer to the child's social worker.

Relevant Documents and Guidance

- Working Together to Safeguard Children – July 2018
- Keeping Children Safe in Education – DfE October 2019
- ESCB Effective Support for Children and Families in Essex July 2018
- Self-harm management toolkit
- SET bruising/unexplained injuries protocol
- Multi-agency statutory guidance on female genital mutilation
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Emotional Wellbeing and Mental Health Information Portal for Schools
[https://schools-secure.essex.gov.uk/pupils/Emotional Wellbeing and Mental Health Information Portal for Schools/Pages/default.aspx](https://schools-secure.essex.gov.uk/pupils/Emotional_Wellbeing_and_Mental_Health_Information_Portal_for_Schools/Pages/default.aspx)
- Gov.uk safeguarding resources
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- EPHA Seven-minute safeguarding staff meetings <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings>

Your “do-list”

- Attend one of the safeguarding network group meetings in the spring term
- Look out for further information about changes to the CSE Champion role
- Use the EPHA “Seven-minute safeguarding staff meetings” to keep your staff up to date with current issues.
- Refer to the ECC policy if a request is made to take a child in care on holiday.
- Ensure that you are signed up to Andrew Hall’s brilliant weekly safeguarding briefing
<http://www.safeguardinginschools.co.uk/>

DfE updates and publications

Key information

Majority win for the Conservatives in the 2019 general election. Their manifesto backs headteachers on discipline, pledges to build more free schools and increase school spending by £7.1 billion by 2022-2023 [[Schools Week](#)]. Find out what else they've pledged in [our breakdown of the party manifestos](#). **Williamson and Gibb remain at the DfE.** The entire ministerial team keep their positions at the DfE after Conservatives' general election victory [[Tes \(free sign-up required\)](#)].

Primary performance tables published

The primary performance tables were published on 13 December. The 2019 tables show:

The 2019 tables show:

results from the key stage 2 tests in:

- reading
- grammar, punctuation and spelling
- mathematics

key stage 2 teacher assessments in:

- writing
- science

key stage 1 to 2 pupil progress measures in:

- reading
- writing
- mathematics

Schools also have their results presented as a 3-year average.

Additional school-level data includes:

- information on the expenditure of each local-authority-maintained school open for the full 2018 to 2019 financial year
- the numbers of teachers, teaching assistants and other school staff
- the pupil to teacher ratio
- average salary of full-time teachers
- pupil characteristics
- pupil absences
- Ofsted ratings

<https://www.gov.uk/government/statistics/primary-school-performance-tables-2019>

Phonics checks and Key Stage 1 assessments data

<https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2019>

Key Stage 1 and 2 test dates

2019/20 academic year

Key stage 1

Date	Activity
May 2020	Key stage 1 test period
Week commencing Monday 8 June 2020	Phonics screening check week

Key stage 2

The key stage 2 tests are timetabled from Monday 11 May to Thursday 14 May 2020.

Multiplication tables check

Schools should administer the [multiplication tables check](#) within the 3 week period from Monday 8 June 2020.

Science sampling tests

Schools selected for science sampling will need to be available to administer the tests within the 2 week period from Monday 8 June 2020.

2020/21 academic year

Key stage 1

Date	Activity
May 2021	Key stage 1 test period

Week commencing Monday 7 June 2021 Phonics screening check week

Key stage 2

The key stage 2 tests are timetabled from Monday 10 May to Thursday 13 May 2021.

In 2021, Eid is due to begin on the evening of Wednesday 12 May. We understand that, given the significance of Eid, Muslim pupils may be absent from school on Thursday 13 May, the scheduled day of the final KS2 test.

Timetable variations may be appropriate for pupils who will be absent due to observing Eid. Schools should read the timetable variation guidance, which will be updated for the 2020/21 academic year, before applying. Schools are advised to discuss arrangements for the tests with their pupils' parents before the test period.

Multiplication tables check

Schools should administer the [multiplication tables check](#) within the 3 week period from Monday 7 June 2021. There is no science sampling for the 2020/21 academic year.

Brexit

Now happened but what that means, are less obvious. I will circulate any information as it is published.

<https://www.gov.uk/government/publications/eu-exit-no-deal-preparations-for-schools-in-england/eu-exit-no-deal-preparations-for-schools-in-england>

Teaching School hubs

DfE is currently reviewing its approach to system leadership. Following the application process, they've designated [six teaching school hubs](#) for the test and learn phase. These will launch in February 2020.

Teaching school hubs will provide a new way to help under-performing schools to:

- make the most of their resources
- boost professional development opportunities for teachers
- recruit and retain staff

The six new hubs are:

- East of England and North East London: Saffron Walden County High School and The Saffron Alliance
- North: Harrogate Grammar School and Red Kite Alliance
- Lancashire and West Yorkshire: Copthorne Primary School and Exceed Teaching Schools Alliance
- East Midlands and Humber: Silverdale School and Sheffield Teaching School Alliance
- East of England and North East London: Harris Academy Chafford Hundred and Harris Federation
- South West: Kingsbridge Community College and South West Teaching School Alliance

<https://www.gov.uk/government/collections/teaching-schools-and-system-leadership-how-you-can-get-involved>

Free meals and summer holiday activities for children

The DfE has announced a £11.8 million boost to breakfast clubs in disadvantaged areas and £9 million funding for summer holiday activities. Thousands more children across the country will get a healthy and nutritious breakfast to set them up for the school day, thanks to an additional investment of up to £11.8 million by the government to support disadvantaged families.

