



COMHAIRLE NAN EILEAN SIAR

Department of Education

Local Negotiating Committee Agreement

Title:	Promoted Post Structures in Schools
Date:	11 May 2004



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PRINCIPLES FOR THE IMPLEMENTATION OF REVISED PROMOTED STRUCTURES IN SCHOOLS

BROAD PARAMETERS

- 1.1 The education available to all pupils in schools in the Western Isles must be focused on wholeheartedly sharing the Department of Education vision of ***Aiming for Advancement***. Schools must contribute effectively to fulfilling the Department's mission of providing:
 - A first class education service
 - An inclusive quality culture
 - Access and opportunity for all learners
 - Principles and Best Value
 - Desire for continuous improvement
 - Appreciation of the value and uniqueness of the physical and cultural environment of the Western Isles.
- 1.2 These principles must be firmly embedded in the working practices of all schools.
- 1.3 All staff have a responsibility to ensure that they play a full part in a child-centred approach to learning and teaching, that makes full use of professional expertise, in a culture of teamworking and collegiality, and in a setting that promotes effective partnerships and which will ensure that all young people achieve their potential, and that they are equipped for the opportunities and challenges of life.
- 1.4 Effective management is crucial to the success of a school, and a structure of promoted posts with appropriate remits will be the main factor underpinning this effective management.
- 1.5 An effective promoted post structure should incorporate the following criteria:
 - Firm link to the requirements of *How Good is Our School*;
 - Ability to deliver national and local priorities;
 - Strong and inspirational leadership incorporating team-working, partnership, collegiality and a consultative approach;
 - Inclusive and child centred approach, with the potential for integrating Guidance, Learning Support and Behaviour Support;
 - Focus on learning and teaching, and the need to develop the potential of every young person;
 - Strong focus on quality assurance and the drive to develop continuous improvement and raise attainment;
 - Flexibility to respond to the demands of an evolving curriculum, to foster subject expertise; possibly within a faculty system, to promote enterprise and pre-vocational education and to address cross-curricular issues;
 - Recognition of the importance of the bilingual dimension, both in the curriculum and in overall school ethos;
 - Commitment to the outcomes of Integrated Community Schools: improved achievement; improved health; social inclusion; improved integrated services to children, families and the wider community.

SCHOOL PROPOSALS FOR IMPLEMENTATION

- 2.1 The situation in the Western Isles, with such significant variations in school rolls and staffing complements, does not make it possible or desirable to make definitive decisions centrally about the types of structures schools should have. Nevertheless, it is desirable that these structures meet certain parameters.

- 2.2 An opportunity now exists for schools to put in place a structure suitable for their own situation, as if they were setting up a new school, within the guiding principles articulated in Section 1 above, and within the agreed parameters as regards numbers of posts. In devising proposals, schools will need to consult the authority job-sizing co-ordinators, in order to match the proposed remits with appropriate job-sizes. Proposals from schools should be submitted to the appropriate Head of Service, following consultation with all school staff. Schools will then work with the appropriate Head of Service in the devising of final proposals. The final decision on structures for schools will require the agreement of the Director of Education.
- 2.3 It is recommended that, depending on the size of the school, a school working group be established to co-ordinate this development.
- 2.4 It is accepted that it will not be possible in all cases to move to the new structure immediately, and that a phasing-in approach will be required in certain cases. Schools must take cognisance of the following in devising structures:
- Financial viability
 - Sustainability
 - Implications for future recruitment.
- 2.5 Although the promoted post structure will only incorporate the promoted posts now in existence – Head Teacher, Depute Head Teacher and Principal Teacher, the plan for the school should recognise the role of all staff, in a professional, collegiate working environment, as outlined in the job description for teacher/chartered teacher as agreed by LNCT.
- 2.6 In some schools, staff have a timetabled class commitment which is significantly less than the proposed maximum of 22.5 hours. This can give considerable scope for using the interests and expertise of such staff in the pursuit of activities incorporated in the school development plan, or activities which have a whole-school focus. The job descriptions agreed for teachers and chartered teachers allow for such activities, provided they can be accomplished within the 35 hour week.

