

City Educationalist



September 2021

Newsletter of the City of Leicester District of the NEU

<https://www.leicesterneu.org.uk/>



<https://www.facebook.com/groups/leicesterneu>

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<https://neu.org.uk/add-my-email>

Back to School

At the start of the academic year, every teacher should receive the following documents:

- Your salary statement – this should state where you are on which salary scale, the value of any TLRs you may hold, and your overall salary.
- A breakdown of your 1265 (directed time) hours. If you are working part time, you should receive a personal pro-rata breakdown.
- The school calendar – your PPA should be clearly identified (not less than 10% of your timetabled teaching time). If your PPA is in the afternoon, check that it is an accurate reflection of PPA in your school (some schools swap AM and PM PPA slots mid-way through the year).

Also, please note that because of the extra Bank Holiday this year, you will only work 194 days (189 with pupils) and your directed time should be adjusted accordingly. Further information here: <https://neu.org.uk/queens-platinum-jubilee-public-holiday-2022>

Just started a new role?

Your employer **must** provide you with a written statement, on or before your start date, with the following information:

- names of employer and worker.
- date employment or engagement begins.

- any probationary period, including how long it lasts and any conditions that must be satisfied.
- pay scale and rates of pay, pay intervals, overtime and overtime pay (if any) and pay calculation methods.
- any other remuneration including payments in cash or kind.
- hours of work, including normal working hours and any terms as to normal working hours. The document must also state the day(s) of the week the worker is required to work, whether their hours or days may vary and if so, how and how this is decided.
- holiday entitlement and holiday pay, including public holidays, and rights to accrued holiday pay on termination.
- length of notice needed from both employer and worker and any terms about how notice must be given.
- job title or a brief description of duties.
- whether the employment is permanent or, if it's fixed term, the expected end date.
- place of work and employer's address. If the worker is required or permitted to work at various places, confirmation of this.
- If the worker is required to work outside the UK for over a month, arrangements for this.
- Any part of any training entitlement the employer requires the worker to complete.
- Any training the employer **requires** but will not pay for.

The following statutory particulars can be provided in separate documents, as long as they are reasonably accessible at work, such as in a staff handbook.

- Rules about sickness or injury absence and sick pay.
- Information about other kinds of paid leave, such as maternity/paternity.

Your employer **must** provide you with a written contract within two months of the start date. Along with this they must also provide:

- Details of any pension contributions or pension schemes.
- Details of any collective agreements that directly affect the contract terms.
- Details of any non-obligatory training entitlement.
- Details of disciplinary and grievance procedures, or information on where to find them.

If there are no terms relating to the above, this must be stated.

The right to a new statement is not restricted to new employees. Existing employees can also ask for a statement. Employers must comply with these requests within one month.

If contract terms change (e.g. because of a successful flexible working request), the employer must provide a revised written statement within one month of change.

The right to a written statement can be enforced in an employment tribunal.

Forthcoming Events

24 th -26 th September National Disabled Members Conference https://neu.org.uk/event/disabled-members-conference-2021	
29 th September – Leicester District Meeting	Committee meeting – September 15 th
9 th October – National Support Staff Conference Details to follow on www.neu.org.uk	
3 rd November – Leicester District Meeting	Committee meeting – October 13 th
1 st December – Leicester District Meeting	Committee meeting – November 17 th
26 th January – Leicester District Meeting	Committee meeting – January 12 th
9 th March - AGM	Committee meeting – February 9 th

At present, meetings are remaining online. You'll be emailed information about each meeting closer to the date.

Please let us know if you'd like to receive City Educationalist in a larger font, or if you need any support or adjustments to make it possible for you to attend district meetings.

If you would like to submit an article or letter, or have any suggestions about how to improve City Educationalist, please email jessica.edmonds@neu.org.uk

Update your membership details

Visit my.neu.org.uk

It's vital that the NEU has up to date details for all its members. You may also be eligible for reduced subscriptions: for example, if you work part time, are about to retire, or take maternity leave. Have you moved? Tell us your new home or workplace address. It is also important to update your equalities information.

