

# PRIMARY MANAGEMENT STRUCTURES

## 1 Background

- 1.1 ‘A Teaching Profession for the 21<sup>st</sup> Century’ (the McCrone Agreement) expresses the desire that it “represents a unique opportunity to put in place the professional conditions of service which teachers in Scotland deserve and which they need to have if they are to deliver our shared objective of a world-class education service which will fit our children well for the 21<sup>st</sup> Century”.
- 1.2 The Agreement provides for an improved and simplified career structure for all teachers. The new structure will be common across all sectors – primary, secondary and special. The Agreement introduces 3 grades of teacher: probation, maingrade and chartered. Promoted posts structures are simplified, with the loss of Assistant Principal Teacher (APT), Senior Teacher (ST), and Assistant Head Teacher (AHT). New promoted post structures will consist of only 3 types of promoted grade - Principal Teacher, Depute Head Teacher, and Head Teacher. (SNCT Circular SNCT/14 issued in June 2002 offered advice on the position of former APTs and STs from 1 August 2003).
- 1.3 In addition, the introduction of support staff of various types, classroom assistants, and the clear statement in Annex B (*see Appendix 1*) of the duties of all teachers, offer an opportunity to revise management structures so that teachers in promoted posts have a clear remit and adequate time dedicated to the learning and teaching process in a context of continuous improvement. Annex B also contains clear descriptions of the duties of Principal Teacher (Curriculum/Pastoral), Depute Head Teacher, and Head Teacher.
- 1.4 New management structures will need to review the nature and role of senior management to ensure that all members of the Senior Management Team have the clearest possible focus on:
  - Vision, values, leadership and strategic planning
  - Learning and teaching
  - Whole school developments
  - Creating a framework for learning, including discipline and good order
  - Quality assurance and performance management
  - Professional development
  - Continuous improvement
  - Communication, consultation and partnerships
- 1.5 Any promoted post structure in a primary school should be based on a sensible balance between professionalism in the classroom and appropriate management support. It is recognised that current arrangements in Highland schools do not provide adequate management capacity in the primary sector, and that this management deficit requires to be redressed in the light of the modernisation of the teaching profession for the 21<sup>st</sup> Century.
- 1.6 As a result of the Agreement, therefore, and following consultation with the Primary Heads Advisory Group, the Informal Local Negotiating Committee for

Teachers, and the Service's Finance Manager, it is proposed to move towards a management structure in Highland primary schools comprising Head Teacher, Depute Head Teacher and Principal Teacher(s).

- 1.7 It is also proposed to examine associated clerical arrangements for smaller schools.

## **2 Rationale**

- 2.1 In reviewing management structures for primary schools, it is necessary to establish promoted post structures which will be flexible enough to respond to the wide range of challenges facing the 21<sup>st</sup> Century primary school. Promoted post structures should meet the requirements of the service and be appropriate to the needs of the pupils and the wider community.
- 2.2 In designing revised structures, it is crucial to consider the balance between the amount of management time available to each post holder and the number of posts to be established. In comparison with current arrangements, many new management posts are likely to have substantially more management time, and therefore wider management responsibility attached to them. This is particularly the case at Depute Head Teacher level. As a result the class contact time of those in promoted posts requires to be adjusted to allow additional management time.
- 2.3 In devising new management structures in Highland primary schools, it is important to recognise the wide diversity in size of schools, ranging from pupil rolls of less than 10 to over 400. The approach, therefore, is to devise a primary school management structure which takes into account wide variations in pupil roll.
- 2.4 It is recognised that in small schools, particularly in single teacher schools, flexible solutions will be required.
- 2.5 It is important to recognise that this is a unique opportunity to address some longstanding concerns in primary schools.

## **3 Principles**

- 3.1 The global amount of management time per school will increase gradually and incrementally on a roll related sliding scale. Roll bandings will include nursery pupils at 0.5 FTE.
- 3.2 In the two lowest roll bandings, 1-15 and 16-19, management time has not been increased per se. However, a funding allocation will be provided to be used flexibly across small school groupings, enabling Head Teachers to enhance management time appropriate to local circumstances, such as rolling up management time, cluster Principal Teachers, etc.
- 3.3 The requirement for management time is recognised in Gaelic Medium departments of primary schools.

### **Head Teachers**

- 3.4 Head Teachers will be removed from class commitment where practicable. Where teaching commitment is required, management time will be increased.

