Flexible Working Policy

Version 9

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Policy Statement

The Brighter Futures Learning Partnership Trust (BFLPT) is committed to fostering flexible working practices that enhance workforce deployment, support improvements in educational provision and service delivery, and contribute to a flexible, motivated and high-performing workforce. Flexible working benefits both the Trust and employees by improving wellbeing, supporting recruitment and retention, increasing workforce diversity, reducing absence and enabling staff to remain in employment during different stages of their lives and careers. Further guidance can be found in the Department for Education's Flexible Working in Schools guidance.

The Trust recognises that flexible working should be considered as part of workforce planning, recruitment, retention, and staff wellbeing and equality objectives. The Trust will proactively explore opportunities for flexible working arrangements wherever operationally feasible and will adopt a positive approach to considering requests.

This Flexible Working Policy gives eligible employees an opportunity to formally request a change to their working pattern and all employees an opportunity to do so informally. Senior leaders are encouraged to facilitate requests unless they cannot be accommodated for school/UTC business or operational reasons. Hybrid working is addressed separately within this policy. Hybrid working is not an automatic entitlement and, where it is considered, is an operational arrangement determined by the school/UTC or, for Central Team staff, by the appropriate Central Team leader. The operational decision will take account of the requirements of the role, pupils, service delivery, colleagues, safeguarding, collaboration and the effective running of the organisation.

Employees will not be subjected to any detriment or lose any career development opportunities as a result of making a flexible working request.
This policy does not form part of any employee's contract of employment, and it may be amended at any time.

Scope And Purpose Of The Policy

The Brighter Futures Learning Partnership Trust (BFLPT) is committed to fostering flexible working practices that enhance workforce deployment, support improvements in service and curriculum delivery, and contribute to a flexible, motivated, and high-performing workforce. Flexible working benefits both the organisation and individuals by improving work-life balance and supporting staff recruitment and retention. Further guidance can be found in the *DfE Flexible Working in Schools* resource: Flexible Working in Schools.

This policy applies to all employees of the Trust, excluding agency workers, consultants, and self-employed contractors. Employees are encouraged to consider the impact of any changes in working hours on their pension and seek advice from pension providers.

From their first day of employment with the Trust, employees have a statutory right to request flexible working. This policy recognises that right through a formal procedure, allowing employees to make up to two statutory requests for flexible working within any 12-month period. The criteria for eligibility to follow the formal procedure are detailed in paragraph 5.

This statutory right should be distinguished from the Trust's operational approach to hybrid working. Hybrid working arrangements are determined by the relevant operational leader and are subject to the requirements set out in the Hybrid Working section of this policy.

Personnel responsible for implementing the Policy

The Trust Board, CEO and Central Trust HR Manager are responsible for monitoring the effectiveness of this policy, ensuring there is a consistent approach to requesting and approving changes to terms and conditions.

The Local Governing Boards should monitor the application and impact of this policy in schools.

The Headteacher/Principal is responsible for ensuring that staff and managers are aware of this procedure, encouraging staff and managers to consider how flexible working might help the school/UTC recruit and retain staff, helping them to achieve a good work-life balance. Such an approach should support high levels of performance and engagement. The Headteacher/Principal and members of SLT must ensure they implement this policy fairly and equitably, seeking guidance, clarification and support from the CEO and Central Trust HR Manager as and when required. The Headteacher/Principal also has responsibility for making operational decisions about hybrid working for school-based teachers and support staff, including arrangements on INSET/training days.

Headteachers and senior leaders should actively consider opportunities to implement flexible working solutions that support recruitment, retention, wellbeing and workforce diversity while maintaining educational outcomes.

The HR Lead/Office Managers are responsible for ensuring that employees have access to this procedure and that the Headteacher/Principal, members of SLT and employees apply it fairly and consistently.

Employees are encouraged to read this procedure, adhere to the processes detailed and seek clarity from either their Headteacher/Principal or the HR Lead/Office Manager if they have any queries.

Those working at management level have a specific responsibility to
set an appropriate standard of behaviour, to lead by example and to promote our aims and objectives with regard to flexible working. All employees are responsible for the

success of this policy and must ensure that they familiarise themselves with it and act in accordance with its aims and objectives.

