



# LNCT CIRCULAR 6

## FUTURE OF GUIDANCE/PASTORAL CARE

### 1 Position Statement

This authority is committed fully to developing a robust and enhanced provision of pastoral care for all of Glasgow's children and young people. The recent Review of Guidance conducted by Glasgow City Council has highlighted the importance of a strong support structure for pupil – particularly in the area of guidance/pastoral care. A strong support structure is recognised as core to supporting effective teaching and learning.

There must be no diminution in the support available for children and young people through the implementation of *A Teaching Profession for the 21<sup>st</sup> Century*. Indeed the authority is seeking to enhance the provision of support for pupils as defined in Annex B of the Agreement. The Agreement, in Annex B, clearly lays out responsibilities of all teachers. These include:

- Promoting and safeguarding the health, welfare and safety of pupils
- Working in partnership with parents, support staff and other professionals
- Providing advice and guidance to pupils on issues related to their education
- Contributing towards good order and the wider needs of the school.

This formalises pastoral responsibilities of all teacher and makes it clear that pastoral care is a process in which every teacher is involved and has responsibilities. The Education Authority now confirms that pastoral support services offered to individual students falls within the range of duties appropriate to classroom/chartered teachers.

The authority is now pursuing full implementation of Annex B of the Agreement through the Local Negotiating Committee for Teachers (LNCT).

### 2 Definition of Pastoral care

The review of guidance has revised the definition of pastoral care. Pastoral care is an holistic approach by which the school attempts to meet the personal, social, emotional and intellectual needs of every pupil, in order that each might participate fully and gain maximum benefit from everything the school has to offer.

The review proposed that pastoral care should be defined in terms of an entitlement for every pupil in five key areas: personal guidance, curricular guidance, vocational guidance, a programme of personal and social education and development of a positive school ethos.

### **3 Development of an Authority wide approach to the future of Guidance**

The following elements are identified as key components in Glasgow City Council's approach to developing policies and structures for the future of guidance.

- The creation of a pupil support team in each secondary school which will comprise a team of expert principal teachers, including current guidance and support for learning principal teachers, and other support staff;
- The replacement of the term "guidance" by the more holistic term of "pastoral care" and a definition of pastoral care in terms of pupil entitlements;
- Implementation of responsibilities of all staff in relation to pastoral care (as outlined in Annex B of *A Teaching Profession for the 21<sup>st</sup> Century* and the requirement now included within the Standard for Full Registration for teachers). A copy of a paper outlining pastoral care duties is attached as Annex 1;
- A role for teachers who have, or wish to develop, skills and expertise in guidance/pastoral care and who wish to maintain an enhanced involvement in the provision of pastoral care, thus improving the level of support for pupils in secondary schools in Glasgow. Enhanced activities would not include any defined management tasks that would be retained by principal teachers. Activities such as mentoring, additional support at option choice times, pupil based activities and specialised areas where training has already been accessed, for example in bereavement counselling or race equality matters.
- First level pastoral care will be delivered primarily through a student tutor/first line guidance system in which every teacher can have a pastoral responsibility for an identified group of students, as outlined in Annex 1;
- Staff development support for all teachers to assist them to develop their pastoral care responsibilities, including a mandatory module on Pastoral Care within the Authority's Probationer Programme;
- The development of a common framework for the provision of guidance/pupil support with an element of flexibility for implementation at school level. For example some schools may wish to move towards a more focused guidance model recommended in the Review of Guidance in Glasgow.
- The provision of enhanced clerical support;
- An immediate review of the management requirements of pupil support/pastoral care/guidance in every secondary school during the period February-March 2003 with the possibility of implementing new management structures in pupil support/guidance at an early stage.

#### **4 Implementing New Management Structures**

In reviewing the management structure schools should determine the future management provision for pupil support. This should include giving consideration to a move towards the more focused guidance model as a means of accommodating the full caseload and management duties currently the responsibility of the team of principal teachers and assistant principal (and senior) teachers.

*Where a secondary school identifies a need for an increase in the number of principal teachers the authority will authorise its implementation provided that the school can identify any required additional resource within the overall budget of the school. This will be a time-limited enhancement of the management resource. The management plan should therefore demonstrate how the future management structure will be resourced from within the current management resources and any interim enhancement of the management budget returned to the main school budget.*

*New principal teacher (pastoral care) posts will, in the first instance, be ring fenced to existing assistant principal and senior teachers (guidance) on an individual school basis. Standard personnel procedures will apply to all appointments ie the provision of job description and person specification, application and interview.*

The approach proposed is dependent upon the suspension of that part of the School Board legislation which requires the national advertising of posts of principal teacher, and the interim relaxation of management circular 65 (Management Posts in Secondary Schools).