SENIOR MANAGEMENT

- 3.1 The senior management of schools will incorporate Head Teacher and Depute Head Teacher posts, in line with the formula allocation indicated in Appendix 1. Where there is more than one Depute, one of these will be designated as deputising for the Head Teacher, when the need arises. In the event of both these postholders being absent for short periods, another member of staff can be designated as the main point of contact for any matters arising during the absence. In schools with additional Deputes and/or Principal Teachers, one such postholder can be so designated.
- 3.2 Where posts additional to allocation currently exist, these will be phased out as vacancies arise, and in accordance with the agreed overall promoted post structure for the school.
- 3.3 Only Head Teachers and Depute Head Teachers will be designated as members of the senior management team. This does not preclude team working and meetings with the Principal Teacher cohort.

PRINCIPAL TEACHERS

- 4.1 The allocation of Principal Teachers is as indicated in Appendix 2. It is recognised that it will not be possible for all schools to move immediately to the structure indicated, and that a phased approach will be necessary. Schools will discuss a transitional plan, and present phasing proposals to the Education Directorate, with a view to establishing the initial phases during session 2004-05. Contact with the Education Directorate will be through the school's designated Link Officer.

RECRUITMENT

- 5.1 For all new promoted posts in secondary schools in session 2004/05. the Job Description the post will be compared with the Job Descriptions of existing posts and the Matching Procedure described below will be applied. If posts can not be filled by the Matching Procedure they will be filled by competitive selection process, ring-fenced initially to eligible applicants, as defined below.

MATCHING PROCEDURE

- 6.1 It is proposed that where there is a sufficient similarity between a new post and an existing post, then the holder of the existing post shall have the contractual right to be placed directly into the new post. In this context, sufficient similarity will be deemed to exist when the following conditions are met:
- The functions and responsibilities of the posts are substantially similar, ie organisational relationships, principal purpose, main duties, communication, demands of the job, knowledge, skills and experience required, working environments.
 - No other employee can be identified as undertaking a directly comparable post, or where there is a group of similar employees, the number of posts is equal to the number of comparable individuals.
- 6.2 Initial decisions as to whether the functions and responsibilities of a new post are similar to those of an existing post shall be subject to discussion within the school working group in the first instance. Disputed cases should be referred to the LNCT, through the Head of Service.
- 6.3 Where there is not a sufficient similarity either because the new post is different from any existing post, or because there are fewer new posts than people in existing comparable posts, recruitment will be carried out through a competitive selection process, as described below. The aim will be to have a process that is objective and fair.
- 6.4 In cases where whole-school responsibilities are to be included in PT posts in new structures, such responsibilities will not be considered to change the nature of the new post from being designated as “substantially similar” unless the whole-school responsibility will be a major part of the remit for the new post.
- 6.5 Where a post is filled by matching, conservation rights will not be affected.
- 6.6 Matching is applicable only to the initial filling of posts, and as a transitional measure.

ELIGIBILITY FOR PROMOTED POSTS

Principal Teacher Curriculum Posts

- 7.1 Where posts do not fit the matching criteria defined above, the following process will apply.
- 7.2 For all Principal Teacher Curriculum posts, applications from staff who hold a teaching qualification in at least one of the subjects to be managed by the post will be considered. In the first instance, applicants for a PT Curriculum post should, at the time of application, be holders of substantive posts in the school and within the subjects to be managed by the post.
- 7.3 If the post is not filled from within the school, then applications will be considered from all staff employed within Comhairle nan Eilean Siar, if the post can be filled in this way without increasing the overall staffing of the school. It is appreciated that the options for transfer of surplus staff are limited in the Western Isles situation, and that moving to fill new posts may need to wait until the staffing situation in a school makes that possible.
- 7.4 If the post remains unfilled, it will be advertised nationally, when a suitable vacancy arises in the school.

