



MMR35101

COMHAIRLE NAN EILEAN SIAR

REVISED MANAGEMENT STRUCTURES –

FEEDBACK FROM CONSULTATION

MAY 2004

INTRODUCTION

- 4.1 A consultation paper on management structures in schools was agreed by LNC on 17 November 2003. The consultation paper was issued to schools, school boards, pupil councils and professional associations at the end of November. The date for submission of responses was 16 January 2004. This was extended to 31 March, following a decision of LNC in February.

RESPONSE TO INITIAL CONSULTATION

- 5.1 The main issues raised by respondents in the initial consultation were:
- The three presenting centres indicated a preference for more time to consider proposals.
 - The inadequacy of the model proposed for presenting centres which have a primary Department.
 - Insufficient Principal Teacher posts in the model for Sgoil Lionacleit.
 - More management time for teaching heads in primary schools.
 - The need for sufficient management time for all promoted posts.
 - Consideration of a phased approach to implementation, particularly in consideration of the position of existing postholders, where the number of promoted posts in a school was being reduced.
 - The fact that the Comhairle was taking account of the financial implications of revising management structures.
- 5.2.1 Some issues were raised regarding recruitment to new posts. Two views were expressed from one school. Firstly, that new Principal Teacher posts should be ring-fenced, in terms of applications, to current Principal Teachers, including Principal Teachers of Guidance. The other viewpoint expressed was that all staff in a school should be eligible to apply for new Principal Teacher posts. This school also queried what would happen if there were no internal applicants for new posts.

RESPONSE TO CONSULTATION – EXTENSION

Responses to the extended period for consultation were received from the four presenting centres. Each response has concentrated on proposing a structure for the school.

P1-S6 Schools

The responses from the P1-S6 schools indicate that the process of reaching agreement on structures is still ongoing. Two different responses have been received from Sir E Scott School, one of which is from discussions with unpromoted staff.

Castlebay School's interim response has tried to keep within the allocation in the consultation paper, but acknowledges difficulties, and indicates that an additional post would facilitate the process. A detailed draft structure was submitted for three team leaders in the secondary department.

The first paper received from Sir E Scott School acknowledges deficiencies in its current structure and proposes a structure which moves away from a PT faculty-based approach to a structure which is comprised of DHTs, all with a whole school remit, related to quality assurance and strategic development. The minimum number

of such would be four. However, as a transitional step, the proposal is made that all current PTs be redesignated DHTs with immediate effect. An illustrative transitional structure has been submitted, incorporating 7 DHT posts. Some concern is expressed that an attempt to move quickly from the current position to the proposed model via internal recruitment would be divisive, demotivating and destructive. The later paper received, following discussions with non-promoted staff, is largely in line with the proposals in the consultation paper, with the addition of the retention of the DHT Primary post. An alternative given in this second paper is the separation of the Primary Department as a separate school.

S1-S6 schools

The response from the Nicolson Institute proposes 23 PT posts, which is the number currently in the school, and is based on PTs for non-specified teams of teachers with responsibility for specific subjects or for Pupil Support. It also proposes the retention of the additional AHT (now DHT) post which was established in 1995, in the integration phase related to the Technical and Vocational Education Initiative. The PT structure is above the pointage allocation indicated in the consultation paper, unless some posts could be job-sized below scale point 4.

Sgoil Lionacleit proposes a PT structure incorporating 7 faculty/subject PTs and 3 PTs for Pupil Support. It is assumed that the number of DHT posts in the consultation paper is accepted. This is above the pointage allocation, unless some posts could be job-sized below scale point 4.

COMMENT ON RESPONSES

P1-S6 Schools

It is acknowledged that the proposals in the consultation paper in respect of the P1-S6 schools require re-visiting, and it is proposed that the post of DHT for the Primary departments of these schools be retained. It is considered that the demands on the secondary departments merit the whole-school allocation of 3 PT posts suggested in the consultation document

The concept of a large number of DHT posts in a small school is considered unnecessary and untenable, especially when the duties proposed can be allocated to Principal Teacher posts within the job-sizing guidelines for PT posts. The proposal for DHT posts could result in this small school having more DHTs than large mainland schools.

S1-S6 Schools

While it is acknowledged that in the transitional phase the number of PT posts will be higher than the number proposed in the consultation paper, it is recommended that the ultimate goal would be a structure in line with the pointage allocation of the consultation paper.