So far around 1,800 school breakfast clubs have been created or improved by the National School Breakfast Programme in disadvantaged areas and thanks to this additional investment up to 650 more schools will benefit in the next year, with resources specifically targeted at the most disadvantaged areas to help make sure every child gets the best start in life.

Underlining the government's bold manifesto pledge to level up across the country and create a £1 billion fund for more high quality wraparound and holiday childcare places, thousands more disadvantaged children will also be offered activities and free meals during the six week summer holiday in 2020, funded by £9 million from the Department for Education. **The department will announce the areas that will benefit from this funding shortly.** (May not be Essex!)

Multi-million-pound culture boost for children in schools

£80 million for music hubs coupled with further investment in film, dance, theatre and design

The curriculum schemes that will receive a total of £85 million for 2020/21 are as follows:

- Music Education Hubs
- In Harmony
- National Youth Music Organisations (NYMOs) and Music for Youth; and
- Cultural education (Heritage Schools, BFI Film Academy, Museums and Schools, ACE Bridge Network, National Youth Dance Company, Saturday Art and Design Clubs).

No details yet as to which schools will be able to benefit from these schemes.

Recently published documents and guidance

Pupil Premium – effective use and accountability

How school leaders can manage their pupil premium funding, including reporting procedures and online statements. (Non-statutory guidance)

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

The Department for Education has announced that the pupil premium rate will increase from April by £25 for primary pupils (from £1,320 to **£1,345**) and £20 for secondary pupils (from £935 to **£955**).

Pupil premium is paid for all pupils who claim free school meals, or who have claimed free meals in the last six years. The rises represent an increase of around 1.8 per cent, in line with inflation.

However, there is no increase to address real-terms cuts to the rate in recent years. The last time the rates rose was 2015-16, but the cost of supporting pupils has risen in that time.

This year, pupil premium payments for around 2 million eligible pupils cost the government £2.41 billion, so an inflation-related rise is likely to cost between £40 and £50 million a year.

It is understood the funding for the increase will come from the already-announced £2.6 billion increase in the school budget for 2020-21.

The pupil premium plus, which is paid for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order, will also rise by £45 (£2,300 to **£2,345** per pupil).

And the service premium, for every pupil with a parent serving in the forces or who is retired on a Ministry of Defence pension will rise from £300 to £310.

Teaching Vacancies: marketing materials for schools

Promotional materials for schools to support Teaching Vacancies, the government's national recruitment service for schools and teachers.

<https://www.gov.uk/government/publications/teaching-vacancies-marketing-materials-for-schools>

https://teaching-vacancies.service.gov.uk/?_ga=2.26101886.254005846.1571647196-445694854.1561624794

School Workload Reduction Toolkit

Updated October 2019

<https://www.gov.uk/guidance/school-workload-reduction-toolkit>

School inspection data summary report (IDSR) guide

Minor updates include:

16 December 2019 Updated supporting data tables to include key stage 1 attainment of the expected standard by Early Years Foundation Stage prior outcome.

9 December 2019 Updates the 'English Baccalaureate entry' section.

5 December 2019 Updated guide and data tables following further releases of data.

22 November 2019 Added IDSR guidance for secondary schools.

17 October 2019 Added a link to the DfE Sign-in for users to log into Analyse School Performance to view and download their schools' IDSR. Also added an example secondary school IDSR.

<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#history>

Early Years Foundation Stage Profile 2019

Updated publication provides statutory guidance and non-statutory advice from the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE), which is responsible for ensuring early years foundation stage (EYFS) profile outcomes are reliable as a result of moderation.

Relevant Documents and Guidance

- Early Years Foundation Stage Profile 2019
- Schools' Census guidance 2019/20
- School improvement support resources
DfE Professional development and support to help schools develop their leadership, staff and curriculum, so they can improve their results and performance.
<https://www.gov.uk/government/collections/school-improvement-support#governance>

Your "do-list"

- Download latest DfE guidance as listed above.
- Share the EYFS profile guidance with early years staff
- Share the Schools Census guidance with key staff.
- Keep an eye on Brexit!

HR information

Key information

Teachers' Pay

Schools will have seen various Government announcements about “billions of extra money” for schools to cover pay and pension costs for the next 3 years – but that starts in April 2020 so still have to meet the 2% for Sept 19 -March 2020. Also we don't know what pay increases/changes will be in future years so how much will be met by the extra funding

Indications are that next year will see a bigger review of the Teachers' Pay and Conditions' Document, including some terms and conditions, not just pay. Crystal ball gazing but rumours:

- Safeguarding (salary protection)– employers calling for reduction in 3 years safeguarding
- Government want to see increase in minimum of Main Pay Range to £30,000 by 2022 – this will have a knock on effect on the rest of the pay range and we believe may mean that Main Pay Range and Upper Pay Range will be merged....
- Back to pay scales (with points)...! This will increase costs as will mean where schools have not been applying maximum national increases over the last few years they will have to move back in line with national scale points and values.

Term Time Working

Brazel v Harpur. The decision came during August 2019 and was not good news.