Flexible Working Procedure

The Trust will consider whether roles can be advertised as suitable for flexible working, job share, part-time working or other alternative working arrangements wherever operationally feasible.

As with all matters relating to the staffing establishment in academies, the decision about whether or not individual posts are suitable for job share or any other flexible work scheme rests with the Headteacher/Principal or CEO. It is important that advice is sought from HR as soon as possible if an employee indicates that they wish to be considered for flexible working arrangements.

When considering any of the possible flexible working options, the needs of the school/UTC and the individual must be taken into account. The specific nature of the work being undertaken and the need to be available at specific times during the school day/year must be recognised. Not all of the options described below will be appropriate in schools across the Trust and the ability to accept or deny requests will very much depend on the individual posts and work environment of those making a flexible working request.

Flexible Working Options

Flexible working arrangements may include, but are not limited to:

- Job share arrangements
- Part-time working
- Term-time only working
- Compressed hours
- Annualised hours
- Flexible or staggered start and finish times
- Temporary flexible working arrangements
- Flexible retirement arrangements
- Alternative roles within the Trust

The suitability of any arrangement will depend upon the requirements of the role, the needs of the school, pupils, colleagues and the wider Trust.

When recruiting to vacancies, the Trust will consider whether roles may be suitable for flexible working arrangements, including part-time, job share or other flexible working options, where operationally viable. Managers are encouraged to consider flexibility as part of workforce planning and recruitment activities.

Hybrid Working

Hybrid working is a separate operational arrangement from the statutory flexible working process. It means that an employee may, where appropriate, carry out some

duties away from their normal workplace and some duties on site. Hybrid working is not an automatic right or entitlement and does not apply to all roles.
For school-based staff, including teachers and support staff, the decision as to whether hybrid working is appropriate, the number or type of days that may be worked remotely, and the duties that must be undertaken on site will be an operational decision of the Headteacher/Principal. The Headteacher/Principal may determine, amend or withdraw a hybrid working arrangement where operational requirements change. Any proposed material change or withdrawal of an agreed arrangement will be discussed with the employee and, subject to operational and contractual requirements, reasonable notice will be provided.

For Central Team staff, hybrid working will be determined as an operational matter by the appropriate Central Team leader/CEO, having regard to the requirements of the role and the effective delivery of Trust-wide services.

In making operational decisions about hybrid working, consideration will be given to the nature of the role, safeguarding, pupil and family needs, teaching and learning, service delivery, team collaboration, meetings, supervision, access to systems and resources, performance, confidentiality and the needs of the school or Central Team. Some roles will require regular or full-time on-site attendance and may not be suitable for hybrid working.

Hybrid working arrangements may be informal, temporary or reviewed periodically. Operational decisions about hybrid working will be made fairly and consistently and in accordance with the Trust's obligations under the Equality Act 2010, including the duty to make reasonable adjustments where applicable. Where an employee is seeking a permanent contractual change to their place of work, the statutory flexible working procedure may apply and the request will be considered in accordance with the relevant provisions of this policy. Where a hybrid working arrangement is agreed, the employee should normally receive written confirmation of the arrangement, including the expected working location, any agreed remote-working pattern, start date and review date where applicable.

Headteachers/Principals may determine whether INSET and training activities are undertaken on site, remotely or through a hybrid arrangement, having regard to the operational needs of the school and the employee's contractual working pattern. For teachers, any arrangements must also comply with the applicable statutory or contractual teacher working-time and pay and conditions framework. The location and arrangements for an INSET day will be communicated to staff in advance wherever reasonably practicable. Any directed time, contractual duties and required attendance remain applicable.

When working remotely, employees remain responsible for complying with the Trust's health and safety, information governance, data protection, confidentiality, IT security and acceptable-use requirements. Employees must ensure that any remote working environment is reasonably suitable for the duties being undertaken and must use Trust equipment and systems in accordance with Trust requirements.

The Trust recognises that hybrid working arrangements may differ between schools, roles and teams because of operational requirements. Such differences will be based on legitimate role or service requirements and will not, in themselves, indicate inconsistent treatment.

