

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

Secondary Management Restructuring Report
‘Strengthening School Leadership for Learning’

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 22 February 2006. 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 – 22 FEBRUARY 2006

SECONDARY MANAGEMENT RESTRUCTURING REPORT “STRENGTHENING SCHOOL LEADERSHIP FOR LEARNING”

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

ABSTRACT

This report outlines the proposals for Secondary Middle Management Restructuring, specifically in relation to the post of Principal Teacher.

1 RECOMMENDATIONS

It is recommended that the Committee:

- (i) approve the implementation of the Middle Management proposals; and
- (ii) instruct the Interim Executive Director (Education and Children's Services) to report back to the Lifelong Learning Committee in August 2007 regarding progress and impact relating to the proposals.

2 BACKGROUND

- 2.1 The Council has recently restructured the Senior Management Teams in Secondary Schools (Committee Report No 04/475 refers) and in order to ensure that the management structure below this supplements both the needs of the school and the national agenda for teaching in the 21st Century a review of the Principal Teacher structure has been conducted.
- 2.2 The introduction of the 2001 Teachers Agreement has resulted in four basic teaching grades: Teacher, Principal Teacher, Depute Headteacher and Headteacher, consolidating/removing Assistant Headteacher, Senior Teacher and Assistant Principal Teacher posts from the structure. The post of Chartered Teacher has been introduced with the latter having no management responsibilities. In addition the post of Business Manager was introduced into secondary schools in Perth and Kinross.
- 2.3 There are currently 149 substantive PT posts on the school establishments across the Council. This number was increased to 203 in August 2003 when Assistant Principal Teachers (APT) were given the option of converting to PT or reverting to Class Teacher as a result of SNCT/14.
- 2.4 During the introduction of the new Senior Management structures in schools in 2004/5 and aware that the Principal Teacher (PT) structure required to be reviewed any new posts or vacancies arising at this level have not been filled on a permanent basis, resulting in 38 of the 149 substantive PT posts being filled on a long-term temporary

basis. It should also be noted that the number of PT posts being filled on an Acting-up basis as a result of permanent vacancies has continued to rise in the last 2 years.

- 2.5 A working group was established in October 2005 consisting of the Lead Officer (School Improvement), two Headteachers, three Trade Union Representatives, Human Resources and Staffing to review the existing structure and to recommend options to meet the current educational challenges of the 21st century.
- 2.6 The group agreed a number of Key Principles against which various options should be judged (see Appendix No 1). In addition, a full consultation exercise was conducted through a series of meetings to establish views. A total of 264 PTs and Teachers, 22 Depute Head Teacher (DHTs) and 7 Headteachers in each of the Secondary schools attended these meetings.

3 RATIONALE FOR CHANGE

- 3.1 There is a need to strengthen school leadership for learning. The Council's draft Raising Achievement agenda reinforces our aspiration for all children and for every young person to be successful learners, confident individuals, responsible citizens and effective contributors to society and work. We are also committed to the outcomes for all children and young people that they be safe, nurtured, healthy, achieving, active, included, respected and responsible. School leadership for learning needs to be geared towards realising these outcomes.
- 3.2 The approach being adopted by the Council in strengthening school leadership is advocating that there is more a need for cultural change rather than simply changing the structures. Middle management in secondary schools needs to look beyond the mere management of individual departments and embrace a whole school perspective which promotes its place in the wider school leadership team while recognising the importance of effective leadership and management of departments.
- 3.3 The Council needs to reinforce leadership and management arrangements in secondary schools which address the need to improve learning and teaching, raises achievement and attainment and provides coherent support for pupils which particularly targets the needs of individual pupils with additional support needs and especially the growing issue of young people with social, emotional and behavioural difficulties. The arrangements agreed in 2006 need to be flexible enough to adapt to the changing requirements of the curriculum and additional support needs of young people in the next five to ten years.
- 3.4 The Council is proposing that there be a continuation of the role of Principal Teacher (Subject) but with post holders taking on a wider whole school leadership role as outlined in Annex B. This wider whole school role will over time be developed, supported and reinforced. The Council is also proposing to develop a holistic Support for Pupils approach in secondary school which brings together into a coherent structure the support functions of guidance, support for learning and behaviour support. Existing arrangements for cognate subjects will remain.

