

THE HIGHLAND COUNCIL
EDUCATION, CULTURE AND SPORT COMMITTEE
SEPTEMBER 2003

Agenda Item	
Report No	

MANAGEMENT AND SUPPORT STRUCTURES IN HIGHLAND SCHOOLS

Report by Director of Education, Culture and Sport

SUMMARY

This report proposes changes to management structures in secondary schools arising out of the implementation of 'A Teaching Profession for the 21st Century', the McCrone Report. It also proposes additional support staff for Highland schools as part of the McCrone agreement.

1. Background

- 1.1 'A Teaching Profession for the 21st Century' provides for an improved and simplified career structure for all teachers. The new structure will be common across all sectors. The Agreement introduces 3 grades of teacher: probation, main grade and chartered. The promoted post structures are simplified, with the loss of Assistant Principal Teacher (APT), Senior Teacher (ST), and Assistant Headteacher (AHT), with 3 types of promoted grade only – Principal Teacher, Depute Headteacher and Headteacher. The proposed Highland framework for a new management structure is attached as *Appendix A*.
- 1.2 The introduction of increased funding for support staff (*see Appendix B*), and the clear statement in Annex B of 'A Teaching Profession for the 21st Century' 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. The additional funding allows Highland schools to put in place the requisite support staff most appropriate for the local situation.
- 1.3 In addition, a number of other developments and influences underline the need for change in school management structures in order to allow schools more readily to respond to change. Such developments include changes to the 'traditional' curriculum with the introduction of Citizenship, Vocational Pathways, Education for Work and Enterprise activities, and moves towards more social inclusion with an emphasis on inter-agency working in the roll-out of the New Community Schools Approach.

2. Consultation

- 2.1 Throughout the process of moving to new structures, consultation has been carried out with the Secondary Head Teachers Advisory Group and both the informal and formal Local Negotiating Committee for Teachers. Revised management structures within individual schools will be agreed following discussion with school staff and in consultation with Area Education Managers. In

addition, the Support Staff working group and Headteachers have been fully consulted regarding proposals for additional support staff in schools.

3. Proposals

- 3.1 In devising new management structures for Highland secondary schools, it is important to recognise the wide diversity in size of schools, ranging from pupil rolls of 40 to 1076. Structures will also require to be flexible and robust enough to respond to the wide range of challenges facing schools at the beginning of the 21st Century. The attached framework has been designed with this in mind, the approach, therefore, being to devise a structural framework within which a degree of flexibility is available, allowing Headteachers and Area Managers to design a management structure to meet local needs. (*see Appendix A*)
- 3.2 The proposed additional support staff will offer much needed help for teachers in, for example, addressing the needs of ICT, and/or providing additional clerical and administrative support.

4. Financial implications

- 4.1 Revised management structures for secondary schools have been designed to be cost neutral. The overall budgetary allocation for promoted posts within schools will therefore not exceed current funding.
- 4.2 Costs in respect of additional support staff will be met from funding specifically allocated by the Scottish Executive for this purpose.

RECOMMENDATIONS

- 1 Members are asked to agree the proposed framework and implementation plan, including further consultation, for revised management structures in secondary schools. (*Appendix A*)
- 2 Members are asked to agree the implementation of further support for schools in line with Annex E of the McCrone Report within available funding and following further consultation. (*Appendix B*)



Signature:

