

EAST AYRSHIRE COUNCIL

JOINT NEGOTIATING COMMITTEE FOR TEACHERS (JNCT)
17 NOVEMBER 2010

SHARED HEADSHIPS: MANAGING SMALL ESTABLISHMENTS

Report by Executive Director of Educational and Social Services

1. PURPOSE

- 1.1 To seek JNCT approval to establish the principle of 'shared headships' in small primary school and nursery establishments ('small establishment' would normally be defined as a roll of less than 101) where conditions permit. Such establishments would be termed 'partner establishments'.

2. BACKGROUND

- 2.1 The Scottish Government has passed legislative reform which introduces a presumption against the closure of small rural schools – the Schools (Consultation) (Scotland) Act 2010. Within East Ayrshire Council 8 schools have rolls below 100 and of these 5 have rolls below 50 as at 23 September 2010. The table below illustrates the rolls and spread in the primary school estate

Pupil Roll	Number of Establishments
1-50	5
51-100	3
101-150	7
151-200	7
201-300	15
301+	7

- 2.2 Head Teacher turnover from such posts can be relatively rapid in small schools as post holders seek and gain promotion to larger establishments. Consequently, children and families in these communities may experience discontinuity in educational experience and there can be a perception that such establishments are 'training grounds' for Head Teachers for prospective larger posts.
- 2.3 The role of a 'class committed' Head Teacher is considered to be relatively demanding. This is exacerbated as the management component of a Head Teacher's duty has increased over the past 10 years. For example, the Head Teacher's role includes:
- Vision, values, leadership and strategic planning.
 - Whole establishment development
 - Creating a framework for learning, including discipline and good order
 - Quality assurance and performance management

- Professional development
- Continuous improvement
- Management of resources
- Health and safety
- Monitoring staff and pupil progress
- Curriculum development
- Liaison with parents and other agencies
- Administration
- Budget control

These tasks exist irrespective of the size of a establishment. Therefore it is challenging for class committed Head Teachers to balance the demands above with leading and managing a class.

- 2.4 Almost 50% of local authorities across Scotland and particularly those with a large rural catchment have introduced shared headships over the last few years. The reasons for these policies being introduced have largely been due to the lack of numbers of quality applicants, coupled with the difficulty of retaining successful applicants once appointed. The opportunities for teachers to become Chartered Teachers may also have an impact on potential applicants for Head Teachers of small establishments as the salary differential may be very small between both posts.
- 2.5 There is recognition that the learning and teaching of children may benefit from having a class teacher teaching them for a full teaching week of 22.5 hours - or indeed two teachers if the class has been arranged and planned on a job share basis, rather than a Head Teacher teaching part of the week and then being called away from the classroom on ad hoc duties associated with her/his role leading to a variety of teachers picking up the balance of time in a non-planned fashion.

3. ADVANTAGES OF A SHARED HEADSHIP PROGRAMME

- 3.1 The aims of a shared headship programme would be to improve overall educational performance, to enhance the sustainability of small schools and nurseries and to promote the efficiency of school and nursery provision. Any proposed shared headship would have implications for staff, children and the wider community, with the following advantages.

3.2 Advantages for Teachers/Early Years Workers

One of the challenges of small establishments is that a small team is responsible for the same range of curriculum developments as in larger establishments. A collaborative model of a shared headship programme would give access to a larger team and a wider range of specialisms. Workload may be reduced and there could be sharing of good practice across both establishments and potentially shared CPD activities - all resulting in an improvement in planning.

3.3 Advantages for Children

Children who are presently taught by a teaching Head will have access to her/his skills and expertise for part of the week and another teacher/s for the remainder of the week. The class which the teaching head presently teaches may experience periods of disruption when the Head Teacher is absent due to attending meetings at establishment/authority level or if there are issues/challenges that the Head Teacher has to leave the class to deal with. Children being taught by a full-time committed teacher/s would not be subject to this same potential impact on the continuity of their learning.

3.4 Advantage for the Community

A formal partnership with establishments under a shared headship would enhance the efficient sustainability of small establishments. Experience from other authorities also indicates that parents quickly appreciate the fact that they are able to make an appointment with a non-teaching head to raise any issues that they may have and the parents will feel less guilty about interrupting a Head Teacher when he/she is teaching during the course of a day. The parents and the community also benefit from access to a non-teaching Head Teacher who has more time to plan/prepare for meetings, events and activities.

4. PROPOSALS FOR SHARED HEADSHIP

- 4.1 A shared Headship would be proposed when a vacancy arises in a small establishment or nursery (normally defined as a establishment of 101 pupils or less) and the view of the Executive Director of Educational and Social Services, after consultation with the Joint Secretary (Teacher's Side), is that a shared Headship for the reasons outlined above would be more beneficial than advertising for a stand-alone Head Teacher. Recruitment procedures for a shared Head Teacher will be the same as for a Head Teacher of a standalone educational establishment See Section 5 for more detail.
- 4.2 In such circumstances, one Head Teacher would be deployed by agreement to manage up to two establishments that are nearby each other. The definition of 'nearby to each other' would be defined by a 30 minute (on average) drive between both establishments.
- 4.3 A shared Head Teacher would be free of class commitment and therefore be more accessible and responsive to parents and staff on a day to day basis. This would allow them to devote their efforts to leading and managing effective learning and teaching across the establishments.
- 4.4 Detailed arrangements would be established and communicated to staff, parents and pupils about supervision and management of the establishment when the shared Head Teacher is not in an individual establishment at any particular time. Appendix 1 supplies detail of the recommended protocols and advice for Head Teachers in paired establishments.

