

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 24 FEBRUARY 2015

PRIMARY SCHOOL – TEACHING STAFFING STANDARD

REPORT BY MARGO WILLIAMSON, STRATEGIC DIRECTOR PEOPLE

ABSTRACT

This report provides information on the current methodology used to determine the numbers of teachers allocated to primary schools on an annual basis. It gives a range of proposals for further review and improvement.

1. RECOMMENDATION(S)

It is recommended that the Committee:

- (i) Approve the methodology used to determine the staffing allocation of teachers to each primary school updated from previous agreements outlined in reports 244/06 and 1177/08.
- (ii) Approve proposal to review primary management structures
- (iii) Approve proposal to review teaching staffing in schools with a shared headship
- (iv) Request a future report on the outcomes of the reviews proposed in (ii) and (iii)

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 Reference is made to Information report No. 387/14 Schedule 9 (<http://archive.angus.gov.uk/ccmeetings/reports-committee2014/childrenlearning/387%20Schedule%209%20-%20staffing%20standard.pdf>) which set out updated information in relation to the primary staffing formula. Until the beginning of session 2014/15, the primary staffing calculation was based on a pupil roll formula as per Committee reports 244/06 and 1177/08.
- 3.2 A Concordat (2007) exists between Scottish Government and Local Government that requires all education authorities to endeavour to reduce class sizes in P1-P3 to a maximum of 18. Local government is expected to show year on year progress towards delivery of the class size reduction policy.
- 3.3 In addition to the Concordat commitment, there is a contractual national agreement that no teacher will normally be asked to teach a class of primary pupils of more than 33 children. There is also a national agreement which means that no teacher will normally be expected to teach a composite primary class of no more than 25 pupils. Scottish Government legislation also stipulates that no P2 or P3 class should have more than 30 pupils in it and class sizes for P1 pupils be limited to 25.

3.4 Between 2011 and 2014, the initial allocation of teachers to primary schools in Angus was calculated in accordance with the formula described in Committee report 1177/08. However, practical adjustments have been made to this formula on an ongoing basis to accommodate revised class sizes and to allow appropriate management time depending on the number of classes to be formed. Adjustments have also been made to enhance staffing levels to meet the higher needs of those children in deprived areas.

4. CURRENT POSITION

4.1 In session 2014/15, modifications were made to the staffing allocation to take into account:

- the number of classes as opposed to pupil roll
- the level of cover required for class teacher non-contact time (2.5 hours per week per full-time teacher)
- management time
- schools identified as having high levels of deprivation
- shared headship schools
- resourced schools to meet additional support needs
- team teaching
- Gaelic provision
- additionality to maintain pupil/teacher ratio

4.2 In January of each school session, all primary school Head teachers are required to make a return outlining class configuration for the following session based on projected rolls. These returns are analysed by the Service Manager Schools and Learning (Primary) and the most effective and efficient class configurations are agreed and approved. The number of classes determines the initial number of teachers allocated to the school for the new academic session each August. The following table demonstrates teacher allocation based on the number of classes including reduced contact time:

Number of Classes/Teachers Ratio 1:1	Non-contact time 0.1fte:1fte	Number of Teachers including non-contact time
1	0.1	1.1
2	0.2	2.2
3	0.3	3.3
4	0.4	4.4
5	0.5	5.5
6	0.6	6.6
7	0.7	7.7
8	0.8	8.8
9	0.9	9.9
10	1.0	11.0
11	1.1	12.1
12	1.2	13.2
13	1.3	14.3
14	1.4	15.4
15	1.5	16.5
16	1.6	17.6
17	1.7	18.7

- 4.3 As part of a local agreement (AJNCT/22 (amended)), 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	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

- 4.5 Additionality is also provided to schools which have been identified through the Scottish Index of Multiple Deprivation as having a significant level of deprivation. In session 2014/15, 5.17 fte teachers were allocated using this approach across eight schools.
- 4.6 There are currently six Head Teachers who each have responsibility for two rural schools. To ensure that none of these Head Teachers have a class teaching commitment, additionality of 0.3fte is provided to each of the twelve schools.
- 4.7 Eight of our primary schools have been identified as specifically resourced schools for pupils with additional support needs. In order to support the management of these pupils and the additional time required for case conferences etc, each of the eight resourced schools are allocated an additional trainee teacher. This equates to 5.6 fte teachers across the eight schools.
- 4.8 Further additionality is also provided to some schools to enable team teaching to take place. These situations occur when agreed class configuration cannot be accommodated due to a lack of rooms but where larger classes can be accommodated in one room. For session 2014/15, this equates to 13.2 fte teachers across fifteen schools.
- 4.9 An additional teacher is allocated to Whitehills Primary School to teach in the Gaelic Medium Unit.

5. PROPOSALS

- 5.1 A full review of management structures in primary schools is required to bring allocation of promoted staff in line with class numbers as opposed to total pupil roll. This will be conducted by the Schools and Learning Service Manager (Primary) and will involve comprehensive consultation with stakeholders. If approved, it is anticipated that this review will be completed by May 2015 and the outcomes will be ready to be implemented in primary schools in August 2015.
- 5.2 The current allocation of an additional 0.3 fte teacher to each school with a shared Head Teacher also requires to be reviewed, to ensure enhanced flexibility for shared Head Teacher schools in terms of class composition and teacher allocation.

6. FINANCIAL IMPLICATIONS

The costs associated with the review relate in the main to staff time which can be met from existing resources. Any Potential financial implications arising from for the above proposals will be fully explored as part of the review and will be set out in a future committee report.

7. HUMAN RIGHTS IMPLICATIONS

There are no Human Rights implications arising from the consideration of this report.

8. EQUALITIES IMPLICATIONS

The issues contained in this report do not fall within an approved category that has been confirmed as exempt from an equalities perspective.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

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