Capita entrust Inspiring Futures













Independent financial advice from a specialist in public service pensions should be sought by any individual considering changing their contracted hours of work.





Aims

- Introduce schools and MATs to the flexible job design process
- Detail how schools and MATs can get involved in the FWAMS programme





Hosted by

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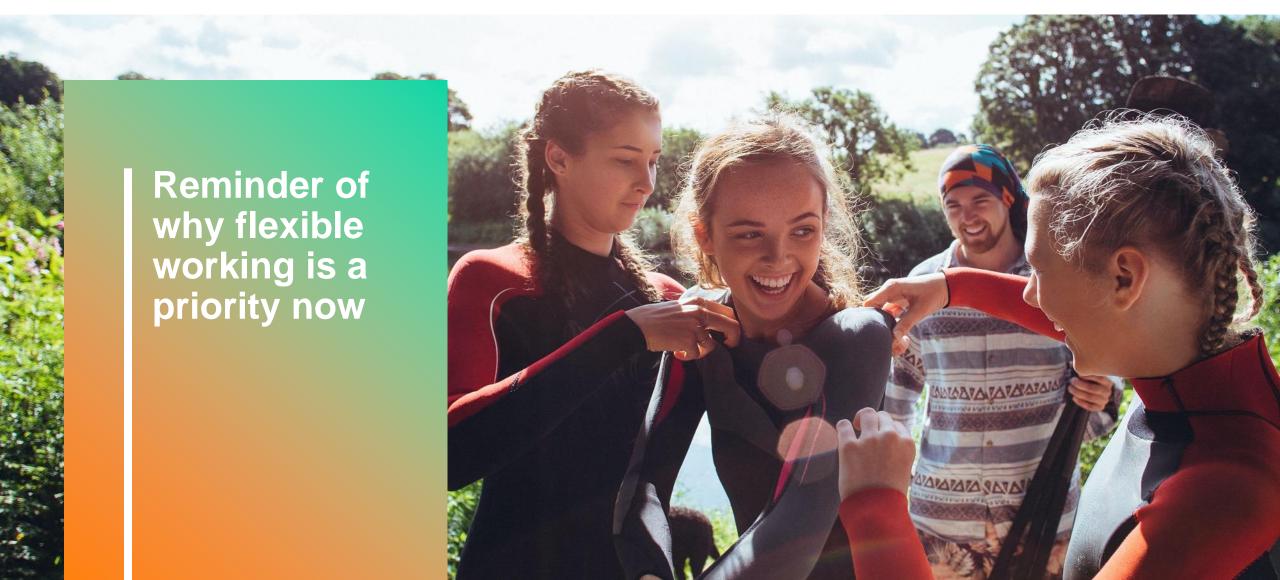


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- **01.** Quick reminder of why flexible working is a priority now
- **02.** Taking a strategic approach to flexible working
- **03. Flexible job design:** what is it and how can you make it work?
- **04.** The Flexible Working Multi-Academy Trusts and Schools Programme, funded by the Department for Education
- **05.** Q&A







Why flexible working is a priority now

Background

Definition

Flexible working is when employees vary their work in terms of the amount, timing or location of the work.

(Flexible Working and Performance: A Systematic Review of the Evidence for a Business Case, L. M. de Menezes & C. Kelliher, 2011)

Types of flexible working

This can be a whole range of arrangements from formal such as part-time working to informal such as occasional, ad-hoc flexibility or PPA taken from home.

Percentage of teachers working flexibly

In the Department for Education's Working Lives of Teachers Survey, 46% of teachers and leaders reported using some form of flexible working arrangement themselves, whether formal or informal.

(Working Lives of Teachers and Leaders Wave 2, IFF Research, 2024)

Reminder of why flexible working is a priority now Key benefits

- retaining experienced staff
- recruiting from a broader pool of teachers
- promoting wellbeing
- improving work-life balance
- improving productivity and reducing absences
- promoting equality of opportunity and diversity







Our flexible working journey

2019

- Staff engagement survey
- DfE support from Flexible Teacher Talent

2020

- Research and support from consultants
- Draft Flexible Working Strategy
- Full consultation with staff and unions
- Strategy launched and implemented

2021

Ongoing focus on robust implementation and evaluation

How we have embraced flexible working.

What has been the impact?

 20+ members of staff have requested and been granted statutory flexible working requests

 On average 30-40 members of staff each year have requested and been granted flexible job design

 High levels of satisfaction on engagement survey against a national benchmark

 Internal survey shows staff who work flexibly report improved work/life balance and feeling valued

 We Are In Beta survey highlighted trust's work in study (number of senior leaders working flexibly and quality of recruitment processes)



Principles underpinning Pioneer's strategic approach.

- Presumption that flexible working can work unless there is a genuine operational or business reason why it could not.
- Balance needs to be maintained needs of pupils, the team and the school.
- Our aim to provide greater flexibility is separate from our drive to create a working environment that removes unnecessary workload (WorkWell).