- 4.5 When two establishments are jointly managed it would be anticipated that there are advantages of scale for the staff group in relation to professional development and establishment improvement planning.
- 4.6 Account would be taken of logistical demands associated with managing across two sites, including being readily accessible to parents (appendix 1). The allocation of possible establishment/ establishment/nursery pairings will therefore be determined by such logistics before being approved. Pairing arrangements would normally be made within learning communities rather than across different learning communities, although there may be circumstances when the latter is necessary.
- 4.7 Staff would be matched to the establishments based on the staffing formula of the joint establishment. In each of the establishments paired a Principal Teacher will be appointed, the scale determined by job sizing. If an establishment already has a Principal Teacher in place above the job sizing level identified for the post in its new circumstances this post will continue for the duration that the postholder remains. All promoted posts will continue to be subject to job sizing review when appropriate.
- 4.8 For the avoidance of doubt, a Head Teacher is responsible for the leadership and management of the establishment whether they are in the building or not. The role of the Principal Teachers would be to ensure that in the absence of the Head Teacher all staff were taking responsibility for the continued good order and running of the establishment and supporting each other in dealing with wider establishment issues. The administrative staff in the establishment would always know where the Head Teacher is and how she/he can be contacted. (See appendix 1: 'Practical advice for staff on the arrangements for a shared Headship'.)
- 4.9 The criteria for pairing establishments will normally be based on consideration that each Head Teacher, for roll related reasons, has a teaching responsibility. It is unlikely that establishments would be paired if the combined roll exceeds 225. This is in recognition that a Head Teacher who is already non-teaching, as a result of the roll of her/his establishment, would not normally have the capacity to run a paired headship. Any decision to pair two establishments would take into account the view of any Head Teacher in post and the Joint Secretary (Teachers' Side) will also be consulted.

5. RECRUITMENT AND SELECTION PROCEDURES

- 5.1 Any arrangements for shared headship will be introduced as opportunities arise or when demanded by the exigencies of the system (when existing Head Teachers leave their post for promotion or retirement). The relevant Parent Councils will be consulted about any proposal to introduce such a joint post. Parent Councils will also receive advice on how to work within a shared Headship environment (appendix 4)

- 5.2 Where there is a vacancy and there is no Head Teacher in post in either of the proposed partner establishments, the recruitment and selection procedures will be carried out as per Standard Circular 16
- 5.3 Where there is a Head Teacher in post in one of the partner establishments then the recruitment and selection procedures, on this occasion, would be based on the same principles as a 'Stage 1' interview as agreed in JNCT 20: 'Procedures to Manage the Changes to Management Structures in Secondary Establishments' (November 2009).
- 5.4 Stage 1 of the process would allow the remaining Head Teacher if he/she makes an application to be interviewed for the post. The interview panel would be composed of the same personnel and based on the same principles of appointment as agreed in Standard Circular 16.
- 5.5 If the remaining Head Teacher was not interested in applying for the post then discussion would take place about how best to manage next steps. Any final decision would be reached with the agreement of the existing Head Teacher, involving, if appropriate, the Joint Secretary (Teachers Side). There would be no compulsory transfer considered for the existing Head Teacher.

6. JOB DESCRIPTION AND PERSON SPECIFICATION

- 6.1 The Job description and person specification for a Head Teacher (shared headship) and Principal Teacher is attached to this report as appendix 3.

7. CONSULTATION

- 7.1 Where any shared Headship was proposed the appropriate Parent Council would be consulted, as per the Parental involvement in Head Teacher and depute Head Teacher appointments (Scotland Regulations 2007 Act). Where a denominational establishment is affected then the Roman Catholic church representative for Cabinet will be consulted to liaise and share proposals with the Bishop.

8. FINANCIAL IMPLICATIONS

- 8.1 Small efficiencies in the promoted staffing budget may accrue from the introduction of a joint management arrangement. This would be dependent on the job sizing exercise, the cost of additional promoted staff and the cost of additional FTE to keep the paired Head Teacher non-teaching.

9. POLICY/LEGAL ISSUES

- 9.1 Parental involvement in Head Teacher and depute Head Teacher appointments (Scotland Regulations 2007 Act) stipulates that an education authority must consult with the Parent Council when preparing strategies and job or person specifications for a post. This would be adhered to in each case. In the case of denominational establishments the Roman Catholic Church has a role to play in the appointment procedure and this would be incorporated

into the appointment of a 'Shared Head Teacher' in a denominational establishment.

10. EQUALITIES IMPACT ASSESSMENT

10.1 An Equalities Impact Assessment would be carried out as part of the process of creating a shared headship in two educational establishments.

11. RECOMMENDATIONS

11.1 The Joint Negotiating Committee for Teachers (JNCT) approve:

- (i) The principle of the authority establishing a shared Headship where deemed appropriate based on the criteria in the report;
- (ii) The Joint Secretary of the Trades Union side to be consulted before any shared Headship is formalised;
- (iii) otherwise, note the content of this report.

Graham Short
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AS/AS
13/9/10

BACKGROUND PAPERS

Any person wishing further information should contact Andrew Sutherland, Head of Service: Establishments, Tel (01563) 576126.