PRINCIPLES

The principles to be applied in moving to new management structures is attached as Appendix 1. This paper incorporates guiding principles to underpin new structures, and recommendations in respect of recruitment. It also makes specific recommendations in respect of increased management time for teaching heads in Primary schools.

TRANSITION

The situation in some schools will make it possible to move to complete implementation of the new structure during 2004-05. The process of recruitment can begin as soon as the final shape of the structure, and associated job-sizing, has been agreed.

In other schools, a phased approach in moving from the current promoted post pattern to the new structure would be more appropriate. Schools will be required to determine the phasing for their own situation, and agree a strategy for implementation with the Education Directorate. This strategy will need to be in line with the financial provision available.

Applications for early release of pension entitlement, without enhancement, can be considered for staff over 55 years of age who are currently in promoted posts, and whose posts do not form part of the new structures. Expressions of interest could be invited from staff, on the understanding that that an expression of interest does not imply the commitment either by the member of staff or by Comhairle nan Eilean Siar, and that any final decision regarding Premature Retirement would be judged on the basis of the exigencies of the service and the availability of appropriate funds.

APPENDIX 1

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| <p style="text-align: center;">PRINCIPLES FOR THE IMPLEMENTATION OF REVISED PROMOTED STRUCTURES IN SCHOOLS</p> |
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BROAD PARAMETERS

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 of Best value
- Desire for continuous improvement
- Appreciation of the value and uniqueness of the physical and cultural environment of the Western Isles.

These principles must be firmly embedded in the working practices of all schools.

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.

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.

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, enterprise and pre-vocational education and 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

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.

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 9 above, and within the agreed parameters as regards numbers of posts. 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.

It is recommended that, depending on the size of the school, a school working group be established to co-ordinate this development.

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.

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.

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

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 deputies and/or Principal teachers, one such postholder can be so designated.

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.

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

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

For all new promoted posts in secondary schools in session 2004/05. the Job Description for 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

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.

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.

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, matching 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.

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.

Where a post is filled by matching, conservation rights will not be affected.

Matching is applicable only to the initial filling of posts, and as a transitional measure.

Eligibility for promoted posts.

Principal Teacher Curriculum Posts

Where posts do not fit the matching criteria defined above, the following process will apply.

For all Principal Teacher Curriculum posts, applications from staff who do not hold a teaching qualification in at least one of the subjects to be managed by the post will not be considered.

In the first instance, applicants for a PT Curriculum post should either:

- at the time of application, be holders of substantive promoted posts in the school within the subjects to be managed by the post, or,
- have been holders of substantive APT or Senior Teacher posts in the school on 27 June 2003, with management responsibilities within at least one of the subjects to be managed.

If the post is not filled from within the group identified above, 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 is not always available 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.

If the post is not filled from within the group identified in paragraph 4 above, then the post will be advertised nationally, when a suitable vacancy arises in the school.

Principal Teacher Pupil Support Posts

In the first instance, applicants for a PT Pupil Support post should either:

- at the time of application, be holders of substantive promoted posts in the school within the area of Pupil Support,
- have been holders of substantive APT or Senior Teacher posts in the school on 27 June 2003, within the area of Pupil Support.

For this purpose the area of Pupil Support includes designations such as Guidance, Support for Learning, Behaviour Support, and Pupil Support.

If the post is not filled from within the group identified above, 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 is not always available 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.

If the post is not filled from within the group identified in paragraph 4 above, then the post will be advertised nationally, when a suitable vacancy arises within the school.

For posts which are filled internally by competitive interview, conservation rights will not be affected.

Principal Teacher – Primary Schools

In the first instance, applicants for a PT post in Primary schools should either:

- at the time of application, be holders of substantive promoted posts in the school,
- have been holders of substantive APT or Senior Teacher posts in the school on 27 June 2003,

If the post is not filled from within the group identified above, 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 is not always available 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.

If the post is not filled from within the group identified above, then the post will be advertised nationally, when a suitable vacancy arises in the school.

MANAGEMENT TIME

Primary Schools

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.

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

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.

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.

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

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. This would include full recognition of status and responsibility and an allowance of management time.

It may be possible to consider applications for early retirement, without enhancement, 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

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

S1-2 Roll x 1.2

S3-S6 Roll x 2.6

Primary Schools Roll x 1.2

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 |
|---------|-----------|-------------------|--------------------|
| 0-65 | | 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.*

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 |
|--------|--------------------|
| 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 | <u>Number of hours of subject taught</u> 33 |