**LNCT**

Aberdeenshire Local Negotiating Committee for Teachers

Date: Aug. 2021

**LNCT/21/36**

**Primary Management Options**

This agreement has been subject to review in 2021 by the LNCT Joint Secretaries and HR as part of a review of current Aberdeenshire LNCT Agreements.

**LNCT Joint Secretaries**

Margaret Mackay (Education & Children’s Services) Margaret.MacKay@aberdeenshire.gov.uk

David Smith (LNCT Teachers’ Panel)

David.A.Smith@aberdeenshire.gov.uk aberdeenshire@eis.org.uk

**REPORT TO EDUCATION & CHILDREN’S SERVICES COMMITTEE – 19 MARCH 2020**

**PRIMARY SCHOOL MANAGEMENT OPTIONS**

1. **Reason for Report/Summary**
	1. Consideration has been given to reviewing the management structures within Primary Schools and this report outlines the approach to shared Head Teacher arrangements moving from the focus on being a failure to recruit to an opportunity to share.
2. **Recommendations**
	1. **The Committee is recommended to:**
		1. **Acknowledge the change in approach to the recruitment of Head Teacher vacancies which will be implemented by the Director of Education and Children’s Services, in accordance with his delegated authority; and**
		2. **Acknowledge that the Service will be holding workshops with area committees to discuss how the approach will work at the local levels.**
3. **Purpose and Decision-Making Route**
	1. At its meeting on 11 October 2018, the Education & Children’s Services Committee considered a report on Primary School Management Options and noted that an officer working group was progressing work on options.
	2. This report updates on the work undertaken and outlines the new approach that will be taken when a Head Teacher vacancy arises.
4. **Discussion**
	1. As outlined in the report to Education & Children’s Services Committee on 11 October 2018, currently both class teaching staff and management staff time are allocated to primary schools by way of a formula and the number of promoted posts is determined by the school roll.
	2. Generally, there is one Head Teacher post for each school. However, there is a local agreement in place with trade unions on the use of shared Head Teachers and there are several existing shared Head Teacher arrangements in place across Aberdeenshire.
	3. Following the October 2018 report, the officer working group continued to meet and started to look in more detail at the possibilities for sharing Head Teacher posts across more than one school.
	4. Consideration was given to the need for strong leadership within primary schools to achieve positive outcomes for all learners.
	5. The GTCS Standards for Leadership and Management outline that:

“Head Teachers, working with others, establish, sustain, and enhance a culture of learning and a positive ethos in collaboration with the whole school community to ensure that every learner achieves his/her potential. Head Teachers are accountable for ensuring that the context and culture are set for others to lead effectively and that there is a clear and agreed focus on self-evaluation and improvement.

Head Teachers and other educational leaders contribute to leadership for improvement at system level (authority and national level). This includes the ability to offer significant support to peers and other educational establishments or make significant contributions to policy development across cluster, local authority, or national education systems”.