EAST AYRSHIRE COUNCIL

PRACTICAL ADVICE FOR HEAD TEACHERS LEADING AND RUNNING TWO ESTABLISHMENTS

LEADING AND RUNNING TWO ESTABLISHMENTS

Staff/Establishment/Parents

- Vision, values, aims
- Joint working
- Communication/contact with Head Teacher
- Flexibility of staff
- Placement of Depute Head Teacher/ Deputising teacher/Principal Teacher
- Role of the Teaching Staff
- Staff responsibility
- Absence of staff
- Travel
- Support staff
- Deployment of support staff
- Other support – janitorial, business, property
- Key holders
- Programmes, policy and resources
- Managing behaviour
- Parents

Quality Assurance

- Improvement Plan
- QIO role
- Quality assurance
- Establishment review/HMle/Care Commission

Learning Communities

- Denominational establishments
- Running two establishments
- Learning planning and development
- Running the Learning Community
- QIO role

HEAD TEACHER WORKLOAD

- Parent Councils
- Parent/Teacher consultations
- Events/Meetings
- Accessibility
- 35 hour week
- Time Management

Finance

AFO/Finance

- Expectations?
- Roles and Responsibilities
- Admin staff responsibilities?
- Absence of Head Teacher

ICT

- Laptop/Dongle
- Access to corporate IT system
- Blackberry
- Calendar
- Head Teacher Diary Management
- Video/telephone conferencing
- Parental communication

LOCAL AUTHORITY CONSIDERATIONS

- Parents
- Staffing
- Admin
- Janitor – central helpdesk at HQ
- Staff absence
- Travel expenses
- ICT
- Quality Assurance
- Establishment review/HMle/Care Commission
- Denominational establishments across two Learning Communities
- Running of the Learning Community

LEADING AND RUNNING TWO ESTABLISHMENTS

ADVICE

STAFF/ESTABLISHMENT/PARENTS

AREA STAFF	PROTOCOL	PRACTICAL ADVICE FOR HEAD TEACHER
<p>Shared:</p> <ul style="list-style-type: none"> • Vision, values, aims (VVA) • Identity • Events 	<ul style="list-style-type: none"> • Partner establishments will retain their own identity but will have shared vision, values and aims (VVA). • This will become easier over time. • Learning communities should be moving towards having shared VVA. Therefore partner establishments will move towards this naturally. • Exceptions to this are the Catholic establishments. They already have in place shared ethos through being 'faith establishments'. 	<ul style="list-style-type: none"> • Create time for staff, pupils and parents to come together to develop vision, values and aims.
<p>Joint Working Conditions of a successful partnership include:</p> <ul style="list-style-type: none"> • A sense of shared identity between establishments. • Strong leadership at all levels. • Trust (fundamental to effective collaboration and should be fostered at all levels of management'. • All staff to recognise that 	<ul style="list-style-type: none"> • Head Teacher will foster a climate of sharing, trust and empowerment to allow staff to work together. • Build up the staff team. • Head Teacher must devote significant resources and energy to constantly nurture the process of creating partner establishments. • This will become easier as time passes and joint working is established as the norm. 	<ul style="list-style-type: none"> • Sensitivity particularly at the beginning when staff are coming together from different starting points. • Ensure time for team building is planned. • Sensitivity when moving staff around. • Create a climate of openness where tensions can be addressed. • Ensure conflict resolution is discussed with staff and a way forward is agreed. • Need to consider short, medium and long term priorities and ensure these are

<p>collaboration is a dynamic process not a single event.</p>	<ul style="list-style-type: none"> • Consider: • Joint/partnership working • Joint management team meetings • Working groups • Stage partners • Stage meetings • Peer observations • Co-ordinators/leaders in particular areas to be that of both establishments • Shared expertise – more chances for team work and wider discussion • Collegiate agreements need to be consistent across both establishments. 	<p>planned for.</p> <ul style="list-style-type: none"> • Consider leadership systems within the establishments. • Review and revise remit to enhance leadership at all levels. • Ensure collegiate hours allow for joint working. • Provide opportunities for staff development at all levels. • Staffs know systems. • Head Teacher to chair collegiate group and ensure consistency across partner establishments.
<p>Communication/Contact with Head Teacher</p> <p>Successful communication with colleagues, parents and pupils across the partnership is dependent upon collaboration from the outset.</p>	<ul style="list-style-type: none"> • Excellent communication is essential. • It is the responsibility of everyone to ensure communication systems work and are effective. • Communication is a two way process. • Staff know how to contact Head Teacher when appropriate. • Head Teacher to use outlook diary. 	<ul style="list-style-type: none"> • Together staffs review methods of communication and establishment systems. • Head Teacher and establishment diaries to be printed out and put in staff room/distributed to staff weekly. • Clear diary system needed – one for establishment/establishment events; one for Head Teacher and Management Team (where they are at any given time) • Admin staff and senior management to access Head Teacher outlook diary. • Consider them having an editing profile. This will enable them to add appointments. • Admin staff to use outlook diary as reference point for the Head Teacher. This will ensure they have accurate information. • Staff must ensure they regularly access methods set up e.g. whiteboard in staff

		<p>room, establishment diary, year planners, e-mails, memos, weekly diary dates, minutes of meetings etc.</p> <ul style="list-style-type: none"> • Staff should e-mail, text, phone or leave note in contact book for Head Teacher as appropriate. • Head Teacher to use blackberry to receive, text, e-mail, phone calls when out and about. • Head Teacher should keep blackberry on during meetings so he/she can check for any urgent/emergency e-mails and phone calls.
<p>Flexibility of Staff Across Establishments Including Promoted Staff where agreed collegially</p>	<ul style="list-style-type: none"> • Flexible use of staff will help establishments best meet the needs of pupils. • Staffs (teaching and non teaching) are part of the team supporting two establishments. • If agreed by staff they may be used flexibly between the establishments. • Staff may move between establishments based on agreement. 	<ul style="list-style-type: none"> • This will be planned on a year to year basis and with the agreement of staff. • Parents will be kept informed as with current food practice. • This may mean that some members of staff will spend time in both establishments, e.g. Principal Teacher, if in post. • Head Teacher may consider creating full time posts between partner establishments where possible. • Head Teacher to be involved in all recruitment.
<p>Role of Teaching Staff</p>	<ul style="list-style-type: none"> • Role of teaching staff is defined in annex B (see TP21). • Specific remits and areas of responsibility will be decided with Head Teacher on year to year basis (e.g. at PRD meeting, consultation meeting, collegiate hours meeting). 	<ul style="list-style-type: none"> • Discuss with all teaching staff the roles and responsibilities as defined by annex B.

