

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEEThursday 4 February 2016Report by Director of EducationREVIEW OF MANAGEMENT AND PUPIL SUPPORT STRUCTURES
IN PRIMARY AND SECONDARY SCHOOLS**PURPOSE OF REPORT**

1. To apprise members of the review of structures for management and pupil support teaching staff in primary and secondary schools and the proposed new models' implementation.

RECOMMENDATIONS

2. It is recommended that the Education Committee:
- i. note the approach taken to align the structures for management and pupil support teaching staff in primary and secondary schools in line with the department's vision; and
 - ii. request that the Director of Education proceeds with implementing the proposed new arrangements where possible for the commencement of school session 2016/17 recognising that it could take a few years for full implementation to take effect.

BACKGROUND

3. The current structures for management and pupil support teaching staff in our schools has been in place for over 10 years.

4. However much has changed over this period of time and as we look to the future the educational landscape is further evolving to better meet the needs of children and young people.

5. To achieve high quality learning and teaching schools must also have the capacity to interact with families, communities and the wider set of services responsible for the welfare of children and young people in addition to be future looking. The nature of the world in which today's pupils will live their adult lives cannot be predicted with certainty, but what is known is that there will be an increasingly fast pace of change through the impact of technological advances and global interdependence. What and how learners learn and teachers teach has been changing. Our learners require high levels of skill and resilience to thrive and key policies such as Curriculum for Excellence and Getting it Right for Every Child is preparing them for that.

6. There have been other changes to education over this period including a focus on developing employability skills, sustaining positive destinations post school and digital learning and teaching. There is also the most recent National Improvement Framework citing *Excellence Through Raising Attainment* and *Achieving Equity* as the vision that our schools are embracing.

7. East Renfrewshire's educational vision *Everyone Attaining, Everyone Achieving, through Excellent Experiences* reflects our values, is underpinned by improving attainment for all and addressing inequity, and signals our collective intent for continuous improvement equipping all learners with the skills and attributes to enable them to flourish now and in the future in their life, learning and work.

8. In addition to the many changes and improvements to better meet needs, over recent years there has developed an increasing evidence base to support policy decisions. At times of austerity it is incumbent on us that we use our limited resources to best effect.

9. In targeting our resources it is important to ensure that our schools have the organisation to support learners and teachers achieve current, new and evolving policy and advice developments in response to the increased opportunity to improve pupil experiences and outcomes.

10. Against this background, in February 2015 the Director of Education established two working groups, each chaired by head teachers, to look at the existing structures for management and pupil support teaching staff in primary and in secondary schools and assess their fitness for purpose.

REPORT

Working Groups

11. The Director of Education's remit for the working groups is provided in Appendix 1. The main aspects of which are to make recommendations after considering current structures and taking account of Teaching Scotland's Future - Report of a review of teacher education in Scotland; the Children and Young People (Scotland) Act 2014; the Developing the Young Workforce; and Entitlements for all children and young people, Building the Curriculum 3.

12. The groups were also to reflect the Council's five capabilities; include an element of flexibility so that each school can deliver its own improvement priorities and meet the needs of its community; and consider the remits of senior managers and the range of tasks currently carried out by them that are clerical or administrative in nature.

13. The working groups comprised representation from senior management in schools and the department, the EIS and colleagues in HR. The working groups met several times throughout the year and took soundings from relevant staff in schools out with the working groups. They produced draft reports outlining their recommendations for consideration by the Education Leadership Team. The working group chairs met with members of the Director's Education Leadership Team to discuss further their review and recommendations.

14. Both working groups considered the existing structures generally fit for purpose recognising the already high standards and quality they deliver. There are changes that have taken place since the current arrangements were established with new and evolving changes as a consequence of developing policy and advice. The working groups were anxious to avoid any changes that would be to the detriment of the children and young people they serve.

15. In secondary schools structures contain a number of posts concerned with the management of pupil support. The working group recommended that there should be closer integration of pupil support, learning support, and behaviour support. There are certain synergies in this support and from a pupil centred perspective it would be more holistic as well as making more efficient use of staff time.

16. The secondary group also recommended that they should work with other schools and educational partners to offer curricular pathways that cater for the needs of all young people.