### **Depute Head Teachers**

- 3.5 There will be a maximum of one Depute Head Teacher per school. The Appointments Procedures paper (Primary) gives advice on transitional arrangements in moving to a new management structure. This would include situations where there are currently two or more Depute Head Teachers in place.
- 3.6 Depute Head Teachers will be introduced earlier in the banding structure.
- 3.7 Depute Head Teachers in large schools will be removed from class commitment. Where teaching commitment is required in lower roll bandings, management time will be increased.

### **Principal Teachers**

- 3.8 The new management post of Principal Teacher will be introduced into primary schools with management time allocated to each post.
- 3.9 The roll banding starting point for Principal Teachers will be as for former Senior Teachers, ie. 72-96.
- 3.10 The number of Principal Teachers per school will be roll related, reflecting generally the allocation of former Senior Teachers.
- 3.11 It should be clearly understood that the post of Principal Teacher is a new management post within the primary sector. There is therefore no assumption that former Senior Teachers will become Principal Teachers. Indeed, all former Senior Teachers reverted to maingrade teacher posts, with assimilated salaries at Chartered Teacher scale point 3, as of 1 August 2003. The Appointments Procedures paper, agreed by the LNCT on 21 May 2004, provides further detail regarding eligibility for Principal Teacher posts.
- 3.12 Gaelic is recognised as a significant responsibility in schools where Gaelic Medium education exists. Additional posts reflecting this responsibility are shown in *Appendix 3*.

## **4 Implementation strategy**

- 4.1 All Depute Head Teacher and Principal Teacher posts in a new structure will have a job specification showing the management duties related to the post. These duties should be capable of being carried out within contractual time. Each post will be job sized in order to establish the relevant scale point and salary. The posts will be advertised showing the new job sized salary.

- 4.2 *Appendix 2* shows the planned structure for all roll bandings. However, it is recognised that, due to budgetary pressure, it will not be possible for all schools to move to a new management structure immediately. A staged approach will be required, with some aspects of the structure being put in place with immediate effect, whilst others will take a number of years to implement fully.
- 4.3 During the phasing period, the Head Teacher will have the flexibility to use the management time budgetary allocation as appropriate. Any such transitional plans should be agreed by the Area Education Manager.
- 4.4 During the phasing period, the following priorities have been identified and agreed:
- Increase management time for Head Teachers in schools up to 72-96.
  - Introduce Principal Teacher posts, including management time.
  - Increase management time for Head Teachers from 97-120, including lowering the threshold for non class committed Head Teachers to 146-171.
  - Increase management time for Depute Head Teachers on a roll related sliding scale, including non class committed Depute Head Teachers in larger schools.
  - Lower the threshold for the introduction of the post of Depute Head Teacher to 172-198.

## **5. Conclusion**

- 5.1 The proposed new management structure for primary schools is a crucial step in moving towards appropriate management capacity for 21<sup>st</sup> Century primary schools, and is seen as a significant step forward for the primary sector. Highland Council wishes schools to make flexible and good use of their management allocations, and is committed to monitoring the proposed arrangements with a view to providing advice on the level of management time available, in particular, with regard to:
- arrangements for single teacher schools
  - management time for class committed Head Teachers
  - arrangements for Depute Head Teachers – management time and duties
  - arrangements for Principal Teachers – management time and duties

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## APPENDIX 1

### ANNEX B

#### OUTLINE OF TEACHER DUTIES

##### **Teacher / Chartered Teacher**

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories: -

- (a) teaching assigned classes together with associated preparation and correction.
- (b) developing the school curriculum
- (c) assessing, recording and reporting the work of pupils.
- (d) preparing pupils for examinations and assisting with their administration.
- (e) providing advice and guidance to pupils on issues related to their education.
- (f) promoting and safeguarding the health, welfare and safety of pupils.
- (g) working in partnership with parents, support staff and other professionals.
- (h) undertaking appropriate and agreed continuing professional development.
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school.

