

**ANGUS COUNCIL
CHILDREN AND LEARNING COMMITTEE
24 FEBRUARY 2015**

Service Review - Visiting Teachers

Background

A service review was established in April 2014 to explore how agreed savings of £106,000 in 15/16 and £170,000 in 16/17 (Angus Council Revenue Budget 84/14, reference PSL-S-13(P)), could be made to the visiting teachers budget. This review concluded in September and made a number of recommendations. A consultation event was arranged with key members of the original review group to further develop the proposed service redesign.

Reductions to the visiting teacher service in line with the agreed savings would result in a total remaining service of 9FTE visiting teachers. There are concerns about how to maintain meaningful service delivery with a staff complement of this size whilst ensuring that children benefit from a suitable depth of exposure to the specialist subjects of Physical Education (PE), Art and Music. It is also noted that currently visiting teachers work with class teachers in the class at the same time as they deliver their lesson thus presenting a double count in terms of salary. The current breakdown of visiting specialists is Music (4.6FTE), Art (5.2) and PE (7.2). In addition there is currently 36.8FTE teacher time available to cover required teacher non-contact time in primary schools (2.5 hours weekly for each teacher). Currently there are a number of primary class teacher vacancies across Angus despite regular recruitment processes.

Outcome

A model is currently being developed that embeds the current visiting teacher provision in the required primary teacher cover time. Class teachers will therefore not be present during specialist lessons thus providing their non-contact time and ensuring no diminution of specialist input. The budget saving will be made to this overall pool rather than from the specialist staff. The value of specialist input to children's educational experience can therefore be maintained. In refining this model, consideration will be given to the maintenance of time for collaborative professional development, training, and support for probationers. General guidance is required that includes consideration of the breadth of subject specialism, more depth of provision in fewer schools and a sustainable and equitable model of delivery. The proposed model will be considered by AJNCT on 25th February 2015.

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