

South Lanarkshire Council

Education Resources

**Management structures in a Learning Community**

2nd June 2005

## **Department of Education Resources**

### **'A management structure for the 21<sup>st</sup> century'**

#### **1 Introduction**

- 1.1 Since August 2003 there have been regular meetings between a team of representatives from the Directorate of Education Resources and Teacher trade union representatives. These proposals are the result of the extensive negotiations that have taken place during these meetings. The proposals recognise fully the collegiate style of management, involving all staff, which should exist in all establishments.
- 1.2 The proposals developed in this document relate to management structures in primary and secondary establishments. Separate proposals are being developed to take account of SEN establishments and bases and Early Years establishments.
- 1.3 The proposals will be presented to the South Lanarkshire Council Joint Negotiating and Consultative Committee for Teachers (JNCC) for approval.

#### **2. The context for change**

- 2.1 Over the recent past the national agenda for education has come to focus on improving achievement, extending inclusion and developing integrated working for the benefit of young people.
- 2.2 Education Resources has identified the learning community structure as the means of securing the key objectives at the heart of the new educational agenda. Education Resources is now seeking to produce a modern management structure which will ensure that learning communities are managed effectively for the benefit of young people and families as we move further into the 21<sup>st</sup> century.
- 2.3 Management structures should reflect the current local and national context of education and should be capable of being adapted to reflect future priorities.
- 2.4 Overall, management structures should support quality responses to the following:
  - Education Scotland Act
  - National Priorities in Education
  - For Scotland's Children
  - Additional Support Needs Act
  - A Teaching Profession for the 21<sup>st</sup> Century
  - Council Priorities
  - Education Resources Improvement Objective
  - Education Resources Plan:
  - Education Resources core policies

### **3. Rationale for development of management structures.**

- 3.1 The management structure in a learning community will provide a framework within which the full range of responsibilities of teachers and other staff can be effectively undertaken.
- 3.2 Currently, curricular content is packaged in 'subjects' but it does not have to be managed in exclusively subject segments. Consideration should be given to the notion that curricular areas may be grouped together as seems most appropriate. In developing a management structure for the future using this approach, consideration will be given to exploring the common ground involved in the management of different subjects.
- 3.3 Schools are also responsible for implementing a social as well as an educational agenda. Therefore, as well as creating a structure which supports the management of learning, the management structure will have to facilitate the pastoral support of young people.

### **4. Development of principles**

- 4.1 It has been agreed that management structures for learning communities and for establishments within the communities should reflect the following key principles:
  1. Be flexible and responsive to the changing needs of the learning community over time
  2. Focus on the learning community as a whole, rather than solely on the perceived needs of individual establishments
  3. Be extensive enough in all sectors to ensure that 'everything that needs to be managed is managed'
  4. Support the full range of duties for teachers outlined in Annex B of the National Agreement
  5. Create educational opportunity for young people and their families to maximise attainment and achievement
  6. Support inclusive education
  7. Promote continuity and coherence in the learning and teaching within the learning community
  8. Be broadly similar in different learning communities while allowing local posts to respond to local needs.
  9. Take account of the full range of support staff who are available to the learning community
  10. Support and promote inter-agency working
  11. Be affordable from within existing resources

12. Be subject to job sizing procedures
13. Provide a career pathway for staff
14. Be achievable in the context of the 'memorandum of understanding.'

## **5. Leaders within the Learning Community**

- 5.1 Each learning community will have a head of learning community who will be the ultimate line manager for all Education Resources' staff in the learning community. The head of learning community will be responsible for ensuring that the educational experiences of all children, young people and their families are consistent, coherent, continuous and progressive.
- 5.2 Within each establishment with a roll in excess of 100 there will be a head teacher. The head teacher will be responsible for the duties outlined in Annex B.
- 5.3 In establishments with a roll of less than 100, consideration will be given to introducing shared headships. In a shared headship situation, it is proposed that there will be:
  - One head teacher across 2 schools depending on rolls and location. The combined rolls of the schools will be about 100.
  - The head teacher will spend time in each of the schools on a rotational basis.
  - Each school in the group will have a principal teacher.
  - The head teacher will be available to be contacted by each school for advice.
  - The head teacher will be available for parents through the administrative support mechanisms that are in place.

