

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE – 27 MAY 2003

MANAGEMENT STRUCTURES IN SCHOOLS

Report by Director of Educational and Social Services

1. PURPOSE

- 1.1 To seek agreement on future management structures within East Ayrshire schools.

2. BACKGROUND

2.1 A Teaching Profession for the 21st Century

The national agreement, “A Teaching Profession for the 21st Century” described an improved and simplified career structure for all teachers. This consists of progression from classroom teacher to principal teacher, depute headteacher and headteacher. Simultaneously, a progression from probation to main grade and chartered teacher was also defined. In practice, this means that the existing grades of assistant principal teacher, senior teacher and assistant headteacher will disappear with effect from August 2003. The concept of job-sizing was introduced to support the process of change. The relevant section of “A Teaching Profession for the 21st Century” is given at Appendix 1.

From 01 August 2003, senior teachers and assistant principal teachers will assimilate to the third point on the Chartered Teacher pay scale. For other post holders it is possible that the initial job-sizing exercise may result in them being conserved at a particular salary point.

All teachers holding promoted posts at 31 March 2001 will continue to be protected by the conservation arrangements outlined in section 6.3 of the Scheme of Salaries and Conditions of Service. All teachers appointed to promoted posts from April 2001 onwards will be entitled to cash conservation for a period of 3 years should their substantive salary be downgraded.

The duties associated with each grade of post was described in Annex B of “A Teaching Profession for the 21st Century”, which is presented here as Appendix 2 for ease of reference.

- 2.2 Changes to school management structures are being facilitated by the introduction of Statutory Instrument 75 which repeals a number of measures contained within the Schools (Scotland) Code of 1956. Legislation has also been passed to temporarily suspend certain statutory provisions in relation to recruitment to the posts of depute headteacher and principal teacher.

2.3 The arrangements described in this paper have been the subject of extensive consultation with the teachers' unions and ancillary staff representatives.

3. PRESENT POSITION

3.1 Sectoral differences

The career structure described at paragraph 2.1 above is intended to apply to all sectors. Presently, and in common with all other authorities, there are differences in management arrangements between secondary, primary, pre-school and secondary education. For example, while principal teachers are found in all secondary and some special schools, they do not presently exist in primary, pre-school or other special schools.

3.2 Standard Circular 65

The development of promoted posts in secondary schools in East Ayrshire has been guided by the conditions described in Standard Circular 65. In summary this enabled head teachers, in consultation with school staffs, to develop promoted post structures that meet local needs and priorities using a points system. The effect of Standard Circular 65 is that no two schools presently have identical management or promoted post structures. The numbers of promoted post holders at particular levels therefore can and does vary between schools of similar sizes. This feature of secondary schools is particularly apparent in guidance arrangements, where the relative numbers of assistant principal teachers and principal teachers varies considerably between schools.

3.3 Standard Circular 66

The development of promoted posts in primary schools in East Ayrshire has been guided by the conditions described in Standard Circular 66. The effect of Standard Circular 66 is that schools presently have similar management or promoted post structures which are related to roll, with some allowance being made for deprivation. The numbers of promoted post holders at particular levels therefore is similar or equivalent between schools of similar sizes.

3.4 The disappearance of assistant principal teachers, assistant headteachers and senior teachers as promoted post grades means that change in management structures is inevitable in schools and that therefore this matter must be given strong consideration.

4. PROPOSALS

4.1 Principles

In order to manage the change process, a number of principles require to be established:

Service maintenance – the service available to pupils, parents and the community resulting from changes must be at least equivalent to, or better, than those prevailing before implementation of changed arrangements.

Efficiency – the national agreement makes clear reference to the introduction of “an improved and simplified” career structure for teachers.

Cost neutrality– any modification to promoted post structures must be cost neutral. This principle is particularly challenging given the effects of conserved salaries described in “*A Teaching Profession for the 21st Century*” and the present uncertain implications of job-sizing.

Career progression – structures must ensure that realistic career progression routes exist for teachers that are readily understood and enable staff to plan for their future development. Simultaneously, arrangements must ensure that structures enable staff to accumulate the skills at one level that will enable them to progress successfully to the next promotion step. Within this concept, the career needs of present assistant principal teachers and senior teachers must be recognised.