<p>Staff Responsibility</p>	<ul style="list-style-type: none"> • The Head Teacher is responsible wherever they are physically in the building or not. • All staff have a responsibility for the good order and running of the establishment and to support one another in dealing with wider establishment issues. • Admin staff will always know where the Head Teacher is and how he/she can be contacted. • Head Teachers will provide support and advice when necessary for establishments within their Learning Community. • Agree duties and responsibilities through the working time agreement. 	<p>Staff need to consider and agree with the Head Teacher and Principal Teacher:</p> <ul style="list-style-type: none"> • What to do when something happens (immediate; urgent but can wait; not urgent). • The line of responsibility. • What needs to be passed on to the Head Teacher/Principal Teacher. • The appropriate action to take: <ul style="list-style-type: none"> • Contact Head Teacher or not. • Contact other Learning Community Head Teacher/Quality Improvement officer/Head of Service: Establishments. • Log information and pass on (eg complete 'Cause for Concern' form or 'Parental Concerns' form). • Take appropriate action and log action/outcome. <p>If there is an issue appropriate action will be taken by:</p> <ul style="list-style-type: none"> • Head Teacher/Principal Teacher who would normally be the first point of contact. • Teaching staff who may be used to release a Principal Teacher from their class to deal with an emergency situation during their non contact time. • Teaching staff who may be used to deal with any matters that may arise during their contact time.
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		<ul style="list-style-type: none"> • Admin staff will have all timetables for staff. • There should be an annual review of staff responsibilities.
<p>Absence of Staff</p>	<p>Teaching staff absence</p> <ul style="list-style-type: none"> • Head Teacher will not normally cover classes for CT absence. • Absence will be covered: <ul style="list-style-type: none"> ○ Within the normal staffing allowance ○ Supply staff. • In emergency situations absence will be covered by: <ul style="list-style-type: none"> ○ Teaching staff who have non- contact time ○ Splitting the class 	<ul style="list-style-type: none"> • As per East Ayrshire Council 'Absence management Policy and Review Procedure' contact Head Teacher to inform them of absence. • Classes can exceed 25/33 in an emergency. • Develop risk assessment for this situation. • Consider staff preparing a booklet/bank of worksheets/activities relevant to ongoing work that can be lifted and copied when the class is split. • Prepare a list of where to send children to. All staff to be made aware of lists.
<p>Support Staff</p>	<ul style="list-style-type: none"> • Establish parallel systems so Head Teacher doesn't need to change what he/she does. • Where appropriate share tasks across establishments. 	<ul style="list-style-type: none"> • Time needed to bring admin staff together to look at systems and agree a unified approach. • Joint training may be needed. • Consider one person doing a job for both establishment e.g. ordering and requisition of materials. This will mean only one delivery charge between the establishments. • Admin must have access to shared drives in both establishments plus SEEMIS and Group Call, which will help during absence. • Each establishment will maintain it's own separate budget with the facility to create a shared code where money can be vired from both establishments for shared priorities.
<p>Deployment of Support</p>	<ul style="list-style-type: none"> • Arrange non teaching hours to cover the 	<ul style="list-style-type: none"> • May need to readjust non teaching hours to

	<p>following functions:</p> <ul style="list-style-type: none"> o Admin o Playground supervision o Lunch supervision o Classroom assistant <ul style="list-style-type: none"> • These are functions that are not within the duties of teachers (including the Head Teacher). 	<p>allow for this.</p> <ul style="list-style-type: none"> • Use role profiles to check what you can expect a person to do in their post. • Ensure there is always someone to answer phones and doors (this is particularly important when admin staff are absent).
<p>Other Support – Janitorial/Business/Property</p>	<ul style="list-style-type: none"> • All establishments will have some janitorial support. • Janitors will be supported by the Onsite Manager who will provide training as appropriate. • Janitors will have responsibility for: <ul style="list-style-type: none"> o Property management o Reporting issues to help desk o Monitor day to day cleaning • Janitor 'on call' will answer emergency in one area. 	
<p>Keyholder</p>	<ul style="list-style-type: none"> • Opening and closing of establishments is not the responsibility of teaching staff (as is not part of annex B) • Dedicated person to open and close establishment: <ul style="list-style-type: none"> o On a daily basis. o For events and meetings held after hours. o For lets. 	<ul style="list-style-type: none"> • Consider a member of the Parent Council being SBC approved as key holder for Parent Council events. • Consider security of establishment office, confidential files etc and how this can be managed effectively.
<p>RESOURCES Programmes/Policies/ Resources</p>	<ul style="list-style-type: none"> • Ensure systems and programmes of work and policies are parallel, this will help foster partnership working. 	<ul style="list-style-type: none"> • Initially establishments will run with existing systems, programmes and policies, however, as establishments take CfE and Learning