Shared head teachers will be introduced in some groups of schools during session 2005/6. A full review of the effectiveness of this development will be conducted no later than May 2006.

## 6. Senior managers within the Learning Community

- 6.1 The learning community will have a range of senior managers who will contribute to the development of the learning community and to the establishments within the learning community.
- 6.2 The senior management team (SMT) within the school has overall responsibility for the strategic and operational management of the school. All depute head teachers will be responsible for the duties outlined in Annex B.
- 6.3 In order to fulfill this remit for the benefit of pupils, parents and staff, duties and responsibilities have to be allocated within a coherent management structure.

The Scheme of Delegation, which was previously used to determine management posts, has been used to shape the new structure. However, on-going discussions in the context of a review of DMS may result in greater flexibility with future appointments as outlined in the table below.

	Roll bands	Delegated scheme	Alternative option	Additional PT posts
Secondary DHT	501 - 700	3	3	
	701 - 1000	4	3	+2
	1001 - 1300	5	4	+2
	1300+	6	5	+2
Primary DHT	221	1	1	
	326	2	1	+2
	501	3	2	+2

- 6.4.1 As well as depute head teachers who will be based in establishments, the learning community will also have a senior manager, pupil support at the grade of DHT. The main purpose of this post will be to coordinate the range of support that is available for vulnerable young people across the learning community. A job description for this post is attached as appendix 1. A full review of the post of senior manager, pupil support will be conducted after one full year of operation. This process will take account of the demands placed on the postholder to support the needs of young people at all times, including being available to help students through various transitional stages and providing reports on young people as required. The evaluation of the post will also consider the implications of any on-going development of Integrated Children's Services.
- 6.4.2 The senior manager, pupil support will co-ordinate the work and have day to day line management responsibility for the members of the added value team in the learning community This will consist of non-school based added value staff including learning and behaviour support staff, raising attainment teachers and home-school and active breaks workers. The postholder will assist in coordinating the work of other support staff in the learning community from outwith Education Resources. Finally, the postholder will, after consultation with others, have responsibility for the allocation of SEN auxiliaries to pupils with additional support needs within the learning community.

6.4.3 The senior manager pupil support and the added value team will operate from a suitably equipped base sited in an educational establishment in the learning community. Appropriate administrative support will be provided.

6.5 The new structure will be implemented gradually as opportunities become available within the learning community. However, when changes are implemented the following protocols will be applied:

1. All existing permanent DHT postholders will remain in post.
2. Acting staff who are supernumerary in terms of the agreed structures will revert to their substantive posts.
3. DHTs who have been identified under the terms of the Compulsory Transfer Agreement as surplus will be guaranteed an interview for any vacant DHT post.
4. As new posts are created, they will be job sized to determine the appropriate level of remuneration prior to inviting expressions of interest.
5. The establishment of a new post may require other posts within the SMT to be re-job sized in line with SNCT 28. Where conservation arrangements prevent a redistribution of remuneration within the SMT, the head teacher can only re-allocate responsibilities if the school's budget permits this.

## **7. Principal Teacher posts within the Learning Community**

### **7.1 Principal Teacher, Pupil Support (Secondary)**

7.1.1 All young people are entitled to appropriate pastoral support and all staff have a responsibility to contribute to the delivery of this entitlement.

7.1.2 The extent and means of delivery of the pastoral entitlement will vary between educational stages and between schools.

7.1.3 Promoted pupil support staff have a particular responsibility to deliver this entitlement by managing various tasks and supporting and advising staff who are involved in a range of pastoral care activities. They also have a responsibility to deliver specialist aspects of pastoral care relating to particularly vulnerable children and to contribute to defined areas such as careers education and child protection.

7.1.4 Promoted pupil support staff will retain a teaching commitment.

7.1.5 Teachers and chartered teachers also play an important part in the delivery of a pastoral support entitlement to pupils, as detailed in Annex B. This can be discharged at various levels and times, including registration time. Additionally, where teachers and chartered teachers are given the opportunity to become involved as part of a pupil support team they will be given appropriate time for this purpose.