The case concerns a music teacher who was paid by the hour. She worked irregular 'as and when' hours for 32 weeks of the year.

As is general practice in schools, she was paid the agreed rate plus a supplementary amount of 12.07% for holiday pay. The 12.07% is based on 5.6 (the statutory minimum holiday pay under the Working Time Regulations) divided by 46.4 (the working weeks in a year minus statutory holiday) multiplied by 100.

In this particular case, the employer paid the holiday pay at the end of each term at the rate of one third of 12.07% on the hours worked each term. We add the 12.07% to the hourly rate which produces the same effect.

Brazel argued that the correct methodology is as set out in the Employment Rights Act i.e. the employer should take the average earnings in the 12 weeks prior to the calculation date (excluding any weeks where no hours are worked) and multiply this by 5.6. This would amount, in this particular case to 17.5% of earnings (5.6 weeks holiday, divided by 32 working weeks).

On this basis, the percentage of holiday pay to worked hours is significantly higher than that which a full time (all year) worker would receive and could lead to a bizarre satiation where someone works one week a year and could claim 5.6 weeks leave.

Despite this, the Employment Appeal Tribunal and the Court of Appeal both accepted this argument, finding that there was no basis in law for pro-rating holiday pay on the basis of working weeks (although there is of course for part-time hours). Nor, they concluded was there any provision in law which protected full-time workers from less favourable treatment compared to part-time workers.

Only the other way round.

The implications look like:

As a Court of Appeal judgment, the decision is binding and opens up all employers to similar claims. However HR is still awaiting confirmation of whether it will be appealed to the Supreme Court.

If it is not appealed or the decision is upheld by the Supreme Court, it will mean that all term time workers will have to receive a minimum of 5.6 weeks annual leave (some currently receive less as entitlement is pro-rated for weeks worked). We talked earlier about pro-rata entitlement to pay for PHs – the 5.6 weeks statutory leave includes PHs so looks likely this will not be pro-rated following the judgement.

We will need to look particularly at Invigilators and any other workers who work a very limited number of weeks of the year and could, under this judgment accrue a full time leave entitlement. The methodology and calculation of holiday pay for casual/hourly paid workers might need to be changed.

The general legal opinion is that there will be further cases on this issue as the judgment is

controversial. In the meantime we are seeking clarification from the LGA to prepare guidance on the way forward. **HR advice is not to act until they have issued guidance.**

Contracts

Changes in the law from 6 April 2020 requiring Written Particulars (employment contracts) to be issued from day 1 of employment, not within 8 weeks as is currently the law. Most schools/academies do their own contracts already and this hopefully will not be too problematic, but you will need to consider processes to ensure you have all the information you need to issue from (or before) day 1.

The other point is the new requirement to issue a letter of appointment to casual/relief staff (not agency supply – only those directly employed). This has been advisory in the past but will be a requirement from 6 April 2019. Model letters are contained in the contracts packs.

Some Community /VC schools are still getting their contracts produced by Essex Payroll and this will not be possible going forward. They cannot meet the deadlines required and budget cuts mean the service will be ceasing by December 2019.

HR has sent an email to all of these schools and are running/have run some free training sessions

Employment Law Changes on the horizon

In December 2018 the Good Work Plan was published, setting out the government's vision for the future of the labour market.

The Government has published consultations covering:

- Measures to strengthen protection from workplace sexual harassment (consultation ended Oct 19)
- Mandatory duty on employers to prevent sexual harassment in the workplace
- Strengthen the law on harassment by third parties (e.g. parents)
- Introduce a statutory code of practice
- Consider what protection should be afforded to volunteers and trainees
- Measures to reduce ill health related job losses, including reforms of Statutory Sick Pay (SSP) (consultation ended Oct 19)
- Encourage early intervention by employers for those with long term health conditions (not just those with recognised disability)
- Extend SSP to those earning below current limits and support phased returns
- Improve Occupational Health
- New right to request workplace adjustments (currently only covers those with disability)
- Proposals to improve family-friendly leave and pay to support families (consultations close October/November 19)
- Neonatal leave (for those whose baby requires neonatal care) – to be added on end of maternity leave, and possibly paternity leave
- Requiring large employers (250+ staff) to publish family friendly and flexible working policies
- Overhaul of family friendly leave and pay NB paternity leave to encourage more fathers to take more leave

In addition

Parental Bereavement leave will come in April 2020. Parents or carers will be entitled to at least two weeks' leave following the loss of a child under the age of 18 or a stillbirth after 24 weeks of pregnancy. Paid if 26 weeks service, unpaid if not.

Extension of redundancy protection: There are proposals to extend redundancy protection following maternity and other family related leave – currently employees on maternity leave have to be offered any suitable employment in redundancy. Proposal is to extend this protection from point of employer being notified of the pregnancy to 6 months after return from maternity (and adoption/shared parental leave). Also propose to give longer to make claims related to pregnancy and maternity (from 3 months to 6 months).

