

Early Years Strategy Progress Report

Education Children and Families Committee

21 June 2011

1 Purpose of report

- 1.1 To summarise the key achievements within Early Years since the launch of the strategy in March 2010 and highlight the priorities for the future development of the service.

2 Main report

Background

- 2.1 The Early Years Strategy was agreed by the Education Children and Families Committee in January 2010 and officially launched in March 2010 at the Early Years Conference.
- 2.2 The strategy sets out a vision and long term commitment to improve the life chances for children and identifies early intervention as a key priority for the city and a core component of *Getting it right for every child* in Edinburgh
- 2.3 The Strategy has 4 aims:
- Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families
 - Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service
 - Aim 3: Universal Services have been developed in partnership to support all children and families
 - Aim 4: Learning through Play opportunities and active learning are developed as integral parts of the Early Years Service
- 2.4 Since the launch of the Strategy, substantial progress has been made in all 4 key areas. The Early Years Team have been involved and influenced national developments in early years such as *Joining the Dots*, a report on progress of the Early Years Framework by Susan Deacon, the development of data indicators and a response will be submitted to the consultation on the future of the children's services workforce

- 2.5 Staff across the sector have had the opportunity to hear national speakers on the importance of 0-3 and Curriculum for Excellence through locally organised conferences.
- 2.6 There has been involvement with other partners in developing services to support our most vulnerable parents and children in the work of PrePare and the Family Nurse Partnership. Both projects have received national acclaim.
- 2.7 Discussions have taken place to link with national charitable organisations about projects that might attract funding from the Early Years Action Fund.

Key Achievements in 2010/11

Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families

- 2.8 A pre-birth to three action plan has been developed and work is now well underway to take forward agreed actions including: the delivery of a comprehensive training programme to staff working with 0-3s in baby rooms; changes to service level agreements to include expectation that all 0-3s practitioners will implement the new Pre-birth to Three Guidance.
- 2.9 High quality pre-school education has continued to be delivered with 93% of pre-school establishments rated good, very good and excellent by the care commission.
- 2.10 A range of opportunities have been provided to support the implementation of the Curriculum for Excellence including: a high level Early Years Conference attended by 300 delegates representing a wide range of early years services; 3 events focussing on assessment, moderation and reporting; practice show case events on literacy, numeracy and health and wellbeing.
- 2.11 27 early years practitioners have undertaken a Froebel 30 hour CPD course at Edinburgh University. In addition, two successful Froebel conferences were held with over 200 early years practitioners attending.
- 2.12 Additional teacher support has been provided to partner provider nurseries and nursery classes by increasing the small team of early years peripatetic teachers. Almost all HMIE reports for Partner Providers make a positive reference about the quality of support from the authority.
- 2.13 Opportunities to rationalise the early years estate and re-invest resources have been taken. Two new purpose built nursery classes opened at Gracemount and Clermiston. A decision was taken by the City of Edinburgh Council in March 2011 to close 2 nursery schools. By rationalising and re-locating services, two new early years centres have opened at Craigroyston and the Fort. These new centres are now providing a wider range of early years services to the local community.

Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service

- 2.14 The Early Years Staffing Review has piloted two new senior posts in nursery schools and classes: early years worker and a senior early years worker. The pilot began in August 2010 and evaluated in April 2011.
- 2.15 The overall evaluation was positive and in brief summary found:
- The pilot posts were regarded as a very positive development by all designations of staff.
 - The learning experiences for children were good and centres reported a very positive impact on children
 - Opportunities for additional support to parents were created.
 - Opportunities for nursery staff to gain new skills and experiences were increased
 - The posts would offer a career structure for the early years workforce rewarding skills and experience.
 - Roles and responsibilities of the new posts need further clarification.
 - Additional time is required to enable staff to fully fulfil remit.
- 2.16 The report outlined eight recommendations which took into account the evaluation findings and included; guidance on the roles; creation of more opportunities to introduce different roles; further development of bespoke training for nursery staff; any introduction of new posts should ensure that all children have access to a teacher; recognition of the importance of communication with staff.
- 2.17 The final recommendation stated that: 'The posts of Senior Early Years Worker and Early Years Worker should be introduced on a permanent basis, taking into account previous recommendations, across a wide range of establishments. This would be phased in over the next academic year if vacancies arise and by June 2012'
- 2.18 The evaluation report sets out a plan for a managed approach to the introduction of the new senior posts in nursery schools and classes. This would present a promoted post opportunity for 10% of nursery nurses
- 2.19 In Phase Two, it is recommended that resources are reallocated to enable the new senior post to be introduced in large nursery classes. This reallocation will provide a more equitable distribution of resources, enhanced support to approximately 20% of our nursery classes and will increase number of peripatetic teachers available to support all nurseries.
- 2.20 There is a commitment to maintaining teachers in nurseries. The new senior post will work alongside teachers and have a complementary role to ensure positive outcomes for children.
- 2.21 Phase 3 will explore options for the introduction of the senior early years worker posts and more flexible management structures in identified nursery schools in consultation with staff.
- 2.22 See Appendix 1 for copy of evaluation report and detailed recommendations

Aim 3: Universal Services have been developed in partnership to support all children and families

- 2.23 Increased support to parents has been available to families with young children across all areas of the city through the PEEP programme and by the partnership approach of services within neighbourhoods.
- 2.24 A comprehensive training programme for staff within early years to gain skills in working with parents has been undertaken. Over 150 staff are now trained in the PEEP programme and 43 groups are running across the city which provide early learning opportunities and universal support to families.
- 2.25 More targeted support to families with young children has been provided by the Child and Family Centres and Sure Start Projects

Aim 4: Learning through Play opportunities and active learning are developed as integral parts of the Early Years Service

- 2.26 There is an increasing awareness of the importance of play based learning in early primary which is being facilitated by smaller class sizes in P1 and CPD opportunities.
- 2.27 The importance of outdoor learning within nurseries is recognised. Over 250 early years practitioners have attended outdoor learning through play training over this past year. Some centres are developing outdoor provision that has been recognised nationally.
- 2.28 An audit of outdoor learning has been carried out and the analysis of responses will inform planning for future support for outdoor learning in the early years.
- 2.29 Play@ Home has been rolled out and supported over 80 families and trained 180 practitioners.
- 2.30 The C&F Play Development Unit have contributed to both the development of Open Space and the Play Area strategy for the city and involved young people and local communities in consultation processes

Next Steps

- 2.31 In early years we are starting from a strong foundation with examples of excellent services across the city. The long term vision for early years will ensure that our services will provide high quality support to all children and families. This will require resources to be continually reviewed and to respond flexibly to identified need.
- 2.32 The Scottish Government, have produced a set early years indicators which are currently out for consultation. There are plans to work jointly with the Scottish Government to develop a set of data indicators for Edinburgh.
- 2.33 The Best Start in Life Group (a subgroup of the Children and Young People's Strategic Partnership) will have a role in overseeing and delivering specific actions which are only achievable with partner engagement, involvement and resources