#### **5 The Future of Assistant Principal Teachers and Senior Teachers**

The posts of senior teacher and assistant principal teacher will cease to exist in August 2003. The position of these staff is set out in SNCT (Scottish Negotiating Committee for Teachers) Circular 14, which offers postholders the option of assuming the role of teacher and being eligible for further progression on the Chartered Teacher scale, or becoming substantive principal teachers subject to an assessment of the level of need for new posts by the education authority and the application of appropriate appointment procedures.

For the sake of clarity there is no facility whereby an assistant principal teacher or senior teacher could simply choose to become a principal teacher.

This authority is of the view that simplification of management structures will make a significant contribution to establishing professional autonomy for teachers. As indicated above there is a requirement for secondary schools to review their management structures during the course of this school session so that new structures might be implemented from August 2003 subject to the availability of resources. It is quite possible in this review there will be a greater emphasis on pupil support. This may well provide new opportunities for assistant principal teachers and senior teachers who have gained expertise and experience in guidance to be considered for new substantive principal teacher posts. In the event that new posts of principal teacher (pastoral care) are created, suspension of the School Boards Act will enable individual schools to ring fence new principal teacher posts in the first instance to existing assistant principal teachers or senior teachers at an individual school level.

In taking forward SNCT 14, and the implications this has for maintaining support for pupils in schools, the authority is pursuing an approach in which there are three strands.

The first relates to the application of Annex B of the Agreement where pastoral care is seen as a responsibility of all members of staff. Schools can introduce from August 2003 a student tutor or mentor system (if this is not already in place) in which teachers have a first level pastoral responsibility for an identified group of pupils.

Secondly, it is the case that assistant principal teachers undertake management duties which in future will fall to principal teachers. There is however no reason why staff already trained and experienced in guidance work should not continue to undertake enhanced pastoral care work after August 2003 where no management tasks are expected. Such staff can provide an important interface between the specialist pupil support provision and the first level pastoral care provided by the groups of student tutors. Time currently required for management tasks undertaken by assistant principal teachers would transfer to existing or new principal teachers.

Where an assistant principal teacher or senior teacher wishes to focus entirely on teaching and learning and pastoral care responsibilities which are carried out by all members of staff, the time currently allocated for guidance duties will become available to school management to allocate to existing principal teachers for any management duties.

In the third strand the authority, as part of its leadership and management development programme will introduce new opportunities for staff to engage in project leadership. Project leadership is seen as the first, and essential, component of the authority's management development programme, which provides the parallel route to the chartered teacher programme for those teachers wishing to pursue a management pathway in education. Senior teachers and assistant principal teachers, together with other unpromoted staff, have the option (subject to the outcome of professional review and the development needs of the school) of taking up Project Leadership activities which would involve them on a professional management development route in preparation for applying for new Principal Teacher posts in due course. In session 2003/04 priority may be given to current assistant principal and senior teachers who wish to consider school management as an appropriate career path to participate in the programme.

**In summary, the principles which underpin the delivery of future pastoral care are as follows:**

1. Annex B of *A Teaching Profession for the 21<sup>st</sup> Century* provides a definition of teachers' duties and management duties.
2. Within the context of Annex B and an agreed perspective on enhanced professionalism, it will be possible for teachers to take on some non-management duties previously carried out by assistant principal and senior teachers providing appropriate time is made available.
3. Managing the caseload of individual pupils is strictly a management task for principal teachers and there should be no transfer of such tasks or other

specific management task to teachers conserved on point 3 of the chartered teacher scale.

4. Management duties will either transfer, with appropriate time allocation, to existing or newly created posts. Any new posts will, in the first instance, be ring fenced to previous assistant principal or senior teachers within the individual school
5. To facilitate consideration of options with regard to management structures, management resources to schools will be maintained at the current levels in accordance with school roll. It is recognised that in moving towards a preferred management structure, schools may require to establish interim stages to reflect available resources
6. The project leadership programme will enable unpromoted staff (including assistant principal and senior teachers) to undertake management tasks within the context of continuing professional development.

