

ANGUS COUNCIL

FAMILY, EDUCATION AND JUSTICE COMMITTEE – 09 JANUARY 2024

PRIMARY SCHOOL MANAGEMENT STRUCTURES

REPORT BY KELLY MCINTOSH, DIRECTOR OF EDUCATION AND LIFELONG LEARNING

ABSTRACT

This report sets out proposals for management structures in all primary schools which will ensure best value, equity, and transparency.

1. RECOMMENDATIONS

It is recommended that the Family, Education and Justice committee:

- (i) approves proposals to amend the staffing allocation for promoted staff in primary schools;
- (ii) approves proposals to amend the management allocation for promoted staff in shared headship schools;
- (iii) approves proposals to implement Principal Teachers (Inclusion) in 'specifically resourced' schools; and
- (iv) approves proposals to amend the allocation of staffing to schools in relation to excellence and equity.

2. ALIGNMENT TO THE COUNCIL PLAN

This report links to the following outcome contained within the Angus Council Plan 2023-28:

- support children, young people and adults to access appropriate opportunities which allow them to progress in their learning.

3. BACKGROUND

- 3.1 In April 2022 a staffing review group was set up to consider current management structures and staffing allocations. Short Life Working Groups were then tasked with looking at staffing across three key areas: Early Learning & Childcare, Additional Support Needs and Universal Provision in the primary sector. It should be noted that the recommendations in this report have been informed by data also collected in year one of the ongoing ASN review.
- 3.2 The staffing review group consisted of senior officers from the central Education and Lifelong Learning team, Head Teachers and a trade union representative. The group considered the current rationale and methodology which inform the number of management posts in each school and the variance that has resulted due to the current formula.
- 3.3 Current management structures and class allocation are as agreed by the Children and Learning Committee in reports 85/15 and 73/16. This includes a historical Newly Qualified Teacher allocation of 6.3FTE to specially resourced schools.
- 3.4 The allocation models used in neighbouring local authorities were also considered by the group as part of the review.

4. CURRENT POSITION

- 4.1 Promoted staff structures in Angus primary schools are currently calculated as per Committee Report 73/16. The allocation of promoted posts in primary schools is class related and is detailed in the table below:

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

In schools which share a Head Teacher, the promoted staff allocation is currently:

Total number of classes within a shared headship	Promoted staffing structure	Number of shared headships
1-3	1 Head Teacher	1
4-6	1 Head Teacher and 1 Principal Teacher	5
7 or more classes	1 Head Teacher, 1 Depute Head Teacher	1

- 4.2 A review of class configuration takes place each February and is approved by a Service Leader to ensure the most efficient class composition has been achieved. Staffing allocation to primary schools is then agreed by May of each year once P1 enrolment processes are complete.
- 4.3 Any permanent increase in the number of promoted staff is only considered after a full year of an increased number of classes.
- 4.4 Any required reductions in the number of promoted staff due to decreased numbers of classes are managed at service level in line with current SNCT and AJNCT/23.

Management Time in Primary Schools

- 4.5 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 school roll and ensures that additional staffing is allocated to each school to enable senior managers to carry out strategic work. The following table outlines the allocation of school management time in relation to the number of pupils in the school:

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

Additional Staffing for Resourced Schools, targeted enhancement and Shared Headships

4.6 All additional staffing allocated to schools is delivered under the heading of Annual Targeted Enhancement and allocated on the basis of school roll.

4.7 Each joint headship school receives between 0.3FTE and 0.7FTE giving a total of 4.3FTE across all joint headship schools.

5. PROPOSALS

5.1 It is proposed that the promoted staffing structure for primary schools is amended to include an additional two bandings. This revised structure will require the establishment of four new Principal Teacher posts to support schools with 5-6 classes and one additional Depute Head Teacher post for schools with 17 classes or more. Schools with 17 classes or more will reduce by one Principal Teacher. The proposed structure is as follows:

Number of classes	Promoted staffing structure	Number of schools (excluding shared headships)
1-4	1 Head Teacher	10
5-6	1 Head Teacher and 1 Principal Teacher	4
7-9	1 Head Teacher and 1 Depute Head Teacher	7
10-13	1 Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher	10
14 - 16	1 Head Teacher, 1 Depute Head Teacher and 2 Principal Teachers	6
17 or more classes	1 Head Teacher, 2 Depute Head Teacher and 1 Principal Teacher	1

In schools which share a Head Teacher, the promoted staff allocation remains unchanged:

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

5.2 All nine primary schools which are classified as 'specifically resourced' will have an additional Principal Teacher (Inclusion) to support participation, progress and achievement of children with additional support needs. This post will also be responsible for the management of the GIRFEC Continuum of Need process and ensuring the meeting of additional support needs (ASN) in the setting. This will result in the creation of nine new Principal Teacher posts through realignment of the current ASN staffing allocation.

5.3 Management Time

It is proposed that management time allocations will continue to be based on school roll but changed within the roll banding '71-109' to reflect the additional management time for the newly created Principal Teacher post. It is also proposed to create an additional banding of '500+' to reflect the additional DHT post. The number of pupils will continue to be based on both primary and ELC school roll.