4 PROPOSALS

- 4.1 In taking forward the Council's approach to strengthening school leadership for learning it is recognised that there will be leadership development requirements both in terms of the cultural shifts and leadership/management skills. The Council is committed to taking forward a programme of Continuing Professional Development for Educational Leaders as per the Scottish Executive's document (Scottish Executive 2003).
- 4.2 In order to support the Senior Management structure recently introduced in schools, the PT posts in school will be aligned to either School Improvement or Support and this will be reflected in the job title and job description for example, PT, School Improvement (Subject) and PT Support (Guidance/Support for Learning).
- 4.3 During the consultation exercise it became apparent that there is varying practice in relation to the extent of strong linkage between DHT and PT, particularly in the area of Support. It will be essential that this linkage is strengthened in order to maximise the benefits. The increase of collegiate time from August 2006 to 190 hours per school session will also provide an opportunity to further strengthen these links.
- 4.4 The consultation exercise also identified a requirement to have appropriate support for curriculum development by providing Secondment opportunities for PT's or the creation of short-life groups to address curriculum support. This should be addressed as part of the 4th tier review of School Improvement Services.
- 4.5 The introduction of the 2001 Teachers Agreement included at Annex B an outline of the duties and responsibilities of a Teacher, Principal Teacher and Headteacher (see Appendix No 2). There are concerns that practice may vary regarding interpretations of duties and responsibilities and that there may be factors inhibiting some staff from carrying out the full range. It is therefore proposed that there should be an examination of the interpretation of Annex B aimed at bringing clarity and consistency of practice particularly in relation to whole school responsibilities and promoting wider school perspectives.
- 4.6 Following the consultation exercise one of the main factors perceived by existing PTs that would enable them to perform their role more effectively was the ring-fencing of management time. As resources permit, we should provide PTs with protected management time each week from within the full complement of time which constitutes the teachers' working week. Existing minimum arrangements for management time will remain.
- 4.7 Schools should be mindful of the time provided in Annex E of the 2001 Teachers Agreement to minimise the amount of time spent by PTs on administrative tasks and free them up to concentrate on learning and teaching and on quality assurance (see Appendix No 3). Further expansion of both management time and administrative support can be considered as resources become available in each school.
- 4.8 It is proposed that each school should review their current Guidance arrangements against an agreed Perth and Kinross framework with a view to establishing a staffing standard for Guidance.

- 4.9 In order to achieve the appropriate number of permanent PT posts currently on the establishment 38 posts require to be filled. Of these, 27 employees will have been in post for more than 12 months at 1 April 2006. All 38 posts should be advertised internally within the Council in the first instance. It should be noted that PT restructuring is currently exempt from the requirement to advertise nationally.
- 4.10 It should also be noted that 16 employees have been Acting-up into PT posts for a period longer than 23 months at 1 April 2006 and as such are entitled to conservation of salary in accordance with Para 6.3.6 of the Teacher's conditions of service (Yellow Book), as amended by Section 3.7 of the 2001 Teachers Agreement. This will result in these employees, (if unsuccessful in obtaining an advertised PT post or deciding not to apply for a PT post), having a cash conserved salary for 3 years.

5 CONSULTATION

The Executive Director (Corporate Services), the Council Secretary, Head of Legal Services, Head of Human Resources and the Joint Negotiating Committee for Teaching Staff have been consulted in the preparation of this report.

6 RESOURCE IMPLICATIONS

- 6.1 The proposals contained within this report will be funded from within Education & Children's Services (ECS) revenue budget uncommitted resources provided in the 2004 settlement as "GAE including management restructuring" for 2006/07 of £202,000.
- 6.2 Whilst it is not possible to cost out these proposals until the number of appointments is known, it is reasonable to assume a number of appointments of existing acting PTs and possible early retirements. The full cost of implementing the proposals in respect of Principal Teachers will be reported to the Strategic Policy & Resources Committee at the earliest opportunity.

7 COUNCIL PRIORITIES AND PRINCIPLES

- 7.1 This report takes forward the Service's Vision, Values and Aims and links to Business Management and Improvement Plan Objectives:
- 1.1 To raise standards of Achievement and Attainment
 - 1.2 To develop a Framework for Learning
 - 1.3 To support and advance Learning for Life
- 7.2 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

- **Community Involvement:** *ensuring that we engage effectively with the community, Community Planning partners and employees regarding our activities and decisions, providing opportunities for participation and feedback.*
- **Continuous Improvement:** *ensuring that we use Best Value principles in all our service planning and delivery decisions.*
- **Customer Focus:** *ensuring that we focus on the needs of the customer when we are planning and delivering our services.*
- **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.*

8 CONCLUSION

This report outlines the process designed to strengthen school leadership for learning, including the need for cultural change. The report was prepared following an extensive consultation process which resulted in a broad consensus regarding the key issues. The proposals are designed to ensure that the focus of leadership and management in secondary schools in Perth and Kinross is clearly on maintaining and improving the quality of the learning, teaching and achievement of our young people and the morale and professional skills of our school leaders and managers.