Thousands of members have already signed up for myNEU, the new online portal to manage your membership and access the many benefits which come with being a part of Europe's largest education union. To register, to my.neu.org.uk and follow the

prompts. myNEU is also a portal to accessing hundreds of exclusive discounts available to members through NEU Rewards. From savings on your weekly shop to holidays and special treats, you could save up to £1000 a year. For more information visit neu.org.uk/neu-rewards

You can also update your details by calling 0345 811 8111 or emailing membership@neu.org.uk

**Join The National Education Union at:
www.neu.org.uk/join
or call: 0345 811 8111**

NEU Reps

Are you remaining as rep this academic year? If not, please ensure that a new rep is elected so that we can continue to send local information to a person in your setting. Let us know who it is!

If you are the rep, please recruit new members. These could be support staff, NQTs, staff new to the school or those training on the job i.e. SCITT, Teach First. Also, please check that your membership lists are up to date where staff have moved on or joined your workplace.

Finally, thank you for all your help and support over the past twelve months. Being NEU rep is not always easy, but it is a vital part of how the union operates. The grassroots membership and reps are the life blood of the union.

Training for reps

Date	Time	Title	More info/ Registration Link
23 September	9.15am – 4pm	Becoming a H&S Rep (all 3 parts in one day)	https://events.neu.org.uk/event?topic=HAS&id=NTPBHROUK230921#MEMBER.EVENT.INTRO
27 September 4 October 11 October	2.00pm – 3.30pm	Becoming a H&S Rep (3 consecutive Mondays)	https://events.neu.org.uk/event?topic=HAS&id=NTPBHROUK270921#MEMBER.EVENT.INTRO

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28 September	10.30am – 12.15pm	Winning on Ventilation (online pilot training for H&S Reps)	https://events.neu.org.uk/event?topic=HAS&id=NTPWNOVUK280921#MEMBER.EVENT.INTRO
29 September	10.30am - 12.15pm	Work-Related Stress as a Collective Issue (for everyone who has completed the 3 parts of Becoming a H&S Rep)	https://events.neu.org.uk/event?topic=HAS&id=NTPWRSOUK290921#MEMBER.EVENT.INTRO
30 September 7 October 14 October	10.30am – 12pm	Becoming a H&S Rep (3 consecutive Thursdays)	https://events.neu.org.uk/event?topic=HAS&id=NTPBHROUK300921#MEMBER.EVENT.INTRO
5 October	9.15am – 4pm	Becoming a H&S Rep (all 3 parts in one day)	https://events.neu.org.uk/event?topic=HAS&id=NTPBHROUK051021#MEMBER.EVENT.INTRO
8 October	2pm – 3.45pm	Work-Related Stress as a Collective Issue (for everyone who has completed the 3 parts of Becoming a H&S Rep)	https://events.neu.org.uk/event?topic=HAS&id=NTPWRSOUK081021#MEMBER.EVENT.INTRO

These are nationally run courses. In addition to these there are locally run courses which will be opened for registration soon. Further details available from east.midlands@neu.org.uk Keep these dates in mind for your diary:

Please remember that you are entitled to paid time off to attend training connected to your union role, but it's also reasonable to let your head know intended dates of training in plenty of time for cover to be arranged.

Equality Training - Black Members	12th October	6pm - 7.30pm
Casework Workshop - Absence Management	14th October	6pm - 7.30pm
Reps Foundation Training	10th - 12th November	9.30am - 4.30pm
Representing Members in the Workplace	19th November 26th November	9.30am - 4.30pm
Equality Training - Disability	23rd November	6pm - 7.30pm
Casework Workshop - Capability	1st December	6pm - 7.30pm

Spring Term

Course	Date(s)	Time(s)
Support Staff Training	19th January	9.30am - 4.30pm
Employment Law Update	20th January	6pm - 7.30pm
Casework Workshop - Redundancy	25th January	6pm - 7.30pm
Reps Advanced Training	2nd - 4th February	9.30am - 4.30pm
Reps Foundation Training	7th - 9th March	9.30am - 4.30pm
Representing Members in the Workplace	16th March 23rd March	9.30am - 4.30pm
Equality Training - Women	24th March	6pm - 7.30pm
Casework Workshop - Equality Issues	30th March	6pm - 7.30pm

Summer Term

Course	Date(s)	Time(s)
Reps Foundation Training	18th - 20th May	9.30am - 4.30pm
Reps Advanced Training	23rd - 25th May	9.30am - 4.30pm
Casework Workshop - Bullying/Harassment	14th June	6pm - 7.30pm
Equality Training - LGBT	23rd June	6pm - 7.30pm

Black Educators' Summer Event 2021

This year the Black Educators' Summer event was held on Thursday 1st July at Victoria Park. The event was well attended and was chaired by the Leicester City President – J Walters-Nisbett. Black educators across Leicester City were treated to a range of activities to update, inform and celebrate the work that these educators had done during these unprecedented times. This was done in a COVID secure manner.