This could involve appointments across schools with colleges. This is linked in particular to the Developing the Young Workforce agenda that the authority is taking forward.

17. In reviewing existing arrangements of management and pupil support staff, the working groups highlighted disparities between schools in the allocations and organisation of such staff. This has developed as a consequence of responding to changing educational policy and contexts; and of individually approved arrangements to help meet local needs as best possible within the existing structures.

18. At present there are a number of temporary arrangements in place for management and pupil support teaching staff in schools. This approach was taken in preparation for the reviews. The department and schools wish to provide stability into the system as soon as possible pending the outcome of the reviews.

Proposed New Models

19. The principles and values taken in developing the proposed new models are founded on the working groups' remit; their deliberations and rationale, which included maintaining and building on the already high levels of attainment and achievement; addressing local and national priorities; modelling undertaken by the working groups; and our vision *Everyone Attaining, Everyone Achieving, through Excellent Experiences*. It is recognised that proposed new models needed to take account of available resources.

20. Our management and pupil support structures should provide the resource to support all children and young people whilst specifically addressing the inequity that exists. The modelling should reflect a fairer redistribution of the available resource aligned with our vision and building upon existing structures.

21. In allocating staff resource we know that the size of the school is a prime factor in determining the likely 'case load' for support staff and management time. It is recognised that all schools are different, not merely as a result of the number of children and young people they serve. Allocating resource should reflect that all pupils are different and so are their needs. Diversity in social background can provide indicators of the need for increased level of support.

22. We know of certain social background factors that can be barriers to learning. For example when reporting the results of national examinations and school leaver destinations to Education Committee we have shown the differences in performance levels that exist for certain groups of pupils; and whilst acknowledging the high levels of performance overall, elected members have rightly often asked what we are doing to improve the outcomes for these pupils.

23. The importance of early intervention and prevention in determining life chances cannot be understated. There has been increased focus on early learning and childcare in particular over recent years.

24. Generally additional resource in schools has traditionally been targeted at those pupils with additional support needs more readily identifiable through a specific learning need. These learners of course still need support, but there are others in schools often not as obvious that we have not taken into account in assigning additional resource.

25. We know that there are gender differences in performance which are often hard to overcome. Raising awareness and high expectations are part of the strategies employed whilst recognising that this also appears to be a wider societal issue and may take longer to address. Overall the number of boys and girls in schools are equal and all schools are made aware of gender differences in deploying their resources.

26. In general performance levels have been shown to be strongly related to levels of deprivation/affluence, with higher levels of poverty being associated with lower attainment, lower attendance, poorer levels of positive school leaver destinations etc. Similarly some children and young people from an ethnic minority background can have more difficulty in engaging with learning from an early stage.

27. The relative number of pupils from specific backgrounds varies among schools. For example the average Scottish Index of Multiple Deprivation (SIMD) in the primary sector is 7.7, ranging from 2.7 (most deprived) to 9.5 (most affluent). The average SIMD in the secondary sector is 7.6, ranging from 4.6 to 9.1. Clearly the social context within which each school operates is different.

28. Looking more closely at poverty, of all primary pupils around 10% reside in the poorest areas, since they come from SIMD (1-3). However, of all such pupils, a quarter of them are in one school (just over 220 pupils), with two schools having no pupils in this category. Indeed 5 schools have greater than 75 pupils with the other 17 schools fewer than 45 pupils. Of all secondary pupils around 11% reside in the poorest areas (SIMD (1-3)), with the largest number in one school of 259 and the lowest 21 in another.

29. We know that East Renfrewshire is an ethnically diverse community. Around 20% of all primary pupils come from an ethnic minority background, with one school having over 235 ethnic minority pupils and another under 5 pupils. In secondary the respective figures are 21%, with the largest number in one school of 363 and the lowest 26 in another. Again there is variance across schools.

30. Of course such groupings are not necessarily mutually exclusive. For example pupils can be from an ethnic minority background and reside in an area of high deprivation. In addition it is not inevitable that pupils with certain characteristics (e.g. reside in areas of poverty, come from an ethnic minority background) have barriers to learning, but the evidence shows that in general they have more difficulties to overcome and would benefit from additional support.