Principal Teacher – Pupil Support Posts

- 7.5 In the first instance, applicants for a PT Pupil Support post should at the time of application, be holders of substantive posts within the school
- 7.6 The area of Pupil Support includes designations such as Guidance, Support for Learning, Behaviour Support, and Pupil Support.

7.7 If the post is not filled from within the school, then applications will be considered from all staff employed within Comhairle nan Eilean Siar, if the post can be filled in this way without increasing the overall staffing of the school. It is appreciated that the options for transfer of surplus staff are limited in the Western Isles, and that moving to fill new posts may need to wait until the staffing situation in a school makes that possible.

7.8 If the post remains unfilled, it will be advertised nationally, when a suitable vacancy arises within the school.

Principal Teacher – Primary Schools

7.9 In the first instance, applicants for a PT post in Primary schools should at the time of application, be holders of substantive posts in the school.

7.10 If the post is not filled from within the school, applications will be considered from all staff employed within Comhairle nan Eilean Siar, if the post can be filled in this way without increasing the overall staffing of the school. It is appreciated that the options for transfer of surplus staff are limited in the Western Isles, and that moving to fill new posts may need to wait until the staffing situation in a school makes that possible.

7.11 If the post remains unfilled it will be advertised nationally, when a suitable vacancy arises in the school.

Conservation

7.12 When posts are filled internally by competitive interview, conservation rights will not be affected.

MANAGEMENT TIME

Primary Schools

8.1 The opportunity has been taken as part of the management re-structuring process to review the management time allocated to Primary Schools and Primary Departments, in accordance with the allocation indicated in Appendix 3. It has long been accepted that the management time allocation in Primary Schools required to be reviewed. The increase in management time will remove the necessity to provide a block of 5 additional days annually to HTs of small schools.

8.2 The time indicated is the total time allocated to the school/department, which will be shared among all promoted staff in the school/department, in situations where there are Principal Teachers as well as Head Teachers.

Secondary Schools

8.3 For Secondary Schools which are staffed in accordance with national formula, the entitlement in respect of management time for promoted posts is incorporated in the formula. For smaller Secondary Schools, a local formula was devised which could transfer to the new situation. This is included in Appendix 3.

8.4 A review of the time currently allocated should be calculated within each school, and proposals for allocation of management time should be brought forward as part of proposals for discussion with the Head of Service.

8.5 In allocating management time for promoted posts, Head teachers should be mindful of the principles of the Working Time Agreement in respect of time for preparation and correction, which is calculated as one third of actual class contact.

PROMOTED POST HOLDERS WITHIN THE CURRENT SYSTEM

- 9.1 During the phase of transition from the current structures in schools to the new structures, schools may have a combination of new posts, and substantive postholders in posts which were established as part of the current structure. Promoted post holders who are not in new posts will continue in their substantive post, carrying out duties in line with their job-sized salary, and agreed job descriptions.
- 9.2 It may be possible to consider applications for early retirement, within relevant nationally agreed arrangements and within the Comhairle policy on early retirement. As a consequence of the considerable actuarial costs, this will be limited and will be linked to age, and to the needs of the service.

JOB SIZING

- 10.1 Before final decisions are taken on the proposed structure for individual schools, that structure will be subject to job-sizing, to ensure that the structure meets the financial provision available. All promoted posts in the structure will be subject to job-sizing.

FORMULA FOR PROMOTED POSTS**APPENDIX 1**

- All schools are entitled to a Head Teacher.
- All secondary schools, primary-secondary schools and larger primary schools are entitled to 1 DHT. Additional DHTs are allocated in line with previous nationally agreed arrangements for AHTs in secondary schools. In recognition of the curricular demands of P1-S6 schools, an additional DHT is allocated to the Primary sector of these schools. In P1-S2 schools, the new structures give scope for the appointment of a PT in the Primary sector.
- The pointage for entitlement to Principal Teachers is calculated as follows:

Secondary Schools	Primary Schools
S1-S2 Roll x 1.2	Roll x 1.2
S3-S6 Roll x 2.6	

- The difference in formula is in recognition of the differences in line management load, curricular demands and in pastoral emphasis between the 5-14 and 14-18 sectors.
- The entitlement formula for Principal teachers is based on 118 points – the mid-point in the Point 4 PT range. Schools may present options which have a greater or lesser number, at different scale points, within the pointage/resource allocation.
- Schools with pointages from 78–110 would be entitled to a Principal Teacher at an appropriate point within scale points 1-3.