The Leicester City President gave an opening speech to start the occasion, then introduced the keynote speaker Malcolm Richards, a PhD student at the University of Exeter. Malcolm Richards is a former teacher, senior leader, and advisory teacher in UK schools. Mr Richards' research interests draw upon a wealth of influences including critical auto-ethnography, critical pedagogies, critical race theory, Black British studies, cultural studies, dialogic education, digital tools, and decolonizing educational relationships in teacher education. Mr Richards talked about the importance of embedding strong black networks within the union. He praised Leicester Black Educators and the impact that its members have made across the national stage. Finally, he spoke about the challenges for Black Educators post COVID, but he reminded us to stay connected.

The evening included a variety of much needed wellbeing activities which were thoroughly enjoyed and included a Zumba session led by A-Team Fitness, socialising, Caribbean food by Rotified, and drinks. The evening concluded with a vote of thanks by the Leicester City President.

Leicester City Black Educator

Bargaining for Equality

Yes, it was a Saturday. Yes, it was the first day of the summer holidays in Leicester. Yes, I attended the excellent Bargaining for Equality conference organised by Leicester's own George White.

Regional Secretary Una O'Brien started the morning by highlighting the regional aim to have equality front and centre in the agenda moving forwards. She acknowledged that inequality starts early in education with childhood poverty and that as community activists we need to stand shoulder to shoulder with organisations who fight inequality on a daily basis. We need to look at our bargaining strategy and how to hold the employer accountable. The legal framework is a starting point. The NEU have model policies: anti-racism charter, model menopause charter & domestic abuse policy.

So what can we do?

George White & Louise Regan gave excellent presentations with their ideas, which I've combined below:

- It's really important to make sure your membership record is up to date, including equalities data.
- Does your setting have an inclusion and diversity group? If so, can you discuss these questions – there's more common ground than you think:
- How can we show each other support, even if our experiences might be different?

- Can we find common ground?
- How would this affect how to we could organise for change at work?
- At secondary schools, do you have student ambassadors? You might be able to use recent graduates as an 'each one, teach one' strategy.
- Encourage training. No one person is an inclusion expert - they can only speak for their experience but champion all. Needs everyone to come together.
- Allyship – find allies in the workplace. Look at intersectionality but also find powerful allies who may be beyond your work setting. Many people don't want to be pigeon-holed by their religion, race, etc. They just want to be a good teacher or a good colleague. An example given was of wearing rainbow facemasks/laces/lanyards/badges, which has encouraged other people to do the same. In classrooms you could display Black Lives Matter posters to show solidarity.
- We need to push for quality training for new educators: very few ITT courses offer training on inclusion. Unless people enter the profession with the skills to tackle issues they're facing, it's harder for them.
- Look at the reading materials in your school – are they inclusive? Are the texts you use in your teaching inclusive?
- Consider the curriculum. It's fine to celebrate Black History Month or Pride, but we need to embed all equalities strands into our curriculum, so no child feels excluded. You can't be what you can't see. Every young person needs to see themselves.

We can find common ground because we've all suffered detriment in some way. We can listen to each other's experiences even if it's not our own lived experience. Treat each other with respect. We can then collectivise. No need to champion one equality strand above the other, there's a need for all.

The keynote speaker was Dr Heather Mclure, who also shared some excellent ideas:

- Be Bold! Put pen to paper, put yourself forward. Grasp that mettle and move yourself into positions of responsibility because otherwise you're not going to change the game. Alliances are really important. Look at where you are and fight from that position. We can all do something exactly where we stand.
- Watch Rita Pearson's TED talk, where she talks about all of us being champions for our children.
- Think about the texts you use, remove some and replace with more diverse examples.
- It can be lonely being the voice for your equality, but if not me, then who?
- It's great to get black people into university and into schools as teachers, but we need to think about retention. How do we take care of these staff when they get there? <https://discovery.ucl.ac.uk/id/eprint/10117331/> - new publication about the recruitment and retention of BAME staff
- The more we read, the more we know, and the more we're able to challenge and be a greater support to our colleagues.