**This provides a framework within which schools should develop their specific plans subject to the normal process of consultation.**



## ANNEX 1

### Implementing *A Teaching Profession for the 21<sup>st</sup> Century*

Education Services

# PASTORAL CARE IN GLASGOW SCHOOLS

## The Context

The agreement – *A Teaching Profession for the 21<sup>st</sup> Century* - formalises the duties of every teacher and has provided a focus for re-examining how Pastoral Care is delivered in Glasgow schools.

The duties of every teacher as listed in Annex B of this agreement include:

- promoting and safeguarding the health, welfare and safety of students
- working in partnership with parents, support staff and other professionals
- providing advice and guidance to students on issues related to their education
- contributing towards good order and the wider needs of the school

All staff already carry out these duties – both formally and informally – in the city's schools. The Council intends to incorporate these duties into a more structured approach for the provision of Pastoral Care for all pupils in all its schools, which will deliver the *Standard for Pastoral Care* as recommended in the review of guidance conducted within the city (and outlined in the *Interface* document on Pastoral Care).

In the secondary sector, a role for teachers as "Student Tutors" is seen as a key feature of the Council's model for delivering Pastoral Care in the City's schools essential to enhancing the level of pupil support from August 2003.

Many schools already have Register/Tutor group support systems in place for pupils and it is anticipated that Student Tutors will fulfil a similar role.

However, with the expected increase in support staff and new functions of ICT now becoming available to schools, the role of Register/Tutor teachers must be flexible enough to cope with these enhancements to the service. Indeed, the traditional role of the Register/Tutor Group teacher is already changing with, for example, the introduction of the swipe card system for school meals and the Click n Go attendance system that have reduced administrative tasks for teachers.

Such additional support for teachers should enable them to spend less time on non-teaching tasks and more on the duties outlined in Annex B of the agreement, *A Teaching Profession for the 21<sup>st</sup> Century*.

## Objectives of Pastoral Care

The *Standard for Pastoral Care* (as defined in *A Model for Pastoral Care in Glasgow*) identifies five objectives for Pastoral Care in Glasgow schools;

1. providing **personal support** appropriate to the needs of every student
2. providing support on the **school curriculum**, specific to the needs of every student
3. providing **vocational support** to assist every student to make the transition from school to adult life
4. providing a programme of **personal and social education** appropriate to the needs of all students
5. contributing to the development of a **positive school ethos** which seeks to promote the self-esteem of every member of the school community.

These objectives can be teased out into more specific objectives;

1. Personal Support	2. Curricular Support	3. Vocational Support	4. Personal & Social Education	5. Development of a positive school ethos
Attendance, late-coming, health and other personal welfare matters.	Curriculum, learning and teaching, progress, reporting, attainment.	Careers education, vocational courses, education/industry activities, Further and Higher Education links.	PSE.	School aims, values, rules and ethos. Behaviour management, recognition of achievement, anti-bullying, equal rights, citizenship, safety and security.

## Responsibilities of Student Tutors

It is the expectation of the authority that every Student Tutor will have a first level responsibility for an identified group of pupils. An appropriate amount of time will be timetabled for contact with pupils in these groups. Support and leadership will be provided by Principal Teachers to enable the Student Tutors to undertake their first level duties.

Student Tutors will

- provide a daily contact and support for pupils in their groups and take an active interest in each individual pupil in the group

- provide first level of communication for pupils, parents or for staff as appropriate.
- promote school aims, values, rules and ethos.
- alert PTs to pupils who require additional support as appropriate.
- Be involved in/deliver PSE in accordance with school policy subject to paragraph 4 in Annex 1. In some schools a “full time” guidance or pupil support team has, or may be developed and this team would have the responsibility for delivering the PSE programme.

## Summary of tasks of Student Tutors

The following table provides illustrative lists of a range of tasks that Student Tutors may be involved in over a session. This is **not** a list of duties that have to be completed every week or month. Some of the tasks may only occur once in a session.

It must be emphasised that the tasks are to be carried out at a first level. To give a sense of what is meant by first level involvement, some illustrative examples are included. It is not intended to be an exhaustive catalogue.

Student tutors will be expected to alert Principal Teachers to issues that require further appropriate action to be taken.



