

## Report on the Outcome of the Review of Guidance and Pupil Support

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### Education, Children and Families Committee

21 June 2012

#### 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 with specific reference to the outcome of the Review of Pupil Support and Guidance.

#### 2 Summary

- 2.1 This report provides information on the progress in implementation of the revised management structure in secondary schools with specific focus on the outcome of the Review of Guidance and Pupil Support and the implementation of this in all 23 secondary schools.

#### 3 Main report

##### Background

##### Progress with Implementation – Guidance and Pupil Support

- 3.1 It was reported to the Committee in June 2011 that the implementation of the proposed Secondary School Management structures should be phased so that no changes would take place in Guidance and Pupil Support until the end of session 2012. Schools have maintained their pupil support structures throughout this session (2011/2012) and have received transition funding to support this.
- 3.2 A working group was set up in November 2011 comprising officers, Head Teachers, Depute Head Teachers and Principal Teachers to consider effective models of pastoral, behaviour and Learning Support, based on the principles of GIRFEC, and has made recommendations on the effective delivery of Pupil Support and Support for Learning. The review paper has been agreed with Head Teachers and issued to all stakeholders. Parents have been consulted through the CCWP. The review paper is attached (See Appendix 1).

## **Review of Pupil Support in Secondary Schools – Impact on Schools**

- 3.3 The attached report provides details of the following:
- A general background
  - The Terms of Reference for the Review (including GIRFEC)
  - 10 recommendations from the working group
  - Implications for the number of promoted posts in Pupil Support
  - An implementation strategy and timeline
- 3.4 The report has been agreed by Head Teachers. The Teaching Unions have been fully engaged through representation on the working group and fortnightly meetings. Pupil Support staff (Guidance & Support for Learning PTs) have been represented in the working group. A focus group of up to 40 Pupil Support staff has also met to discuss progress and the recommendations of the group. The report has been shared with parent councils and the working group met with a representative from the CCWP.
- 3.5 The assignment of posts is planned for 11<sup>th</sup> – 15<sup>th</sup> June for Pupil Support Leaders and Support for Learning Leaders. Staff will start in new posts on the 13<sup>th</sup> August 2012.
- 3.6 In all schools there will be:
- A minimum of 3 Pupil Support Leaders
  - A minimum of 1 Support for Learning Leader
  - A maximum case load of 300 pupils
  - A removal of subject teaching for Pupil Support Leaders
  - An increase of management time for Pupil Support Leaders
  - An introduction of Administrative support
  - An introduction of a Support for Learning Teacher
  - Flexibility under DSM to adjust structures to meet pupil needs
  - A Depute with a strategic overview of pupil support
  - A definite single point of contact and support for every pupil and parent
- 3.7 It is recognised that all teaching staff have a role in school as the key adult. Head Teachers will be supported in developing this in all schools.
- 3.8 As with Curriculum Leader (subject), Pupil Support Leaders and Support for Learning Leaders will be supported in developing leadership. Former PTs will

be supported in ongoing delivery of personal and social education and CPD to enable progression to Pupil Support Leader and Support for Learning Leader.

### **Overview of Impact on Permanent Post Holders of Guidance, SFL, Behaviour Support in Schools**

- 3.9 As a result of the Review, 102 new promoted posts have been established (23 Support for Learning Leaders and 79 Pupil Support Leaders). This change represents a removal of the promoted Principal Teacher management element of 28 posts across secondary schools. It is anticipated that, taking account of VERA volunteers and vacancy control measures, over the school session, the number of displaced post holders will be 6, and this is likely to reduce further as a result of natural turnover.

### **Summary**

- 3.10 It is anticipated that all Curriculum Leader (subject) posts, Pupil Support Leader posts and Support for Learning posts will be in place for the start of session 2012/13 in August 2012.

It is proposed that a summative report on the Review of Secondary Management Structures is presented to the Education, Children and Families Committee before the end of the calendar year.

## **4 Financial Implications**

- 4.1 The new management arrangements including Pupil Support and Guidance will be fully implemented during 2012/13. By March 2013 the department will be in a position to deliver £2.4m savings per annum. These savings will be achieved by:

Reduction of 8 Depute posts (already achieved)	£0.5m
Reduction in the management element of Principal Teacher posts (subject to final analysis of costs)	£1.9m
<b>Total</b>	<b>£2.4m</b>

## **5 Equalities Impact**

- 5.1 There is no equality impact.