Equality and fairness – structures must be developed, and recruitment to posts must be managed in a way that is transparent, well-communicated and open to external scrutiny.

Morale – systems must recognise the longer term aspirations of the profession. Possible career paths must be easily understood and should be associated with programmes of supporting professional development and review.

Delegation to schools – current systems have been built on delegation to schools where promoted post structures have been developed in a spirit of consultation under Standard Circular 65. In this way, local needs can be recognised, and met.

4.2 Overall School Management Structures

For the purpose of developing management structures, schools will consider that tasks require to be overtaken in three areas of activity. These are:

- The Curriculum and Learning and Teaching
- Pupil Support
- Logistics and administration

The concept of pupil support has become established in schools and may be taken to include such areas as guidance and pastoral care, learning support and behaviour support. A closer co-ordination of these areas is in line with the recommendations in recent national reports particularly in relation to better integration of children’s services. A school that has a strategic and co-ordinated approach in this area is much more likely to be able to meet the requirements of integration of children with additional support needs together with the demands of changes in Race Relations and Disability Discrimination legislation together with child protection and widening responsibilities on pupil welfare and the provisions of the Standards in Scotland’s Schools etc Act, 2000.

Clearly all involved in education have elements of logistics and administration as part of their jobs. However, the infrastructure of schools is becoming more complex with developments in, for example:

- The numbers and range of support staff employed
- Developments in the ICT infrastructure
- Increased attention to health and safety

- Prominence of delegated budgets
- Wider legislative changes
- Buildings maintenance and property issues.
- Initiatives associated with specific or project funding

Many of these matters will be tackled at the operational level by developments in the ancillary staffing of schools, and particularly the role of the administration and finance officer (AFO). However, clearly it is important that resources, including personnel, are organised in such a way to best deliver the school's educational aims. Part of the promoted post structure of schools should therefore hold clear responsibility for these areas of activity. Promoted posts related to whole-school or fixed term initiatives offer possibilities of flexible response for schools in this area together with significant career development opportunities for teachers.

4.3 Managing the Change

4.3.1 Schools will implement an evolutionary programme of changes to their promoted post structures. The aim is to have in place a modernised promoted post structure by August 2006 or as soon as possible thereafter. Some schools will, however, be able to achieve this much sooner than 2006, depending on their size or the age profile of their staff. Between confirmation of these arrangements and 30 June 2003 schools will develop firm proposals on revised management structures. It is expected that headteachers will consult all staff (including ancillary staff), School Boards, and the Education Authority on the overall appropriate promoted post structures.

How present assistant principal teachers and senior teachers will be assimilated into the new management structures is the subject of a separate but complementary process guided by the national circular issued by the Scottish Negotiating Committee for Teachers. Known as SNCT14.

4.3.2 Headteachers will develop management structures and phasing of implementation based on consideration of the following factors:

- The principles described at 4.1, applied at local level
- The operational requirements at 4.2
- The present arrangements
- Changes in the school roll, and therefore staffing entitlement, over the next 10 years
- The effects of any known plans for the general restructuring of educational provision
- The age profile and known career intentions of staff
- Any other relevant information.

As under current arrangements the plan for revision of the management structures will be subject to consultation with staff at school level. Individuals affected by changes will be consulted on a personal basis.

4.3.3 Phase 1 – “*A Teaching Profession for the 21st Century*” envisages the introduction of new promoted *post* structures from 01 August 2003. This will have immediate impact on this date in these areas:

- All assistant headteachers will be assimilated as depute headteachers and their salaries will be defined in accordance with the relevant sections of “*A Teaching Profession for the 21st Century*” and the job-sizing exercise.
- The posts of senior teacher and assistant principal teacher will be removed from the promoted post structure of schools. Current post-holders, unless affected by other parts of these proposals, will be automatically assimilated to scale point 3 on the Chartered Teacher scale for salary purposes.
- Schools will implement arrangements that address the service delivery issues arising from the removal of senior teacher and assistant principal teacher posts and the assimilation of assistant headteachers to the depute headteacher scales.