## **7.2 Pupil Support structure (Secondary)**

- 7.2.1 In order to deliver effective pastoral support to pupils schools require a coherent management structure for pupil support. Within this structure, the principal teacher pupil support will be asked to carry out the range of duties outlined in Annex B. (See Appendix 2)
- 7.2.2 The principal teacher will work in partnership with various teams of staff within the area of pastoral care. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community.
- 7.2.3 Following the agreement of the JNCC the specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the learning community.
- 7.2.4 Principal teachers, pupil support will be allocated to schools on the basis of a caseload of 1:200

It is recognised that the circumstances of individual schools may require minor alteration to this ratio.

- 7.2.5 Each school will also have a principal teacher to coordinate support for children with additional support needs.

## **7.3 Principal Teacher Learning and Teaching (Secondary)**

- 7.3.1 The role of the principal teacher (curriculum/pastoral) is described in detail in Annex B of the national agreement. (See Appendix 2)
- 7.3.2 A principal teacher learning and teaching will be assigned responsibilities from the range of areas in relation to specified aspects of the working of the school.
- 7.3.3 The principal teacher will work in partnership with various teams of staff within curricular areas. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community.
- 7.3.4 Following the agreement of the JNCC the specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

## **7.4 A structure for the management of the Learning and Teaching (Secondary)**

- 7.4.1 The proposed structure for the middle management of the curriculum builds on existing structures.
- 7.4.2 The middle management structure in all schools will have a minimum of 7 principal teacher learning and teaching posts. Differentiation within schools and between schools of different size will be achieved through the job-sized remuneration for each post and the allocation of management time to postholders. Any additional principal teacher, learning and teaching posts will be appointed in accordance with section 7.7.

7.4.3 These posts will be used to support a combination of curricular or whole school areas in all schools. There will be four core groups in each school. It is likely that these will be grouped to reflect the following combinations: English and Communication, Mathematical Knowledge and Applications, Humanities and Science. The remits and subsequent subject groupings for the remaining posts will be determined at school level subject to the arrangements in 11.3.

## **7.5 The Principal Teacher, Primary**

7.5.1 The proposals for the development of a middle management structure in primary schools build on existing structures.

7.5.2 A primary principal teacher will be assigned responsibilities from the range of areas within Annex B. (See Appendix 2)

7.5.3 The principal teacher will work in partnership with teams of staff within the school. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community.

7.5.4 Following the agreement of the JNCC the specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

7.5.5 There will be a minimum of one principal teacher allocated to each school with a roll in excess of 100 pupils. When the school roll exceeds 429 pupils there will be a minimum of 2 principal teachers.

7.5.6 Each school in a group with a shared head teacher will have a principal teacher.

## **7.6 Principal Teachers within the Learning Community Added Value Team**

7.6.1 A new post of principal teacher in the added value team will be created in each learning community.

7.6.2 A principal teacher in the added value team will be assigned responsibilities from the range of areas within Annex B.

7.6.3 The principal teacher in the added value team will work in partnership with teams of staff within the learning community. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community.

7.6.4 Following the agreement of the JNCC the specified aspects of working may be varied by the senior manager pupil support in response to changing priorities within the learning community.

7.6.5 There will be a minimum of one principal teacher post within the added value team for each learning community.



## **7.7 Flexible posts**

- 7.7.1 The structure will provide a number of school based additional posts that will be determined by the head of learning community in consultation with the head teacher and staff. The number of posts available will be dependent on the overall staffing budget available in the learning community.
- 7.7.2 Following the agreement of the JNCC these posts can be developed with a general management remit designed to support the delivery of the priorities of the learning community. (See Appendix 2 and 3)
- 7.7.3 The principal teacher will work in partnership with teams of staff within the designated areas. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community.
- 7.7.4 Following the agreement of the JNCC the specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

## **8 Implementation of the Principal Teacher structure**

### **8.1 Principal Teacher Pupil Support**

- 8.1.1 All existing permanent principal teachers of guidance will remain in post as principal teachers of pupil support within the new structure.
- 8.1.2 When a vacancy occurs within the revised allocation of principal teachers of pupil support it will be advertised within the local authority.
- 8.1.3 Where someone is successful in securing a post in another school all existing transfer arrangements will apply.
- 8.1.4 All new posts will be job sized to determine the appropriate level of remuneration.
- 8.1.5 The establishment of a new post may require other posts within the school to be re-job sized in line with SNCT 28.