Employees will be expected to work their normal contractual hours when working from home. No additional TOIL (Time Off in Lieu) will be accrued as a result of homeworking arrangements.

Eligibility

Employees are eligible to make an application from the first day of employment. In order to make a request the individual will:

- be an employee (i.e. not an agency/**casual** worker)
- have not made 2 other applications to work flexibly under this right during the previous twelve months.

Scope of the request

Flexible working may involve:

- a change to the number of hours worked;
- a change to working times;
- a change to the location from which work is carried out where appropriate to the role;

Requests for hybrid working are considered in conjunction with the separate Hybrid Working section above. Where the request seeks a contractual change to the place of work, the statutory flexible working process may apply.

- part-time working;
- job sharing;
- compressed hours;
- term-time working;
- phased retirement;

The Trust recognises that many school-based roles require employees to be present on site to effectively support teaching, learning and operational delivery. However, some roles or aspects of roles may lend themselves to limited remote or hybrid working arrangements which will be considered on a case-by-case basis.

All requests will be handled appropriately and will not discriminate unlawfully against any employee in relation to any of the protected characteristics set out in the Equality Act 2010. Any requests for a reasonable adjustment relating to an employee's disability should be dealt with separately rather than as a flexible working request.

Equality Considerations

The Trust recognises that flexible working requests may be linked to caring responsibilities, disability, religion or belief, pregnancy and maternity, or other protected characteristics under the Equality Act 2010. The Headteacher/Principal or

CEO will ensure requests are considered fairly and consistently and will seek HR advice where equality considerations arise.

The Procedure

The statutory decision period, including any appeal, is two months from receipt of the request, unless an extension is agreed with the employee. The internal timescales below are intended to ensure that this statutory deadline is met. Where the Trust's internal timescales would otherwise extend beyond the statutory deadline, the statutory deadline will take precedence unless an extension has been agreed with the employee in accordance with the law.

To be considered under the statutory flexible working procedure, the employee must make a written application. The application should be submitted to the Headteacher/Principal at the School/UTC for consideration, in good time and at least two months before you wish the changes you are requesting to take effect (application form attached as Appendix 1). The application must identify that it is a statutory flexible working request, specify the change to the employee's working pattern or arrangements that is requested, state the date on which the employee proposes the change should take effect, and confirm whether and when the employee has previously made a statutory flexible working request to the Trust. Appendix 1

The Headteacher/Principal will arrange a meeting with the employee to discuss their request for flexible working. Following careful consideration of the request, including its potential impact on the school/UTC, the Headteacher/Principal will write to the employee to confirm the decision. This correspondence will outline any approved changes and detail the amendments to the employee's contract of employment.

Consultation Prior To Refusal

Where the request cannot be accepted in full, the Headteacher/Principal or CEO will consult with the employee before making the final decision. The purpose of the consultation is to understand the proposal fully, discuss practical implementation, explore alternatives or amendments and, where appropriate, consider a trial or compromise arrangement.

Alternative arrangements, amended working patterns or temporary arrangements may be considered where a request cannot be accommodated in its original form.

The Headteacher/Principal will arrange a meeting with the employee within 2 working weeks (10 working days) of the date of the application, with a view to exploring the request for flexible working. The meeting may be held in person, remotely via Teams or, where neither is possible, by telephone. The Headteacher/Principal may seek advice from Central HR. The employee may be accompanied by either a trade union representative or a work colleague. A member of the school/UTC/Trust HR support may also be present.

Within 2 working weeks (10 working days) of the meeting the Headteacher/Principal will write to the employee, either to agree to the new work pattern, or any alternative work pattern that has been discussed and a start date (which will need to take account

of existing timetable and cover arrangements), or to provide a written justification of their decision not to accept the application, stating:

a) the grounds on which the decision has been made (see below) and,
b) the reasons why those grounds apply

Before any request is refused, the Trust will ensure that the employee has had an opportunity to discuss the request, explore alternatives, consider amendments to the proposal and assess whether a compromise or trial arrangement could be accommodated.

Whilst there is no statutory right to appeal a decision relating to a flexible working request, the Trust provides an internal appeal process as part of its commitment to fair and reasonable decision-making. Employees should inform the Trust HR Manager at Denton.k@brighterfutureslpt.com of their intention to appeal, setting out their grounds of appeal in writing.