<b>Objective</b>	<b>Specific objective</b>	<b>Range of Tasks</b>	<b>Illustrative examples of possible levels of involvement in tasks</b>
<b>1. Personal Support</b>	<b>Attendance and late-coming</b>	<ul style="list-style-type: none"> <li>Take an active interest in and monitor the attendance and punctuality of pupils and offer them support.</li> <li>Promote improvement in attendance and punctuality.</li> <li>Refer appropriate cases to PT</li> </ul>	<ul style="list-style-type: none"> <li>Collect and monitor absence notes from parents/carers.</li> <li>Contact parents/carers eg using a note in homework diary/planner.</li> <li>Alert PT when attendance or punctuality causes concern.</li> </ul>
	<b>Health</b>	<ul style="list-style-type: none"> <li>Take an active interest in the health and well - being of pupils and offer them support.</li> <li>Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with support staff and PT so that health records can be kept up to date.</li> <li>Alert PT when an apparent health issue causes concern.</li> </ul>
	<b>Personal welfare</b>	<ul style="list-style-type: none"> <li>Take an active interest in the personal welfare of pupils and offer them support.</li> <li>Be aware of their duties and responsibilities regarding child protection issues.</li> <li>Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of any change in the general well-being of pupils and alert PT.</li> </ul>
<b>2. Curriculum</b>	<b>Curriculum and Timetable</b>	<ul style="list-style-type: none"> <li>Take an active interest in the curriculum and timetables of pupils and offer them support.</li> <li>Refer appropriate cases to PT</li> </ul>	<ul style="list-style-type: none"> <li>Highlight issues relating to curriculum and timetable eg when a change in a subject rota is to take place, room displacements during examinations, forthcoming option choice programme. Dealing with lost timetables, how to find classrooms, new teachers</li> </ul>
	<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>Take an active interest in the teaching and learning of pupils and offer them support.</li> <li>Encourage pupils to raise standards or maintain high standards</li> <li>Advise pupils on assessment and examinations</li> <li>Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>Checking homework diaries/school planners to see if there are any issues arising with homework. Inquiring "how things are going".</li> <li>Asking pupils how they are progressing eg how did your Level E test go?, when is your assignment in Geography due?</li> <li>Advise on basic study skills, pupil queries about exam arrangements etc. Encourage exam preparation.</li> </ul>

<b>3. Vocational support.</b>	<b>Careers education</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the careers education of pupils and offer them support where appropriate.</li> <li>• Refer appropriate cases to PT</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware when careers interviews or careers exhibitions are taking place and encourage pupils to attend.</li> <li>• Be prepared to answer pupil questions on careers as class teachers have always done.</li> </ul>
	<b>Education Industry Activities</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the EIL activities in which their pupils are involved and offer them support.</li> <li>• Encourage pupils to take part in EIL activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of when Work Experience placements are scheduled and express an interest in pupils' placements.</li> </ul>
	<b>Vocational activities</b>	<ul style="list-style-type: none"> <li>• Take an active interest in pupils' vocational activities.</li> <li>• Encourage pupils to take part in vocational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage pupils to take part in University or College open days.</li> </ul>
<b>4. Personal and social education.</b>		<ul style="list-style-type: none"> <li>• Involvement in/delivery of PSE in accordance with school policy. Volunteerism would be the approach adopted, subject to the exigencies of the timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage good citizenship eg good habits, self discipline, respect for others, work ethic, responsibility, reliability, honesty, attitudes etc</li> <li>• Encourage pupils to use their homework diaries/planners and monitor the use of the diaries/planners.</li> <li>• Contact with parents/carers eg using homework diary/planner.</li> <li>• Encourage pupils to follow the school dress code.</li> <li>• Encourage pupils to follow the school behaviour code.</li> <li>• Promote communication with parents/carers by issuing school newsletters, information about parents' meetings etc.</li> <li>• Read out school bulletins/newsletters and support school in matters that require teacher support.</li> <li>• Encourage pupils to take part in school initiatives eg charity efforts, extra curricular events etc</li> <li>• Inform PT of outstanding achievements.</li> </ul>
<b>5. Development of a positive school ethos.</b>	<b>General</b>	<ul style="list-style-type: none"> <li>• Promote the development of a positive school ethos.</li> </ul>	
	<b>Behaviour management</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the behaviour of pupils, encourage good behaviour and offer them support.</li> <li>• Encourage pupils to increase achievements or maintain high levels.</li> <li>• Refer appropriate cases to PT</li> </ul>	
	<b>Recognition of achievement</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the achievements of pupils and. encourage them to increase achievements or maintain high levels.</li> </ul>	
	<b>Safety and security - anti-bullying, etc.</b>	<ul style="list-style-type: none"> <li>• Take an active interest in pupils' safety and security and offer them support when appropriate.</li> <li>• Participate in arrangements for pupils' safety and security.</li> <li>• Promote and encourage pupil awareness of personal and whole-school safety and security.</li> <li>• Refer appropriate cases to PT.</li> </ul>	