

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 23 FEBRUARY 2016

REVIEW OF MANAGEMENT STRUCTURES IN PRIMARY SCHOOLS

REPORT BY MARGO WILLIAMSON, STRATEGIC DIRECTOR, PEOPLE

ABSTRACT

This report sets out proposals for management structures in Primary Schools which ensure best value, equity, transparency and clear processes for the number of promoted staff in every school. This includes those with shared heads.

1. RECOMMENDATION(S)

It is recommended that the Committee:

- (i) approve proposals to amend the staffing formula for promoted staff in Angus Primary schools to achieve consistency across schools;
- (ii) approve proposals to amend the staffing formula for promoted staff in shared headship schools;
- (iii) approve proposals to amend the allocation of additional staffing to schools in relation to deprivation and shared headships.

2. ALIGNMENT TO THE ANGUS COMMUNITY PLAN/SINGLE OUTCOME AGREEMENT/COPORATE PLAN

This report contributes to the following local outcome(s) contained within the Angus Community Plan and Single Outcome Agreement 2013-2016:

Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens

3. BACKGROUND

- 3.1 A group was set up to consider current management structures and deprivation allocations and to develop proposals for revision.
- 3.2 The group consisted of senior officers from the Schools and Learning team, Primary Head Teachers and a trade union representative. They considered the current methodology which informs the number of management posts in each school and the variance that has resulted as a result of this methodology.
- 3.3 The change from calculating teacher staffing from a roll based model to a class based model has led to greater equity in class teacher staffing across schools and this model was considered as a potential for calculating management posts as well as class teacher posts within schools. There are clear inconsistencies in the actual number of promoted staff across primary schools of the same size.
- 3.4 Models used in other local authorities were also considered.

- 3.5 Reference is made to Committee Report 83/15. This report sets out key amendments which had been made to the primary staffing formula for class teachers and highlighted the need for the revision of primary schools management structures and to amend the allocation of additional funding to schools in relation to deprivation and shared headships.
- 3.6 The allocation of Principal Teacher posts to shared headship schools has been piloted in session 2015/2016 in three shared headships. Feedback from Head Teachers has shown this to have impacted positively on the management and leadership of the relevant shared headships and that this should be built into the management structure of shared headships with 4 or more classes.

4. CURRENT POSITION

- 4.1 Promoted staff structures in Angus primary schools have to date been calculated as per Committee Report 825/03. Inconsistencies in this approach have arisen over the years since this decision and this has led to some differences between schools of similar size in relation to the number of promoted members of staff they have in post. The current budgeted allocation of promoted posts in primary schools is roll related and is detailed in the table below:

Number of Pupils	Managers	Number of schools
1 – 109	1 HT*	24
110 – 219	1 HT, 1 DHT*	8
220 – 329	1 HT, 1 DHT, 1 PT*	8
330- 439	1 HT, 1 DHT, 2 PT	8
440+	1 HT, 1 DHT, 3 PT	2

*HT – Head Teacher, DHT – Depute Head Teacher, PT – Principal Teacher

- 4.2 One additional PT post could also be allocated to any primary school with more than 100 pupils registered as eligible for free school meals.

4.3 Management Time in Primary Schools

As part of the local agreement (AJNCT/23), dedicated time has been agreed for primary promoted staff to carry out management duties. This is calculated using a formula and ensures that additional staffing is allocated to each school to free senior managers from class contact time. The following table outlines the amount of school management time given related to the number of pupils in the school:

Number of Pupils	Additional FTE	Managers
1 – 23	0.2	1 HT
24 – 70	0.3	1 HT
35 – 45	0.3	1 HT
46 – 70	0.3	1 HT
71 – 109	0.4	1 HT
110 – 220	0.9	1 HT, 1 DHT
221 – 330	1.2	1 HT, 1 DHT, 1 PT
331 – 439	1.5	1 HT, 1 DHT, 2 PT
440 – 500	1.7	1 HT, 1 DHT, 3 PT

As part of the local agreement (AJNCT 22 (Amended), Appendix 2 sets out ideal maximum class contact time for Principal Teachers, Depute Head Teachers and Head Teachers. Arrangements in individual schools may enable any individual promoted post-holders to undertake less class contact time than the ideal maximum and the proposals in this report do not change the aspirations set out in this appendix.

5. PROPOSALS

5.1 The following proposals set out key recommendations to align provision of promoted posts across all our primary schools.

5.2 Promoted staff allocation

It is proposed that this will now be calculated using a revised formula based on the number of classes and required management time for all promoted staff as follows:

Number of classes	Promoted staffing structure	Number of schools (excluding shared headships)
1-6	1 Head Teacher	17
7-9	1 Head Teacher and 1 Depute Head Teacher	6
10-13	1 Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher	8
14 or more classes	1 Head Teacher, 1 Depute Head Teacher and 2 Principal Teachers	10

In schools which share a Head Teacher, the promoted staff allocation is proposed as follows:

Total number of classes within a shared headship	Promoted staffing structure	Number of shared headships
1-3	1 Head Teacher	2
4-6	1 Head Teacher and 1 Principal Teacher	4
7 or more classes	1 Head Teacher, 1 Depute Head Teacher	0

5.3 An annual review of class configuration will take place each February and be approved by the Service Manager (Primary) to ensure the most efficient class composition has been achieved. Staffing allocation to primary schools will be agreed by May of each year.

5.4 Any permanent increase in the number of promoted staff would only be considered after a full year of increased roll and in conjunction with information about future demographics.

5.5 Any required reductions in the number of promoted staff will be managed at service level in line with current government guidance.

5.6 Management time

It is proposed to maintain management time at the current level. Management time will be based on the number of pupils, nursery and primary, regardless of the number of managers in post. Management time is based on the number of pupils as opposed to number of classes as the number of pupils determines the number of individual pupil meetings, case conferences and reports that need prepared.