Designation: Head of Support Services

Date: 15 August 2003

Author: Moira McCarrell, McCrone Development Officer

Appendix A

MANAGEMENT STRUCTURES IN HIGHLAND SECONDARY SCHOOLS

1. Background

- 1.1 'A Teaching Profession for the 21st Century' provides for an improved and simplified career structure for all teachers. The new structure will be common across all sectors. The Agreement introduces 3 grades of teacher: probation, main grade and chartered. The promoted post structures are simplified, with the loss of Assistant Principal Teacher (APT), Senior Teacher (ST), and Assistant Headteacher (AHT), with 3 types of promoted grade only – Principal Teacher, Depute Headteacher and Headteacher. SNCT Circular SNCT/14 issued in June 2002 offered advice on the position of APTs and STs at 1 August 2003.
- 1.2 In addition, the introduction of support staff of various types including business managers and 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 Headteacher and Headteacher.
- 1.3 The Agreement makes provision for final placement in the new structure for existing promoted posts holders to be on the basis of agreed criteria which are fair, equitable and transparent. Again SNCT/14 is important in this context.
- 1.4 The 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 21st century”.
- 1.5 As a result of the Agreement, Highland Council is moving towards a revised management structure, the format of which on a school by school basis will be decided after due consultation.

2 The case for change

- 2.1 The Agreement itself introduces inevitable change with the removal of ST, APT and AHT grades, and with the introduction of a range of support staff, including in some areas the business manager appointed at a high level of salary and status. These changes, together with the implementation of Annex B and Annex E (*see Appendix 2*) of the Agreement, will impact significantly on the nature and role of management structures in secondary schools.
- 2.2 Other developments and influences could be argued to emphasise the need to consider change:-
 - Changes to reflect the marked differences in society which have impacted in schools, particularly since the inception of the present structures in schools in the second half of the 20th Century.
 - Changes to the “traditional” curriculum with the introduction and management of new study areas such as Citizenship, Philosophy and Psychology, while others decline or disappear.
 - Introduction of new, often cross-curricular, areas including Vocational Pathways and Education for Work / Enterprise.

Appendix A

- The advancing impact of ICT on approaches to learning and teaching, and on administrative procedures.
- Moves towards greater educational inclusion with more pupils being educated in a mainstream setting.
- Moves towards more social inclusion with an emphasis on inter-agency working and support for children and their families, particularly with the roll-out of the New Community Schools Approach.

2.3 The five National Priority areas also pose relevant questions as to the extent of the current system to deliver coherently across a broader spectrum of activity in schools than ever before:-

- Achievement and attainment
- Framework for learning (including discipline, CPD, accommodation)
- Inclusion and equality
- Values and citizenship
- Learning for life (with ambition, problem-solving and creativity)

2.4 Any new structures must enable the education system to equip our young people leaving school with the confidence and ability to enter a world of work, continuing education and training that is changing at an unprecedented pace. It is no longer sufficient to define a young person's school experience solely in terms of subject-based knowledge and passing exams, although these will remain important features. It is also necessary to plan a coherent and flexible programme of activity to cater for the needs of the whole child, which would include a range of experiences ranging across academic, social and practical activities. A modernised system must enable children to develop the following skills:

- Communication
- Numeracy
- ICT
- Skills for citizenship
- Skills for continuing learning
- Problem-solving
- Enterprise
- Creativity

2.5 New structures must be designed so as to ensure that all staff have the time and resources for:-

- Teaching
- Curriculum development
- Continuing professional development
- Support for children/young people and their families

2.6 At middle-management level within any new structure, Principal Teachers should be given the time and resources to focus on the following areas, some of which in the past have been less than fully developed because of imperfections in the current system, such as too much time spent on administrative and non-teaching duties:-

- Support for the delivery of the curriculum including cross-cutting areas
- Quick and flexible response to change, particularly outwith subject boundaries

Appendix A

- Quality assurance
- Personnel management
- Co-ordinating support for young people with complex needs
- External liaison and inter-disciplinary working
- Effective contribution to SMT

2.7 New structures will also need to review the nature and role of senior management to ensure that all members of SMT 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

2.8 Any promoted post structure in a secondary school should be based on a sensible balance between professionalism in the classroom and appropriate management support. Present arrangements can disempower teachers and staff at various levels, and disengage them from whole school issues, which are often seen as someone else's responsibilities.

2.9 The case for change is meant to help establish the foundations upon which to base the modernisation of the teaching profession for the 21st century. The case for change is not about criticism of the current system and structures, which have performed well for the period for which they were designed. But circumstances are constantly changing and expectations rising at an ever-increasing pace. To help Highland's education service to cope with the increasingly demanding and competitive agenda of the 21st century, and to help Highland's young people to succeed both nationally and internationally, the system and its management structures must be reviewed critically with the aim of seeking flexibility, continuous improvement, and an enhanced capability to adapt successfully to change now and in the future.