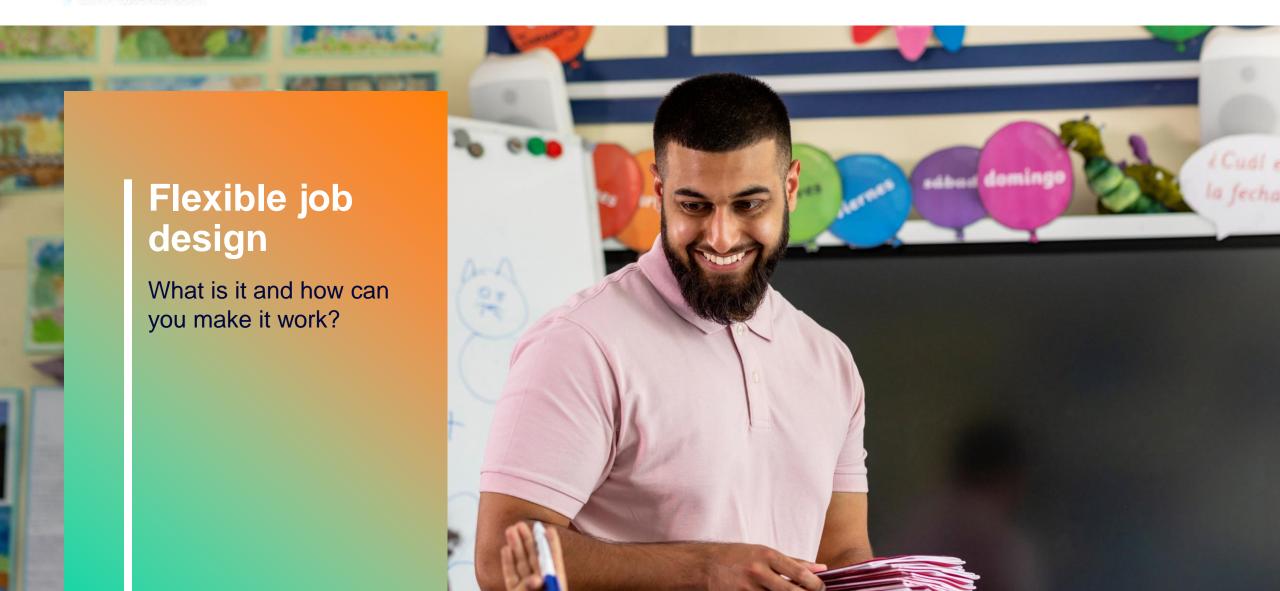
Principles underpinning Pioneer's strategic approach.

- Flexible progression for all
- Built on the principle of trust
- Provide transparency on the process and decision-making
- Fair and robust









Statutory flexible working requests **AND** flexible job design

Statutory flexible working requests

- All employees have a statutory entitlement to make a formal flexible working request
- The law around this has changed
 - Day 1 right
 - Must consult with the employee when request made before rejecting it
 - Must respond in two months (rather than three)
 - Two request in a 12-month period
 - No requirement for employee to explain the effect request will have or how impact may be dealt with
- Permanent and legally binding change typically affecting individual's pay

Flexible job design process

- An informal request to flex where and / or when an individual works
- Annual process
- Temporary variation for an academic year that is binding on the employee and employer

Key principle: if the change would result in someone 'covering' for that time, it is NOT a flexible job design.

(Flexible job design requests are given precedence over any informal or ad hoc requests made at the start of the academic year.)

Strong communications

	Where				When																
Role	Working from home (anytime)	Working from home (school holidays)	Hybrid working (individuals have 'core hours' based in	school and flexibility about	times)	Compressed hours (f/t hours	over fewer days)	Flexitime (individual chooses	when to start and end work (within agreed limits) but	works certain 'core hours'.	3 daily)	9	year but has some flex about	when they work. Could be	ed flexibly o			urs (ir	break times from others)	P6 teaching for KS5 to allow	'flex period' elsewhere
Headteacher																					
Deputy Headteacher																					
Assistant Headteacher																					

Strong communications

	How much			Notes Non-negotiables					Benefits for:								Pra			
Role	Job share (2 people do 1 job and split hours)	Part-time	retirement age has been phased out and individuals can choose when they want to retire - this means they can reduce their hours and	work p/t)		Staff briefings	Parents Consultations	Staff meetings	Duties	CPD events e.g. INSET		individual	team		line manager	school		do adv. offset disad?	Is the workload achieveable within new arrangement?	Can the work be done in the
Headteacher																				
Deputy Headteacher																				
Assistant Headteacher																				

Timeframe

Autumn 1	Think through how you would like to work	 Think about your desired working pattern and ways you could work flexibly. Flexibility can cover where, when or how much time the work is done in. Think about the implications of your request and how these might be overcome.
Autumn 2	Start the flexible working conversation	 If you would like your role to be considered under the flexible job design process, take the initiative and arrange an informal discussion with the Headteacher to start working together on flexible job design options. Discuss your thinking with your line manager before meeting with the Headteacher. With the Headteacher, consider the options available to make your desired working patterns work and be open to alternative options. The more flexible you can be in your flexible working job design, the more likely we are to be able to facilitate yours and others' requests. Discuss your thoughts on the implications of the request and how these might be overcome. This does not need to be detailed but will support an open and honest discussion about the feasibility.
Spring 1	Put any flexible job design requests in writing	 Having had an open discussion with your Headteacher, put any requests to work flexibly under the flexible job design process into writing. NOTE: Our flexible job design process sits alongside but is separate from employees' statutory entitlement to make a flexible working request at any time.
Spring 2	Options choices made	
Summer 1	Timetable built	 School leaders will seek creative solutions to achieve the best possible approach for both you and school.
	Outcomes of flexible job	SO SPORE TO
Summer 2	design requests	
	communicated	