Teacher Workload Survey 2019 Published

<https://www.gov.uk/government/publications/teacher-workload-survey-2019>

Summary

- Teachers and Leaders report working on average 5 hours less than in 2016 (but still average 49 and 55 hours respectively)
- Most respondents reported that they could not complete their workload within their contracted hours, that they did not have an acceptable workload, and that they did not achieve a good work-life balance
- 55% had made changes to planning, marking and data but only 20% said this had reduced workload
- 70% primary and 90% of secondary teachers reported workload as a fairly or very serious problem

Flexible Working

New resources on flexible working in schools:

<https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools>

Includes:

- Interim report on exploring flexible working practice in schools
- Benefits
- Case Studies
- Guidance
- Implementing job shares successfully
- Working in co-headship job shares
- Working as a part-time teacher after a career break

Accessing HR services

HR model policies and guidance are available from <https://junipereducation.org/>. They are beginning a programme to improve the accessibility of their content so there will be gradual changes to some pages.

Please ensure when contacting the HR Advice Line that you use the direct dial number 01245 968378 and new email address EducationHR@junipereducation.org

Relevant Documents and Guidance

- EPHA website requirements checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- EPHA statutory/mandatory policy checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- HR list of policies for schools, academies and free schools available on the secure log in of EES <http://www.eesforschools.org>
- DfE website requirements <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Your “do-list”

- Wait for HR guidance around term time working, following recent case law.
- From 6th April – ensure that contracts are issued from day 1 of employment. Refer to HR advice and access training if needed.
- Wait (with bated breath) for the new raft of employment laws – we will ensure that HR attend EPHA meetings to offer advice and guidance.
- Make sure you have noted the direct dial number for HR 01245 968378

Review of Equality Information

Key information

Legal requirements

Primary schools have a general duty to have due regard to the need to eliminate discrimination and harassment; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

This general duty is supported by specific duties and in summary, listed public authorities in England are required to:

- publish information to demonstrate compliance with the general duty, at least annually, and
- to prepare and publish one or more objectives, at least every four years to achieve any of the aims in the general equality duty.
- The information and objectives must be published in a manner that is accessible to the public.

Equality objectives

Since April 2012 all schools have been required by law to publish equality objectives.

The Commission issued guidance 'Equality objectives and the equality duty' to help public authorities to develop effective equality objectives. This can be found at

<https://www.equalityhumanrights.com/en/publication-download/objectives-and-equality-duty-guide-public-authorities> (or on the EPHA website)

These should have been published initially in April 2012 and need to be reviewed by annually by Governing Bodies in the spring term.

Under specific duties, governing bodies, local authorities and proprietors are required to draw up equality objectives every four years and **annually publish information** demonstrating how they are meeting the aims of the general public sector equality duty. (see statutory policy list)

Review frequency: Objectives must be drawn up every four years – this year you should be reviewing these objectives - and schools must publish information annually (see below).

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

Equality Act training

EPHA is subsidising training for headteachers on the Equality Act, once again delivered by Tanya Callman, barrister from Edulaw (who delivered the exclusions training last term). The day will be targeted on explaining how the Equality Act impacts upon schools. Through the training, participants will understand the Equality Act and its impact within an education setting. They will:

Be clear on how to ensure policies, practices and procedures are up to date.

Explore in depth, the key areas of the Equality Act relevant to schools, in particular with regard to:

- Admissions
- Exclusions
- The curriculum
- School trips
- Disability discrimination
- Race discrimination
- Sex, sexual orientation, gender reassignment and gender issues

Tanya will intersperse her presentation with lots of examples from practical scenarios and there will be a good deal of opportunity to ask questions about tricky Equality Act issues faced in school. As ever though the day is bespoke so please do be in touch with Tanya about anything else you would like to cover.

The training will take place at the Chelmsford City Racecourse – the February date is full, but there are still places available on Monday 16th March. Please contact Pam if you want to attend.

Relevant Documents and Guidance

- Objectives and the Equality Act – a guide for public authorities
<https://essexprimaryheads.co.uk/files/objectives-and-the-equality-duty-a-guide-for-public-authorities.pdf>
- DfE advice: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Public Sector Equality Guidance for Schools in England
<https://essexprimaryheads.co.uk/files/public-sector-equality-guidance-for-schools-in-england.pdf>
- Technical guidance for schools in England
<https://essexprimaryheads.co.uk/files/technical-guidance-for-schools-england-equality-act.pdf>
- <https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>

Your “do-list”

- Review the equalities information published on the school website and update in line with current provision and impact of the equalities objectives.
- Ensure that this is on the Governing Body agenda, and approved by governors, and that information on the website is updated.
- Equality information and equality objectives can be published as part of another document, such as the school’s prospectus, school improvement plan or other document, or can be placed on the school’s website.
- Book onto the EPHA Equality Act training (if you are not already on the list)

Policies and school websites

Key information

This term you need to review and adopt:

- Equalities Information (see above)

HR Policies out this term

- Disciplinary Procedure and Toolkit: Minor changes to remove reference to suspension being a “neutral act” following case law and associated updates to guidance and model letters.

