

PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT

Framework for Pupil Support in Secondary Schools

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 12 February 2008. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

John Fyffe, Executive Director (Education & Children's Services), on behalf of
Perth and Kinross Council:

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Douglas Stewart (EIS), on behalf of Teachers' Trade Unions:

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PERTH AND KINROSS COUNCIL

LIFELONG LEARNING COMMITTEE – MARCH 2008

FRAMEWORK FOR PUPIL SUPPORT IN SECONDARY SCHOOLS

REPORT BY THE EXECUTIVE DIRECTOR (EDUCATION AND CHILDREN'S SERVICES)

ABSTRACT

The purpose of this paper is to propose a "Framework for Pupil Support" in the Secondary sector of Perth and Kinross schools that is responsive to the need for a coherent support for pupils approach and which brings together the functions of Guidance, Support for Learning (including what has previously been known as SEN) and Behaviour Support. The paper aims to further develop the proposals identified in the Lifelong Learning Committee Report (22/2/06) "Strengthening School Leadership for Learning" with particular reference to paragraphs 4.3, 4.5 and 4.8.

1 RECOMMENDATIONS

It is recommended that the Committee:

- (i) agrees the proposals to adopt a Framework for Pupil Support in Secondary Schools
- (ii) requires the Executive Director of Education and Children's Services to report on progress made in implementing the Framework by December 2008.

2 BACKGROUND

- 2.1 *"Schools have a duty to secure the development of a child or young person's personality, talents and mental and physical abilities..... to their fullest potential."*(Standards in Scotland's Schools Act etc 2000)
- 2.2 Inclusion is about ensuring how we meet the needs of all children and young people. All schools in Perth and Kinross have developed approaches and flexible practices in support of Inclusion and to ensure that all legislative duties are effectively implemented.
- 2.3 Our aspiration for all children and young people is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and work. By providing structure, support and direction young people should be able to develop these four capacities.
- 2.4 In delivering a service for all children and young people that will develop the "4 capacities", schools are aware that individuals often face significant barriers. Barriers to

learning include family circumstances, health issues, social and emotional factors and the learning environment. It is therefore essential that schools in Perth and Kinross are able to support individuals to deal effectively with such barriers, and that is why there is a need for a clear and systematic framework for delivering support for pupils.

2.5 Key Principles : In all Secondary schools, children , parents and carers can expect to find a range of support strategies to meet their personal, social and learning needs which reflect the following principles :

Learning for Life: To enhance learning for life, effective Support for Pupils:
Makes opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support throughout life

Provides access to information to help children and young people make informed decisions and choices

Makes opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society

Review of Individual Progress: To enable review of individual progress, effective Support for Pupils

Provides regular review of progress in learning, and personal and social development

Helps with transitions between stages in education and between different providers of education and personal development opportunities

Helps to plan for the future

Access to Support: To ensure all children and young people, and their parents, feel confident that the school will support them, effective Support for Pupils

Provides access to staff by children and parents who want support

Respects confidentiality

Ensures time and space to seek help

Co-ordinates support between agencies and schools, wherever learning takes place

3 PROPOSALS

3.1 It is proposed to establish a Perth and Kinross Framework for Pupil Support in Secondary Schools with the following characteristics :

- i) The commitment to a Framework for Pupil Support that is based on an understanding that there will be both universal provision (with responsibilities for all staff) and targeted intervention (with responsibilities allocated to more specialised staff support and input from other agencies or partners), see Appendix 1 -5.
- ii) As part of the school improvement process, Secondary schools will evaluate the provision of Support for Pupils using the Key Principles of this report. Schools will

report to the relevant Service Manager, School Improvement, by April 2008. Such Reports will confirm the main strengths and weaknesses of existing provision and will include a plan for improvement and for implementing the relevant recommendations in this report .

