

Review of Secondary Schools Management Structures – Progress Report

Education, Children and Families Committee

15 November 2011

1 Purpose of report

- 1.1 The purpose of this report is to update the Education, Children and Families Committee on the progress being made with the implementation of changes to the management structures in secondary schools in the City of Edinburgh.
- 1.2 At the Council meeting on 30 June 2011, a progress report referred to Council from the Education, Children and Families committee was approved and a request was made for further progress to be reported to the Education, Children and Families Committee within the academic year and that the report should include evidence regarding educational benefit and further detail on how projected savings would be delivered, given current commitments on conserved salaries.

2 Summary

- 2.1 The changes to secondary management structures in schools are part of approved budget savings. This action has been adopted in other local authorities throughout Scotland, for example, Perth and Kinross, Scottish Borders, Fife, Aberdeenshire, Stirling, Angus, and East Renfrewshire to achieve savings and ensure that high quality learning and teaching is maintained and developed.
- 2.2 The preparation for implementation has been jointly managed by Children and Families senior officers, HR, Finance, a Seconded Head Teacher, Head Teachers and the Teaching Unions. This group has at all stages been responsive to the needs of staff in information dissemination through Head Teacher briefings, meetings and courses to support interview skills/leadership skills.
- 2.3 At all stages the needs of pupils and learning and teaching has and will be paramount with an assurance that there will be no negative impact on pupil achievement, attainment and enjoyment in schools. A clear example of this

was the decision to manage the change over two years and defer the implementation of changes to Guidance/Pupil Support until session 2012/2013.

- 2.4 Through continued joint working and implementation over the planned 2 year period, the budget savings will be achieved and the current high quality attainment and achievement will be maintained and developed.

3 Main report

Background

- 3.1 There was a Council decision in February 2011 to reduce secondary school management costs by £2.4 million pounds over two years. A report on the implementation of changes to the management structures came to the Education, Children and Families Committee in June 2011 and this was subsequently approved by Full Council on 30 June 2011.

4 Planning and Engagement

Teacher Unions

- 4.1 There has been full engagement with the Teacher Unions on all aspects of the implementation strategy. Weekly meetings between the Children and Families Department and representatives from the EIS, SSTA and NASUWT have taken place to produce (a) an agreed protocol/process for implementation of the revised management structures, (b) agreed job sizing levels for new Curriculum Leader posts, (c) job remits and essential criteria for Curriculum Leader posts and (d) a timescale for implementation. These meetings will continue to take place throughout the implementation phase of the review.

Head Teachers

- 4.2 There has been full and regular engagement with Secondary Head Teachers on the review. Three meetings, dedicated to the review have taken place (18 August, 21 September and 31 October) with follow up discussions taking place at the regular Head Teachers meetings on 24 August, 28 September and 2 November.
- 4.3 Head Teachers have now finalised their management structures and have submitted job sizing documentation for all curriculum posts within their structures. These have been scrutinised by the Children and Families department's job sizing coordinator and have been further scrutinised by a non promoted teacher from each school as well as Teacher Union representatives.
- 4.4 Regular briefings have been prepared and issued to all Head Teachers. Within these briefings, Head Teachers have been asked to relay specific information about the review to their staff.

Elected Member Briefings

- 4.5 Meetings were held with education spokespersons from all parties on 19 August, 29 August, 9 September and 14 September.

- 4.6 At these meetings, Councillors were given a written update on progress to date and an opportunity to discuss issues and raise questions. It was agreed that further updates as appropriate would follow the Education, Children and Families Committee meeting on the 15 November.

Parents

- 4.7 Parents expressed concerns about the potential impact of the proposed changes in a deputation to the Council meeting in June and at a meeting between Council officers and Parent Council Chairs. Assurances were given that the pace of implementation would be managed to ensure that there was no disruption to front line teaching and that the savings would be phased to reflect that approach. Assurances were also given that conservation costs would be met centrally and that there would no changes to Guidance/Pupil Support until session 2012-13 following full consultation.

Comparative Data from other Local Authorities

- 4.7 Management restructuring has taken place or is currently underway in many local authorities across the country. This was highlighted in the recently published Report of the Review of Teacher Employment in Scotland (The McCormac Report)
- 4.8 “The management restructuring in secondary schools undertaken by many local authorities has resulted in an overall reduction in the number of promoted posts in secondary schools.” (Section 5.9)

Educational Impact

- 4.9 The report approved by Council in June 2011 indicated that this proposal would achieve the approved savings by reducing management costs while maintaining front line teacher numbers. Many factors influence educational outcomes and one of the most important is the quality of front line teaching. Changes to management structures and the associated reduction of promoted posts is enabling us to establish a more sustainable staffing model in secondary schools which maintains capacity in classrooms. Our most recent assessment of teacher numbers confirms that the overall number of teaching staff has increased since last year. The previous report to Committee also indicated that in authorities where new management arrangements had been introduced, for example, Perth and Kinross, Scottish Borders, Fife, Aberdeenshire, Stirling, Angus, and East Renfrewshire, there has not been a detrimental impact on educational outcomes. A further analysis of the attainment data from these authorities has shown that education attainment has improved over the past 3 years (see appendix 1).

The number of Depute Head Teachers and Curriculum Leader Posts

- 4.10 Through the ADES Personnel Network, other local authorities have been sharing details of their revised management models. An analysis of this information has shown that most authorities are fairly similar in the models they are operating and Edinburgh is consistent with this.