- CPD opportunities – embrace the possibilities from the NEU. The sections within the NEU provide amazing conferences and networking opportunities. Also ask for CPD in schools, and if the first answer is no then ask again!
<https://neu.org.uk/national-cpd>

In groups we also discussed our ideas, and added a few more:

- Can you find a mentor? Or could you mentor someone?
- Challenge inequalities.
- Stop profiling/assumptions of who you are.
- Ask people how to pronounce names correctly if you don't know.
- Put gender pronouns in your email signature.

This was an open, honest and practical day, where we were able to discuss issues we had each faced, and discuss ways forward together. I look forward to future events like this, as it was excellent.

Jessica Edmonds

Covid

The government's blasé attitude can only be deplored but although they seem to want us to carry on regardless there is every reason for schools to keep as many mitigations in place as possible. They must remember that, as employers, they have the legal duty to protect the welfare of their employees and those that enter their premises.

Risk Assessments must continue to be updated every time circumstances change.

The LA agree with us that people should err on the side of caution when they feel unwell. The idea that you should go into work because you've only got a cold is completely wrong when it is reported that many of the early symptoms of the Delta Variant mimic those of a cold. If you see someone in school who you suspect is unwell you should consider alerting management.

The early ideas about how the virus is transmitted have been revised based on new evidence. It's now known that aerosol transmission is responsible for infection in the majority of cases.

Good ventilation is essential.

There needs to be a supply of fresh air from outside, preferably through windows but mechanical ventilation should be used if necessary.

Systems that recirculate stale air must not be used.

Fans may be used to aid air circulation in a room where there is a source of fresh air but not otherwise.

Carbon dioxide monitors are useful to identify areas with poor ventilation but they do not solve the problem.

Air filtration systems and portable air filters can be used providing the filters are the correct standard.

Rooms should be ventilated before and after teaching sessions and between lessons if possible

If staff or students wish to wear face masks that filter the air they must be allowed to do so. Remember that transparent face shields do not protect from aerosol transmission and in most cases do little to help prevent infection. The exception to this is when you are dealing with an individual who is liable to spit, cough or sneeze.

Someone who was previously classed as CEV, or anyone else who feels especially at risk, is entitled to have an individual risk assessment. It will help if they seek medical advice so that the RA is properly informed.

If you believe that you are suffering from Long Covid try to get a proper medical diagnosis of this. As this is likely to lead to periods of sick leave and/or reduced performance at work contact the union for support. It may be that you will qualify for reasonable adjustments under the Equalities Act.

Joint union safety checklist: <https://neu.org.uk/media/17046/view>

Guidance for staff at greater risk: <https://neu.org.uk/media/17041/view>

Ventilation guidance: <https://neu.org.uk/media/17036/view>

Andy Haynes, H&S Adviser

Stress

Employers have always been required to manage the stress that work causes their employees and reduce it as much as possible. Working in schools has always been stressful and the past eighteen months has only exacerbated the situation. Sadly, some schools seem determined to pour petrol on the flames with unreasonable demands of their staff.

All schools and settings should carry out stress surveys to identify the causes of stress. This will enable them to produce an action plan to manage and reduce stress. The LA has always recommended the use of the HSE stress survey although some schools have developed their own. The NEU has had its own stress survey for a number of years that school groups can use independently of management and some schools have used this instead of the HSE survey.

In addition to the standard survey it would be good practice for a school to include extra questions relating to stress caused by covid, or at least have an area for free responses so that staff can write their own concerns. All responses to the survey must be anonymous.

It must be emphasised that this is a stress survey and not a wellbeing survey although there may be a place for that in addition.

Schools have a duty to reduce the causes of stress. Trying to reduce the effects that they have negligently caused by mindfulness sessions of any nature is not good enough.

Andy Haynes, H&S Adviser

Directed Time



How to tackle workload in your workplace

Directed time is when teachers are directed by their head teacher to be at work and available for work. This is a maximum of 1,265 hours per academic year, spread over 190 days of teaching and five more non-teaching days. The 1,265 hours is a maximum – schools should allow a contingency to cover unexpected events. The statutory limit on directed time (1,265 hours) applies to teachers working under the School Teachers' Pay and Conditions Document (STPCD).