## **6 Environmental Impact**

- 6.1 There is no environmental impact.

## 7 Recommendations

Committee is asked to note:

- 7.1 The progress that is being made with the implementation of Guidance and Pupil Support in Secondary Schools
- 7.2 As detailed in the coalition agreement there is a strong commitment to ensuring that the management structures within our secondary schools support the smooth introduction of A Curriculum for Excellence. A further report will be produced on the implementation of Secondary Management changes before the end of 2012 to the Education, Children and Families Committee.

**Gillian Tee**  
Director of Children and Families

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Appendices	1. Organisational Review of Management Structures in Secondary Schools in Edinburgh
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Wards affected	All
Single Outcome Agreement	
Background Papers	

## **Organisational Review of Management Structures in Secondary Schools in Edinburgh**

### **Review of Pupil Support in Secondary Schools**

#### **Background**

An organisational review of middle and senior management in Secondary Schools in Edinburgh has been undertaken and a new Promoted Staff Profile, based on pupil roll bandings, has been produced for each school. This management structure has resulted in an agreed number of Depute Head Teacher posts based on school roll and a reduced number of Principal Teacher posts.

It was agreed at the Education, Children and Families Committee in June 2011 that the organisational review of Pupil Support should be delayed for a year so that the current arrangements for supporting pupils could remain during session 2011/12 and a full review of the future structure of Support for Pupils could be carried out. Transition funding to allow the current arrangements to remain in place was given to schools until June 2012. This decision was supported by Parent Council representatives.

#### **The Review of Pupil Support**

A Short Life Working Group led by David Wright (Senior Education Manager) and Jack Hamilton (Seconded Head Teacher) was established with representatives from the following areas to carry out this review:

- 2 Head Teachers
- 2 DHTs Pupil Support
- 2 PTs Guidance
- 2 PTs SfL
- 2 Senior Education Officers – ASL/Inclusion
- 1 HR Officer
- 1 Quality Improvement Officer

The group met frequently between October 2011 and March 2012 and has produced a set of recommendations on Pupil Support Structures in Secondary Schools. These recommendations have been shared with The Director of Children and Families, the Convenor of the Education, Children and Families Committee, Secondary Head Teachers, the Trade Unions and a focus group of Principal Teachers of Guidance and Support for Learning. The proposals will now be shared more widely with staff and parents and a progress report will be taken to the Education, Children and Families Committee in June 2012.

## **Terms of Reference for the Review**

The short life working group included the following criteria within its terms of reference for the review of Pupil Support in Secondary Schools.

The agreed structure should:

- Meet the needs of all pupils in schools
- Ensure a point of contact and support for all pupils and parents/carers
- Incorporate and support the key principles of a Curriculum for Excellence and GIRFEC and develop a cluster approach to meeting the needs of pupils
- Meet the requirements of the Additional Support for Learning Act and the Equalities Act
- Incorporate the key principles of Curriculum for Excellence and Health & Wellbeing
- Ensure that **all teaching staff** have a support role for pupils as Key Adults and make their full contribution to the delivery of an inclusive curriculum and meeting the learning needs of pupils with additional support needs.
- Incorporate the key areas of How Good is Our School Sections 5.3, 5.8 and 9.4
- Ensure that the new model can operate within the agreed school budget for promoted posts
- Develop Leadership of Pupil Support staff in all schools.
- Link clearly to the Service Plan for the Children and Families Department
- Support and enhance pupil achievement and attainment
- Provide a consistent model across all schools.

A review of Guidance and Support for Learning has not been carried in our schools for over 20 years and although an opportunity to do this was presented in 2001 with the implementation of the McCrone Report recommendations, such a review did not take place. A detailed discussion of the Pupil Support structures operating in each of our 23 Secondary Schools has taken place as part of this review and from the evidence gathered it is apparent that there is lack of consistency in terms of the structures which are operating.

## **Getting it Right for Every Child**

The main focus of the Short Life Working Group has been to produce a set of recommendations on Pupil Support Structures in Secondary Schools. The group also recognised the key role of Pupil Support in the effective implementation and delivery of the **Getting it Right for Every Child (GIRFEC)** approach.