- 2.34 The improvement and commitment to the development of Pre-Birth to Three Services will continue as set out in the Pre-Birth to Three Plan for Action. There are plans to: continue and expand the training programme for 0-3 practitioners; develop quality assurance procedure; raise the importance of 0-3s through a media campaign.
- 2.35 Work with city development will continue to review the funding resources available for affordable accessible childcare.
- 2.36 Support will be enhanced in all early years establishments, including nursery classes and partner provider nurseries, by increasing the number of early years peripatetic teachers to 5.
- 2.37 Key areas of the city requiring additional support have been identified through analysis of demographic, resource allocations and referral indicators. Options will be explored to redistribute existing early years resources to enhance services in these identified areas.
- 2.38 A range of additional workshops have been organised for staff across early years to support transition. Reporting formats will be trialled this session across a range of centres and simple electronic formats will be designed in light of feedback from stakeholders.
- 2.39 Following the evaluation of the Early Years Staffing Pilot, it is proposed that the recommendations within the evaluation report are taken forward and the posts of Senior Early Years Worker and Early Years Worker within local authority nurseries are introduced on a permanent basis, phased over the next academic year. The posts will enhance current provisions and enable more flexible staffing models across centres to be developed.
- 2.40 An ongoing review of the work within Child and Family Centres will plan the role of centres in delivering the aims of the strategy, be accessible, meet the changing needs of families and take into account the budget proposals agreed by Council.
- 2.41 Further development of play based learning in nursery and early primary will be taken forward by a range of methods including CPD and the sharing of good practice, supported by the enhanced pupil teacher ratio in the early stages.
- 2.42 Conferences and training events are planned to further develop both indoor and outdoor play opportunities for children. A further Play Day event is planned for the Grassmarket in August.

3 Financial Implications

- 3.1 Service development will take place within existing early years resources and will meet the agreed the Council's budget proposals February 2011.

4 Equalities Impact

- 4.1 A relevant assessment was carried out and this area of work scores 4-5 in terms of equalities relevance.

- 4.2 There will be a positive impact for the most vulnerable children by enhancing services in areas where additional support is required.
- 4.3 Regard has been given to the interests of gender equality in the provision of affordable accessible childcare and the strategy will neither increase or reduce affordable childcare in the city

5 Environmental Impact

- 5.1 There are no adverse environmental impacts arising from this report

6 Conclusions

- 6.1 Overall very good progress has been made since the launch of the early years strategy in March 2010.
- 6.2 Key achievements include; the focussed 0-3s developments; support to nurseries has been enhanced; the pilot of new posts within nursery schools and classes has been regarded as a positive development for children, parents and early years staff ; the PEEP programme has increased support to parents with young children.
- 6.3 Priorities for the next stage include: improving the quality within 0-3s services; increasing the number of peripatetic teachers available to support all early years settings; realigning existing resources to enhance services in identified areas; and a phased introduction of the posts of early year and senior early years workers.

7 Recommendations

- 7.1 It is recommended that the committee:
 - a) Note content of the report and the priorities for the next stage of development within early years
 - b) Approve the phased introduction of early years worker and senior early years worker posts within local authority nurseries.

Gillian Tee
Director of Children and Families

Contact/tel/Email Aileen McLean Neighbourhood Manager –Early Years
Tel no 469 3300 aileen.mclean@edinburgh.gov.uk

Wards affected All

Single Outcome Agreement 5. Our children have the best possible start in life and are ready to succeed

Background Papers

Early Years Strategy

Staffing Pilot—Nursery Schools and Classes

May 2011

Introduction

Following a consultation exercise exploring staffing models within nursery schools and classes, it was agreed at Education Committee in May 2010 to pilot the introduction of a senior post for nursery staff in some establishments. There is a key aim within our Early Years Strategy to develop the workforce.

Across the City of Edinburgh we have examples of high quality provision in early years. We have centres that are staffed with different combinations of roles in early years and provide very good quality learning experiences for children. We are committed to developing career progression for our large workforce of nursery nurses working across early years establishments. We are equally committed to maintaining teachers in nursery classes and see any new posts as complementary.

Flexibility is required in all centres to meet the challenge of the Early Years Framework enabling centres to engage in a wider range of activities that support children and families. Flexibility can be created with complementary roles and opportunities where staff can work outwith adult/child ratios. There is also a need to ensure that resources in early years are managed efficiently to meet the requirements of all children.

Following a robust evaluation this report sets out a plan for a phased introduction of a senior post for nursery staff, at two levels. In the next phase we are recommending a reallocation of resources to enable us to introduce the post in large nursery classes working alongside teachers. This would present, within budget commitments, a promoted post opportunity for 10% of nursery nurses.