The employee will be invited to attend the appeal accompanied by either a trade union representative or a work colleague, a member of the school HR support/Central HR Team may also be present.

An Appeal Panel will be selected, as per the Trust's Scheme of Delegation. The panel will hear the employee's case and the Headteacher/Principal's case. The panel will make a decision based on the evidence they hear and paying due attention to the criteria laid out in the policy. The panel must notify the employee of their decision within 1 working week (5 working days) of the date of the hearing, again giving a written justification if the decision is not to accept the application, stating the grounds for the decision and how they apply in the particular case. If the decision is to uphold the appeal and implement the change this will be in line with the criteria set out in this policy at point 11. The appeal will be considered impartially and, wherever reasonably practicable, by a manager or panel member who was not involved in the original decision. Where required by law at the date of the decision, the written justification will also explain why the refusal is reasonable.

Timeframe

Individual makes an application for flexible working.	**SCHOOL TIMEFRAME:**
Meeting arranged to discuss application with Headteacher	Within 2 working weeks
Written decision issued	Within 2 working weeks
Employee may submit appeal	Within 1 working week
Appeal hearing convened	Within 2 working weeks
Appeal outcome issued	Within 1 working week

Timescales may be extended, providing that the employee making the application agrees. Where an extension of time is agreed, the Headteacher/Principal will write to the employee confirming the date on which it will end.

Employees may make two statutory requests for flexible working within any 12-month period. An employee may have only one 'live' request for flexible working with the school/Trust at any one time.

Once a request has been made, it remains 'live' until any of the following occur:

- a decision about the request is made by the school/Trust,
- the request is withdrawn,
- an outcome is mutually agreed,
- the statutory two-month period for deciding requests ends.

A request continues to be 'live' during any appeal or any extension to the statutory two-month decision period that an employer and employee may have agreed.

Outcomes

The school may:

- Grant an employee's request – on a permanent basis, unless otherwise agreed to be temporary,
- Offer an alternative post in order to support flexible working – for a period agreed with the employee (for example, one year),
- Offer an alternative pattern of work to support flexible working on a permanent basis, unless otherwise agreed to be temporary,
- Reject the request due to one of the reasons outlined below in point 10.

Grounds On Which An Application May Be Turned Down

The Flexible Working Regulations sets out that the employer may only refuse an application for flexible working if he considers that one or more of the following grounds applies:

- the burden of additional costs,
- detrimental effect on ability to meet school/Trust demands,
- inability to re-organise work among existing staff,
- inability to recruit additional staff,
- detrimental impact on quality,
- detrimental impact on performance,
- insufficiency of work during the periods the employee proposes to work,
- planned structural changes.

In each of the above, the impact on teaching and learning and outcomes for students/pupils in the school will be considered. If an application for flexible working is not accepted, the decision must be based on one or more of the grounds set out above. The written justification must identify the applicable statutory ground(s), explain how each ground applies to the particular request and summarise the relevant operational evidence considered. Appendix 2 gives a brief overview of the way in which the school will interpret and apply these business reasons. Where required by law at the date of the decision, the written justification will also explain why the refusal is reasonable.

If an employee withdraws a formal request for flexible working, it will be counted as one of the two statutory requests permitted within a 12-month period under the Flexible Working Regulations. Employees must submit their withdrawal in writing to the Headteacher/Principal or the Trust. A request made under the formal procedure may also be treated as withdrawn in specific circumstances, such as the employee failing to attend two scheduled meetings without providing reasonable cause. In such cases, the school/Trust will consider the request withdrawn, and the Headteacher/Principal will confirm this in writing to the employee.

Requests That Are Granted

In consideration of requests for Flexible working the school will look at whether a different role across the school/Trust can be undertaken to support the request for flexible working, therefore an offer of an alternative role to accommodate the request may be offered to the employee.

Where appropriate, the Trust may agree a time-limited trial period to assess the operational impact of a proposed flexible working arrangement before confirming a permanent arrangement. The trial agreement should normally specify its duration, the review date, the arrangements to be assessed, the evidence or success criteria that will be considered and what will happen at the end of the trial.