	<ul style="list-style-type: none"> • Share expertise and resources. 	<p>Community priorities forward these parallel systems will develop naturally.</p> <ul style="list-style-type: none"> • Build up a bank of specialist resources which are shared between establishments. • Consider amalgamating topic boxes and sharing when used. • Consider sharing equipment e.g. playground games, costumes, sound systems, music resources etc and timetable carefully. • Share good practice between establishments. This is a great opportunity.
<p>MANAGING BEHAVIOUR</p> <p>Low Level Disruptive Behaviour</p>	<ul style="list-style-type: none"> • Class teacher is responsible for managing behaviour within and outwith the classroom. • CT to follow assertive discipline policy. 	<ul style="list-style-type: none"> • Staff review discipline policy and make adjustments to take account of the new situation. • Share with parents and pupils.
<p>Managing Challenging Behaviour</p>	<ul style="list-style-type: none"> • Class teacher is responsible for managing behaviour within and outwith the classroom. • He/she will support other staff through the assertive discipline policy of the establishment. • He/she will be supported by other staff through the assertive discipline policy of the establishment. • If children reach 'time out' this will be with a partner teacher within the establishment. 	
<p>Managing Extreme and Violent Behaviour</p>	<ul style="list-style-type: none"> • Devise action plans for children at risk of displaying extreme or violent behaviour. • Action plan to be followed. 	<ul style="list-style-type: none"> • The action plan may include support from staff outwith the establishment. • Work with staff/agencies/partners to develop this, including staff in East Ayrshire Support Team (EAST)..

PARENTS	
<p>For protocols relating to: Parental expectations; Parent Councils; parent/teacher consultations; Head Teacher accessibility – see workload for the Head Teacher protocol</p>	
<p>Contacting Head Teacher</p>	<p>Admin will normally be the first point of contact for parents who will follow the agreed procedures for communicating with the Head Teacher.</p> <ul style="list-style-type: none"> • 'No apologies' for Head Teacher being out of establishment. • Ascertain if urgent and needs immediate contact. • Make appointment • or • Let parents (other) know where Head Teacher is and contact number if appropriate. • Use of e-mails to Head Teacher to keep her/him informed.
<p>Difficult Parents</p>	<ul style="list-style-type: none"> • Admin staff and senior management to access Head Teacher outlook diary. Consider them having an editing profile. This will enable them to add appointments. • Admin to use outlook diary as reference point for the Head Teacher. This will ensure they have accurate information. • See staff responsibility. <ul style="list-style-type: none"> • 'Vexatious complainers'.
<ul style="list-style-type: none"> • Head Teacher/staff to follow guidance from authority 	

LEADING AND RUNNING TWO ESTABLISHMENTS

ADVICE

QUALITY ASSURANCE

AREA	PROTOCOL	PRACTICAL ADVICE
STAFF Establishment Improvement Plan (SIP)	<ul style="list-style-type: none"> • Head Teacher is responsible for completing evaluation of SIP, Standards and Quality Report and Parental Summary. • Partner establishments will produce one SIP. This will contain a limited number of action plans which will include: <ul style="list-style-type: none"> ○ Joint action plans for shared initiatives. ○ Where appropriate, specific action plans for individual establishments e.g. HMIE action plans, new establishment 	<ul style="list-style-type: none"> • A SIP should: <ul style="list-style-type: none"> ○ Start with broad establishment audit and look for common development areas. ○ Develop collegiate calendar and set dates for both establishments ready for August. ○ Complete year plan as much as possible. ○ Plan joint CPD, CAT sessions, joint inset, where possible.
QIO Role	<ul style="list-style-type: none"> • Partner establishments should have the same QIO. • Both establishments should be discussed during the QIO visit. • Partner establishments should have one quality assurance calendar. This will help facilitate joint working. 	<ul style="list-style-type: none"> • Venue for QIO visits should alternate between the two establishments.
Quality Assurance Calendar	<ul style="list-style-type: none"> • Consider using the same pro-formas for all types of monitoring work. • Arrange joint monitoring activities where possible, e.g. peer observations. • Use promoted staff to undertake aspects of quality assurance. • Involve staff in peer observations, sampling pupil work (e.g. jotter monitoring), joint 	<ul style="list-style-type: none"> • Consider using the same pro-formas for all types of monitoring work. • Arrange joint monitoring activities where possible, e.g. peer observations. • Use promoted staff to undertake aspects of quality assurance. • Involve staff in peer observations, sampling pupil work (e.g. jotter monitoring), joint

<p>Establishment Review/HMI/Care Commission</p>	<ul style="list-style-type: none"> • Updated guidance to be given on establishment reviews. • Joint inspections of both establishments by one inspector and team suitable for the number of classes. (Work towards this). <ul style="list-style-type: none"> ○ Head Teacher would engage in one professional dialogue with inspectors to share self evaluation information about both establishments. ○ During inspection week Head Teacher to spend time in both establishments. ○ Agree timetable in advance with inspection team. ○ NB: this would be equal and fair to both establishments, staff and parents and would reflect more accurately what is actually going on. • Care Commission inspections to be carried out in the same week for both establishments (same model as HMIE) 	<p>planning and review.</p> <ul style="list-style-type: none"> • This will be taken forward by Directorate with input from Head Teachers. • Follow guidance from QIOs. • Nursery staff given time out of class to complete Care Commission returns (SBC funded).
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LEADING AND RUNNING TWO ESTABLISHMENTS

ADVICE

LEARNING COMMUNITY (LC)

AREA	PROTOCOL	PRACTICAL ADVICE
Denominational Establishments Across Two Learning Communities	<ul style="list-style-type: none"> • Important that Head Teacher has involvement in both LCs. • Where job sizing permits the appropriate PT will alternate between LC meetings and so that the establishment is always represented. • PT would have executive decision making responsibility. • Enhanced PT role in partner establishments to allow PT to take on additional LC responsibility. • Job description for PT to reflect this additional responsibility. • Partner establishments should have the same QIO. 	<ul style="list-style-type: none"> • Head Teacher to work within model set up. • May need more time for feedback from both LCs. • Look to QIO/Authority/Catholic Church for specific advice as situation arises. • Financial implications for enhanced staffing to enable the model to be manageable.
QIO Role	<ul style="list-style-type: none"> • As with current good practice QIO to provide consistent support to Learning Communities. 	