##### **Principal Teacher (Curriculum/Pastoral)**

In addition, all Principal Teachers' duties are drawn from the following list:

- (a) responsibility for the leadership, good management and strategic direction of colleagues.
- (b) curriculum development and quality assurance.
- (c) contributing to the development of school policy in relation to the behaviour management of pupils.
- (d) the management and guidance of colleagues.
- (e) reviewing the CPD needs, career development and performance of colleagues
- (f) the provision of advice, support and guidance to colleagues.
- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- (h) the development of school policy for the behaviour management of pupils.
- (i) assisting in the management, deployment and development of pastoral care staff.
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

## **Head Teacher**

The role of the Head Teacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the Education Authority under the overall direction of the Director of Education. The Head Teacher shall be accountable to the Education Authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- (a) responsibility for the leadership, good management and strategic direction of the school.
- (b) responsibility for school policy for the behaviour management of pupils.
- (c) the management of all staff, and the provision of professional advice and guidance to colleagues.
- (d) the management and development of the school curriculum.
- (e) to act as adviser to the School Board and to participate in the selection and appointment of the staff of the school.
- (f) to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs.
- (g) working in partnership with parents, other professionals, agencies and schools.
- (h) to manage the health and safety of all within the school premises.

## **Depute Head Teacher**

The role of the Depute Head Teacher is to assist and, where necessary, to deputise for the Head Teacher in the conduct of the school's affairs.

**APPENDIX 2**

<b>School roll</b>	<b>HT</b>	<b>HT Man.T</b>	<b>DHT</b>	<b>DHT Man.T</b>	<b>PT</b>	<b>PT Man.T</b>	<b>Total Man T</b>	<b><i>Current Man T</i></b>
1 - 15	1	0.2	0	0	0	0	<b>0.2</b>	<b><i>0.2</i></b>
16 – 19	1	0.2	0	0	0	0	<b>0.2</b>	<b><i>0.2</i></b>
20 - 43	1	0.3	0	0	0	0	<b>0.3</b>	<b><i>0.2</i></b>
44 – 47	1	0.3	0	0	0	0	<b>0.3</b>	<b><i>0.2</i></b>
48 - 71	1	0.3	0	0	0	0	<b>0.3</b>	<b><i>0.2</i></b>
72 – 96	1	0.4	0	0	1	0.1	<b>0.5</b>	<b><i>0.2</i></b>
97 – 120	1	0.6	0	0	1	0.1	<b>0.7</b>	<b><i>0.4</i></b>
121 – 145	1	0.6	0	0	1	0.1	<b>0.7</b>	<b><i>0.4</i></b>
146 – 171	1	NCC	0	0	1	0.1	<b>1.1</b>	<b><i>0.5</i></b>
172 – 198	1	NCC	1	0.1	1	0.1	<b>1.2</b>	<b><i>1.0</i></b>
199 – 225	1	NCC	1	0.2	1	0.1	<b>1.3</b>	<b><i>1.0</i></b>
226 – 252	1	NCC	1	0.4	1	0.1	<b>1.5</b>	<b><i>1.1</i></b>
253 – 279	1	NCC	1	0.6	1	0.1	<b>1.7</b>	<b><i>1.1</i></b>
280 – 306	1	NCC	1	0.7	1	0.1	<b>1.8</b>	<b><i>1.1</i></b>
307 – 333	1	NCC	1	0.7	2	0.2	<b>1.9</b>	<b><i>1.1</i></b>
334 – 360	1	NCC	1	0.7	3	0.3	<b>2.0</b>	<b><i>1.2</i></b>
361 – 387	1	NCC	1	0.7	3	0.3	<b>2.0</b>	<b><i>1.2</i></b>
388 – 415	1	NCC	1	NCC	4	0.4	<b>2.4</b>	<b><i>1.2</i></b>
416 – 442	1	NCC	1	NCC	4	0.4	<b>2.4</b>	<b><i>1.2</i></b>
443 – 469	1	NCC	1	NCC	4	0.4	<b>2.4</b>	<b><i>1.2</i></b>
470 – 496	1	NCC	1	NCC	4	0.4	<b>2.4</b>	<b><i>1.2</i></b>

### APPENDIX 3

#### Gaelic Medium promoted staffing

<b>School roll</b>	<b>DHT</b>	<b>DHT Man.T</b>	<b>PT</b>	<b>PT Man.T</b>	<b>Teacher</b>	<b>Total Man.T</b>
1 - 15					1	
16 – 35					2	
36 – 55			1	0.1	2	<b>0.1</b>
56 – 80	1	0.1			3	<b>0.1</b>
81 – 105	1	0.1	1	0.1	3	<b>0.2</b>
106 – 130	1	0.1	1	0.1	4	<b>0.2</b>
131 – 156	1	0.1	1	0.1	5	<b>0.2</b>