Purpose of the Post

- The introduction of a post for nursery nurses that carries additional responsibilities will ensure that there is a career progression in place for our early years workforce.
- The post will complement other roles within the early years workforce, providing additional leadership within centres and contribute to a wider range of support to children and families.
- The post will enable us to use resources more flexibly and efficiently, while ensuring positive outcomes for children.

Early Years Review Group

An Early Years Review Group was established to provide overall leadership to initiatives within early years. This is chaired by Aileen Mclean, Head of Early Stages and includes representatives from across early years. The membership of the group is attached. (Appendix 1)

AIM 2 : 'To develop a highly skilled and motivated workforce to deliver a high quality Early Years service'
(EARLY YEARS STRATEGY)

Implementation of the pilot was planned by the members of the group and a robust Monitoring and Evaluation framework was agreed. Strategies to monitor the impact of the pilot included collation of self evaluation information from centres, questionnaires to all staff at the beginning and later stages, face-face interviews, and observations. Regular meetings took place with all staff involved to collect ongoing feedback. The framework is attached. (Appendix 2)
Decisions from the Review Group were communicated regularly with appropriate Trade Unions. Three briefing notes were issued to all staff in early years throughout the pilot.

Location of the Pilots.

Centres volunteered or were requested to take part in the pilot where there were opportunities to do so due to movement of staff. Nine centres were identified, 7 nursery classes and 2 nursery schools. The centres were located across a range of catchments areas.

Posts

Two job descriptions were written, agreed by unions and HR, to describe two levels of the post. The post of Early Years Worker (EYW) was a post aimed at recognising the skills of experienced practitioners who would provide leadership and support to other members of the nursery team, sharing their knowledge and experience. This post was located within a nursery class in a primary school where there is also additional expertise of a wider management team. One post was located in a nursery school which was under a temporary management arrangement with the local primary school

The post of Senior Early Years Worker (SEYW) was targeted to attract staff with additional qualifications who bring a breadth of vision and a range of skills in early years. The SEYW will act as a lead professional with direct responsibility for managing staff and making decisions in consultation with the head teacher/manager. This post was located in nursery schools.

The post of EYW was graded at level 6 which will allow opportunities to progress to SCP 58. The post of SEYW was graded at level 7 which will allow opportunities to progress to SCP 70.

The posts were graded and sit with other posts in early years providing a career structure and enabling staff to move from different types of early years establishments. (Appendix 3 for details)

There is work to be done in agreeing the correct title for both posts. This would be subject to consultation.

*“ It has provided a career development opportunity. I have developed more skills. I feel that this is groundbreaking and I am part of shaping the future”
(S/EYW)*

*“Role has assisted transitions, bringing in different ways of working”
(S/EYW)*

Recommendation 1

The title and job description of the post would be subject to further consultation with appropriate staff to confirm the core roles and responsibilities

Deployment in Centres

The S/EYWs were deployed within staff teams and worked alongside teachers and nursery nurses. There was some variation in how they were deployed depending on existing staff teams. Every pilot had to be within existing budget and almost all offered some saving cost. In some examples, structures enabled teachers or other staff to work outwith adult/child ratios. This enabled greater opportunities for flexibility within centres for staff to plan, assess and support the early level in to Primary1. Some interactive work took place with parents and carers. One centre did not appoint an EYW and used existing resources to use staff outwith the adult/child ratio.

Almost all centres were staffed from the beginning of session 10/11 and will run until the end of June 2011. For continuity within establishments the Review Group took the decision to continue the pilot in some centres into next session while the future of the post was undecided.

Recommendation 2.

Flexibility in a centre enables creativity and improved outcomes for children. We should create more opportunities to introduce different roles and enhance adult/child ratios.

“The S/EYW has brought back excellent ideas from CPD”
(Head Teacher)

Support to the Pilots

The S/EYWs and the management staff from the centres have been provided with a range of support. There have been a number of meetings including sessions where all staff involved met as a large group to share practice. Representatives from appropriate trade unions and HR were also present at these events. The purpose of the meetings was to share experiences, identify strengths and challenges and plan additional CPD sessions.