If a request is agreed, or where the school proposes an alternative to the arrangements requested, the Headteacher/Principal will write to the employee with details of the new working arrangements, details of any trial period, an explanation of changes to your

contract of employment and the date on which they will commence. You will be asked to sign and return a copy of the letter. This will be placed on your personnel file to confirm the variation to your terms of employment.

Where there is uncertainty regarding the operational impact of a proposed flexible working arrangement, the Trust may, at its discretion, agree to a trial period before any permanent contractual change is confirmed. Trial periods are not a statutory requirement and will be considered on a case-by-case basis. The review will consider the agreed success criteria and relevant evidence, including operational impact, service delivery, performance and any equality considerations. At the end of the agreed trial period, the arrangement will be reviewed and may only be confirmed where it is demonstrated to be workable and compatible with the operational requirements of the school, UTC or Central Trust.

At the end of the trial period, the flexible working arrangement may be:

- confirmed permanently;
- extended by agreement;
- amended following consultation; or
- discontinued where evidence demonstrates that the arrangement cannot be sustained operationally.

Any review will be undertaken in consultation with the employee and supported by clear evidence.

Training Days And Flexible Working

Teachers are paid as a full time equivalent for 195 days, 5 of those days are training days, when a teacher has a contract that is less than full time; for example, 80% (4 days) or 60% (3 days) their salary is pro rata to 195 days (5 days of which are training days). Therefore, a teacher who works 4 days per week is already paid in their salary for 4 training days, a teacher who works 3 per week is already paid in their salary for 3 training days.

In advance of a flexible working pattern commencing, the Headteacher/Principal will discuss and agree with the teacher the training, INSET and other directed-work arrangements that will apply, taking account of the teacher's contractual working pattern and any applicable statutory or contractual working-time framework. Where the School Teachers' Pay and Conditions Document (STPCD) applies contractually, a part-time teacher should not be required to work or attend on a non-pupil day or part of a day on which they do not normally work; attendance on another day should be by mutual agreement.

For part-time teachers, training, INSET and other non-pupil days will be managed in accordance with the teacher's contractual working pattern and any applicable statutory or contractual working-time framework. Where the School Teachers' Pay and Conditions Document (STPCD) applies contractually, a part-time teacher should not be required to work or attend on a non-pupil day or part of a day on which they do not normally work; attendance on another day should be by mutual agreement. Flexible

working arrangements must not be used to create an unfairly greater proportion of directed time outside a part-time teacher's normal working pattern.

The detailed allocation of INSET, training, marking, planning and other directed activities will be governed by the Trust's applicable teacher working-time and INSET arrangements. Flexible working decisions must take those arrangements into account and should not create an unfair or disproportionate allocation of directed activity outside an employee's agreed working pattern. Where attendance on an INSET or training day is proposed as part of a flexible working arrangement, the contractual working pattern and any applicable statutory or contractual requirements must be considered.

For example, a teacher who works 3 days per week will be paid in their salary for 3 training days, this equates to 18 hours of training. Where the days are disaggregated and there is a twilight session on one of the days that the teacher is required to work the teacher is required to attend and the hours are deducted from the amount already paid:

i.e. Teacher works Tuesday, Wednesday and Thursday

Training is disaggregated into 2 full days and 2 disaggregated sessions of 3 hours

Training day 1 is on a Monday – teacher is not required to attend but if they do attend they must be paid for this

Training day 2 is disaggregated over a Tuesday and Wednesday twilight (3 hours each) teacher attends both sessions and has used 6 hours of their training days that they are already paid for.

Training day 3 & 4 is held on a Monday and Tuesday – teacher is not required to attend the Monday session (but if they do they must be paid), teacher attend training day 4 on the Tuesday, this is their second training day that they are already paid for.

Training day 5 is disaggregated over 3 sessions of 2 hours over a Tuesday, Wednesday and Thursday, teacher attends all and has fulfilled their contractual obligation to attend training days.

Retention And Data Protection

As part of the application of this policy, the **T**rust may collect, process, and store personal data in accordance with our data protection policy. We will comply with the requirements of data protection legislation (including the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018) and any implementing laws, regulations, and secondary legislation, as amended or updated from time to time). Records will be kept in accordance with our Records Management Policy, and in line with the requirements of the data protection legislation.