LEADING AND RUNNING TWO ESTABLISHMENTS

WORKLOAD FOR THE HEAD TEACHER

AREA/ISSUE PARENT COUNCIL	PROTOCOL	PRACTICE ADVICE
<p>The role of the Head Teacher within the Parent Council</p> <p>The Head Teacher has both a right and a duty to attend, or be represented at, meetings of the Parent Council. The presumption is that the Head Teacher will normally attend. On occasion, another member of the establishment staff may attend if the Head Teacher is unavailable, or if they have more knowledge of, or expertise in, the subject being discussed. The Head Teacher will be expected to take part in council discussions and offer advice to the council on what is being done within the establishment to promote parental involvement. The Head Teacher, if requested to do so, must give advice and information to the Parent Council on any matter falling within the Head Teacher's area of responsibility. This can cover all aspects of the work of the establishment, such as matters relating to the establishment curriculum, policies on uniform or discipline etc'. Scottish Establishments (Parental Involvement)</p>	<ul style="list-style-type: none"> • There should be a maximum of four executive meetings per year. • Beyond the business meetings the Parent Council may operate sub groups (e.g. to organise fund raising and functions, consultation responses etc) which will not generally include the Head Teacher but the sub groups will report back to the next business meeting. • Meetings should last a maximum of 1.5 hours and finish no later than 8.00 pm. • Meetings will be held Monday to Thursday during term time. • Parent Councils should consider having joint meetings with partner establishment. 	<ul style="list-style-type: none"> • Meeting dates to be agreed at the beginning of the year. • Agreement needs to be made with the Parent Council re the flexibility and timing of meetings e.g. these could be at the end of the establishment day. • Agenda needs to be focused and agreed with the Head Teacher. • There will be no 'AOCB'. • Transition time used to meet with both Parent Council chairs together and begin to plan for the next session. Sharing the new expectations. • Develop partnership working between councils if appropriate, don't rush this, and grow it! • Possibility of joint meetings for common issues e.g. business meetings together (regular contact between chairs of both Parent Councils). • Consider separate sub groups for fundraising etc. • Consider alternative venues to hold meetings.

<p>Act 2006 Guidance Section E.</p> <p>Joint Parent Council Meetings</p> <p>'The act makes provision for the establishment of a combined Parent Council covering two or more establishments where this has the requisite consent of the majority of the establishments' p 34. Scottish Establishments (Parental Involvement) Act 2006 Guidance Section E.</p>		<ul style="list-style-type: none"> • Parent Council constitutions will need to be revised to take account of protocol.
<p>PARENTS/TEACHER CONSULTATIONS</p> <p>Where a Head Teacher is responsible for two establishments it doubles parental expectations. We need to be careful to manage this within the 35 hour working week.</p>	<ul style="list-style-type: none"> • There should be a maximum of two sets of formal parents events per session e.g. consultations, open afternoons etc. • Consultations finish no later than 8.00 pm. • Consultations will be held Monday to Thursday during term time. • Consultations will be planned well in advance as part of establishments collegiate agreement. 	<p>Examples of how a Head Teacher of more than one establishment may organise their time to meet the 35 hour week include:</p> <ul style="list-style-type: none"> • Organising parents meetings at each establishment on the same day. Head Teacher to split time between partner establishments. • Arrange appointments at the end of the establishment day or during the establishment day. • Arrange some in the afternoon and some in the evening. • Arrange an open afternoon where parents share their children's learning through planned activities. • If all meetings are in the evening the Head Teacher would need to make a

		<p>time adjustment (at a suitable time).</p> <ul style="list-style-type: none"> Staff to ensure any concerns are passed on to the Head Teacher.
<p>EVENTS/MEETINGS</p> <p>Managing events/meetings within the working week.</p>	<ul style="list-style-type: none"> There can be no expectation that Head Teachers (or other staff) will attend events/meetings not organised by the establishment. Head Teacher or Head Teacher representative will attend events/meetings organised by the establishment e.g. concerts, parental consultation meetings, review meetings, other events in the collegiate agreement. Head Teacher to attend high priority meetings as appropriate. Meetings/events should be planned well in advance to avoid clashes with other commitments. Designated key holder from within Parent Council/janitor to open and lock for events. 	<ul style="list-style-type: none"> There are a number of events/meetings and activities that Head Teachers feel obliged (and pressured) to be at. This additional expectation must be removed without denying Head Teachers opportunities to be involved where they wish i.e. Events not organised by the establishment: <ul style="list-style-type: none"> Events/social functions organised by Parent Council. Events organised by the Community Council. Other community events. Weekend (Friday-Sunday) and holiday events. Evening meetings – examine and decide if the meeting really needs to be in the evening and consider alternatives. Decide who will attend as establishment rep within the agreed collegiate hours or CPD hours. They will be responsible for dissemination of information as appropriate. Consider meetings during and at the end of the establishment day (3 pm).
<p>ACCESSIBILITY</p>		