### **8.2 Principal Teacher Learning and Teaching (Secondary)**

- 8.2.1 Once a structure is agreed various factors will determine how quickly it can be implemented. The implementation process will be shaped by such things as:
- availability of funds to support change, both in terms of offering premature retirement and in terms of creating new posts;
  - the personal preferences of all those involved;
  - the availability of staff to replace staff who may wish to leave the service;
  - agreement with trade unions over issues to do with the ring-fencing of posts;
  - the need to avoid the creation of additional surplus staff within the authority.

- 8.2.2 Prior to the implementation of the new structure, the head of learning community and/or the head teacher will discuss the implications of the changes with affected members of staff. All staff will have the opportunity to discuss their preferred career choices within the context of the introduction of the proposed structure.
- 8.2.3 When a new PTLT post is being established consideration will be given to how the post will be filled. In the first instance the new post should be advertised in the school for existing principal teachers, curriculum, with appropriate qualifications and/or experience. Where there are expressions of interest there will be an interview to identify the successful candidate. All successful candidates will retain full salary conservation where appropriate. Unsuccessful candidates will remain in their current substantive post.
- 8.2.4 If posts remain unfilled by interview within the school there will be no opportunity to appoint until a vacancy occurs.
- 8.2.5 Where there are no expressions of interest from within the school, the head of learning community, in consultation with the head teacher will determine whether the post will be advertised externally.
- 8.2.6 When a vacancy occurs, the post will be advertised within the authority in accordance with the legal requirements for such posts.
- 8.2.7 When someone is successful in securing a post in another school within the authority all current rules relating to transfers will be applied.
- 8.2.8 As new posts are created, they will be job sized to determine the appropriate level of remuneration prior to inviting expressions of interest.
- 8.2.9 The establishment of a new post may require other posts within the school to be re-job sized in line with SNCT 28.

### **8.3 Principal Teacher Primary**

- 8.3.1. The implementation process will be shaped by a range of factors including:
- availability of funds to support change both in terms of offering premature retirement and in terms of creating new posts;
  - the personal preferences of all those involved;
  - the availability of staff to replace staff who wish to leave the service;
  - agreement with trade unions over issues to do with ring fencing of posts;
  - the need to avoid the creation of additional surplus staff in the authority.
- 8.3.2 Prior to the implementation of the new structure, the head of learning community and/or the head teacher will discuss the implications of the changes with affected members of staff. All staff will have the opportunity to discuss their preferred career choices within the context of the introduction of the proposed structure.

The process for appointing to the new post of principal teacher primary will be as follows:

1. The head of learning community will identify the total number of posts that are available in the learning community and will invite applications from existing principal teachers within primary schools in the learning community.
  2. Interview all applicants.
  3. The following procedures will apply:
    - (i) The interview panel will identify successful candidates.
    - (ii) Candidates will be arranged in a rank order according to the number of posts that are available.
    - (iii) Successful candidates will be offered posts in their own school.
    - (iv) If more than one applicant from the same school is successful the applicant with the longest service will be offered the post in their current school.
    - (v) Unsuccessful candidates will continue to work in their own school as a principal teacher.
    - (vi) If posts remain unfilled by interview within the learning community there will be no opportunity to appoint until a vacancy occurs.
    - (vii) When a vacancy occurs in the learning community, previously unsuccessful candidates in that community will be guaranteed an interview.
- 8.3.3 Where someone is successful in securing a post in another school all current arrangements relating to transfers will be applied.
- 8.3.4 All new posts will be job sized to determine the appropriate level of remuneration, prior to inviting expressions of interest.
- 8.3.5 The establishment of a new post may require other posts within the school to be re-job sized in line with SNCT 28.
- 8.4 Principal Teacher in the Added Value team**
- 8.4.1 All new posts will be job sized to determine the appropriate level of remuneration, prior to inviting expressions of interest.
- 8.4.2 Applicants for the post of principal teacher in the added value team will be restricted in the first instance to existing non school based principal teachers. Unsuccessful candidates will remain in their substantive posts.