In schools with more than one depute headteacher, one post-holder will be designated as automatically deputising for the headteacher in his or her absence. This will usually be the member of staff holding the depute’s post as a permanent appointment prior to 30 June 2003. Other depute headteachers in a school will be expected to deputise for the headteacher in the absence of the headteacher or designated depute.

4.3.4 Phase 2 - Post holders at the current levels of principal teacher, assistant headteacher, depute headteacher and headteacher will continue with the duties associated with their substantive post as at 30 June 2003, unless separately negotiated on an individual basis as part of normal and routine arrangements.

Present promoted post holders who will undertake additional management duties as a result of changes to the overall management structure of the school may be job-sized. This phase will be undertaken before any other changes to the management structure are enacted and will be limited to duties assimilated as a direct consequence of the disappearance of senior teachers and assistant principal teachers.

All holders of temporary or acting appointments as senior teachers, assistant principal teachers and assistant headteachers at 30 June 2003 will be considered to have reverted to their substantive posts by that date.

4.3.5 Phase 3 - The position of principal teachers in the organisation of schools is recognised. It is not essential, however, for all subjects to have a PT, and for some small departments a faculty approach may be desirable. Within the finalised promoted post structure, principal teachers will generally be responsible for the management of a team of staff.

Secondary Schools

The use of a points system derived from the present Standard Circular 65 produces a rationalised system shown in table 1 below.

Table 1: Possible Allocation of Promoted Staff to Secondary Schools

Roll	Number of DHTs	Number of PTs
300-600	3	17
601-900	4	19
901-1200	5	21
1201+	6	23

It would be open to schools to alter the balance between promoted post levels. Thus the use of available depute headteacher points could be used to create additional principal teachers. Or, conversely, points saved from principal teacher posts could be used to create a new senior management post. It is open to schools to translate financial savings from rationalisation of management posts into additional maingrade appointments.

It is suggested that schools will wish to consider appointment of a minimum number of Principal Teachers of Pupil Support (or equivalent) according to Table 2:

Table 2: Suggested Number of Principal Teachers of Pupil Support

Roll	Number of PTs Pupil Support
300-600	3
601-900	4
901-1200	5
1201+	6

Within the flexibility afforded by these arrangements, it will be open to schools to create innovative posts. These might include areas of responsibility such as:

- Literacy and numeracy
- Enterprise and world of work
- Values and citizenship
- Health

Such tasks may be well-suited to staff presently employed as senior teachers or assistant principal teachers.

Primary Schools

The position of Principal Teachers in the organisation of primary schools is recognised with effect from 01 August 2003. It is not essential, however, for all schools to have a principal teacher.

Principal Teachers exist as a middle management appointment. In the primary school context they may exist to discharge:

Vertical functions – that is having responsibility for all aspects of provision for particular year stages or departments such as P1 to P3 or P4 to P7; or Horizontal functions – that is responsibility for particular aspects of provision such as language, mathematics, environmental studies or expressive arts for all year stages. Or, alternatively, they could be responsible for pupil support from P1 to P7, for example. In this latter case there would be a development of the roles of behaviour support, guidance and personal and social education.

With immediate effect senior staff below the level of headteacher will not be automatically replaced with post holders of the same grade. Instead, schools will be given the option to replace with one or more principal teachers to a level equivalent to existing management element costs. Such posts will be job sized.

As post-holders who are conserved on chartered teacher scales leave schools, it will be possible to consolidate the incremented element of their salary into promoted posts at either depute headteacher or principal teacher level.

Special Schools and Support Services

There are 4 special schools in East Ayrshire. Each serves a different pupil population and there are significant size differences between them. In practice this means that it is neither practical nor desirable to develop a single management model to cover them all. The principles described in section 4.1 and operational factors outlined in 4.3.2 will be used in combination with the arrangements for primary schools to develop structures individually for each special school.

A similar procedure will operate in respect of relevant support services such as the Network Team and Hearing Impairment Peripatetic Team. Separate agreements in respect of Quality Improvement Officers and Educational Psychologists are presently being negotiated at national level.