- iii) All Secondary Schools and “All Through” Schools will establish a Support for Pupils Faculty involving the following staff :
- Senior Managers (DHT)
 - PTs (Support – e.g. Guidance and Learning Support)
 - Teachers with specific support responsibilities (see Appendix 1)
 - Community Link Workers and Support Assistants
 - Admin and clerical
- iv) A requirement for all teaching staff to have responsibilities in providing universal support for pupils (see Appendix 1 and 5). Such duties will include:
- undertaking registration duties, monitoring attendance, late coming, dress code and behaviour in line with school procedures
 - issuing correspondence and providing information
 - gathering and passing on useful pupil information, for example about medical conditions, pupil achievements
 - responding to and / or referring concerns, for example about learning difficulties, serious misbehaviour, relationships, child protection issues.
 - reviewing and checking pupil planners
 - contributing to tracking pupil progress
 - assisting pupils in reviewing progress and contributing to the preparation of pupil progress reports
 - meeting with parents
 - assisting with aspects of transition arrangements e.g. primary /secondary transfer
 - inducting new pupils who join form class/school
- v) The overall allocation of central staffing for a Support for Pupils faculty will take account of individual school circumstances, including the need for universal support and targeted interventions. Final decisions will be taken by the Head of Education Services after consultation with the Head Teacher and relevant Service Managers (School Improvement, Support for Young People, Staffing).
- vi) Allocations of additional central support staff will take account of the findings of the annual Additional Support Needs audit together with individual school circumstances.
- vii) Head Teachers may be able to use Devolved School Management funding opportunities to enhance the agreed level of staffing provision (see above). It will be a matter for the Head Teacher to decide on how such staffing allocation will be distributed, after consulting with the Depute Head Teacher (Support) and the relevant Service Manager. Head Teachers will consider the option of using Support Assistants (Learning, Behaviour and Guidance) to complement the work being undertaken by faculty Teaching staff.
- viii) With regard to the Guidance function within the faculty of Support for Pupils (see appendix 6), it is confirmed that a “caseload ratio” of 1:200 will be deemed appropriate as a baseline for staff time allocation, as per Appendix 7. It is a matter for the Head Teacher to manage capacity towards this minimum level of staffing within

the overall teaching / promoted post compliment. During the transition stages of this change, the Council will work towards a staffing formula for permanent promoted posts of Guidance in terms of 1:400. This will be further considered as part of the Council's overall review of the implementation of "A Teaching Profession for the 21st Century". Head Teachers will continue to consider the use of Support Assistants to enhance capacity and to undertake duties in support of Teaching staff responsibilities.

- ix) In a number of schools, temporary arrangements have been made to retain acting Principal Teachers of Guidance during the period of review (see appendix 7). Posts of acting PT (2) Guidance will be deleted from June 2008 and Head Teachers will manage the change process through the use of Teacher (Support) arrangements. This process will also be necessary in respect of replacing substantive PT (2) Guidance posts (previously Assistant Principal Teachers) as they evolve out of the system. The existing PT(2) posts will be retained until the present post holder moves out of that position. This situation is an outcome arising from previously agreed management restructuring decisions. The existence of substantive PT (1) posts will be unaffected by the proposals and will be retained. Such posts may require to be further job sized as a consequence of the proposed change. Formal briefing sessions will be held by central staff managers to inform all teaching staff who will be directly affected by the changes arising from this report's recommendations.
- x) In order to assist the process of change, the council will arrange appropriate training over the first three years of implementing the Framework, for teachers who may wish to undertake Teacher (Support) duties and responsibilities. Such staff may be identified through the process of Employee Review and Development (Career Development discussion) and Head Teachers, after consulting with the Depute Head Teacher (Support), will arrange to interview suitable candidates before supporting any requests for this training. Negotiations are already well advanced with Training providers and relevant staff development opportunities should begin in August 2008. Head Teachers will be required to identify and confirm appropriate staff to the Service Manager, Support for Staff, by May 2008.

4 CONSULTATION

The Executive Director (Corporate Services), the Council Secretary and Head of Legal Services, the JNC(T), Guidance teachers, Secondary Head Teachers and relevant school senior management teams and Support for Pupils staff, have been consulted in the preparation of this report.

5 RESOURCE IMPLICATIONS

- 5.1 There are no additional resource requirements as all posts will be accounted for within existing finance. Training costs will be provided from central training budgets.

6 COUNCIL PRIORITIES AND PRINCIPLES

- 6.1 This report takes forward the Service's Statement of Intent and links to the Service Objective:

To raise standards of Performance and Achievement

- 6.2 The recommendations within this report support the delivery of the following corporate priorities and/or corporate principles:

Priorities

- **Education and Lifelong Learning:** providing high quality learning opportunities for all age groups and with all communities in Perth and Kinross.