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Date of Report 30 January 2006
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 - Key Principles
Appendix No 2 - The 2001 Teachers Agreement – Annex B
Appendix No 3 - The 2001 Teachers Agreement – Annex E

APPENDIX NO 1

KEY PRINCIPLES

- The importance of the class teacher in carrying out his/her role in terms of Annex B.
- Any management structure should provide leadership and support for this role.
- Any management structure should ensure that the expertise and time of staff and the resources of its school and its wider community are focussed on meeting the needs of each and every child, raising attainment and achievement in the broadest sense.
- Focus on learning and teaching and curriculum management and delivery.
- Coordination and integration of support for pupils.
- Provision of appropriate administration support for management and teachers.

APPENDIX NO 2

THE 2001 TEACHERS AGREEMENT

ANNEX B

OUTLINE OF TEACHER DUTIES

Teacher/Chartered Teacher

Subject to the policies of the school and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Headteacher shall direct having reasonable regard to overall teacher workload related to the following categories:

- a) teaching assigned classes together with associated preparation and correction.
- b) Developing the school curriculum.
- c) Assessing, recording and reporting on the work of pupils.
- d) Preparing pupils for examinations and assisting with their administration.
- e) Providing advice and guidance to pupils on issues related to their education.
- f) Promoting and safeguarding the health, welfare and safety of pupils.
- g) Working in partnership with parents, support staff and other professionals.
- h) Undertaking appropriate and agreed continuing professional development.
- i) Participating in issues related to school planning, raising achievement and individual review.
- j) Contributing towards good order and the wider needs of the school.

Principal Teacher (Curriculum/Pastoral)

- a) responsibility for the leadership, good management and strategic direction of colleagues.
- b) Curriculum development and quality assurance.
- c) Contributing to the development of school policy in relation to the behaviour management of pupils.
- d) The management and guidance of colleagues.
- e) Reviewing the CPD needs, career development and performance of colleagues.
- f) The provision of advice, support and guidance to colleagues.
- g) Responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- h) The development of school policy for the behaviour management of pupils.
- i) Assisting in the management, deployment and development of pastoral care staff.
- j) Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- k) Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

Headteacher

The role of the Headteacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of

Education. The Headteacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- a) Responsibility for the leadership, good management and strategic direction of the school.
- b) Responsibility for school policy for the behaviour management of pupils.
- c) The management of all staff, and the provision of professional advice and guidance to colleagues.
- d) The management and development of the school curriculum.
- e) To act as adviser to the School Board and to participate in the selection and appointment of the staff of the school.
- f) To promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs.
- g) Working in partnership with parents, other professionals, agencies and schools.
- h) To manage the health and safety of all within the school premises.

Depute Headteacher

The role of the Depute Headteacher is to assist and, where necessary, to deputise for the Headteacher in the conduct of the schools affairs.

APPENDIX NO 3

THE 2001 TEACHERS AGREEMENT

ANNEX E

ADMINISTRATIVE AND OTHER NON TEACHING TASKS

This list of tasks should not routinely be carried out by teachers. The list is illustrative and not exhaustive. These tasks would generally be undertaken by support staff thereby allowing the particular skills and experience of the teacher to be deployed most effectively.

- The supervision of pupils within the school grounds, in dining and/or recreation areas during school hours but outwith scheduled teacher class contact time;
- Administration of the school meals service, including collection of money and issue of tickets;
- Collection/collation of data for the school meals service;
- Documenting and maintaining pupil disciplinary records;
- Administrative elements of pupil welfare requirements, including support of guidance staff with routine documentation and information dispersal;
- Reception and telephonist duties;
- First aid and administration of drugs;
- Administration and documentation relating to out-of-school visit/work experience/visiting groups etc;
- Copy typing/filing/photocopying;
- Administrative detail of register/absence procedures/issue of standard letters;
- Non-professional aspects of school reporting procedures, preparation of envelopes, transfer of information, photocopying, filing etc;
- Inputting of assessment data;
- Transmission of recorded data to external bodies;
- Organising and obtaining supply cover;
- Administrative aspects of resourcing, stocktaking, ordering, checking and invoice reconciliation;
- Property management;

- Repair and maintenance of IT and AV resources;
- Recording of educational broadcasts;
- Administration of after-school care.