All staff were informed of how the pilot would be monitored and evaluated. A fourth meeting of the whole group to reflect on the year’s overall experience is planned in June.

A success of the support was the series of bespoke CPD sessions for the S/EYWs. These sessions covered Leadership, Problem Solving and Curriculum for Excellence initiatives, identified by the group as requirements. Staff were released to attend these sessions over 6 half days and evaluations were extremely positive. The intention would be to make bespoke CPD available not only for those appointed to the new posts but also to those aspiring to become S/EYWs.

“I can see this is positive for nursery nurses, it’s another rung on the career ladder”
(Nursery Nurse)

Support was also available on an individual basis for centres by Early Years Managers and Quality Improvement Officers.

Recommendation 3.

The opportunity for staff to participate in bespoke training should be replicated.

Impact on staff

The impact on all staff in the pilots has been extremely positive. It was appreciated by everyone involved in the pilots that the posts had the potential to provide greater career opportunities for the early years workforce.

All staff involved in the settings had two interviews where a questionnaire was completed. One interview took place at the beginning of the pilot and the second towards the end of March.

The S/EYWs have been enthusiastic about the new posts and have had a positive impact on their centre. Understandably, in a pilot situation there have been some concerns expressed about clarity of roles and responsibilities combined with uncertainties about the future. This can be resolved by providing guidance and clarification on roles.

Time to fully fulfil the remit was expressed as desirable by all staff involved in the pilot. Some centres used time where the nurseries were under capacity to provide dedicated time to the S/EYW and this was well used.

Recommendation 4.

Guidance can be produced about roles/remits and good practice in the use of time, for all staff based on SNCT and local agreements.

Nursery nurses were generally positive about the opportunity the roles provided for staff but there were some mixed feelings expressed about the limited number of posts, the financial reward and the time taken to implement the senior nursery nurse role. There was a view that this was a great opportunity for staff and the posts were a reward and an incentive for experience and qualifications.

Teaching staff were also positive about the introduction of the post. They recognised that this was an opportunity to reward staff in early years and the S/EYWs complemented and supported the work of teachers. There was the view expressed that all children should continue to have access to a teacher in all staffing models.

Headteachers of the schools were very enthusiastic about the new posts.

Recommendation 5.

Any introduction of the S/EYWs post should ensure that all children have access to a teacher

Impact on Children's Experience

There were many examples given about a positive impact on children due to the flexibility created by the pilots and the skills of

“Everyday is a new challenge, doing lots of jobs that I have never done before”
(S/EYW)

“Hope it will encourage nursery nurses to study and develop. it will give recognition for the early years profession”
(S/EYW)

“Implementation of S/EYW has had a hugely positive effect within the nursery”
(Head Teacher)

“Pilot has opened up opportunities to share workload allowing me to concentrate on other areas of work”
(Teacher)

“There have been positive changes but many issues need to be resolved”
(Teacher)

staff. Questions about the impact on children were included in the questionnaire and the perception of all staff on the children's experiences was very positive.

Observations of the playrooms were also undertaken by Quality Improvement Officers assisted by headteachers/staff from other pilot schools. Experiences for children in relation to health and well being, literacy and numeracy were evaluated. This provided a moderation in observations and an opportunity for peer evaluation. Overall the quality of children's experiences was good and there was evidence from the visits of strengths across centres. This type of opportunity was valued by staff from schools and should be replicated as a staff development opportunity.

One nursery class was inspected by HMIE during this period and the quality of provision against the QI's was rated as very good. One nursery class had a follow through report on a previous inspection where very positive comments were made by CEC Quality Improvement Team about children's experiences in the nursery.

Recommendation 6.

All centres should have the opportunity to participate in a Support and Challenge visit conducted by officers and peer practitioners as part of on going self evaluation.

Impact on Parents and other Stakeholders

Centres are asked to sample the views of parent/carers annually and they were asked to compare evaluations for this session with previous evaluations. In some nurseries there may be very few parents who have been involved the nursery the previous year and this makes direct comparison difficult. Information from Headteachers and staff indicated that parents were happy with the nursery provisions.