Principles

- **Accountability and Transparency:** ensuring that we are accountable and transparent to the community, the Community Planning Partners and the Scottish Executive in our decision-making, planning and delivery of services.
- **Communication:** ensuring that we communicate effectively with our employees, our Community Planning Partners and the community.
- **Workplace Relations:** striving to maintain positive workforce relations and ensure that we develop and appropriately deploy, the skills, knowledge and ability of all our employees.

7 CONCLUSION

Moving towards a consistent approach to Secondary school Support for Pupils will ensure improved continuity and progression in curriculum planning , personal support and school improvement processes.

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Date of Report 5th September 2007
Note: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

Appendices:

Appendix No 1 The Role of Teaching Staff
Appendix No 2 The Role of Principal Teachers (Support)
Appendix No 3 The Role of Senior Managers
Appendix No 4 The Role of Education and Children's Services
Appendix No 5 Framework for Pupil Support in Secondary Schools
Appendix No 6 The Guidance Function in Secondary Schools
Appendix No 7 Guidance Posts in Secondary schools in Perth and Kinross September 2007

The Role of Teaching Staff

Teachers should:

- build positive relationships with individual children and young people and understand the importance of this in their lives
- encourage and support pupils to take responsibility for their own learning and progress and plan their own next steps in learning
- be an open and accessible source of information and support, provided confidentially, and ensure children and young people know they are willing to listen
- be able to identify needs and concerns regarding children's and young people's welfare and personal development, as well as their academic progress
- understand the role of specialist staff in schools and other agencies and have the ability to support children and young people to seek or accept their help
- be ready to involve specialist staff in schools in supporting children and young people, support children and young people to approach specialist staff and refer to them appropriately
- be able to communicate effectively with parents and other professionals, with and on behalf of the child or young person, sharing information on progress as well as problem solving
- be accountable for the identification of children's and young people's needs, and subsequent responses and actions, in partnership with others in the school community and other services as required.

Head Teachers, with advice from the Depute Head Teacher (Support) will also identify specific responsibilities and duties for Teachers (Support) relating to the Key Principles - Learning for Life, Review of Individual Progress and Access to Support . An example of a Teacher (Support) job description is shown below.

Teacher Support

1 Attendance

To raise concerns arising out of attendance monitoring with colleagues in the guidance team so that effective intervention may take place.

2 Case Load

- To provide appropriate support for all pupils on the case load and to keep a simple record of interventions and pupil progress.
- To respond effectively to self-referrals by pupils and to keep a simple record of interventions.
- To prepare reports and references as required.
- To attend case conferences and review meetings as required.

3 Curriculum and Careers Counselling

Within the time allocated for Guidance responsibilities, to contribute to the regular planned programme of interviews with pupils in accordance with the established calendar e.g.

S1	September
S2	February
S3	November
S4	February/March
S5	August and February/March
S6	August and November

4 Individual Responsibilities

- Assist Principal Teacher (PT) to deliver and evaluate the social education programme.
- To monitor the whole school policy on bullying and to provide progress updates and advice to the Support for Pupils faculty management team.
- To assist with the primary 7 induction programme in consultation with the PT.
- To assist in the review of the Support for Pupils Improvement Plan by meeting with the PT at least once each term.
- To undertake any additional task as negotiated with the PT and within the time allocated for Guidance activities, and as set out in Annexe B of the National Agreement “A Teaching Profession for the 21st Century”.

The Role of Principal Teachers (Support)

Principal Teachers play an important leadership, developmental and co-ordinating role. They should:

- ensure there is one key member of staff who will be responsible for ensuring a positive outcome has been achieved for the child or young person, when a need has been identified
- be able to support, encourage and motivate teaching, non-teaching and support staff to foster relationships with children, by providing staff with advice, information, training and encouragement
- be able to support children, young people and their families to resolve complex problems. This requires the development of a close and trusting relationship with the child and family and a sound knowledge of the potential role of other specialists and agencies
- deliver, and support others to deliver a coherent and high quality programme of education for personal and social development, with appropriate progression
- co-ordinate and integrate services to provide seamless support for the child or young person, including in-school integration of pupil support, learning support and behaviour support, and other in-school agency provision (such as health or social work), as well as services out with school
- collate information to monitor support to children and track their progress, ensuring this is shared with children, young people and parents appropriately and used by staff to inform their further planning with children
- fulfil these roles for all children and young people, and for children and young people with additional support needs, act as a contact and co-ordinator for Individualised Education Plans and Co-ordinated Support Plans.

