

The Swanage School
MINUTES OF A MEETING OF THE STAFFING COMMITTEE
 Wednesday 9 November 2016, 5.30pm

Present: Carl Styants (Chair), Tristram Hobson (Headteacher), William Knight, Stephen Parker, Catherine Starmer-Howes
 In attendance: Sue Fletcher (Clerk), Jenny Maraspin (Deputy Headteacher)

Item		Action	Lead	Date
STF 1.1	Welcome The chair welcomed the committee to the first meeting of the year, particularly new member Catherine Starmer-Howes.			
STF 1.2	Apologies for Absence Apologies were received from Mark Hatto and Geoff Atkinson. TH noted that Katy Kerr, the business manager, would not be in attendance at this meeting and that Jenny Maraspin, the deputy headteacher, would join the meeting later.			
STF 1.3	Declarations of Interest There were no declarations or conflict of interest with any agenda item.			
STF 1.4	Minutes of the Last Meeting The minutes of the meeting held on 15 June 2016 were agreed and signed.			
STF 1.5	Matters Arising & Actions <u>STF 3.7 Swanage & Purbeck Development Trust (SPDT)</u> The chair noted that the full governing body had agreed that he and the headteacher would attend the meetings of the SPDT as the school's representatives. <u>STF 3.8 Physical Restraint</u> The committee were reminded that reference to a "physical restraint policy" had been removed from the Staff Code of Conduct which had raised the question of whether physical restraint should be covered in other, existing policies or a new policy drafted. It was agreed that a statement on physical restraint would be inserted in the Staff Code of Conduct and also in the Behaviour Policy. This would reference DfE guidance on "reasonable use of force", 2013. TH informed the committee that physical restraint and other physical contact with students is covered in staff induction and the policy of the school is that physical restraint is not used unless there are exceptional circumstances where, for example, the student themselves or another student might be risk. <u>STF 3.10 Remit of the Committee</u> The chair noted that the full governing body had, at its meeting on 5 July 2016, agreed the recommendation that a new committee be established for oversight of community engagement and marketing.	Update policies	TH Clerk	Dec '16

STF I.6	<p>Scheme of Delegation The committee reviewed its published remit (in the Scheme of Delegation) and agreed that no changes were necessary.</p>			
STF I.7	<p>Reports</p> <p>1) <u>Starters and leavers</u> TH reported on the five teachers and two teaching assistants who had started at the school in September 2016, recruited for posts in English, science (two posts, one joint with mathematics, one a part-time physics specialist), geography and drama (maternity leave cover). He gave a brief summary of their experience and background and an outline of the strengths and weaknesses that had been identified in their performance to date. He highlighted a number of positive contributions already made by these staff, such as arranging the “10 Tors Challenge”, leading an after-school dance club, and planning for a show at the Mowlem Theatre. In summarising challenges faced by the new staff, TH outlined support measures that had been put in place to address any shortcomings that had been recognised.</p> <p>TH reported that one of the catering team had stepped up to the role of chef. Currently this arrangement was working well and by mutual agreement was on an acting basis before deciding whether to make the arrangement permanent.</p> <p>A modern foreign languages teacher and an art & design teacher had resigned and would be leaving at the end of term. A philosophy & religious education (PRE) teacher would be on maternity leave.</p> <p>2) <u>Recruitment</u> Interviews had been held for the posts of art & design and modern foreign languages.</p> <p>TH noted that the quality of the art candidates had been particularly high and an appointment had been made.</p> <p>Of the four shortlisted candidates for the languages post, which had been advertised as French and/or Spanish, two had gained other jobs and two were interviewed. Of these, one was offered the position but turned it down, leaving the post vacant still. It was intended to re-advertise the post in January and, to bridge the gap, the remaining languages teacher would increase her hours and had suggested a possible candidate who TH planned to contact with a view to a temporary stand-in post for the Spring and possibly Summer terms. Governors asked about the potential impact on students, Year 11 in particular, and TH outlined the ways in which the school would mitigate this. The current post-holder had been given extra teaching hours to focus on Year 11 controlled assessments. TH confirmed that Year 11 are on the old GCSE specification for French, with the new GCSE specification starting from the current Year 10.</p> <p>The chair referenced the recent decision of the full governing body to commit to French through its decision to continue with the English Baccalaureate where all students must take a modern foreign language at GCSE, and therefore wanted to ensure that the staffing capability matched that vision. Recognising the concern in relation to French teaching, TH responded that the aim was to fill the languages vacancy with a candidate who would match the vision and inspire children in learning a language. Meanwhile, he would prefer a temporary teacher for an interim</p>			