Current ECC HR policy list for schools, academies and free schools

Policy or procedure	Mandatory or recommended	Current edition
Agency workers regulations		June 2013
Audit of HR function		November 2015
Capability procedure for all staff	Mandatory	May 2018
Code of conduct	Required by KCSiE	February 2018
Cover and PPA	Recommended	April 2016
Discipline and Dismissal	Mandatory	May 2018
Equality and Diversity in Employment	Recommended	May 2018
Flexible Working	Recommended	May 2018
Grievance	Mandatory	May 2018
Leave of Absence (and guidance)	Recommended	May 2018
Pay Policy	Mandatory	September 2018
Performance Management (all staff)	Recommended	May 2018
Pre-employment checks		May 2018
Probation procedure	Recommended	September 2016
Recruitment	Mandatory	August 2018
Redundancy and restructuring	Recommended	October 2018
Sickness Absence management	Recommended	September 2018
Sabbatical	Recommended	May 2018
Whistleblowing	Mandatory	May 2018

EPHA has developed lists of statutory and mandatory policies for schools and academies.

The checklists are based on the following guidance for schools:

- DfE statutory policies for schools (September 2014)
- Keeping Children Safe in Education (September 2016)
- SEND Code of Practice
- EYFS Framework
- Data Protection Act 1998
- Academies Financial Handbook
- Governance Handbook

The checklists include information about review frequency, the level of approval and additional notes.

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Updated version (January 2020) of the website checklists

I have reviewed and updated the website checklists for both maintained schools and academies – available on the EPHA website. No DfE changes since

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Relevant Documents and Guidance

- EPHA website requirements checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- EPHA statutory/mandatory policy checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- HR list of policies for schools, academies and free schools available on the secure log in of EES <http://www.eesforschools.org>
- DfE website requirements <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Your “do-list”

- Review and publish Equalities information and objectives by 6 April
- Check the HR policy checklist and ensure that you have the most up to date versions
- Download the EPHA statutory/mandatory policy checklist and ensure that you are compliant
- Update your website in line with most recent guidance, using the checklists provided by EPHA (January 2020).

The Governing Body

Key information

Here are the headline issues you're likely to cover in your full governing board meeting this term. Share with governors so that they understand each issue and feel prepared with questions they can ask to interrogate the agenda items effectively. (Article from The Key)

Complete the SFVS (maintained schools)

Maintained schools must submit the Schools Financial Value Standard (SFVS) to the local authority by 31 March, so you're likely to be completing it this term.

The 2019-20 SFVS sets out questions for the governing board to discuss with the headteacher and senior staff. It also includes a dashboard to show how your school compares to thresholds identified by the Department for Education (DfE).

You might delegate this to a relevant committee but, if you do, they should provide a detailed report to the full board as the full board needs to agree it. The chair of governors must sign the completed form.

Questions to ask your senior leaders

- What financial skills are possessed by staff other than the school business manager?
- What's your income generation strategy?
- Have pay costs been benchmarked against those of similar schools?

Use the SFVS to review your board's strength in budget management

Ask yourselves:

- What financial skills are missing from our board and how can we remedy this?
- What can we do to strengthen our finance committee and support its chair?
- What can we do to clarify the responsibilities of the governing board and those of the school staff in terms of finances?

Finalise next year's budget (maintained schools)

In maintained schools, the budget for the next financial year is usually finalised in the spring term.

Find out the steps involved in [approving the budget](#).

While your LA's scheme for financing schools might allow a committee to approve the budget, we recommend that the full governing board does this.

Usually, the finance committee will have met to [scrutinise the budget in detail](#) ahead of the full board's spring term meeting, where it'll be presented for approval.

The chair of the finance committee will summarise the budget and make a recommendation to the board. The board should then ask questions to make sure the budget's been properly scrutinised – find out [what questions to ask](#).

Complete your annual accounts process (academies)

You should have submitted your [audited accounts](#) to the Education and Skills Funding Agency (ESFA) by the end of December.

This term, you need to make sure you meet these deadlines:

20 January: deadline to submit your 2018-19 accounts return (this is separate to the accounts – [read more here](#))

31 January at the latest: publish the accounts on your trust's website as soon as they're signed

31 May at the latest: file the accounts with [Companies House](#)

Get an idea of what's happening in your budget approval process this term if you're a [single academy](#). Our article for MATs is coming soon.

Review your recruitment processes

Spring term is recruitment season for many schools.

Headteachers must give notice by:

- 31 January if they wish to leave at the end of the spring term
- 30 April if they wish to leave at the end of the summer term

For other teachers it's 29 February and 31 May respectively.

These dates are based on the [Burgundy Book](#), but check contracts as this may vary.

Governors carry out headteacher recruitment and are usually involved in senior leadership recruitment too.

Use our [interview questions](#) and [advice on the process](#) to make sure you can run an efficient and effective recruitment round.

Staff handing in their notices might prompt your school to review its staffing structure. If so, you can learn about your role in this process [here](#).

Determine admission arrangements for entry in September 2021

If you're a governor of a voluntary aided or foundation school, or a trustee of an academy, your board is responsible for determining your school's admission arrangements. If you sit on a local governing body in a multi academy trust, check your scheme of delegation to see whether you're responsible for this.

Even if the arrangements haven't changed and you didn't need to consult on them, you still need to formally agree them each year.

Key deadlines you need to be aware of:

28 February: to determine your admission arrangements for admission in September 2021

28 February: to publish your appeals timetable for admissions in September 2020

15 March: to send a copy of your admission arrangements for 2021 to your LA

Once you've determined your arrangements you must publish them on your website. You must also notify certain parties – see [this article](#) for who to inform and when.