31. Our head teachers lead their schools to know their pupils and where additional resource would be best targeted. They have support and tools available to them to drill deeper to identify more specific groups that would benefit from targeted action, perhaps Pakistani boys in P1-P3 for example. Having additional resource allocated and based on key known barriers should help to address needs more equitably.

32. Our allocation of additional resource should recognise differing need especially when we know that they can present barriers to positive outcomes for children and young people.

33. In the proposed new models an allocation of additional teaching resource would be given to all schools to help address need. This is then supplemented according to the relative number of children and young people with additional support needs and those coming from poorer backgrounds and ethnic minority backgrounds.

34. We have evidence to know the learners that require our specific attention; and so the new proposed models would more fairly allocate some additional resource to better support and help meet the potential of all pupils. Within this model head teachers would still be able to target their resource as they see fit to better meet the needs of their learners.

35. Over the years schools have had an increasing number of strictly non-educational issues/tasks to address/undertake. These activities are clerical or administrative in nature and have been carried out by school managers. They are necessarily important activities and include areas such as information security, finance, HR, property and health and safety.

Although head teachers are responsible for such in their schools, attending to such matters takes away some management time from key staff rather than focusing on teaching and leading learning. This is particularly felt in the primary sector.

36. It is considered that establishing an administrative post such as a business manager to serve each school cluster would be more efficient and more effective in helping all head teachers in this regard. This would be achieved through a reallocation of, and within, existing resources, without affecting teacher numbers. School managers would receive a higher level of business administrative support and senior promoted teachers in schools would focus on core educational matters including new and evolving policy and advice such as Curriculum for Excellence, Developing the Young Workforce, Teaching Scotland's Future and GIRFEC.

37. The proposed new modelling for the primary sector is at a more advanced stage. This information has been presented through the primary working group and then with all head teachers as well as at LNCT. It is now ready to be put into practice and the Director will proceed with implementing the proposed new arrangements for the commencement of school session 2016/17 recognising that it could take a few years for full implementation to take effect.

38. The secondary modelling is still being refined. Necessarily there is a greater number and variety of management and pupil support staff in secondary schools. The next stage will be to consult with the secondary working group, secondary head teachers and LNCT. Where appropriate to provide some stability for existing temporary arrangements, aspects of it will be taken forward at the commencement of school session 2016/17. Wider implementation of the proposed new model will be progressed on a phased basis thereafter. Accordingly it is anticipated that it will take longer for full implementation to take effect in the secondary sector.

39. In summary under the proposed new models much of the existing structures for management and teaching pupil support staff has remained, but there has been a redistribution of some existing resources to more equitably meet needs, to align with our values and to allow schools to continue to address current, new and evolving policy and advice developments in response to the increased opportunity to improve pupil experiences and outcomes.

40. It is recognised that moving to a new model does not happen overnight and must be phased in as opportunities arise, thereby taking a few years before full implementation in all schools. Any new models of promoted posts are subject to job sizing and of course to collegial discussions with all staff within schools and LNCT.

41. The Director has already had some discussions with head teachers and LNCT and would take forward the proposed new models with continued appropriate engagement and adherence to relevant policies including Standard Circular 43/LNCT 30 (Agreed Procedures for the Compulsory Transfer of (Unpromoted and Promoted) Teaching Staff Surplus to a School's Establishment and relevant aspects of SNCT Conditions of Service for Teachers.

42. It is planned to start implementation of the new models where possible from the August 2016 school session. The annual teachers' staffing exercise would prepare for this.

43. As noted above the intention of this modelling is still to redistribute the total available existing resource to schools. This would establish the core models for schools.

FINANCIAL AND EFFICIENCY IMPLICATIONS

44. There will be some interim costs as the new models are phased in and we take account of any impact from job sizing, redeployment and conservation. However any remaining available resources would be allocated to head teachers as temporary flexibility additional to their core models. Although the core modelling has been developed to better reflect each school's context, this flexibility would provide capacity to be more adaptable to emerging school improvement priorities. Any additional costs will be met within the department's devolved budget.