- 8.4.3 If posts remain unfilled by interview there will be no opportunity to appoint until a vacancy occurs.
- 8.4.4 When a vacancy occurs applications for the post will also be open to teachers with appropriate qualifications and/or experience in the learning community itself.
- 8.4.5 Thereafter, applications for the post will then be open to all teachers with appropriate qualifications and/or experience from within the local authority,

## **8.5 Principal Teacher flexible allocation**

- 8.5.1 Existing principal teachers from within the learning community, with appropriate qualifications and/or experience will be guaranteed an interview for any new post from the flexible allocation in their learning community.
- 8.5.2 If posts remain unfilled by interview within the learning community there will be no opportunity to appoint until a vacancy occurs.
- 8.5.3 When a vacancy occurs, applications will be restricted to existing principal teachers within the authority.
- 8.5.4 If the post is still vacant it will be open to all staff within the authority.
- 8.5.5 Where someone is successful in securing a post in another school all current arrangements relating to transfers will be applied.
- 8.5.6 All new posts will be job sized to determine the appropriate level of remuneration prior to inviting expressions of interest.

## **9 Issues linked to the implementation process**

- 9.1 There is a need to clarify the role of a principal teacher who has responsibility within a number of curricular areas and is working in a collegiate structure. The role will develop around the following areas:
  - strategic development planning
  - quality assurance
  - resource management, including budgets
  - aspects of pupil management
  - staff development and review
  - curriculum management
  - staff development
- 9.2 Any applicant for a principal teacher post must be able to demonstrate appropriate experience and interest. Such applicants should also show a commitment to undertaking appropriate CPD to develop an understanding of the issues inherent in the new remit.
- 9.3 There needs to be recognition that any principal teacher who is not part of the new structure has a great deal to offer the learning community. Where a principal teacher learning and teaching is appointed to a situation where there are existing principal

teachers there has to be discussions at school level between the head of learning community, the head teacher and the postholders to determine the best way forward for each person.

Principal teachers may opt to remain as principal teachers with responsibility within their subject. Alternatively they will be offered a range of options that reflect local circumstances. These may include the following:

1. Remain as a principal teacher and take on duties that are broadly commensurate with the grade of principal teacher while transferring responsibility for agreed aspects of the post to the new principal teacher learning and teaching. For example the focus of the work may be on subject specific areas such as curriculum development and staff development as the collegiate structure develops.
2. Take on other duties as a principal teacher within the learning community - eg Enterprise, Development of Learning and Teaching. Appropriate management time would be provided where this option is chosen. Any principal teacher post created in this way would be outwith the agreed complement of principal teacher posts for the school.
3. Become a class teacher, subject to national agreements on salary conservation while teaching full time but relinquishing management time and responsibilities.
4. Access early retirement.

## **10. Management time**

- 10.1. In the National Agreement time is defined in three ways – ‘class contact time;’ ‘personal time for preparation and correction’ and ‘remaining time.’ Personal time for preparation and correction shall be no less than one third of the teacher’s actual class contact commitment.
- 10.2 Time is clearly required to carry out the management duties attached to a promoted post and time may also be allocated to allow a member of staff to carry out some additional duties.
- 10.3 As a new management structure evolves consideration will be given to the appropriate allocation of management time to support the range of posts in any school.
- 10.4 During the interim period as we move towards the new structure, allocations of management time should remain as they currently are. Any changes to reflect the new approach to management time should be implemented only when a significant change takes place to the existing structure. Moving too quickly or making dramatic changes could upset the capacity to deliver the curriculum.
- 10.5 The core duties of DHTs require that they are not overly class committed. They need to: be available for staff; link with subject areas; participate in various aspects of pupil management; establish and maintain parental contacts; liaise with a range of external groups.