Category 1: Primary/ Primary + S1-2

The bandings give an indication only – the actual entitlement would relate to the average projected roll for the school.

Roll	Pointages	Senior Management	Principal Teachers
0-64		Head Teacher	
65 -100	76 - 120	Head Teacher	1 PT
101-200	121 -240	Head Teacher	1 - 2 PTs
201-300	241 - 320	HT,	2 – 3 PTs
301-400	361 - 480	HT, DHT,	3 – 4 PTs

Category 2: Schools with S3-6 Sector

Examples:

Roll		Pointages	Senior Management	Principal Teachers
5-14	14-18			
120	80	352	HT, DHT	3 PTs
200	640	1904	HT, 2 x DHT	16 PTs

Category 3: P1-S6 Schools

Example:

Roll		Pointages	Senior Management	Principal Teachers
5-14	14-18			
102	98	372	HT, DHT (whole school) DHT Primary	3 PTs

APPENDIX 2**PROMOTED POSTS: APPLICATION OF POINTAGE MODEL****SECONDARY SCHOOLS/COMBINED PRIMARY-SECONDARY SCHOOLS**

- The allocation for HT and DHT is fixed. The pointage refers only to PT posts. In the P1-S6 Schools, one of the DHT posts would be allocated to the Primary Department.
- Column 8 gives the number of PTs that a school could appoint, job-sized at Scale point 4.
- Schools may present options which have a greater or lesser number, at different scale points, within pointage/resource allocation. Not all PT remits would be sized at scale point 4.

SCHOOL	ROLL 5-14	ROLL 14-18	TOTAL	POINTS	HT	DHT	PT
The Nicolson Institute	251	829	1080	2457	1	4	21
Sgoil Lionacleit	75	310	385	896	1	2	8
Sir E Scott	106	95	201	374	1	2	3
Castlebay	116	72	188	326	1	2	3
Back	179		179	215	1	1	2
Bayble	88		88	107	1	1	1
Daliburgh	102		102	122	1	1	1
Lionel	99		99	119	1	1	1
Paible	96		96	115	1	1	1
Sgoil nan Loch	82		82	98	1	1	1
Shawbost	96		96	115	1	1	1

PRIMARY SCHOOLS (ROLL 65 +)

SCHOOL	ROLL	POINTS	HT	DHT	PT
lochdar	65	78	1		1
Sandwick	88	106	1		1
Balivanich	96	115	1		1
Laxdale	235	282	1		2
Stornoway	331	397	1	1	3

*The above calculations are based on school rolls for session 2003-04.
Final calculations will be based on the roll for 2004-05, and projections for future roll.*

APPENDIX 3**MANAGEMENT TIME**

Primary Schools

Roll	Management Support
1- 25	.2 FTE – 1 day
26 – 40	.3 FTE – 1.5 days
41 – 70	.4 FTE - 2 days
71 – 150	.5 FTE – 2.5 days
151+	Non teaching HT

Primary/Secondary Schools

Roll	Management Support (primary sector)
1-70	0.2 FTE - 1 day
71-150	0.3 FTE – 1.5 days

Small Secondary Schools

Post	Management Time
HT	Maximum 22.5, but HT usually has a small teaching commitment
DHT	8.5 hours
PT	Number of hours of subject taught / 33

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DEPARTMENT OF EDUCATION

REVISION OF PROMOTED POST STRUCTURES IN SCHOOLS