- 4.11 A further analysis based on the information received shows the following ratio of Depute Head Teachers/Curriculum Leader (management posts) to pupils. (Table 1) It should be noted that in small and medium sized schools in Edinburgh the ratio of pupils to management posts is the same as the average for other local authorities and in large schools, the number of pupils per management posts is lower.

Table 1

Ratio of DHT/CL posts to pupils	School Roll 600	School Roll 900	School Roll 1250+
Average for other Local Authorities	43	53	66
Edinburgh	43	53	60

5 Staffing Issues

Voluntary Early Release Arrangement (VERA)

- 5.1 The authority is committed to achieving the management changes through voluntary measures and Principal Teachers and Depute Head Teachers were given the opportunity to express an interest in VERA. Of those who expressed an interest, six Depute Head Teachers and fifty-two Principal Teachers were offered and accepted VERA with effect from August 2011.
- 5.2 Head Teachers successfully recruited teachers on a temporary basis to fill the posts vacated by staff leaving through VERA thus ensuring there was continuity of teaching and learning from the start of the current session.

Surplus Staff and Vacancies

Following VERA, the current number of surplus Principal Teachers (surplus in terms of the agreed model) is 80, with the number of surplus Depute Head Teachers being six. There are however three permanent and four temporary Depute Head Teacher posts vacant at this time.

Implementation Timeline

- Vacant permanent Depute Head Teachers have been advertised;
- The appointment of Curriculum Leaders is underway and is due to be completed by mid December;
- Surplus Depute Head Teachers are currently being assigned.

A review of Guidance/Pupil Support will also take place according to the following timescale:

- Guidance /Pupil Support Review – A working group has been formed and will meet until mid December;
- Guidance/Pupil Support Implementation – This is proposed for the new timetable in June 2012 subject to report for Guidance Review.

5.3 At the Committee meeting on the 21 June it was agreed that there would be no change in the structure of Guidance/Pupil Support in schools until a comprehensive review had taken place. While the priority at this stage is implementation of Curriculum Leaders, the Review of Guidance/Pupil Support has been initiated through consultation with Head Teachers to be followed by the creation of a working group of Head Teachers, Teachers and Officers to report by February 2012 for implementation in June (new timetable) 2012.

Leadership Development

5.4 To support the implementation of the revised management structure the following leadership development opportunities are being offered to staff.

Application and Interview Skills

5.5 We have published general guidance on making applications and attending at interview on the Orb. The guidance outlines how to access the coaching bank and signposts the Council Wide Leadership Matters course, Presentation Skills. We have published a learning log, designed to support candidate reflection before and after the interview process. The professional development opportunity, Interview Skills for Promoted Posts in Schools, has run seven times since the beginning of September 2011 with three further events scheduled in November 2011.

Professional Development

5.6 The revised Leadership and Management Framework has been published on the Orb. The framework provides guidance to colleagues who wish to develop their leadership and management skills, qualities and behaviours. It provides profession-specific frameworks to support the process of self evaluation and identification of next steps in professional learning. The profession specific frameworks outline the skills, qualities and behaviours which can be developed at early, middle and senior career stages.

5.7 New curriculum leaders and former principal teachers are able to use the Leadership and Management Framework for self evaluation and reflection and are able to access from the Children and Families Directory, leadership development opportunities which will support their professional learning, for example, Project Leadership, Coaching for Leaders and Managers and Mentoring.

5.8 In addition, it is our intention to capture all suggested development opportunities, including courses, within a specific learning framework for newly appointed curriculum leaders and former principal teachers. The learning framework will support flexible application, giving colleagues the opportunity to

decide which professional learning will best suit their context and specific requirements.

6 Financial Implications

- 6.1 The Council is on track to deliver £2.4m savings over the next two years through a reduction of 15 Deputes and the management element of 139 Principal Teachers. The new management arrangements will be in place by the end of the calendar year. The application of the early release scheme (VERA) and retirements is already on track to achieve the reduction of 15 Deputes and the management element of 59 Principal Teachers. This will deliver full year savings of £1.5m.
- 6.2 Until the new management arrangements are in place and staff are allocated to posts an accurate assessment of conservation costs is not possible. There is now no requirement for conservation arrangements for Deputes and the number of Principal Teachers where conservation is needed has already reduced from 139 to 80 and is expected to reduce significantly by the end of the year.

7 Equalities Impact

- 7.1 There is no equality impact.

8 Environmental Impact

- 8.1 There is no environmental impact.

9 Conclusions

- 9.1 Good progress is being made with the implementation of changes to the management structures in secondary schools with the full engagement of Head Teachers and Teacher Unions.

10 Recommendations

- 10.1 The Committee is asked to note the progress that is being made with the implementation of changes to the management structures in secondary schools.

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Appendices S4 Attainment by Local Authority

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Wards affected All

Single Outcome
Agreement

Background
Papers

S4 Attainment by Local Authority

	Percentage of the original S4 roll attaining 5 awards at SCQF level 4 or better by the end of S4			
Local Authority	2007	2008	2009	2010
Local Authority 1	40.8	40.7	38.7	40.9
Local Authority 2	32.1	36.5	34.4	34.4
Local Authority 3	57.9	62.6	62.4	65.3
Local Authority 4	28.6	31.0	31.8	31.7
Local Authority 5	35.1	38.9	35.9	41.1
Local Authority 6	39.3	38.8	40.2	42.0
Local Authority 7	37.9	42.4	41.3	42.4