1,265 hours

195 days

Teaching time

PPA, Parents' Evenings

Meetings, INSET, Breaktime

NOT Lunchtime

The following must be part of directed time: teaching time, PPA time, supervision before & after sessions and at breaks (but not lunchtimes, when teachers can't be required to do this), cover, parents' evenings, after school meetings, INSET/CPD and anything else reasonable which teachers are "directed" to do and which requires their professional skills. Directed time and the 1,265 max should be adjusted pro rata for those working part-time.

All schools should have a calendar of the activities which make up teachers' directed time - consulted on with staff via trade unions.

NDU reps/members should ask their head or leadership team for the directed time calendars for both the school and for individuals. Teachers can raise concerns about their directed time calendar at any point during the academic year.

How to win on directed time in your workplace:

- 1 Organise a meeting of members to discuss directed time. A directed time calendar is a contractual right for teachers and there should be an annual discussion about the calendar that sets out the details of teaching staff working time in the forthcoming academic year.
- 2 If this is something that doesn't usually happen at your school, use the members meeting to agree that the rep/s will speak to the head about a DT calendar, examples of calendars can be found via neu.org.uk/directedtime.
- 3 Meet with the head to ensure that a DT calendar with a maximum 1265 hours will be issued following consultation and any areas of concern will be discussed fully with the union.
- 4 Meet again with members to discuss you head's response and decide your next steps.
- 5 If you have concerns about the calendar, use the Excel pro forma (neu.org.uk/directedtime), to calculate the hours you and your colleagues work.
- 6 If you need any further support, contact your local District/Branch Secretary

Directed Time has NOT been removed or suspended during the Covid-19 pandemic

Thank you for being involved in this important campaign!

For further advice go to

neu.org.uk/directedtime

Also, please note that because of the extra Bank Holiday this year, you will only work 194 days (189 with pupils) and your directed time should be adjusted accordingly. Further information here: <https://neu.org.uk/queens-platinum-jubilee-public-holiday-2022>

If you need help:

- 1) Ask your school rep. Don't have one? Hold a meeting and elect one! Reps have access to training and support in their role, and are backed by local officers and the national NEU.
- 2) If it's a new query, try looking on the NEU website first. There is a wealth of useful information there, especially for Covid-19: <https://neu.org.uk/>
- 3) If you can't find the answer, email adviceline@neu.org.uk or phone 0345 811 8111
- 4) If you are already being supported by a local officer, please contact them. Please do not contact a different officer as it causes confusion with casework. Please note that the NEU office in Leicester remains closed due to Covid-19, so please use email.

Local officers and the days they work:

Monday & Tuesday:

Jenny, jennifer.day@neu.org.uk

Wednesday:

Jenny, jennifer.day@neu.org.uk

Joseph, joseph.wyglendacz@neu.org.uk

Jessica, jessica.edmonds@neu.org.uk

Thursday:

Joseph, joseph.wyglendacz@neu.org.uk

Jessica, jessica.edmonds@neu.org.uk

Andy, andrew.haynes@neu.org.uk

Minaz, minaz.shaffi@neu.org.uk

Friday:

Joseph, joseph.wyglendacz@neu.org.uk

Jessica, jessica.edmonds@neu.org.uk

Samina, samina.randall@neu.org.uk

Minaz, minaz.shaffi@neu.org.uk

Starting a family?

Welcoming a new addition to your family is exciting but it can also be a time of work and financial worries so it's more important than ever that you have the protection of your union.

Did you know that members on maternity leave, shared parental leave, or adoption leave do not have to pay membership fees?

To find out more visit neu.org.uk/neu-membership-rates

If you have a question about your maternity or parental rights or pay, contact your local rep, the NEU AdviceLine or take a look at our comprehensive guide to maternity rights at neu.org.uk/maternity

Please note: subscription holidays for maternity, parental and adoption leave can only be processed in the current subscription year (1 September 2020-31 August 2021). We are unable to backdate requests for previous subscription years.



Do you want to apply for flexible working?

Before doing so, please ask either your school rep (if trained) or a local officer for support. There are key pieces of information you need to know before you submit the form, such as only being able to make a request once a year and only being able to use information provided in the original request at appeal.

Help us to help you!