	<p>period than appoint someone who was considered to be below the calibre required. An update will be provided to the committee at the next meeting.</p> <p>A candidate had been appointed to cover the PRE maternity leave.</p> <p>A position for a part-time design & technology technician had been advertised, however the appointee had since turned down the post and current thinking was to try and fill the vacancy internally through increasing the hours of a current technician.</p> <p>Governors observed that the leadership team have been very successful at recruiting some excellent staff but have also recruited a small number who have been less successful, and asked how reflection on this could be used to inform changes to the recruitment process and reduce staff turnover. TH reported that the Senior Leadership Team (SLT) had considered whether there were any common factors in the less-successful recruitment. They had concluded that candidates who had been working in the profession for one or two years but who have not fully bought into the commitment and hours of the teaching lifestyle often perform well at interview but struggle with the reality of teaching and, if fighting against that reality, appear to find it more difficult to succeed and to be committed and inspiring teachers.</p> <p>The leadership team would continue to reflect on this and consider ways in which the shortlisting and interview processes might be modified to improve the success rate of recruiting excellent teachers. The chair noted that a survey on teacher engagement by the National Foundation for Educational Research might prove useful in terms of having such questions in mind when dealing with staff. It was observed that recognition, engagement and having control over one's job were all important factors in staff retention.</p> <p>3) <u>Induction Process</u> The induction process for staff had gone well and was said to be thorough. TH noted that he will have a follow-up conversation with all new starters over the coming weeks.</p> <p>4) <u>Grievance & Discipline</u> There were no current grievance or discipline cases to report.</p> <p>5) <u>Performance Management</u> There were no performance management reports as yet, and this will be picked up at the next meeting of the committee.</p>	Update on French recruitment	TH	Mar '17
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STF 1.8	<p>School Development Plan (SDP) 2016/17 A draft of the SDP was circulated. There were two staffing-related actions, as follows, which the committee discussed:</p> <ul style="list-style-type: none"> • <i>Leadership 3.2 - Leadership development for school leaders: evaluate the strengths and areas for development for the middle and senior leaders in the school, and develop an individualised training programme for each member of the leadership team.</i> <p>TH noted that this carried forward an action from the previous development plan and would be particularly focused on supporting the development of middle leaders. A progress report will be provided at the next meeting of the committee.</p> <ul style="list-style-type: none"> • <i>Operational Excellence 4.5 - Improve the quality of communication and procedural compliance within school: evaluate the degree to which systems are functional then review and improve.</i> <p>TH explained the the leadership team would like to reach a point where they are confident that all procedures are as rigorous as they can be, and carried out without slippage of deadlines. Observing, however, that time is always short, it was agreed that there needs to be a focus on staff prioritising the tasks that add the greatest value to outcomes, and getting the balance right between procedure and practice.</p> <p>[Jenny Maraspin joined the meeting]</p>			
STF 1.9	<p>Policies</p> <p>The Whistleblowing Policy was approved subject to a few minor amendments:</p> <ul style="list-style-type: none"> - adding that the policy also applies to volunteers (“non-employed”) in the opening section, given that non-employees are later referred to. - moving the section on “Public Concern at Work” to the end of the policy. - adding “person” to the second sentence of the paragraph on “Investigation and Outcome” 	Update & publish	Clerk	Nov ‘16
STF 1.10	<p>Quality Assurance</p> <p>JM gave an overview of the quality assurance procedures for teaching quality, briefing governors on the purpose, frequency and method of lesson observations and learning walks. She highlighted that:</p> <ul style="list-style-type: none"> - Staff have two timetabled lesson observations per term, where two people (headteacher, deputy headteacher or a curriculum area leader (CAL) plus one other member of staff) observe an entire lesson, talk to pupils and look at work books, to draw conclusions and provide feedback on teacher choices and learning outcomes. - Lesson observations always have a positive, developmental focus with a view to improving practice and having a positive impact on class teaching. Feedback is given to the teacher within five days and a CPD activity decided on as a result of the observation (e.g. peer coaching, peer lesson planning). - Teachers are expected to teach as they would normally and not spend time on additional lesson planning or to create a “special” lesson that is not in the scheme of work. They are given a 5-question pre-observation 			