45. From the outset the proposed new models have been developed to take account of existing available resources. The modelling reflects a fairer redistribution of the available resource and is considered to provide a more cost effective and efficient approach to target limited resources to best effect.

46. According to national practice, the department undertakes job sizing of promoted posts in schools. The outcome of which may have financial implications but allowances for this have been made within the modelling.

47. There is an on-going efficiency redesign of clerical and administrative staff in the department and schools in the context of modernising processes and procedures. Where appropriate the post of Business Manager will also be considered in that context.

48. There are no other specific finance and efficiency implications related to this report.

CONSULTATION

49. The reviews have been founded on a consultative approach with a head teacher chairing each of the working groups and taking soundings from all schools through existing networks. The working groups included various affected groups, union representation and HR.

50. As noted above the primary review is at a more advanced stage. Head teachers and colleagues in LNCT have been apprised of the key milestones in taking forward the reviews. They have also been consulted on the proposed new model in the primary sector and will be consulted as the proposed new model for secondary schools is progressed.

51. The Director will take forward the proposed new models with continued appropriate engagement and adherence to relevant policies.

52. Discussions / consultation will be arranged with any individual members of staff affected by the changes following procedures set out in Standard Circular 43.

CONCLUSION

53. There has been a review of management and pupil support teaching staff in primary and secondary schools to assess their fitness for purpose given that the current arrangements have been in place for over 10 years.

54. It was recognised that existing structures are generally fit for purpose recognising the already high standards and quality they deliver. However using the intelligence we have on where there could be barriers to learning, there required to be a redistribution of some existing resources to more equitably meet needs.

55. Resources should also align with our values and allow schools to continue to address current, new and evolving policy and advice developments in response to the increased opportunity to improve pupil experiences and outcomes.

56. The proposed new models have been progressing taking this on board and within existing available resources. The models allocate a core resource and provide a capacity for some temporary flexibility.

RECOMMENDATIONS

57. It is recommended that the Education Committee:

- i. note the approach taken to align the structures for management and pupil support teaching staff in primary and secondary schools in line with the department's vision; and
- ii. request that the Director of Education proceeds with implementing the proposed new arrangements where possible for the commencement of school session 2016/17 recognising that it could take a few years for full implementation to take effect.

Mhairi Shaw
Director of Education
4 February 2016

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Key Words

Review of teachers' staffing management and pupil support arrangements in primary and secondary schools.
Key Words include: teachers' staffing, senior management team, head teacher, depute head teacher, principal teacher, pupil support, review, business manager, meeting needs, targeting resources, primary school, secondary school.

East Renfrewshire Council**Education Department Working Group****Review of Management and Pupil Support Structures in Primary/Secondary Schools****Remit**

1. By 31 May 2015 the working group should produce a draft report which makes recommendations about the future allocation of teaching staff, including management and pupil support structures, for East Renfrewshire's primary/secondary schools.
2. In considering the future allocation of teaching staff, including management and pupil support structures, for East Renfrewshire's primary/secondary schools, the working group should take account of the following:
 - o Teaching Scotland's Future - Report of a review of teacher education in Scotland, Graham Donaldson (2010);
 - o Children and Young People (Scotland) Act 2014;
 - o Developing the Young Workforce, Scottish Government (2014); and
 - o Entitlements for all children and young people, Building the Curriculum 3 (2008).
3. The working group should also refer to East Renfrewshire Council's five capabilities:
 - o prevention;
 - o community engagement;
 - o data, evidence and benchmarking;
 - o digital; and
 - o modernising how we work.
4. Specifically, the working group should ensure that future management and pupil support structures include an element of flexibility so that each primary/secondary school can deliver its own improvement priorities and meet the needs of its community.
5. The working group should consider the remits of senior managers and the range of tasks currently carried out by senior managers that are clerical or administrative by nature.
6. When considering its recommendations, the working group should take soundings from schools through existing networks and through any other means it considers to be appropriate.
7. The working group will produce a draft report for consideration by the Senior Management Team by 31 May 2015, before submitting the report for approval by Elected Members.
8. In discussion with the Director of Education, the working group will agree a time and date to formally launch the approved recommendations.

Mhairi Shaw
Director of Education
18 February 2015