## 10.6 Management Time for Principal Teachers (Secondary)

### 10.6.1 Current position

- All principal teachers, curriculum in a school have the same allocation as each other.
- Differences between schools are based on roll bands.
- There are differences between the time allocations for the posts of principal teacher curriculum and principal teacher of guidance.

### 10.6.2 Proposed

- Principal teachers of learning and teaching will have a time allocation that will vary in relation to the roll of the school.
- A core PTLT will have a time allocation that takes account of the numbers of staff managed and the number of pupils associated with the department.
- A principal teacher post that is part of the flexible complement will have a time allocation which will be less than a core principal teacher since the post will have less responsibility for staffing and pupil numbers. However, these postholders will have sufficient time to undertake their key responsibilities.
- Where a principal teacher from the flexible complement takes on responsibility for more than one subject area, the minimum time allocation will be that of a core PTLT within the school.
- All principal teachers pupil support will be given a minimum time in order to address various issues associated with their post: staff availability for pupils; staff capacity to link with various external groups; availability to assist members of the support team.

## 10.7 Management time for Principal Teachers (Primary)

### 10.7.1 Proposed

- All principal teachers will be given a minimum time allocation to allow them to address their key responsibilities. This time will take account of the time available to a depute head teacher within the school.

## 10.8 Maximum Teaching Time Allocations

### Secondary

<b>Post</b>	<b>Roll</b>	<b>Max Contact (based on a 30 period week)  (periods)</b>
DHT	600 – 700	12
PT Learning		19
PT Flexible		23
PT Pupil Support		15
DHT	701 – 1000	12
PT Learning		18
PT Flexible		22
PT Pupil Support		15
DHT	1001-1250	12
PT Learning		16
PT Flexible		21
PT Pupil Support		15
DHT	1251- 1700	12
PT Learning		14
PT Flexible		20
PT Pupil Support		15
DHT	1700 +	12
PT Learning		13
PT Flexible		20
PT Pastoral		15

### Primary

<b>Post</b>	<b>Roll</b>	<b>Max Contact (hours)</b>
DHT (primary)	221+	0
PT	100 – 220	16
PT	221+	20

It will be open to the school's management team to allocate more time to a postholder to take account of local circumstances and an individual's remit.

Similarly, it will be the responsibility of the school's management team to agree an appropriate allocation of time for a principal teacher, additional support needs.

## **11. Consultative mechanisms**

### **11.1 School based consultative mechanisms**

The agreed School Based Consultative Mechanisms Paper will remain in place and all schools must ensure that they have established consultative committees in accordance with this paper.

### **11.2 Working Time Arrangements**

The local agreement on Working Time Arrangements will continue to apply and all schools must ensure that the terms of this agreement are adhered to.

### **11.3 Learning Community consultative committees**

It has been agreed that the Joint Negotiating and Consultative Committee will establish Learning Community Consultative Committees based on the following principles.

- Each learning community will establish a Learning Community Consultative Committee.
- The management side will consist of the head of learning community plus up to 3 other representatives of the learning community. The teachers' side will consist of 4 representatives nominated by the Teachers' Panel of the JNCC.
- The committee will meet a minimum of 3 times per school session.

The JNCC will agree the detailed consultative arrangements.

## **12. Conclusion**

12.1 The head of learning community in consultation with the head teacher will develop the promoted post structure in line with council policy, taking account of the views of staff and the school and learning community consultative committees. In the unlikely event of any disagreement emerging, head teachers will discuss these with the Executive Director of Education Resources. Thereafter,

12.2 The proposed promoted post structure for each learning community will be tabled at the JNCC for discussion. Thereafter,

12.3 The Executive Director of Education Resources will discuss any outstanding issues with the teachers' side of the JNCC.

12.4 All promoted post re-structuring proposals will then be decided by the Executive Director of Education Resources.



- 12.5 This structure will be agreed and implemented in accordance with processes and procedures identified in this paper.
- 12.6 The local authority will seek to provide appropriate continuing professional development (CPD) for depute head teachers, principal teachers and pupil support teachers.
- 12.7 All aspects of the new agreement will be reviewed by the JNCC no later than March 2006.