If you're a governor of a community or voluntary controlled school, your LA will determine your admission arrangements (unless it's delegated the responsibility to your board, in which case follow the deadlines above). If your LA determines your arrangements, make sure your school website includes a statement directing parents to contact the LA to find out about them.

These dates come from the [School Admissions Code](#) (please note that the code doesn't apply to maintained special schools).

Review and publish gender pay gap information

If your school (or the legal entity you're part of) has 250 or more employees, you need to report to the government on your gender pay gap and publish your report on your website by 30 March.

While the actual task of preparing the report will likely fall to your SBM or someone in your finance or HR team, you need to be aware of the deadline and ensure the report is online by then.

Make sure you're familiar with your school's report, and be prepared to challenge senior leaders if necessary.

Review your performance data

Review your school's data against national figures and past performance.

Primary performance tables were published in December 2019, and secondary performance tables are due out in January.

This is your opportunity to measure not only your school's performance, but your own understanding of your school's strengths and weaknesses.

Questions to ask

Is the data showing what we expected? If not, why not?

Are there differences with national data? What is this telling us?

What are the areas of strength, and areas for improvement?

What is the data telling us about different groups?

How does this compare to last year? Are variations a trend, or cohort specific?

What's being done about areas for improvement?

Do the areas for improvement align with the school improvement plan?

Find out what [other questions you can ask about your school's performance data](#).

Get to grips with what you do (and don't) need to know about performance data [here](#).

Get Information about Schools

An updated version of the Get Information About Schools (GIAS) service has been released to all users. You do not need to take any specific action. This is the first of a series of releases focusing on improving the experience for users with accessibility needs. Users should remember to update their Get information about schools record as soon as possible and within specified timescales whenever

there is a change to their establishment.

<https://www.get-information-schools.service.gov.uk/>

What governing boards and school leaders should expect from each other

This joint paper (from ASCL, ISBL, Local Government Association, NAHT and NGA, aims to improve the effectiveness of school governance. Underpinning it is an expectation that governing boards and school leaders will jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities.

Relevant Documents and Guidance

- What governing boards and school leaders should expect from each other
- Governance Handbook March 2019
- SFVS 2019 – 2020 checklist and dashboard
<https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>
- "Get information about schools" <https://www.get-information-schools.service.gov.uk/>
- National Governors Association <http://www.nga.org.uk/Home.aspx>

Your "do-list"

- Make sure that you, your Finance Manager and Governors are aware of the new SFVS requirements and incorporate them within the calendar of financial management and governance
- Ensure that the governing body receives clear and concise monitoring reports of the school's budget position at least six times a year
- Finalise next year's budget (maintained schools)
- Determine admission arrangements for entry in September 2021
- Download and circulate the paper, "What governing boards and school leaders should expect from each other" to governors
- Update your school's information on the Get information about Schools website

The Local Authority

Key information

School funding in 2020/21

Following a consultation in the autumn term, the Schools Forum made the following decisions in respect of the Essex Funding Formula for 2020/21:

- Reduction of the primary lump sum (from £150k) to £145,000
- To allocate the funding generated by reducing the lump sum through the age weighted pupil unit (AWPU);
- To move the primary/secondary funding differential (from 1:1.31) to 1: 1.30
- To set the Minimum Funding Guarantee at 1%

Schools Forum agreed the Authority's proposals on 27th November 2019. Annex A (which can be found at

<https://schools.essex.gov.uk/info/director/Pages/default.aspx>

shows the impact of changing the primary lump sum to £145,000. Please note the actual allocations to schools will be dependent upon the actual DSG settlement for 2020/21 and the data from the October 2019 Census. Should any school have any significant negative change in data, in particular a falling roll, the final allocation is likely to be lower than the indicative allocation.

ECC SEND inspection outcome

Ofsted has now published the Essex SEND Local Area Review Inspection Report Letter. A copy of the email and correspondence can be found [here](#). The publication was delayed due to purdah, hence the less than ideal timing. We have informed parents and Essex MP's that the report has been published, as well as internally across all staff. Formal presentations will take place this term at the Health and Wellbeing Board, Children and Young People's Partnership Board and Essex Safeguarding Children's Board and we will of course discuss it at our termly headteacher meetings. As a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action is required because of significant areas of weakness in the local area's practice. HMCI has also determined that the local authority and the area's clinical commissioning groups are jointly responsible for submitting the written statement to Ofsted.

An Improvement Board has already been set up in partnership with the five CCG's and Clare Kershaw has confirmed that they will share the Written Statement of Action when it is ready.

The new SEND service officially started at the beginning of a term. After a week of training the new teams will be in touch to arrange the strategic meetings with schools and to support the clusters going forward. If you have any concerns please speak to your SEND Quadrant Manager or Assistant Director.

The LA's main priority this term will be working with the team to respond to the Written Statement of Action; they will still also continue to prioritise school improvement, exclusions and early years.

Schools Broadband

A reminder that the Schools Broadband Service will cease on Tuesday 31 March 2020. This is when the existing contract with DUCL will end and new suppliers will need to take over your broadband service. There won't be an option to extend the existing contract. The team are keen that schools are aware that in order for providers to affect any upgrades and changes to the network, you should have made your decision and signed with the new provider ideally by now. This will give new providers maximum opportunity to put in place new services and upgrades. Information has been circulated on the Schools Broadband Infolink pages, with up to date FAQs to support schools. We have had responses from schools providing an update on progress and requesting the following:

- Who is your new supplier?
- Who would you like us to liaise with at your school or MAT to make the transition? (there are some things we need to transfer over to the schools)
- Would you like our support with transitioning to a new provider?