GIRFEC is a national programme to improve outcomes for all children and young people in Scotland. It threads through all existing policy, practice, strategy and legislation affecting all children, young people and families. The Getting it Right approach will lead to improved outcomes for children and young people provided that schools and partner agencies work closely together with a shared understanding and application of the GIRFEC principles, using the resources available more effectively and efficiently. Creating a fair, transparent and consistent model for Pupil Support in

our secondary schools is essential for the Getting it Right approach to work successfully.

The ongoing implementation of Getting it Right for every child has seen the model of **Team around the Cluster** developing. This will strengthen joint agency support for children and families within school clusters. A multi-agency team of early intervention and support services including psychologists, social workers, police and youth workers is being established for each school cluster. The school's contribution to building these connections and relationships is crucial and the strong strategic leadership to ensure that children and young people are supported and sustained within their schools and communities should come from within our Pupil Support Teams, directed by the school's Senior Management. We need to build this leadership role into the Pupil Support structure of our schools so that the allocation of resources, the development of services and the training and support of our staff through the Children's Service Management Groups is properly informed by the needs of our universal services.

A consistent model of Pupil Support with scope for flexibility to suit local circumstances, should enable greater articulation with the *Getting it Right* approach and hence lead to achieving better outcomes for children and young people across the City.

### **Recommendations from the Short Life Working Group**

The short life working group has made the following 10 recommendations. It is recognised however that there may be a period of transition before all recommendations can be implemented fully in all schools.

#### **1. New titles should be assigned to the promoted posts within Pupil Support**

The former post of Principal Teacher of Guidance should be named 'Pupil Support Leader'.

The former post of Principal Teacher of Support for Learning should be named 'Support for Learning Leader'.

These titles would be assigned to the promoted post holders and would stress the leadership role of post holders with regard to providing high quality pupil support and support for learning in all of our secondary schools on a whole school basis. This would be consistent with and complementary to the emphasis placed on Leadership across the curriculum with the already established 'Curriculum Leader' posts.

**2. There should be a core promoted post structure for Pupil Support in all Secondary Schools**

All secondary schools should have a core structure for Pupil Support comprising a minimum of:

- One 'Support for Learning Leader'
- Three 'Pupil Support Leaders'

It should be stressed that the core structure represents the minimum model for Pupil Support and Head Teachers can enhance their model provided it is within the overall funding contained within their Promoted Staff Profile.

**3. There should be a maximum 'pupil case load' of 300 for Pupil Support Leaders**

It is proposed that, based on current pupil numbers (projected school roll August 2012), the promoted post profiles of all schools should meet this recommendation. In all schools Pupil Support Leaders should lead and manage a maximum case load of 300 pupils. Adjustments will be made to the promoted post profile in certain schools to facilitate this recommendation.

**4. Pupil Support Leaders (former Guidance Principal Teachers) should continue their teaching commitment in Personal and Social Education without a subject commitment**

Until now some Guidance Teachers have retained subject teaching responsibilities. This model was established some years ago. The review concluded that in light of the development of a Curriculum for Excellence and the implementation of the Edinburgh Children's Services delivery model it is no longer the most effective way in which to provide efficient and effective leadership. To ensure consistency in our schools it is proposed that Pupil Support Leaders will not normally teach in their own subject area(s). It is recognised that whilst this may not always be possible due to timetable and coursing fluctuations on a year by year basis it should be a key objective in timetabling responsibilities.

Pupil Support Leaders would be responsible for the development and effective delivery of Personal and Social Education in their schools as part of the overall approach to fulfilling pupils' entitlements in relation to Health and Wellbeing.

**5. Pupil Support Leaders should normally have a maximum teaching commitment of 50% and the role of Support for Learning Leaders should be consistent across all schools**

**Pupil Support Leaders** should normally have a maximum of 50% teaching commitment in the delivery of Personal and Social Education.



Head Teachers would be responsible for ensuring that the **Support for Learning Leader** is enabled to impact effectively on a whole school basis within the context of the school's Standards and Quality Improvement Plan (SQIP) and the school's Additional Support Needs Policy, taking into account the Authority's model policy and guidance on Additional Support for Learning.