* 1. There are many small schools in Aberdeenshire with a teaching Head Teacher who is delivering the leadership role whilst also planning and delivering lessons. This means that these Head Teachers are doing two roles simultaneously, which can be challenging.
	2. The working group has reported regularly to the Education & Children’s Services Leadership Team.
	3. In October 2019, the Education & Children’s Services Leadership Team considered the options for a different approach. Following consultation with the Leadership Team, the Direction of Education & Children’s Services decided to use his delegated authority to progress the option of considering the sharing of one Head Teacher across two schools as Head Teacher vacancies arise. This is the only viable option due to the resource requirements for other change projects ongoing within the Service.
	4. This option would mean that when a Head Teacher vacancy arises through retirement or movement, the vacancy will be reviewed to see whether there is an option to share a Head Teacher between two schools.
	5. The school with the vacancy will be grouped with another school where an existing Head Teacher is in post. The existing Head Teacher will become a non-teaching head of both schools. Additional teaching resource will be required to fill the previous Head Teacher and existing Head Teacher teaching element. Each grouping of schools will also have Principal Teacher allocation (0.8 FTE class committed/0.2 management and development tasks). The Principal Teacher role will support the Head Teacher across the grouping of schools, as agreed locally. The Principal Teacher will support curriculum development and pupil support at individual schools and across a group of schools and will be a point of contact for parents and other stakeholders at school sites in the absence of the Head Teacher.
	6. There is no cost reduction expected in this option and where school grouping is already in operation, costs have been known to be slightly greater than two schools with a teaching Head Teacher in each. Any additional cost for individual arrangements will be contained within the overall budget for primary schools.
	7. Since October 2019, work has progressed in two areas.
	8. Firstly, the existing Local Negotiation Committee for Teachers (LNCT) Agreement on Cluster Primary School Management is being reviewed. The existing Agreement has been in place since 2012 and places some restrictions on progressing with shared Head Teacher arrangements, including a requirement to advertise a Head Teacher vacancy on at least three occasions before considering sharing a Head Teacher, and that shared Head Teacher arrangements will only be put in place for vacancies in schools with a class committed Head Teacher (i.e. for schools with a P1-7 roll of 96 or less). The agreement will be updated to reflect the current requirements of shared Head Teacher arrangements and move the focus from failure to recruit to opportunity to share.
	9. Secondly, a process is being developed for consideration of Head Teacher vacancies for sharing. The process will involve a panel consisting of the local Quality Improvement Manager (QIM)/Quality Improvement Officer (QIO), the Joint Secretaries of LNCT, the QIM Learning Estates, and Human Resources considering the sharing options for the vacancy. In considering the opportunity to share Head Teacher arrangements, the following principles will be applied:
* All Head Teachers are non-teaching
* A Head Teacher may manage two schools
* In grouping schools, there will be a balance of geography and roll, with a minimisation of geographical spread of schools under one Head Teacher
* For every class there will be a non-class contact time (NCCT) allocation for the class teacher
* There will continue to be flexibility in how classes are configured within each school
* Curriculum development will be across the grouping of schools
* The Head Teacher will retain overall management and leadership across the schools in the grouping
* Site management will be agreed locally depending on requirements, including consideration of base for Head Teacher
* Depute Head Teachers will be resourced where the roll is greater than 221 per grouping
* There will be opportunities for budgets and other resources to be pooled across the grouping
	1. Education & Children’s Services recognises the value that outcome-focused leadership brings to delivering the National Improvement Framework priorities and will continue to pursue the recruitment and retention of high-quality school leaders. The move to considering vacancies as they arise and considering a shared Head Teacher arrangement, rather than only considering once the post has not been filled, will also ensure the continuation of high-quality school leadership.
1. **Council Priorities, Implications and Risk**
	1. This report helps deliver Council Priority 3 – Providing the best life chances for all our children and young people by raising levels of attainment and achievement. The report helps deliver Council Priority 10 – Having the right people, in the right place, doing the right thing, at the right time. More details on all of the Council’s 11 Priorities is available on the Aberdeenshire Council website ([Council and democracy](https://www.aberdeenshire.gov.uk/council-and-democracy/council-plan/strategic-priorities/)).
	2. The table below shows whether risks and implications apply if the recommendations are agreed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Yes** | **No** | **N/A** |
| Financial |  | X |  |
| Staffing | X |  |  |
| Equalities |  |  | X |
| Fairer Scotland Duty |  |  | X |
| Town Centre First |  |  | X |
| Sustainability |  |  | X |
| Children and Young People’s Rights and Wellbeing |  | X |  |

* 1. An equality impact assessment is not required because this report is to update the Committee on changes to management arrangements and does not have a differential impact on any of the protected characteristics.
	2. The staffing implications are outlined in the report. As outlined in the report, the costs of any change will be contained within the overall primary education budget.
	3. The following risks have been identified as relevant to this matter on a Corporate Level (Corporate Risk Register):
* ACORP003 Workforce

The following risks have been identified as relevant to this matter on a Strategic Level (Directorate Risk Register):

* ECSR002 Developing Excellence and Equality
1. **Scheme of Governance**
	1. The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report. They are satisfied that the report complies with the [Scheme of Governance](https://www.aberdeenshire.gov.uk/council-and-democracy/scheme-of-governance/) and relevant legislation.
	2. The Committee is able to consider this item in terms of Sections E.1.1.b and E.3.4 of the [List of Committee Powers in Part 2A of the Scheme of Governance](http://publications.aberdeenshire.gov.uk/dataset/c8044f6f-e327-499f-bbc7-94ae9d699559/resource/3fefc873-8471-4953-938c-63e125789d98/download/list-of-officers-powers.pdf), as it is an education matter and the Committee is overseeing the function of the Council under the Education (Scotland) Acts.
	3. The Director of Education & Children’s Services is able to authorise the changes to the agreements with the LNCT and the relevant procedures in terms of Section A.14 of the [List of Officer Powers in Part 2B of the Scheme of Governance](http://publications.aberdeenshire.gov.uk/dataset/c8044f6f-e327-499f-bbc7-94ae9d699559/resource/3fefc873-8471-4953-938c-63e125789d98/download/list-of-officers-powers.pdf) as it relates to the management of the administrative and operational requirements of the functions, duties, and powers of the Education Service.

**Laurence Findlay**

**Director of Education & Children’s Services**

Report prepared by Gillian Milne, Workforce Planning & Staffing Manager

Date 5 March 2020