If you haven't already done so please respond to this request urgently, as we can then provide as much support as you need over the coming months. All responses should be sent to schoolsbroadband@essex.gov.uk

Health and Safety Monitoring (HSIM) 2020

The online health and safety internal monitoring (HSIM) 2019/20 is now live. Links to the monitoring page are on the [Health and Safety](#) homepage. All community and V/C schools must submit the relevant checklists, and the deadline for completion is **Friday 14 February 2020**. Please read the guidance and preparation sheets before completing the checklists. Note: Academy, Foundation, V/A or Independent schools who buy the health and safety service will have the option to submit the forms. Please send any queries to HS@essex.gov.uk

Online asbestos training

Email sent by Clare Kershaw, on 26 November

Essex County Council have been issued an Improvement Notice by the Health and Safety Executive (HSE) in relation to ensuring that we have sufficiently trained personnel on asbestos in our schools which we must comply with. There is a statutory requirement to ensure that site maintenance personnel and their line manager (supervisor) have received suitable training on asbestos. We have identified you as a line manager and reviewed our training records and note that you do not appear to be trained on asbestos. To rectify this, I have agreed to fund an online eLearning for yourself as the person who is most likely to supervise either a site maintenance person or who engage with contractors who could in the course of their work, come across asbestos containing materials.

You will shortly receive an email from Airborne Environmental Consultants Ltd (AEC) which will contain instructions and a link to the eLearning course (please check your junk mail folder in case you have not received this). Once received, please could you complete the course as a matter of urgency and **by no later than 31st December 2019**. It should take no longer than an hour and a half to complete.

Should you have any queries relating to this, please contact our Health and Safety department on HS@essex.gov.uk or telephone: 03330 139818.

Education Structure Charts

Structure charts of each of the quadrant teams are available at <https://schools.essex.gov.uk/info/director/Pages/default.aspx>

School partnerships and MAT's – What impact are you having as leaders on school improvement and raising outcomes for children and young people?

Hold the date of the 13th February 2020 for an inspiring day of making the most of working collaboratively and the impact that this can have on school improvement. This day is for all the Headteachers from each Partnership and MAT to work together to ensure that you are achieving and sustaining the mutual benefit of your partnership and MAT collaboration to raise outcomes for children and young people. The day will draw on international research and explore the knowledge and skills required to maximise the benefit of this work beyond that of Peer Review.

More details will follow in January. If you require any more information before January, please email Nicola.woolf@essex.gov.uk.

Information about the SLIS Partnerships can be found on the Essex Schools Infolink [https://schools.essex.gov.uk/data/saes/SchoolLedImprovement/Pages/School-Led_Improvement\(default\).aspx](https://schools.essex.gov.uk/data/saes/SchoolLedImprovement/Pages/School-Led_Improvement(default).aspx)

Virtual School

From 1st January 2020, Essex will no longer be using the CLA Tracker system to complete PEPs. We will be transferring our PEP process to the Welfare Call EPEP system from 1st January 2020. Welfare Call already collect our attendance for Essex looked after children and some of you may already be familiar with the Welfare Calls EPEP system as many other local authorities already use this system. The EPEP format is different from the current CLA Tracker format however, a lot of the information will be repopulated each term and will not need to be changed unless there is a

change. You may find that the 1st PEP in the spring term will need additional information however, as mentioned above this information will be repopulated in the following terms.

The Essex practice in relation to Personal Education Plans (PEPs) will remain the same. You should have been contacted towards the end of the Autumn term with all of the information required to complete the PEP1 process on Welfare Call. You will also receive an email from Welfare Call with your sign in details.

Please ensure that the Autumn PEPs are completed on CLA Tracker if you have not already submitted them. The Virtual School team and Welfare Call will be available to support you through this transition.

Reporting School Closures

Should schools need to close for any reason, whether this is due to bad weather, site issues, or other, it should be reported via the 'Report School Closure' facility available on the My School Page of [Essex Schools Infolink](#).

BBC Essex are no longer responsible for collating this information from schools so schools should not be ringing them to report closures.

For further information, please contact Tayla Johnson, Education Business Continuity Officer on schools.communication@essex.gov.uk

Relevant Documents and Guidance

- Education Essex – weekly newsletter
- Information about the new School Effectiveness Team structure
<http://schools.essex.gov.uk/info/director/Pages/default.aspx>

Your “do-list”

- Contact the School Broadband Team to ensure a smooth transition to your new provider.
- Health and Safety monitoring - all Community and V/C schools should submit checklists by Friday 14 February 2020
- Note the date of the SLIS Development conference – 13th February 2020
- Note the new arrangements to complete PEPs
- Attend the termly headteachers' meetings to be kept up to date on LA plans, strategy and information
- Make sure you read/see Education Essex each week

EPHA events and dates

Key information

According to my information so far, 13 primary schools in Essex have new headteachers this term – **4 of them in South.**

Amanda McAuliffe	St Helen's Catholic Infants
Lorna Pigram	Felmore Primary
Lorraine Ramet	Wickford Primary
Samantha Willis	St Nicolas CE Primary, Rawreth, and Canewdon Primaries (Acting Headteacher)