Monitoring And Review

The Trust will monitor flexible working requests, outcomes, appeal decisions and, where appropriate, hybrid working arrangements to identify trends, support workforce planning objectives and ensure consistency of application across the Trust. Monitoring will include consideration of whether decisions are being applied fairly and consistently across roles, schools and protected groups.

Monitoring information may be used to evaluate recruitment and retention initiatives, staff wellbeing strategies and equality objectives.

The Trust Board will review this policy periodically to ensure ongoing compliance with employment legislation, ACAS guidance and Department for Education guidance and to reflect developing best practice. The policy will also be reviewed earlier where relevant legislation, regulations or the ACAS Code on flexible working change or come into force.

Flexible Working Policy Version 9 agreed at Trust Board October 2026

APPENDIX 1 - REQUEST FORM FOR FLEXIBLE WORKING

Applications for flexible working under the statutory right should be put in writing. Employees may use this form to make a formal statutory request to work a flexible working pattern which is different from their current working pattern.

(Note to employees: It will help if you provide as much information as possible about your desired working pattern. Once the form is completed, you should forward it to your Headteacher/Principal, who will arrange a meeting with you to discuss the details of your request.)

If your request is approved, this will form a permanent change to your terms and conditions of employment unless otherwise agreed.

1. PERSONAL DETAILS

Name	Job Title
School/Department	Date of Request

I would like to apply to work a flexible working pattern which is different to my current working pattern, and I confirm that:

***Please indicate** Proposed Start Date for the New Working Pattern:	Have you previously made a statutory request to work flexibly during the past 12 months? If yes, please give the date(s) below.
Date(s) of any previous statutory request(s) to work flexibly under this right.	

1. REASONS FOR MAKING THE REQUEST (please include details)

2 CURRENT WORKING PATTERN (Include details of days/times/hours worked)
3 REQUESTED WORKING PATTERN (Describe days/hours/times etc)

I confirm the above are true and accurate statements and I would like the requested working pattern to commence on Date: _____

Signed_____

Dated _____

APPENDIX 2

If a request to work flexibly is rejected then the school/Trust will provide a specific "business reason", which must be one of the eight stated in the legislation;

1. burden of additional costs
2. detrimental effect on the ability to meet school/Trust
3. inability to re-organise work among existing staff
4. inability to recruit additional staff
5. detrimental impact on quality
6. detrimental impact on performance
7. insufficiency of work during the period the employee proposes to work
8. planned structural changes

The School's interpretation of the "business reasons" are set out below in order to provide a clearer understanding of the matters that will be taken into account in reaching a decision about part time working. Below are examples of what will be considered in making the decision, however this is not an exhaustive list.

1. Burden of additional costs

It is a little more expensive to employ part time staff rather than full timers but this would not normally be a key reason for rejecting an application.

2 Detrimental effect on the ability to meet school/Trust

The school's customers are their pupils and parents. It is important that the quality of teaching and learning is not adversely affected by agreeing to flexible working. In particular the Headteacher/Principal will consider the impact on the need to spread the teaching of individual classes over more than one teacher (split classes), pressure on the timetable to fix particular lessons on a reduced number of days in the week. This is particularly the case where the member of staff is the sole specialist in a subject. In the case of support staff there is a need to ensure that service provision is maintained at a satisfactory level.

3 Inability to re-organise work among existing staff

In addition to 2 above where the member of staff has leadership or management responsibilities it is necessary to take into account the ability of the school to distribute these to other members of staff at times when the part time member of staff is not working. This may require a job-share or a reduction in the allocated responsibilities.

4. Inability to recruit additional staff

Excellent quality teaching is paramount for raising school standards. It is not always possible to recruit excellent teaching staff, but the school will make attempts to do so as appropriate. In relation to 3 above, where a job share is required to fulfil the accountabilities of the job description, this may only be

possible if there is a colleague who is able and willing to undertake a part of the leadership responsibility. The School/UTC will do what is reasonable to recruit additional staff and will be mindful of the costs of advertising in accordance with normal recruitment practices.