3. Rationale

3.1 In reviewing management structures for secondary schools it is necessary to establish promoted post structures which will be flexible and robust enough to respond to the wide range of challenges listed above. Promoted post structures should meet the requirements of the service and be appropriate to the needs of the pupils and the wider community.

3.2 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, new management posts are likely to have wider responsibility, particularly at middle management level, resulting in the class contact time of those in senior and middle management posts requiring to be adjusted to allow additional management time. This will have an impact on the number of posts which can be established.

Appendix A

- 3.3 Following consultation with the Secondary 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 secondary schools comprising Headteacher, Depute Headteacher(s) and Principal Teachers. The number of Depute Headteachers would remain roll related as per the current Devolved School Management formula. The number of Principal Teachers would also be roll and staff related at 1 Principal Teacher per 8 Full Time Equivalent teaching staff plus 1 Principal Teacher Pupil Support per 200 pupils.
- 3.4 In devising new management structures in Highland secondary schools, it is important to recognise the wide diversity in size of schools, ranging from pupil rolls of 40 to 1076. The approach, therefore, is to devise a structural framework within which a degree of flexibility is available, allowing Headteachers to design a management structure to meet local needs.

4. Proposed promoted post framework

- 4.1 The detail of the proposed framework is shown below.

A. Senior Management – DHT posts

- DHT's focus on whole school issues including:
 - Quality assurance
 - Leadership
 - Personnel management
 - Pastoral care
 - Learning and teaching
 - New community school roll-out
 - Raising achievement

- Number of DHT's roll related as follows (as per current DSM formula):

School roll	DHT posts
Up to 300	1
301-600	2
601-900	3
901-1200	4
Over 1201	5

B. PT posts

- Number of PT's related to teaching staff and school roll
- 1 PT to 8 FTE, modelled as follows:

School	School roll	Total FTE	PT Posts (at 1 to 8)	PT Support Posts (at 1 to 200)	Total	Current Total
A	1076	77.92	10	5	15	19
B	683	52.74	7	3	10	17
C	239	29.56	4	1	5	3

- Flexible approach to deployment of PT's according to school's need, for example:
 - PT specific subject
 - PT faculty
 - PT support for pupils
 - PT generic management
 - PT specific project

4.2 School model

School B above might be modelled in the following ways:

School roll - 683
 No. of PT's on a 1 to 8 basis - 10

Model 1

PT title	Curricular areas	Staff managed
PT English	English	5
PT Mathematics	Mathematics	5
PT Modern Languages	French, German, Spanish	5
PT Social Subjects	Geography, History, Modern Studies, RME	5
PT Technology	Business Studies, Computing, Technical	6
PT Creative & Aesthetic	Home Economics, PE, Art, Music	8
PT Scientific Studies	Physics, Chemistry, Biology, Science	6
PT Support	Pastoral Care	3
PT Support	Pastoral Care	3
PT Support	Pastoral Care, SEN, Learning Support	3

Appendix A

Model 2

PT title	Responsibilities	Staff managed
PT Management	Generic	5
PT Management	Generic	5
PT Management	Generic	5
PT Management	Generic	6
PT Management	Generic	7
PT Management	Generic	7
PT Management	SEN, Learning Support	5
PT Support	Pastoral Care	3
PT Support	Pastoral Care	3
PT Support	Pastoral Care	3

5. Implementation strategy

5.1 In designing management structures, Headteachers will adhere to the following guidelines in consultation with staff in schools:

- Depute Headteacher posts could be used flexibly, particularly in larger schools, for example by using 1 Depute Headteacher post for specific short-term project management, or reducing the number of DHT posts by 1 to augment clerical and administrative provision within the school
- the maximum number of Principal Teacher posts to be 1 to 8 FTE teaching staff, plus 1 Principal Teacher Pupil Support per 200 pupils
- Headteachers to consider a range of deployment of Principal Teachers, including subject management, faculty management, generic management and specific project management.
- job descriptions to be drawn up for all new Depute and Principal Teacher posts, and all new posts to be job sized by the Principal Staffing Resources Officer
- Headteachers to consult with staff and Area Education Managers and submit proposals for revised structures to the Head of Support Services by 30 November

5.2 The global amount of management time available for the revised structure will be broadly similar to that available at the present time. The allocation of management time will be commensurate with the management duties associated with each post.