## Appendix 1

### Remit for Senior Manager, Pupil Support

<b>Purpose</b>	The role of the senior manager, pupil support is to assist the head of the learning community in the conduct of the affairs of the learning community.
<b>Accountability</b>	Head of learning community
<b>Remit</b>	To undertake a range of duties to ensure the successful development of the learning community

Specific duties will include activities which relate to Annex B and cover the following areas:

- Contribution to the overall strategic development of the learning community: including raising standards for young people.
- Providing a lead role in policy development and support for vulnerable children and families, particularly in relation to:
  - Care and Welfare
  - Inclusive Education and Support for Learning
- Participating in aspects of resource allocation including:
  - Staffing – contribute to the recruitment, deployment and monitoring of a range of additional support staff?
  - Budgets – allocation and accountability
- Taking a lead role in the initiation, organisation and evaluation of appropriate staff development opportunities to meet the needs of staff in the learning community in relation to pupils and families.
- Contributing to quality assurance processes and procedures developed in the learning community.
- Improving the attainment and achievement of (vulnerable) pupils and families by developing wide ranging and appropriate support.
- Developing dynamic links with a range of external agencies.
- Contributing to cross curricular and cross sectoral initiatives within the learning community.

## **Appendix 2**

### **Principal Teacher remit**

#### **Introduction for all posts**

The duties of the principal teacher (curriculum/pastoral) are described in detail in Annex B of the national agreement 'A Teaching Profession for the 21<sup>st</sup> Century.'

Subject to the policies of the school and the education authority the duties of promoted teachers are to perform such tasks as the head teacher shall direct having reasonable regard to overall workload related to various categories.

Different posts will have different remits which will give varying emphasis to the range of duties outlined in Annex B. These differences will be reflected in the job sized remuneration and the management time allocated to the post. It will be the responsibility of the head of learning community, in discussion with establishment head teachers, to ensure that there is a balance in the remit of each postholder.

Specific duties and job remits for the post of principal teacher will be subject to agreement within the JNCC.

#### **Learning and Teaching**

A curricular principal teacher will be assigned responsibilities from the range of areas outlined below in relation to specified aspects of the working of the school. The principal teacher will work in partnership with various teams of staff within curricular areas. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community. The specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

#### **Primary post**

A primary principal teacher will be assigned responsibilities from the range of areas outlined below. The principal teacher will work in partnership with teams of staff within the school. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community. The specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

#### **Pupil Support**

A principal teacher, Pupil Support, will be assigned responsibilities from the range of areas outlined below in relation to specified aspects of the working of the school. The principal teacher will work in partnership with teams of staff with responsibilities for pupil support. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community. The specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

### **Additional Support Needs**

A principal teacher, Additional Support Needs, will be assigned responsibilities from the range of areas outlined below in relation to specified aspects of the working of the school. The principal teacher will work in partnership with teams of staff with responsibilities for various aspects of pupil support. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community. The specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

### **Generic - Learning Community**

A generic principal teacher will be assigned responsibilities from the range of areas outlined below in relation to specified aspects of the working of the school and the learning community. The principal teacher will work in partnership with teams of staff within the designated areas. Where appropriate the remit will include taking a lead role in an aspect of their work across the learning community. The specified aspects of working may be varied by the head of learning community in discussion with the head teacher in response to changing priorities within the community.

### **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 pupil**
- (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.**

### **Appendix 3**

Principal Teacher – possible duties for a generic PT appointed from the flexible allocation

The duties of a generic principal teacher may involve work in some of the following whole school areas. It will be for the head of learning community, in discussion with other senior managers and by whole staff consultation in the learning community, to determine the most appropriate use of this type of post.

1. Specified curricular area(s)
2. Citizenship
3. Enterprise
4. National Priorities
5. CPD
6. Early Years
7. Thinking skills
8. Independent learning
9. Transitions
10. 5-14
11. Vocational education
12. Curriculum for Excellence
13. Formative assessment
14. Communications
15. ICT in learning
16. Behaviour management
17. Equality
18. Gender and attainment
19. Health
20. Working in the community
21. Working with parents
22. Student and probationer mentoring

This list is neither prescriptive nor exhaustive.