Number of Pupils	Additional FTE to cover management time
1 – 23	0.2
24 – 70	0.3
71 – 109	0.6
110 – 220	0.9
221 – 330	1.2
331 – 439	1.5
440 – 500	1.7
500+	1.9

It is proposed that additional management time to each shared headship school is revised to 0.3 FTE. This additionality recognises the workload of a shared Head Teacher in terms of managing two school communities.

It is proposed that each 'specifically resourced' primary school will receive 0.2FTE management time from the primary staffing allocation to support the newly created PT (Inclusion) role.

5.4 Additional Staffing for Schools

It is proposed that all additional staffing allocated to schools should be brought together under the one heading of 'Excellence and Equity' allocation. This will enable an equitable process to be implemented in each school session with clear criteria for the allocation of additional FTE as follows:

- Every school will receive additionality of at least 0.1FTE.
- Aligned to the principles of the Scottish Attainment Challenge, it is proposed that additional FTE allocations are based on the annual average percentage registration for School Clothing Grant (SCG) at each school:
 - Where the average of SCG is up to 20%, the allocation will be:
 - **Number of SCG Pupils x 0.00375FTE**
 - Where the average of SCG is greater than 20%, the allocation will be:
 - **Number of SCG Pupils x 0.0055FTE.**
- The above formula is subject to change based on class structures each session and other elements of affordability e.g. Full FTE allocation.

6. FINANCIAL IMPLICATIONS

- 6.1 These proposed amendments do not require an increase in base budget for Education and Lifelong Learning.
- 6.2 The realigning of FTE within the primary budget to support 0.2FTE management time for all new Principal Teacher posts will result in a full year saving of £237,000 as a result of the proposals in section 5.3 paragraph 3. The part-year saving for financial year 24/25 is £158,000.
- 6.3 The proposed approach to management time for joint headships will lead to a full year saving of £141,000 in 25/26 as a result of the proposals in section 5.3 paragraph 2. The part-year saving for financial year 24/25 is £94,000.
- 6.4 The introduction of 4 new mainstream Principal Teacher posts will come from existing FTE within the primary budget. The cumulative salary differential will be an increase of £26,000 (subject to job sizing) and this will be met from both existing budgets respectively.
- 6.5 The introduction of 9 new Principal Teacher (Inclusion) posts will come from the realignment of existing FTE within the ASN budget. The cumulative salary differential will be an increase of £59,000 (subject to job sizing) and this will be met from the existing ASN budget.

7. OTHER IMPLICATIONS

The proposed addition of an additional Principal Teacher (ASN) post in our resourced schools will enable us to ensure that the learning of children with additional support needs is being appropriately planned with the child, the parents/carers and other partners. The effectiveness of this role will be evaluated on an ongoing basis.

8. EQUALITY IMPACT ASSESSMENT

An Equality Impact Assessment has been carried out and is attached.

9. CONSULTATION

Consultation with key groups was achieved through the representation on the Staffing Review Group outlined in section 3.1 and 3.2 above. The Director of HR, Digital Enablement and Business Support has also been consulted in the preparation of this report.

In December 2023 there was consultation with AJNCT. If these proposals are agreed by Children and Learning Committee, AJNCT/23 will be formally amended to reflect the changes.

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
- Committee Report 73/16
- AJNCT/23 (amended)

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Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Primary School Management Structures

Step 2

Is this only a **screening** Equality Impact Assessment

No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

Yes/No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics

Yes/No

(iii) It is for information only

Yes/No

(iv) It is reflective e.g. of budget spend over a financial year

Yes/No

(v) It is technical

Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment

Yes/No

Is this a Fairer Scotland Duty Assessment

Yes/No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service:

Education and Lifelong Learning Directorate

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

Education (Scotland) Act 1980

Education (Scotland) Act 2016

(iii)What is the aim of the proposal? Please give full details.

The revise the allocation of management time and management structures within Angus Council primary schools.

(iv)Is it a new proposal? No Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes/No Please indicate

Existing staffing standards – Report 73/16 refers.

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees Yes

Job Applicants Yes

Service users No

Members of the public No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Existing guidance on primary staffing standards

Analysis of allocation of management time across all primary schools.

Internal consultation (e.g. with staff, trade unions and any other services affected).

Primary staffing review group.

HR
Trade Unions

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

SNCT staffing standard

External consultation (e.g. partner organisations, national organisations, community groups, other councils.

Other local authorities.

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups? Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact - neutral

Disability

Impact - neutral

Gender reassignment

Impact - neutral

Marriage and Civil Partnership

Impact - neutral

Pregnancy/Maternity

Impact - neutral

Race - (includes Gypsy Travellers)

Impact - neutral

Religion or Belief

Impact - neutral

Sex

Impact - neutral

Sexual orientation

Impact - neutral

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

N/A

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

N/A

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

N/A

Step 10: If a potentially negative impact has been identified, please state below the justification.

N/A

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

N/A – no impact on any characteristic.

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

Reviewed along with any future review of staffing standards.

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

On the website with the committee report.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: Beth Reader, Service Leader – ELL, 12 December 2023

Reviewed by: Doreen Phillips, Equalities Officer, 12 December 2023

Approved by: Kelly McIntosh, Director of ELL, 12 December 2023.

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.