6 in Mid

Jane Landa-Arrese	Moulsham Infants
Richard McIntosh	Barnes Farm Juniors (started last term, Ross McTaggart now Executive Headteacher)
Danielle O'Connell	Belchamp St Paul Primary, Head of School
Julie Sarti	Executive head at Ridgewell and Belchamp St Paul Primaries
Kirsty Stuart	Ridgewell Primary, Head of School
Melissa Raymond	Finchingfield Primary (Acting Headteacher)

3 in West

Renette Fourie	Hereward Primary
Emma Hodgkinson	Flitch Green Academy (Acting Principal)
James Kenyon	Waltham Holy Cross Primary

The Professional Officer will send a welcome pack to all new primary headteachers at the beginning of term.

The EPHA Colleague Supporter programme for new and acting headteachers in primary-phase schools and for established headteachers who are new to Essex

A Colleague Supporter is someone a new headteacher can rely on and talk to in complete confidence, about the early days of headship, their worries, what they need to know (and what you don't know you need to know!) They have the experience of being a headteacher in an Essex primary school (and are doing the job now) and fully understand the challenges and responsibilities a new head is facing, as well as knowing the satisfaction and sense of pride that the role gives every head.

A Colleague Supporter will be a confidante and sounding board, who the new head can use to share their concerns and questions about being a new head. They will know the systems in Essex, be able to tell you which meetings are "unmissable" (and which you can avoid!) and make sure that you can access the help that is available. If this is not your first headship but you are new to Essex, you may still benefit from our support – see the attached document for how we can help you in your new role.

This service is *absolutely free* to new and acting primary, nursery, infant and junior headteachers in Essex. EPHA recognises the importance of supporting new heads in their early days of headship and wants to ensure that every new head feels able to connect with a Colleague Supporter, without having to draw on their school's budget. At the same time, EPHA remunerates a Colleague Supporter's own school, so that they are able to commit to a professional role knowing that they are contributing financially to their school, as well as benefiting professionally.

The EPHA Chair or Vice-Chair of your quadrant (or the EPHA Professional Officer) will contact you as early as possible in your new headship to welcome you to your new role in an Essex school and to let you know what support EPHA can give you. During that conversation they will talk to you about organising a Colleague Supporter and will ask you a number of questions about who will be right for you.

Once we have identified a "match", your Colleague Supporter will contact you and will set up a programme of support. For more information contact Pam Langmead at pam@langmead.me.uk

There is additional support and information for new headteachers on the Essex Schools Infolink

[https://schools.essex.gov.uk/info/Welcome to New Headteachers/Pages/default.aspx](https://schools.essex.gov.uk/info/Welcome%20to%20New%20Headteachers/Pages/default.aspx)

EPHA termly headteacher meetings 2019-20 and 2020-21

North East EPHA – Colchester United Football Stadium

Wednesday 4 March 2020

Wednesday 10 June 2020

Wednesday 11 November 2020

Wednesday 3 March 2021

Wednesday 16 June 2021

South EPHA – Holiday Inn, Basildon

Thursday 5 March 2020

Thursday 11 June 2020

Thursday 12 November 2020

Thursday 4 March 2021

Thursday 17 June 2021

West EPHA – Stansted Business Centre, Takeley

Wednesday 11 March 2020

Wednesday 17 June 2020

Wednesday 18 November 2020

Wednesday 10 March 2021

Wednesday 23 June 2021

Mid EPHA – Chelmsford City Football Club

Thursday 12 March 2020

Thursday 18 June 2020

Thursday 19 November 2020

Thursday 11 March 2021

Thursday 24 June 2021

The minutes of these and other meetings can be found on the EPHA website.

County EPHA Annual General Meeting

Thursday 7 October 2020 Chelmsford City Football Club (9.00 am start)

EPHA Primary Headteachers' Support Directory

The document can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/welcome-pack/>

Conferences

Headteachers' conference – Friday 20 March 2020 – Stock Brook Country Club – key note speakers, Baroness Floella Benjamin, Dave Harris and Lee Ridley (aka Lost Voice Guy) – programme and booking form sent out by post in January

Deputy Headteachers' conference – Friday 2 October 2020 – Colchester Football Stadium

Equality Act training

Monday 16 March 2020 – see above

Governor training

The Professional Officer can deliver training for your governors on various education areas, including the Ofsted framework and Pupil Exclusions. Capacity is limited and training will be offered for groups of governors across a consortium. Please contact Pam to discuss.

The **2020/21 EPHA funding contribution** will be paid directly from the DSG – therefore there will be no need to collect subscriptions from schools in the next financial year – please let your finance officer know.

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2019/20
<https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- EPHA Headteachers' Support Directory

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- Book your place on the annual headteachers’ conference – programme and booking form are being sent (in the post) to schools in January.
- Book a place on the Equality Act training event on 16 March 2020.
- If you are, or know of, a new headteacher, please contact Pam to access the new EPHA Colleague Supporter programme
- Download the updated EPHA Support Directory for primary heads
- Find documents and information on the EPHA website, including the 7-minute staff meetings
- Contact Pam Langmead, EPHA Professional Officer, at pam@langmead.me.uk for any support or information that you need