Many positive comments were made by staff about the impact on parents through improved opportunities for direct communication and the introduction of PEEP groups.

Focus groups of parents were interviewed by staff at two of the pilot nurseries and gave positive feedback about the quality of their child's experience.

There was evidence of improved links and communication with other stakeholders in particular Health Visitors and Child and Family Centre staff.

Recommendation 7.

Good communication should take place in centres about the work of the nursery and parents should have regular opportunities to meet with all staff to discuss their child's progress and take part in the life of the centre.

"Children have continued to have positive experiences"
(Nursery Nurse)

"Participation in the Edinburgh Nursery Early Years Pilot had involved self evaluation of current practice and was impacting very positively on children's experiences."
(Follow up to HMIE inspection-CEC)

"We know the S/EYW is not a teacher but she brings another set of skills to support families"
(Parent)

"S/EYW is skilled and experienced in working with parents"
(Headteacher)

Overall Conclusions

The new posts of EYW and SEYW were regarded by all designations of staff as a very positive development for Early Years.

The learning experiences for children were good and centres reported a very positive impact in children.

The pilot has offered nursery staff increased opportunities to gain new skills and experiences.

It was recognised that the new posts would offer a career structure for the Early Years workforce which will reward skills, experience and qualifications.

There is recognition that further clarification of the roles and responsibilities of the EYW and SEYW is needed and that additional time is required to enable staff to fully fulfill their new remits.

Recommendations

1. The title and job description of the post would be subject to further consultation with appropriate staff to confirm the core roles and responsibilities.
2. Flexibility in a centre enables creativity and improved outcomes for children. We should create more opportunities to introduce different roles and enhance adult/child ratios.
3. The opportunity for staff to participate in bespoke training should be replicated.
4. Guidance can be produced about roles/remits and good practice in the use of time, for all staff based on SNCT and local agreements.
5. Any introduction of the S/EYWs post should ensure that all children have access to a teacher
6. All centres should have the opportunity to participate in a Support and Challenge visit conducted by officers and peer practitioners as part of on going self evaluation.
7. Good communication should take place in centres about the work of the nursery and parents should have regular opportunities to meet with all staff to discuss their child's progress and take part in the life of the centre.

DETAILED PROPOSAL FOR NEXT PHASE

It is recommended that the posts of Senior Early Years Worker and Early Years Worker should be introduced on a permanent basis, taking account of the previous recommendations, across a wide range of establishments. This would be phased in over the next academic session if vacancies arise and by June 2012.

Detailed proposals

The post of EYW would be phased in as follows

- Nursery classes greater than 40/40 would be staffed with 1 teacher, 1 EYW and the appropriate complement of Nursery Nurses. In addition the nursery would receive an additional half day per week cover to release staff.
- Nursery classes of 40/40 would be staffed with 1 teacher, 1 EYW, and 2 nursery nurses.
- Other options for smaller nursery classes would be explored in consultation with head teachers.

All nurseries involved would be given cover for new EYW to attend bespoke training.

Future Steps

Options to introduce SEYW posts and more flexible management structures in identified nursery schools will be explored in consultation with staff from August 2012—July 2013

(see Appendix 4)

Appendix 1

Early Years Staffing Review Group Membership

Aileen Mclean	Chair	Head of Early Stages
Jane Rough		Early Years and Childcare Service Manager
Eve Lyon		Early Years Quality Improvement Officer
Anne Kiely		Early Years and Childcare Service Manager
Jacqueline Cairnie		Child and Family Centre Manager, Greendykes C&F Centre
Pat Haikney		Principal Officer Early Years and Childcare
Stella Brown		Nursery Head Teacher, Tynecastle Nursery School
Joyce Gilmour		Head Teacher, Towerbank Primary School
Pam Stevenson		Senior HR advisor
Edward Foster		Finance Manager