	<p>questionnaire which includes, for e.g., looking at previous feedback and areas identified for development, what the pupils are expected to learn and how the needs of pupils who will find it too difficult or too easy will be met.</p> <ul style="list-style-type: none"> - Learning walks, undertaken by the headteacher and deputy headteacher, are frequent but more superficial, involving approximately 15 minutes spent in each class visited. A judgement will be made on whether the particular area being reviewed, usually related to the school development plan, is embedded, in evidence or not in evidence. The focus is developmental and feedback is provided to the teacher and may trigger a CPD activity. <p>TH commented that embedded reflection is well-established and the teaching staff team are working well together in a non-judgemental, reflective manner where learning from mistakes and sharing good practice are the norm.</p> <p>In response to questions from governors, TH confirmed that pupils are used to seeing the leadership team in lessons and are comfortable in interacting with them to give information on what and how they are learning.</p> <p>Use of resources was briefly discussed, it being noted that the school is generally good at purchasing only resources that will be beneficial, and that CALs discuss with the SLT the resources that have been recommended by staff. TH noted that in some areas the school will be linking with Lytchett Minster School to share resources and provide support for lone practitioners (i.e. where there is only one teacher of a subject).</p>			
STF 1.11	<p>Continuing Professional Development (CPD) / Training</p> <p>JM gave a presentation to governors on CPD activities, noting that CPD is her particular area of interest and expertise and outlining the ambition the school has in this regard:</p> <ul style="list-style-type: none"> • Peer coaching will be further developed this academic year. • Lesson study, where several members of staff (often cross-departmental) work together, has its emphasis on using a problem-solving, brain-storming approach to unpick a lesson or area of teaching and re-plan it with improvements. Staff are encouraged to reference their plan to three real students (low, middle and high ability) and consider how each student would respond. Through the process of lesson study, staff discuss teaching with their peers, engage in self-evaluation and give deeper thought about the best ways to teach. Two-way lesson study with teachers from Swanage Primary, Lytchett Minster and other local schools is planned for mathematics teaching. Referring back to agenda item 1.7.2, it was suggested that involvement in a lesson study might be a meaningful recruitment activity. • Show and tell sessions will this year be based on a single presentation of a departmental development project, further to enthusiasm from CALs to engage in larger projects over the year, evolving from smaller, individual projects. In conjunction with Bournemouth University, each department is researching a particular area, for example: competition in science, the use of SOLO taxonomy to challenge academically more able students, and re-engagement of disaffected boys in English. JM noted the intention to write a joint paper with a colleague at Bournemouth University on the impact of this approach to CPD. 			

	<p>JM also outlined progress on a new teacher development programme for newly qualified teachers, unqualified teachers, teaching assistants and trainee teachers undertaking their initial teacher training (ITT) at the University of Exeter and the Portsmouth School Centred Initial Teaching Training (SCITT) course. An initial framework has been developed, with the intention of running in-house sessions on a regular basis, with the vision for this to become a year-long accredited Postgraduate Certificate in Education (PGCE) programme.</p> <p>Governors asked questions on the impact of the ITT students and it was noted that they are usually an asset, being an extra resource for supporting small groups on specific tasks / outcomes, but can occasionally be an extra burden of work.</p> <p>JM noted that the development of the intranet was going well and would soon be live. It will be dedicated to teaching and learning and populated with video clips and the “Friday 5” sessions that are part of the CPD programme.</p> <p>The increased involvement of CALs in the CPD programme was welcomed, it being noted they were enthusiastic to make it work.</p> <p>Governors thanked JM for her presentation and her excellent work in this area.</p>			
STF I.12	<p>Any Other Business None.</p>			
STF I.13	<p>Confidentiality No item was deemed confidential so long as specific detail about individual staff members was not recorded.</p>			
STF I.14	<p>Meeting Dates Full Board of Governors – Wednesday 7 December 2016 Staffing Committee – Wednesday 8 March 2017</p>			