5. Detrimental impact on quality

See section 2 above in relation to the possible impact on the quality of learning and teaching and the outcomes of pupils.

6. Detrimental impact on performance

Timely marking of pupil work is essential for their progress. It is potentially difficult for part-time staff to manage the weekly workload of planning and assessment in the classroom resulting in a possible negative impact on the performance of individual members of staff because they have not been able to complete the marking and other daily assessments to hand over to the next member of staff. It is the responsibility of part-time staff to manage weekly workloads in the same way as full-time staff. Staff applying for flexible working will be required to detail how they will fulfil the requirements of the job should the request be agreed, and this will be considered before a decision is reached.

The School Teachers' Pay and Conditions Document sets out the legal requirements for the employment of part-time teachers including that any meetings such as parents' evenings must be scheduled on a day that the teacher works. If parent evenings must be organised for more than one evening this means that parents are inconvenienced.

7. Insufficiency of work during the period the employee proposes to work

If more than one member of part-time staff requires the same working period, it may be difficult to accommodate part-time staff. Whilst individual preferences for working days and times can be considered; the needs of pupils must always come first. This is particularly an issue where the timetable for teachers requires teams of staff to deliver the curriculum to a pool of pupils. The impact of a part time member of staff being absent from school for one day per week may be to pressurise the time tabler to allocate a predominance of non-teaching periods for others in the team on that day. The school will need to consider the extent to which this is detrimental on the work-patterns of the team.

8. Planned structural changes

The school will need to consider the impact on its ability to accommodate flexible working on the basis of planned curriculum changes, reduced pupil numbers or changes to the staffing structure.

APPENDIX 3 – APPEAL FORM

If you wish to appeal against the decision please complete the form below.

Name	Job Title
Date of request for flexible working	Date of submission of Appeal

Reason for Appeal Please set out the grounds for your appeal in the space below

APPENDIX 4 – OUTCOME LETTER FLEXIBLE WORKING

[Add Name]
[Add Address]

[Add Date]

Private and Confidential

Dear [Add Name],

Re: Request for Flexible Working

Further to our meeting which took place on [add date], which considered your application to request flexible working dated [add date]. We discussed your desired work pattern in more detail and considered how it may be accommodated within the school/UTC.

You attended the meeting accompanied by [xxxx] (if applicable)

[Add in detail about the request and what was discussed]

Options depending on outcome:

I am pleased to confirm that the school/UTC can accommodate your request to work the following pattern…….and we agreed an effective date of [add date].

The meeting considered alternative working patterns and we discussed the reasons why there is difficulty in accommodating your request. We agreed an alternative pattern of……..effective from [add date].

We discussed the reasons why there is difficulty in accommodating your request, however we agreed a pattern of……..on a temporary basis until [add date] to be reviewed on [add date] or sooner if the situation in school changes.

We discussed the difficulties in accommodating your request and I outlined the grounds on which your application has been turned down. To confirm the grounds are based on one or more of the following – *please state which apply and include more detail under each relevant heading*:

- the burden of additional costs
- detrimental effect on ability to meet customer demand
- inability to reorganise work among existing staff
- inability to recruit additional staff
- detrimental impact on quality
- detrimental impact on performance
- insufficiency of work during the periods the employee proposes to work
- planned structural changes

The reasons for these grounds, including the relevant operational evidence considered, are: [please detail the justification for the decision to turn the request down and identify the evidence relied upon]

The Trust has carefully considered your request and consulted with you regarding the proposed working arrangement. Alternative options were explored during our discussions; however, these were not considered operationally viable for the reasons outlined above.

Having considered the request fully, the decision has been made on the basis of the specific statutory business ground(s) identified in this letter and the operational impact that would arise if the request were approved.

If you would like to accept the proposed working pattern, please sign, and return a copy of this letter to [add name] by [add date].

Alternatively, you have the right of appeal against my decision. If you wish to exercise your right to appeal, please set out the grounds for appeal in writing to the Trust HR Manager at Denton.K@brighterfutureslpt.com within 1 working week (5 working days) of receipt of this letter i.e. by [add date].

Yours sincerely,

Headteacher/Principal

I, [add name], agree to the proposed working pattern as outlined in this letter.

Signed: _____ Dated: _____