Support and Monitoring & Evaluation Plan
Staffing Review in Nursery Schools and Classes Pilot

Support	Description	Timescale
<p><u>Group Meeting Pilots</u> - for staff involved in the pilots including :nursery head teachers / primary head teachers/ lead staff member for nursery class, Early Years and Senior Early Years Workers, EIS, Unison and HR</p>	<p>Provide peer support Discuss options to visit other nurseries Provide ongoing communication Share practice and experiences Identify support and training needs</p>	<p>September 2010 January 2011 March 2011</p>
<p><u>Individual support to pilot nurseries</u> - Ongoing support to be provided by Early Years Managers and QIOs</p>	<p>Identify training needs CPD programme Provide support to individual staff members and staff groups</p>	<p>September – December 2010 January – March 2011 Ongoing</p>
<p>Monitoring and Evaluation</p> <p><u>Collation of nursery staff views</u> - carried out by nursery head teacher, principal officer, child and family centre manager</p>	<p>Views gathered from nursery staff involved in pilots at the beginning and end of pilot by structured face to face interviews with nursery staff.</p>	<p>September/ October 2010 March 2011</p>
<p><u>Observation Visits to Nurseries</u> - Half day observation visits carried out by QIO and practitioners</p>	<p>Observations on: literacy and numeracy health and well being. positive outcomes for children</p>	<p>November – February 2011</p>
<p><u>Collation of nurseries self evaluation information</u></p>	<p>Self evaluation information gathered</p>	<p>September/ October 2010 March 2011</p>
<p><u>Collation of parents and children's views</u></p>	<p>Self Evaluation information Focus Group to gather parents views</p>	<p>May 2011</p>

Appendix 3

Career Progression within Early Years Establishments

N.B. Head Teachers and Teacher's salary scales and terms and conditions of service are agreed by the National Scottish Negotiating Committee for Teachers (SNCT) and are not included in the table below.

Nursery Schools and Classes	Child and Family Centres	Qualification	SSSC Registration	Salary Scale	Current Salary Range
	Manager	BA	Lead Practitioner	⁸ (SCP 70-82)	£32,423- £38,715
	Depute	HNC/HND and PDA or working towards BA Childhood Practice/or other relevant degree e.g. SW	Practitioner	⁷ (SCP 58-70)	£27,106-£32,423
Senior Early Years Worker	Senior Nursery Officer	HNC/HND and PDA or working towards BA Childhood Practice/or other relevant degree e.g. SW	Practitioner	⁷ (SCP 58-70)	£27,106-£32,423
Early Years Worker	Nursery Officer	HNC 2 years experience desirable PDA	Practitioner	⁶ (SCP 46-58)	£22,673-£27,106
Nursery Nurse		HNC/SVQ3	Practitioner	⁵ (SCP 34-46)	£18,973- £22,673

N.B. Staff working in nursery schools and classes are paid pro rata

Phased Introduction of Early Years Worker Posts

Phase 1 August 2010- July 2011 a) Implementation of Pilot		
Phase 2 August 2011- July 2012 Consolidation of existing pilots where possible		
Description	Proposed Staffing Model	Additional Resource Allocation
<u>Model 1</u> Introduction of Early Years Workers to remaining large nursery classes over 40:40 where there are currently 2 Teachers	1 Teacher 1 Early Years Worker Nursery Nurses (variable according to the size of the nursery)	Allocation of additional half day Nursery Nurse cover per week. Bespoke CPD programme for new Early Years Workers with additional nursery cover
<u>Model 2</u> Introduction of Early Years Worker post to 40:40 nursery classes where there is 1 teacher	1 Teacher 1 Early Years Worker 2 Nursery Nurses	Bespoke CPD programme for new Early Years Workers with additional nursery cover
<u>Model 3</u> Explore options to enhance support to smaller nursery classes		
Phase 3 August 2012- July 2013 Introduction of Senior Early Years Posts and more flexible management structures in identified nursery schools in consultation with the staff.		