The Role of Senior Managers

Senior managers in schools must develop the vision of the school as a caring and inclusive community, and provide leadership to staff ensuring all fulfil their role. They should:

- communicate and model respect and a sense of equality, creating a climate of co-operation and collaboration amongst staff, as a necessary pre-requisite for promoting this amongst children and young people
- plan to improve support to children and young people and evaluate progress against clear objectives, integrating these with developments in their implementation of the Framework for Pupil Support
- ensure that the school follows a framework of appropriate stages of intervention, in conjunction with multi-agency and authority-level structures
- drive the development of partnerships to maximise support to the school and to pupils, ensuring effective collaboration in Co-ordinated Support Planning and integrated working
- ensure that staff development leads to enhanced support to children and young people, and that there are opportunities for reflection and challenge for staff
- be responsible for excellence in supporting pupils.

The Role of Education and Children's Services

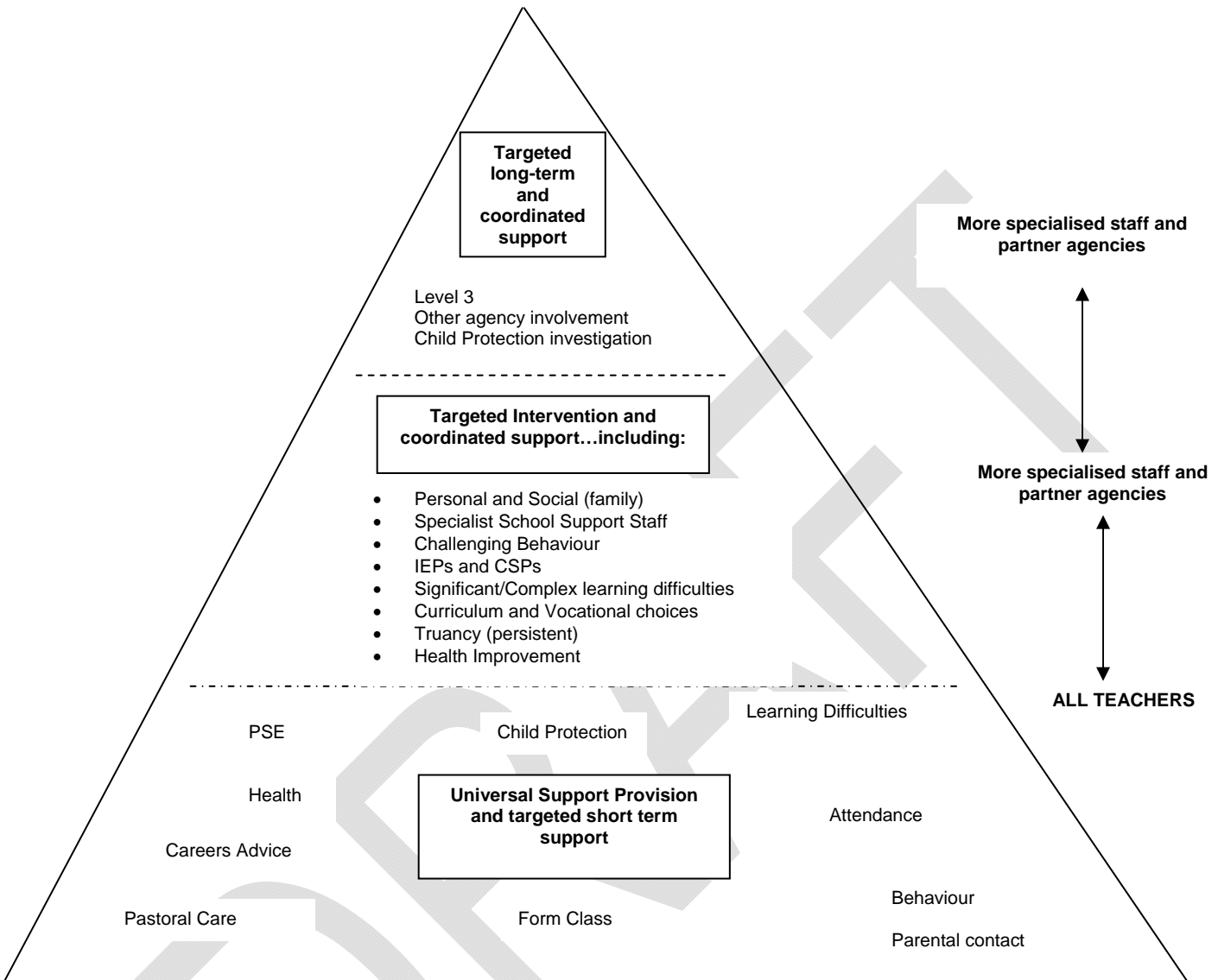
By providing appropriate support and challenge to schools, Education and Children's Services will:

- ensure staff understand the allocation of support to schools and how schools can access central specialist staff, when necessary
- draw together strands of integration, through integrated children's services planning
- engage fully in Community Planning and ensure its potential to strengthen partnership working
- engage effectively with key agencies involved in identifying and responding to the needs of children and young people who are vulnerable or in trouble, such as Child Protection Committees, the Reporter to the Children's Panel and the National Health Service.

Education and Children's Services plays a key role in developing and enabling staff. And will:

- provide development opportunities for a range of staff, including support staff
- ensure coherence with other training programmes relevant to supporting pupils, all delivered with regard to the Service Policy Framework and informed by the Statement of Intent
- expose staff to a range of practices and practitioners through approaches such as mentoring, work shadowing and multi-agency training and networking.

FRAMEWORK FOR PUPIL SUPPORT IN SECONDARY SCHOOLS



The Guidance Function in Secondary schools

Within the Support for Pupils faculty, Guidance teams work in partnership with parents/carers, other council services and key agencies to apply the Key Principles and to:

Provide personal support to pupils - individually and in groups

Support pupil achievement and welfare and help them realise their full potential

Prepare young people for adult life through personal guidance, career education and personal and social education;

DRAFT

Guidance Posts in Secondary schools in Perth and Kinross September 2007

<i>School</i>	<i>Roll</i> / <i>FTE</i> <i>Guidance</i> <i>Time</i>	<i>PT1 posts</i>	<i>PT2 posts</i>	<i>acting</i> <i>PT2</i>	<i>over</i> <i>23</i> <i>months</i>
Perth Acad	1082 – 5.4	4	5	0	
CSA	517 – 2.6	1	1	1	(1)
Perth Gram	1100 – 5.5	3	7	5	(3)
Perth High	1580 – 7.9	5	5	2	(1)
Pitlochry	197 – 1.0	0	1	1	(1)
St. Columba's	535 – 2.7	1	2	2	(2)
Blairgowrie	997 – 5.0	3	2	1	(0)
Kinross	946 – 4.7	2	2	0	
Crieff	733 – 3.7	2	3	3	(3)
Breadalbane	509 – 2.5	1	3	1	(1)
	TOTAL	21	32	16	(12)

The number of acting PT2s who will receive preserved salary status for 3 years is **12**.
The number of acting PT2s who will not receive preserved salary after the implementation of the report is **4** (at current time).

Case Study of existing / future Guidance time allocation

1. Perth Grammar School – currently has an estimated weekly guidance entitlement full time equivalent (fte) made up of the following :

42 periods of PSE = 1.4 fte

41 periods (46 reg @ 50 mins = 2,300 mins) registration time = 1.3 fte

PT1 and PT2 caseload time etc (3 @ 0.4 and 7 @ 0.3) = 3.3 fte

TOTAL = 6.0 fte

Future basic minimum time entitlement (based on roll of 1100) = 5.5 fte

Thus, currently, Perth Grammar school is meeting the basic level of guidance entitlement. This does not take account of DHT Support time allocations.

CONSULTATION

Support for Pupils Proposal – Consultation

PM has met directly with a number of Secondary school senior managers including HT or SMT in

- CSA ; Breadalbane; Perth Grammar; Perth High; Perth Academy; St Columba's ; Blairgowrie ; Pitlochry.

Other meetings have been held with Guidance / staff teams in :

- Perth Grammar; Blairgowrie; St Columba's; Breadalbane Acad; Guidance Curriculum Improvement Network (x2); Guidance Review group.

The paper has been shared with the Head of Education Services, Secondary Head Teachers Strategy Group, EIS and NAS UWT representatives, Terry Ashton and John McBean (National Advisors LTS) and Kevin Clancy (consultant). It has also been the focus of a Management Restructuring sub group of the JNCT over 4 meetings held between March – September 2008.