

Faculty Arrangements within Secondary School

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1. Introduction

- 1.1 This document sets out the procedure to be followed when considering the development of a faculty within a school and the impact/options available to the remaining Principal Teacher's (subject)

2. Background

- 2.1 Over recent years Faculties have been introduced into a number of our Secondary Schools and this document aims to formalise the arrangements concerning the move to Faculties.
- 2.2 Currently the opportunity for a faculty to be established arises through natural wastage of staff. This presents an opportunity to establish a faculty structure within a school and is considered by Executive Director of Education.
- 2.3 Similarly a faculty may be established as a result of school review or management restructure.
- 2.4 The decision to move to a faculty arrangement will be made by the Executive Director of Educational Services who will discuss this with the Head Teacher and consider all relevant factors e.g. size of school, existing management structures, curriculum development considerations etc

3. Procedure

- 3.1 Once the decision is made to introduce a faculty arrangement the Head Teacher will consider the requirements and circumstances within the school and develop the appropriate job profiles.
- 3.2 The following options should be considered:

- A staged approach – To facilitate the transition from a single subject department to faculty it may be agreed to retain PTs (subject) for a time and allow the faculty arrangement to be put in place. If this is the option decided clear job remits and time frames should be set and communicated to all involved
- Direct move to faculty – The Head Teacher will develop the faculty remit incorporating all relevant subjects and any remaining PT's (subject) will have the opportunity to apply for the post.

3.3 All affected departments should be consulted regarding the decisions made and the rationale for it. All remaining PT's (subject) should be advised of the options open to them

Development of remits and job sizing

3.4 Once the approach has been agreed clarity must be given as to the impact this will have on the remaining staff in terms of working practices, responsibilities and duties, reporting lines, management structures, decision making, budget responsibility etc.

3.5 It is noted that for a staged approach to be successful close collaboration and good working relationships are required and any anticipated issues should be discussed from the outset. A link Depute Head Teacher may also be useful to iron out any initial issues with overlapping remits and decision making issues.

3.6 Every effort should be made to ensure that a framework is put in place that ensures that all affected parties can work collaboratively for the best results of the department, the school and the learners.

• **Remits of PTs (faculty) / Faculty Head**

The remits of Faculty Head shall remain as that described within section 2.3 of the SNCT handbook. Within this there will also be specific additional duties relating to the particular post. As the PT faculty the post holder has the overarching responsibility for all cross curricular aspects within the faculty.

• **Remits of PTs (subject)**

All existing PTs (subject) will retain their posts and will continue to fulfill duties as described in section 2.3 of the SNCT handbook

3.7 It is agreed these duties should relate to subject-specific responsibilities within the following parameters

- To be responsible for the day to day running of their subject area(s), e.g.

- Planning curriculum development within the subject area(s)
 - Organising and planning appropriate courses to overtake the curriculum subject
 - Requisitioning appropriate materials, within the overall budget allocation
 - Discussing and agreeing the recommendations with the PT (faculty) in relation to the allocation of staff to classes.
 - Organising the appropriate assessment of pupils, within the policy of the school and the faculty
 - Advising the PT (faculty) on subject specific issues.
- 3.8 In addition, they may wish to consider taking on cross-faculty responsibilities or whole school responsibilities, in consultation with the PT (faculty) and/or the senior management of the school. They may also wish to consider the possibility of taking on responsibilities in relation to the co-ordination of cross-authority networks of subject specialists.

Job Sizing

- 3.9 Section 2.3 of the SNCT handbook describes the conditions under which a post can be subject to review under job sizing. Once a review has been triggered a new job sizing questionnaire will be completed and validated by the job sizing coordinators and processed through the toolkit.
- 3.10 All jobs will be job sized under the terms of the SNCT agreement and the PT faculty will have overall responsibility for the management and quality assurance across the whole faculty.
- 3.11 This inevitably means that the remits of PT's subject within these faculties will change, since the same responsibilities cannot be allocated to more than one person under the job sizing arrangements.
- 3.12 The Head Teacher will construct the remits to reflect the responsibilities of both parties and these remits should satisfy two main criteria
- The skills, experience and status of the PT (subject) should continue to be valued and recognized
 - The needs of the school and the faculty should be reflected in the revised remits
- 3.13 The remits should reflect the core duties described within 2.3 of the SNCT handbook along with specific additional duties relating to each particular post
- 3.14 Future requirements should also be considered at this time – if there is an intention to add more subjects to the faculty e.g. within Social subjects.

Non Contact time

- 3.15 The non-class contact time for PT(s) within a particular faculty will be considered by school management within the resources available to it. In general terms, the total non-class contact time is likely to be the equivalent of the total which was allocated to the PTs (subject) prior to the creation of a particular faculty. The bulk of this non-class contact should be allocated to the PT (faculty) to allow them to undertake the duties associated with that post. However, it is recognised that any duties associated with the posts of PT (subject) remaining within the faculty will require to be recognised by the allocation of some non-class contact time commensurate with those duties. This should be related to the discussions about the revised remit described above.

Salary Conservation

- 3.16 If the job sizing of these posts results in a decrease for an existing PT subject conservation arrangements will apply.

Recruitment to the post

- 3.17 Where a PT faculty post is created and subsumes two or more individual subject areas, any remaining PT's in the subject areas in the school concerned will have the opportunity to apply for the faculty post. This will be ring fenced to the school in the first instance.
- 3.18 Where a PT is unsuccessful in obtaining the post or does not wish to apply for the post the Head Teacher will meet with them to discuss their other options. These will include:
- Revert to a main grade teacher within the department and receive conservation
 - The PT agreeing to continue with appropriate aspects of the former post and to being job sized accordingly
 - Early retirement
 - Relocation to another post within the school / authority if a suitable post is available.

Onward referral

- 3.19 If a mutually satisfactory outcome cannot be reached, a referral may be made by either party to the Joint Secretaries of the LNCT for mediation.