	<ul style="list-style-type: none"> • Head Teachers should have a presence in both establishments. • Head Teachers should be available by arrangement for the parents of both establishments. • Head Teachers must agree with staff procedures that they will take in different situations, when the Head Teacher is not present e.g. pupil behaviour, meeting parents etc. This will empower them to make decisions and take action in line with the Teaching Profession for the 21st Century (TP21) agreement. 	<ul style="list-style-type: none"> • It is recognised that there are situations where Head Teachers will be inheriting an expectation of constant availability in establishment and beyond. This must change. • Staff must be empowered to act in situations without constantly referring to the Head Teacher. • Parents should contact the establishment office to make appointments. • Parents must not be given Head Teacher mobile phone numbers.
<p>35 HOUR WEEK</p> <p>'All teachers shall have a 35 hour working week'. SNCT duties of Head Teachers.</p>	<ul style="list-style-type: none"> • Share widely the concept that the Head Teacher does not need to do everything. • Head Teachers need to work within 35 hours and still meet needs of the service. • Head Teachers need to manage time creatively. • Head Teachers must work in ways which best meet the needs of individual situations, (doing the job the way it suits – to achieve best results). 	<ul style="list-style-type: none"> • Expectations shared with all stake holders. • We recognise that there is no 'one size fits all' answer and should be considered in more detail at individual establishment level. <p>Time Adjustment</p> <ul style="list-style-type: none"> • There must be acceptance of the need for Head Teachers to be able to make 'adjustments to their time' to facilitate working 35 hours e.g. start their working day later. • Where there is a duplication of work as a result of the head being responsible for two establishments (e.g. attending concerts on different nights in both establishments) the Head Teacher

		<p>may make an adjustment of time for example, starting the day later, or finishing the day earlier.</p> <ul style="list-style-type: none"> • Sensible and sensitive adjustment.
<p>TIME MANAGEMENT Managing time effectively between two establishments.</p>	<ul style="list-style-type: none"> • Five days not always mean 2.5 days per establishment. • Must reflect the need at particular times. • Flexibility to respond to emergency situations must be understood by staff and all stakeholders. 	<ul style="list-style-type: none"> • Dividing time – can be present in one establishment but working for the other establishment. • We acknowledge that split days are not a good use of Head Teacher time; however, at key times this will be essential e.g. first day of term, end of term.

EAST AYRSHIRE COUNCIL

'PARTNER ESTABLISHMENTS/NURSERIES'

Advice for Parent Councils

The Scottish Government has emphasised the importance of building strong partnerships between establishments/nurseries and parents, and all establishments in East Ayrshire Council are committed to working closely with parents and Parent Councils to ensure that each of our children receive the best possible education to suit each individual's needs.

Head Teachers of Partner Establishments will have responsibilities to the Parent Councils in each of their establishments, and this will inevitably mean an increased workload in supporting more than one Parent Council. In order to avoid overburdening those Head Teachers and to make sure they can build the best possible partnerships with parents in each of their establishments, it is important to make sure that the workload is kept to a manageable level.

This leaflet has been produced to support Parent Councils within Partner Establishments, and to help with the smooth running of those Parent Councils.

What is the Role of the Head Teacher within the Parent Council?

'The Head Teacher has both a right and a duty to attend, or to be represented at the meetings of the Parent Council. On occasion, another member of the establishment staff may attend if the Head Teacher is unavailable. The Head Teacher will be expected to take part in council discussions and offer advice to the council on what is being done within the establishment to promote parental involvement'. Scottish Establishments (Parental Involvement) Act 2006.

Can the Parent Councils from the Partner Establishments have Joint Meetings?

It is likely that there will be opportunities for the Parent Councils from Partner Establishments to hold joint meetings where there are common issues. This might be on educational issues, e.g. if a speaker is to come and talk about the implications of Curriculum for Excellence, or on matters of wider parental interest e.g. drugs education or parenting courses. It may also be that the Parent Councils in Partner Establishments choose to hold joint meetings on a more regular basis, possibly to plan joint activities or to co-ordinate social and fundraising calendars to avoid duplication.

The Act makes provision for the establishment of a combined Parent Council covering two or more establishments where this has the requisite consent of the majority of parents in each of the establishments. This may be something that parents in Partner Establishments wish to consider at some point in the future.

It is recommended that there is regular contact between the Chairpersons of the Parent Councils in Partner Establishments.

How many meetings should a Parent Council have?

It is recommended that there should be four full meetings of the Parent Council per year which would normally include the Parent Council AGM. However, it is also recognised that there may be times where issues affecting a particular establishment, e.g. a major building project, or the possibility of a small establishment review, when more meetings would be required. Some establishments combine their Parent Council AGM with social activities or with establishment open evenings to maximise attendance. If this is something which the Head Teacher would be attending anyway, the Parent Council would then be able to hold an additional full meeting at a different time.

Beyond these meetings the Parent Council may choose to operate sub-groups to organise fundraising and social events, consultation responses etc. These would not require the Head Teacher's attendance, and would report back to the next full meeting of the Parent Council. It would be good practice to send a copy of the minutes of these meetings to the Head Teacher.

How should meetings be organised?

The Head Teacher needs to co-ordinate calendars between Partner Establishments to avoid clashes of dates. Therefore, meetings and event dates for the session should be agreed with the Head Teacher at the beginning of the year.

It is recommended that meetings should be held on Monday to Thursday. Meetings should last a maximum of 1 ½ hours and finish no later than 8.00 pm. Parent Councils should think about the best time to hold their meetings to make them accessible to as many parents as possible. This may include holding meetings during or at the end of the establishment day, or varying the day of the week and the timing of meetings so that people with regular commitments are not excluded. A number of

Parent Councils in East Ayrshire already vary the day and time of their meetings. Parent Councils should also consider where they hold any sub-group meetings, which need not always be in the establishment.

Agendas should be agreed with the Head Teacher at least five working days in advance of the meeting, and it is recommended that they should not include 'Any Other Business'. A Head Teacher cannot be expected to respond to any items which are raised at short notice. It is more appropriate to have an item seeking topics for the next meeting, which will allow time for information to be prepared or for a speaker to be invited to deal with the issue. The Chairperson will always have the discretion to raise urgent items at the meeting.

Minutes should also be shown to the Head Teacher before they are distributed, to avoid any inaccurate information being sent out. However, if a Head Teacher is not able to respond within a reasonable timescale (perhaps five working days of receiving the minutes) then distribution could go ahead without the Head Teacher's comments.