5.3 Transitional arrangements will require to be negotiated locally as each school moves towards full implementation of its new structure.

6. Further consultation

6.1 Consultation on implementing revised structures will continue at authority level via the Secondary Heads Advisory Group and the Informal and Formal LNCT, and at school level with school staff and Area Education Managers.

A Teaching Profession for the 21st Century

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 Headteacher shall direct having reasonable regard to overall teacher 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 on 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.
- (j) 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)

- (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.

Appendix A

- (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.

Headteacher

The role of the Headteacher 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 Headteacher 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 Headteacher

The role of the Depute Headteacher is to assist and, where necessary, to deputise for the Headteacher in the conduct of the schools affairs

A Teaching Profession for the 21st Century

ANNEX E

ADMINISTRATIVE AND OTHER NON TEACHING TASKS

This list of tasks should not routinely be carried out by teachers. The list is illustrative and not exhaustive. These tasks would generally be undertaken by support staff thereby allowing the particular skills and experience of the teacher to be deployed most effectively.

- The supervision of pupils within the school grounds, in dining and/or recreation areas during school hours but outwith scheduled teacher class contact time;
- Administration of the school meals service, including collection of money and issue of tickets;
- Collection/collation of data for the school meals service;
- Documenting and maintaining pupil disciplinary records;
- Administrative elements of pupil welfare requirements, including support of guidance staff with routine documentation and information dispersal;
- Reception and telephonist duties;
- First aid and administration of drugs;
- Administration and documentation relating to out-of-school visits/work experience/visiting groups etc;
- Copy typing/filing/photocopying;
- Administrative detail of register/absence procedures/issue of standard letters;
- Non-professional aspects of school reporting procedures, preparation of envelopes, transfer of information, photocopying, filing etc;
- Inputting of assessment data;
- Transmission of recorded data to external bodies;
- Organising and obtaining supply cover;
- Administrative aspects of resourcing, stocktaking, ordering, checking and invoice reconciliation;
- Property management;
- Repair and maintenance of IT and AV resources;
- Recording of educational broadcasts;
- Administration of after-school-care

Appendix B

ADDITIONAL SUPPORT STAFF IN SCHOOLS

Annex E of the McCrone Report makes proposals to remove non-teaching duties from teaching staff. Due to the Highland Council's overall funding position relating to the implementation of the McCrone Report, it has not so far proved possible to make significant progress in this area. Recent reports have confirmed to Members that specific funding at the level of £810,000 to cover costs of additional support posts in schools has been allocated to the Highland Council.

Consultation is currently underway on possible enhancements to present levels of support staff provision, to take effect within the current financial year. The undernoted options are under discussion:

SECONDARY OPTIONS

14 schools receiving 1 ICT Technician
14 schools receiving 0.5 ICT Technician

PRIMARY OPTIONS

6 ICT Technicians

Upgrade existing Clerical Assistant/Typist hours to AP2/3 for schools with a roll of 200+

Upgrade existing Clerical Assistant/Typist hours to AP2/3 for schools with a roll of 72+

Provide additional hours at GS1/2 for all schools. Distributed equally this would mean each school receiving 4 additional hours per week.

Distributed on a graded basis could mean:

- Schools with roll less than 72 receiving 3 hours
- Schools with roll 72 – 200 receiving 4.5 hours
- Schools with roll over 200 receiving 6 hours

Skye and Lochalsh Small Primary schools Janitorial pilot.

The above options have been costed within existing funding.