

Education and Learning
Policy

**School Management
Restructuring Policy**

2023

1. Introduction

- 1.1 This Agreement sets out the general approach required of all schools when planning and implementing an appropriate management structure or restructuring process. It is based firmly on the premise that enhanced professionalism of all teachers, which was a key feature of 'A Teaching Profession for the 21st Century', must be a determining influence in shaping management structures within schools.

2. Enhanced Professionalism of Teachers

- 2.1 The agreement in 'A Teaching Profession for the 21st Century' set the context for reviewing staffing and management structures in schools. There is a need to ensure that the structures in Dumfries & Galloway's schools best meet the present and future needs for continuing improvement in learning and teaching, focusing clearly on improving outcomes for children and young people, by enhancing the professionalism of all staff.

3. Educational Leadership and Professional Management in Schools

- 3.1 The key aim for leadership in schools is to improve outcomes for children and young people.
- 3.2 It is important that schools are able to respond to local circumstances and to allow for the re-organisation of structures which reflect changes in curricular and other demands on schools.
- 3.3 The leadership and management structure should reflect the necessary capacity to lead and manage a school while recognising that the responsibility for learning and teaching, along with pastoral care lies with all members of teaching staff.

4. School Management Structures

- 4.1 The key characteristics of school management are;
- a) An educational management structure can comprise of up to three grades: Headteacher; Depute Headteacher; and Principal Teacher.
 - b) Each of these roles have clearly defined Job Descriptions and Person Specifications.
 - c) As described in the Standard for Headship 2021, school leaders work with others to:
 - Lead and work collaboratively with the learning community to design and build the curriculum.
 - Lead and work collaboratively to establish a culture which promotes wellbeing for all to enable and sustain positive relationships and partnerships with colleagues, learners, and others across the learning community to meet the identified needs of all learners.
 - Establish and promote a collaborative culture of professional learning within and beyond the school and wider learning community.

- Ensure collegial practices are established to enable and sustain a culture of self-evaluation for whole school and learning community improvement to evaluate the impact on every learner.
- Work with colleagues and the wider learning community to strategically manage and allocate resources in a fair, transparent and equitable manner in line with identified strategic and operational priorities.

4.2 No one structure will fit all schools, considering the wide variation in Dumfries & Galloway*. Accordingly, the implementation of the management structure in a school is devolved to school level within available budget.

** Management structures within schools which are partnered are agreed by the LNCT.*

4.3 Although the management structure is devolved to school level, all Headteachers should ensure that the management structure proposed meets the needs of the school within the agreed budget envelope. This will be reflected by the size of the school roll along with other pertinent factors.

4.4 The management structure of a school must therefore be kept under review to ensure it is within the staffing budget and meets the needs of the learners. Any review of management structures must be seen in the context of enhancing the learning experience for children and young people through the provision of an efficient and effective management system for the school.

4.5 The potential reasons for restructuring include but are not limited to:

- Senior Management workload
- Leadership capacity
- Strategic leadership responsibility
- Headteacher empowerment
- Affordability
- Self-evaluation/ HMle recommendations

4.6 Headteachers will require to be aware of the effects of job sizing on the costs of implementing any new management structure, and of its potential to affect salary costs as a consequence of changes in school roll, deprivation factors, etc. The job sizing of any new post or vacancy should take cognisance of any potential detriment to existing promoted post holders.

4.7 Headteachers will have the flexibility to plan for new management structures. There has to be a clear rationale for any management restructure, which has been approved by the Education and Learning Directorate. Agreed rationales and implementation plans must be part of a full engagement process with stakeholders. At the conclusion of the engagement process the Headteacher, will consider all the views presented through engagement and finalise the rationale and implementation plan.

4.8 Headteachers will provide a cost analysis of the implementation plan over a three-year period to the Education and Learning Directorate, who will sign off

the rationale and implementation plans. A flowchart of the management restructure process can be found at **Appendix 1**.

- 4.9 Any additional costs i.e. salary conservation for any posts discontinued must be borne by the school's Devolved School Management budget. Costs cannot be attributed to central Directorate funds unless specifically agreed in writing by the Head of Education (Learning and Resources).

5. Creation of Temporary Additional Management Posts

- 5.1 Where a school creates additional promoted posts with temporary funding or funding outwith the authority's core allocation, consideration should be given to the following:
- a. Duties of the post must not be those already carried out by another promoted teacher.
 - b. Is the post being created with a view to being time limited.
 - c. The recruitment process for temporary posts should be fair and transparent and must follow agreed LNCT Procedures.
 - d. If it is likely that the post will become a permanent part of the school structure, the duration of any temporary appointment should be carefully considered.

6. Minimum Review Period

- 6.1 A school management re-structure, once implemented, cannot be revisited or reviewed for a period of four academic sessions.

Rodger Hill
Schools' Manager - People

Approved by LNCT on 24 January 2023

Steps for Management Re-structure

Headteacher considers re-structure of Management Team

Headteacher discusses with link Education Officer

Headteacher confirms decision and creates
Re-structure Rationale (see form 1)

E&L Directorate arranges engagement meet with Headteacher and
Trade Union representative to consider rationale and revised structure

Headteacher submits rationale and revised structure
to E&L Directorate for approval

Headteacher meets with affected teachers to share
rationale and explain process and timelines

Minimum one month period

Headteacher commences re-structuring

Where staff are downgraded to a lower salary, they will
benefit from cash conservation, in accordance with SNCT (1.63 -1.66)