Nursery Schools

From the perspective of “A Teaching Profession for the 21st Century” the management of pre-school establishments is largely invested in the headteacher with promoted posts being held by staff who are on APT&C conditions of service. It is therefore not anticipated that the arrangements described in this paper will have a significant impact on East Ayrshire’s nursery schools beyond the effect of job-sizing on individual post-holders.

Learning Partnerships

The possibility exists to create posts of principal teacher pupil support at learning partnership level. In such cases the post could be supported either from the management structure of one partnership establishment, or by a pooling of managerial resources between schools. If the latter option was used the line management reporting, discipline and grievance arrangements would have to be absolutely clear before implementation.

4.3.6 Job-sizing

Promoted posts existing as part of the structures which will operate from 01 August 2003 will be subject to job-sizing. The toolkit for this process is presently being developed at national level. The job-sizing process and its outcomes will influence the way schools develop their management structures. Any financial implications will have to be considered carefully as will the impact on effectiveness of any emergent differences between post holders.

4.3.7 Once these stages are complete, headteachers will complete a schematic promoted post structure plan and this will be submitted to the Authority for approval by the Director of Educational and Social Services. Approval will depend on an evaluation of the structure based on the factors described in paragraphs 4.1 and 4.2 together with the context of 4.3.2.

4.3.8 Financial Testing

The introduction of the job sizing methodology has introduced a new dimension into the way posts are graded and therefore remunerated. Without external financial guarantees, the Authority is unable to underwrite financial risks that currently cannot be quantified. All changes to the promoted post structures of individual schools must therefore be tested financially before implementation. The criterion for testing is that the change cannot result in any increased expenditure beyond levels equivalent to the time of this agreement.

5. FACILITATION

5.1 Early retirement

The implementation of modernised management structures is unlikely to gain pace until the present promoted post holders leave the system. While this may be partially achieved through promotions to other schools, the most likely route will be retirement. Indications are that some schools will encounter substantial levels of retiral in the near future, this will not be universally the case. As conditions allow, the Authority will give consideration to early retirals from promoted post holders under existing arrangements and on the same basis as other applicants, with the exception of the conditions described in para 5.2 below.

5.2 Change fund

Should national funding be available to facilitate change under "*A Teaching Profession for the 21st Century*" then it may be possible to consider early retirements under specific arrangements. In this case applications for early retiral would be considered from promoted post-holders and would be judged against the availability of change fund resources, the need to deliver an efficient and effective service and the needs of the individual member of staff.

6. RECOMMENDATIONS

6.1 It is recommended that Members agree that:

- (i) the system for the development of management structures in schools should be implemented with effect from 01 August 2003 ;
- (ii) standard circulars should be amended to reflect the conditions in these proposals; and
- (iii) otherwise note the contents of this report.

John Mulgrew
Director of Educational and Social Services

GRS/GRS
11 May 2003

Members requiring further information should contact Graham Short, Head of Schools, (01563-576089).

LIST OF BACKGROUND PAPERS

1. A Teaching Profession for the 21st Century
2. The Schools (Scotland) Code, 1956
3. Statutory Instrument 75 dated 10 May 2003

Implementation Officer: Graham Short

Appendix 1

Pages 4-5 from "*A Teaching Profession for the 21st Century*"

Appendix 2

Annex B from *“A Teaching Profession for the 21st Century”*.

Appendix 3

Promoted Post Structure Plan

School:

1. Present Promoted Post Structure

Depute Headteacher	
Assistant Headteachers	
Principal Teachers, Subject	
Assistant Principal Teachers, Subject	
Principal Teachers, Guidance	
Assistant Principal Teachers, Guidance	
Principal Teachers Learning Support	
Senior Teachers	
TOTAL	

2. Future Promoted Post Structure

Depute Headteacher	
Principal Teachers, Subject	
Principal Teachers, Pupil Support	
Principal Teachers, Other	
TOTAL	

Please attach a wiring diagram summarising the promoted posts and line management arrangements.