Scottish Establishments (Parental Involvement) Act 2006 Guidance Section E:
<http://www.ltscotland.org.uk/parentsaspartnersinlearning/guidance/index.asp>

Parents as Partners in their Children's Learning Toolkit:
<http://www.ltscotland.org.uk/parentsaspartnersinlearning/toolkit/.asp>

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East Ayrshire
COUNCIL

DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

JOB DESCRIPTION - HEAD TEACHER (SHARED HEADSHIP)

JOB PURPOSE

To provide leadership, management, direction and vision to enable high standards of education and care to be established within the shared schools.

GENERAL DUTIES

- to manage the affairs of the schools to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education ¹and the general duty of care owed to staff and pupils;
- within the framework of the Council's policies and statement of commitment, to formulate clear aims and objectives for the schools to ensure their achievement;
- to ensure the communication of these aims, objectives and policies to all staff, pupils, parents and other users of the schools;
- to act, on behalf of the Council, as principal professional adviser to the parent councils of both schools and to provide to the parent councils such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006 and the Parental Involvement in Head Teacher and Deputy Head Teacher Appointments (Scotland) Regulations 2007, and subsequent legislation;
- to encourage and promote the development of the corporate life of the schools and by so doing create an ethos conducive to healthy relationships, high morale and sound learning;
- to contribute more generally to the work of the Council as required, for example, by participating in working groups etc.

ACCOUNTABILITY

The headteacher is accountable to the Council through the Executive Director of Educational and Social Services.

¹These are principally, The Education (Scotland) Act 1980, as amended, and the Standards in Scotland's Schools etc Act, 2000.

MANAGING THE AFFAIRS OF THE SCHOOLS

The headteacher shall be responsible for

the management of staff by:

- a) ensuring the effective management of all staff within the schools in accordance with the Council's human resources policies;
- b) promoting ambition, demonstrating clear commitment and developing, empowering and supporting effective teams and individuals;
- c) consulting fully with staff on the formulation, implementation and evaluation of school policy;

the management of the curriculum by:

- a) managing, leading and developing good curriculum design in accordance with the policies of the Council taking account of relevant advice given by the SEED, Learning and Teaching Scotland and other relevant national bodies;
- b) encouraging the development of teaching methods which promote effective learning by all;
- c) ensuring that the progress of pupils is monitored, recorded and reported to relevant parties;
- d) developing and promoting equal opportunities in accordance with the Council's policies.

the management of resources by:

- a) ensuring that appropriate arrangements are made for the management of the school budgets and finances, in accordance with the Council's Financial Regulations to ensure the most cost- effective delivery of services;
- b) formulating policies to manage and maintain effectively all resources such as buildings, equipment and other assets,
- c) preparing proposals for the disbursement of per capita funding for teaching and learning materials and submitting these to the parent council;
- d) ensuring the promotion of the health and safety of employees at work , pupils and visitors ,through the implementation of the Council and Departmental Health and Safety Policies in accordance with all relevant statutory requirements, leading by example.

the management of communication and consultation by

- a) establishing and reviewing effective channels of communication and consultation among all staff and with all users of the schools;
- b) consulting and communicating with parents about the affairs of the schools and the progress of their children, in particular by arranging regular meetings between parents and teachers to assist such communication;
- c) establishing effective communication systems, records and processes with all relevant agencies such as other departments of the Council, external agencies, SQA, other schools, parents and the wider community;
- d) reporting to the Executive Director or their nominee on matters affecting the schools and in particular, alerting them and keeping them informed of situations of a non-routine nature;

the management of the corporate life of the school by:

- a) promoting the implementation of all aspects of the schools' development plan;
- b) encouraging among pupils the highest standards of behaviour;
- c) fostering among pupils, parents, staff and other users of the schools an awareness of the school as a community with which they can all identify;
- d) developing and maintaining partnerships with parents, pupils, other services and agencies and in doing so extend the educational vision of the school as a community to embrace continuous lifelong learning.

OTHER DUTIES

The headteacher shall be responsible for such other reasonable duties as may from time to time be assigned by the Executive Director of Educational and Social Services or their nominee.

EAST AYRSHIRE COUNCIL
PRINCIPAL TEACHER DUTIES

1. Principal Teacher Duties

- 1.1** The duties of a Principal Teacher working in East Ayrshire Council are defined in the duties for Principal Teachers set out in Annex B of the agreement “A teaching profession for the 21st century” which is attached as Appendix 1. In addition, all Principal Teachers will undertake the duties associated with the role of teacher which is attached as Annex A.

2. Key Responsibility Areas

- 2.1** The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.
- 2.1.1 Responsibility for the leadership, good management and strategic direction of colleagues.
 - 2.1.2 Responsibility for curriculum development and quality assurance.
 - 2.1.3 Responsibility for whole school policy and implementation.
 - 2.1.4 Responsibility for working with partners.
- 2.2** The duties of teachers will apply also to Principal Teachers. The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.
- 2.3** The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed at the SNCT. Appointment to the post of principal teacher will be through the process described in Standard Circular 16 current in May 2003, or any subsequent policies which replace it.

3. Allocation of Duties

- 3.1** Principal Teachers working with East Ayrshire Council will be under the direction of the head teacher in accordance with the policies of the school, and the Department of Educational and Social Services.
- 3.2** Following appropriate consultation, each principal teacher’s line manager will determine the particular tasks, as outlined in Annex B of “A Teaching Profession for the 21st Century”, to be carried out and which may vary as required. Tasks should be capable of being carried out within contractual time and will have reasonable regard to teacher workload.

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.
- (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.