Number of Pupils	Additional FTE to cover management time
1 – 23	0.2
24 – 70	0.3
71 – 109	0.4
110 – 220	0.9
221 – 330	1.2
331 – 439	1.5
440 – 500	1.7

5.7 Additional Funding for Resourced Schools, Deprivation and Shared Headships

5.7.1 All additional staffing allocated to schools should be brought together under the one heading of Annual Targeted Enhancement. This will enable a transparent process to be implemented each school session with clear criteria for the allocation of additional class teacher staffing to schools for deprivation.

5.7.2 The criteria for allocation of additional staffing related to deprivation will no longer be related to the decile the school is placed in within the Scottish Index of Multiple Deprivation (SIMD) which is driven by the school's postcode. It is now recognised that this does not take sufficient account of the actual home postcodes of the pupil population. Nor does it take sufficient account of the range of needs within a school in terms of management time required for meetings and support for the child and family. It is therefore proposed that 3 clear criteria will drive any additionality for deprivation.

These are:

- The number of pupils in a school whose home postcodes place them in deciles 1, 2 or 3 of the SIMD
- The average number of pupils over the previous three year period on compulsory social work orders
- The average number of pupils over the previous three year period on voluntary social work orders.

5.7.3 It is proposed that the current additionality to each shared headship school be maintained at 0.3 fte. This equates to a total additionality of 3.0 fte across ten schools and recognises the additional workload of a shared Head Teacher in terms of managing two school communities as well as double Parent Council meetings, Parents Contact evenings and a range of evening / weekend social and celebration events.

6. FINANCIAL IMPLICATIONS

6.1 Changes over time in relation to the new approach will lead to a reduction of Depute Head Teacher posts. This will be achieved through staff turnover with replacements being made at class teacher level. This could lead to eventual savings of £53,000 but there are no immediate financial implications arising as a result of this report.

6.2 Changes over time in relation to the new approach will lead to a reduction of Principal Teacher posts. This will be achieved through staff turnover with replacements being made at class teacher level. This could lead to eventual savings of £41,000 but there are no immediate financial implications arising as a result of this report.

7. CONSULTATION

7.1 Consultation with key groups was achieved through the representation on the review group outlined in section 3.2 above.

NOTE: The background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) which were relied on to any material extent in preparing the above report are:

- Committee Report 83/15

Appendix1: AJNCT 22 (Amended) Appendix 2

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AJNCT/22 – APPENDIX 2 (AMENDED) MANAGEMENT TIME ALLOCATIONS IN PRIMARY SCHOOLS

1 BACKGROUND

1.1 The way in which different schools have sought to deploy staff in order to ensure that all teachers remain within their contractual maximum weekly class contact guidelines has varied, but it is fair to say that a significant number of schools have used promoted staff (Heads, Deputes and Principal Teachers) to teach the classes of unpromoted teachers in order to deliver the necessary non-class contact time for unpromoted staff. This in itself is seen to be perfectly acceptable and indeed can offer a school a very useful way to enable a promoted member of staff to retain a good knowledge of pupils and also a good knowledge of predetermined areas of the curriculum. It would appear to be consistent with the need to encourage promoted staff to be able to take a whole-school approach in ways which are as informed as possible.

1.2 In putting together the proposals which follow, pragmatic considerations have had to be taken into account.

1.3 It is suggested that an aspirational maximum class contact time should be seen as a starting point (column 2 in the table below). It is also proposed that, in addition to the aspirational weekly maximum class contact time guidelines, we seek to establish a “trigger” point beyond which there would eventually be an expectation of some remedial action. The undernoted table summarises these proposals for different grades of promoted posts.

	Ideal Maximum Weekly Pupil Contact Time	Trigger
Principal Teacher	4 days (20 hours)	21½ hours
Depute Head Teacher	3½ days (17½ hours)	19 hours
Head Teacher (1 – 23 primary pupils)	4 days (20 hours)	21½ hours
Head Teacher (24 – 70 primary pupils)	3½ days (17½ hours)	19 hours
Head Teacher (71 – 110 primary pupils)	3 days (15 hours)	16½ hours
Head Teacher (111 – 220 primary pupils)	2 days (10 hours)	11½ hours
Head Teacher (221 – 330 primary pupils)	1½ days (7½ hours)	9 hours
Head Teacher (331+ primary pupils)	1 day (5 hours)	6½ hours

Notes: i) All teachers (promoted and unpromoted) have a contractual entitlement to a maximum of 22½ hours class contact in any one week.

ii) It is perfectly acceptable for any individual promoted post-holder to undertake less class contact time than the ideal maximum set out above.

2 MONITORING/REMEDIAL ACTION

2.1 It is suggested that each Angus primary school should attempt to monitor its arrangements on a week-by-week basis. Ideally, a record should be kept of each week which notes whether or not the ideal maximum weekly pupil contact time has been complied with by each individual promoted post-holder; if not, note should also be taken of whether or not any individual postholder has had to exceed the “trigger” weekly class contact time.

2.2 These records could usefully form the subject of discussion within the school’s Staff Consultative Group; they could also be used to inform discussions between the Head Teacher and the Link QIO, and also between the Head Teacher and the appropriate Senior Education Manager.

2.3 In the event that an individual promoted post-holder does exceed the “trigger” class contact time in any given week, it may be appropriate to consider possible remedial action, eg:

- doubling up of classes, if reasonable and practical

(NB: This approach may well be relevant only in very small schools)

- re-distribution of tasks to other promoted post-holders in the given week

(NB: Obviously this approach can only be used in bigger schools where there is at least a DHT in addition to the HT post.)

- re-distribution of tasks in the following week by way of compensation