Strong communications

Autumn 1

Live briefing at the start of each year

Autumn 2

- Protocol for Flexible Job Design conversation
 - Reminder of the process:
 - Questions to guide conversation:
 - What flexibility are you asking for and what flexibility can you offer?
 Have you discussed with your line manager and what did you discuss?
 What thoughts do you have about practicalities?
 - Reminder of timeframe
- OneNote to record discussions



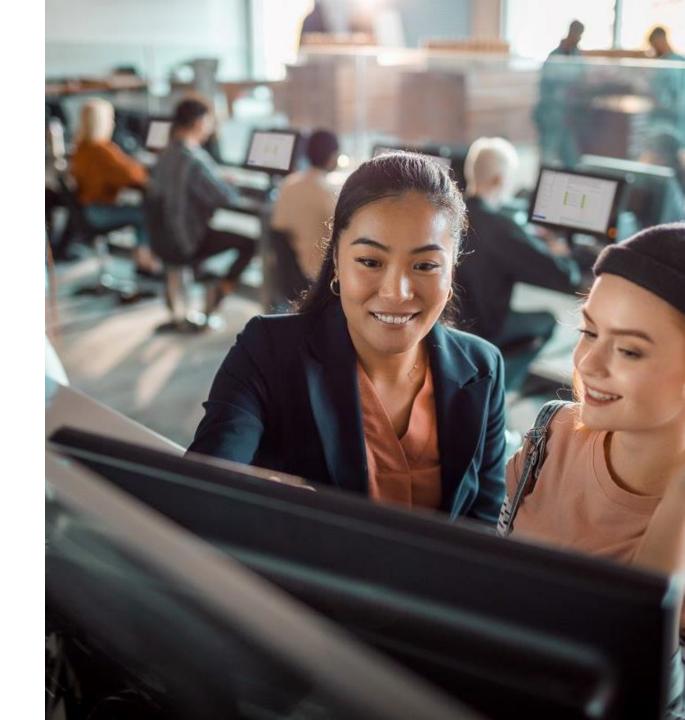
Strong communications

Spring 1

Microsoft Form to collate requests in spring term

Summer 2

Standardised email template to communicate outcomes (approved and not approved)



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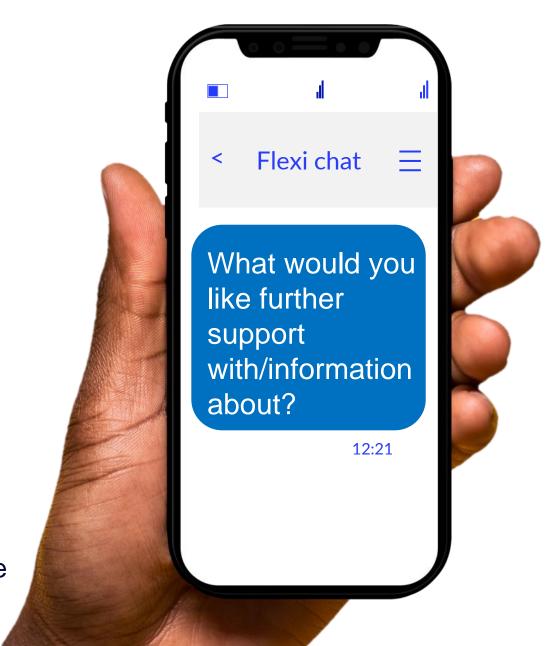


The Flexible
Working in
Multi Academy
Trusts and
Schools
Programme



Support available to help with implementing flexible working

- Flexible Working in education website (www.flexibleworkingineducation.co.uk)
- Programme of webinars and online workshops
- Bespoke, free support from Flexible Working Ambassador MATs and Schools
- DfE guidance and resources
 https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools
- Flexible working toolkit
 https://www.flexibleworkingineducation.co.uk/dfe-toolkit
- Trade unions can provide support with making a flexible working request
- If you are not currently teaching, you may be eligible for a <u>Return to Teaching Advisor</u>.



Supporting you to find your next flexible teaching job













teaching-vacancies.service.gov.uk

Support available to help with implementing flexible working

Future webinars

Communicating the benefits of flexible working to stakeholders working within a SEND school environment 09/05/2024 at 10:00

Applying and working as a job share 16/05/2024 at 10:00

Leading Flex for HR and School Business
Managers 11/06/2024 at 11:00



Evaluation

Please respond to the questions that appear on your screen via the poll.

Once you have completed these, please respond to the below via the chat function:

Please provide any other areas, related to flexible working, that you or your school would find useful to know more about.







Flexible job design: making flexible working the default

Q&A

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