It is expected that the majority of the **Support for Learning Leader's** time would be engaged in Planning and Consultation, Co-operative Teaching/Quality Assurance and Staff Development /CPD. with a minority of time in Direct Teaching and Specialist Services to individuals. The overall deployment of resources for support for learning should reflect a balanced portfolio across the five roles of support for learning, as defined in the Authority's guidance within an inclusive whole school approach.

Currently, most schools have a minimum of 1 FTE (up to a maximum of 4 FTE) support for learning teachers in addition to a Principal Teacher. The review group concluded that in order to sustain the essential capacity to fulfil statutory obligations on a consistent basis, there should be a minimum of 1FTE Support for Learning Teacher in addition to the Support for Learning Leader in each school and that this is achievable within the overall resources of the school.

#### **6. To achieve consistency across schools, agreed remits should be produced for Pupil Support Leaders and Support for Learning Leaders**

To ensure consistency of approach in our schools, the remits of Pupil Support Leaders and Support for Learning Leaders should be developed and agreed. These remits will recognise the crucial leadership role for all aspects of pupil support and especially the implementation, development and effective delivery of the GIRFEC approach.

It is recommended that all Pupil Support Leader posts should be job sized within an agreed remit to achieve consistency of approach in all schools. Similarly this should be done for Support for Learning Leaders to reflect the need for consistency across schools.

As detailed in the Education Scotland Document "Supporting Learners – delivering the entitlement to support in Curriculum for Excellence", there should be a distinct shift in emphasis in creating a culture in which a **key adult** has a holistic view of the Learning and Personal Development of each child and young person and in which all teachers can play their role within a structured whole school approach. Similarly, Curriculum Leaders would be expected to ensure that inclusive approaches and access to the curriculum, including, for example, alternative assessment arrangements, are embedded in day-to-day operational practice within their area of responsibility.

Pupil Support Leaders will be charged with responsibility for ensuring effective and coherent arrangements for progressive intervention proportionate to learners' needs and progress, thus:

- All learners to have access to universal support.
- All teachers to contribute effectively to the delivery of universal support as key adults in the development of their form tutor and pupil mentor roles

- Targeted support for young people who may need this because of, for example, disability, health, learning, social or emotional factors - either short term or throughout their learning journey through effective Child/Young Person's plans.
- Co-ordination and leadership of cluster support team within the framework of the Edinburgh children's services delivery model.

Support for Learning Leaders will be charged with responsibility for ensuring effective and coherent arrangements for:

- Support of Curriculum Leaders in design and delivery of an inclusive curriculum which is based on shared values and planned around the purposes and principles of Curriculum for Excellence, the National Inclusion Framework and Equalities legislation
- Ensuring that the school's arrangements for progressive intervention take into account appropriate assessment of factors that may give rise to additional support needs and efficient and effective provision proportionate to learner's needs and progress
- Enabling subject teachers to provide appropriate personalised support to meet learning needs of pupils with additional support needs
- Ensuring implementation of the Additional Support for Learning Act by embedding effective procedures for assessing, planning and quality assurance of Support for Learners across the school.

In this way a culture of shared ownership and responsibility will be developed in our schools in which senior staff, Curriculum Leaders, Pupil Support Leaders and teachers can provide young people with the support they need to enable them to gain as much benefit from their learning experience and allow them to move into positive and sustained destinations.

**7. To reduce the amount of administrative tasks carried out by Pupil Support Leaders and Support for Learning Leaders, dedicated support staff should be deployed.**

It is recognised that a major barrier to effective pupil support being provided is the high level of administrative tasks and pastoral care duties being carried out by Pupil Support teaching staff. Within each school one full-time classroom assistant should be dedicated to the Pupil Support and Support for Learning teams to carry out administrative tasks. This should come from within the school's current staffing complement. The principle of providing a consistent approach across schools should be taken into account in the learning assistant review and the redesign of procedures for allocating specialist placements within the framework of the Edinburgh Children's Services delivery model.

**8. The Pupil Support Structure should maintain capacity and offer Career Progression by creating the opportunity for a ‘Pupil Support’ teacher. The post of ‘Support for Learning’ teacher should be retained to ensure the capacity to deliver targeted Support for Learning is monitored**

It is recognised that the model should provide opportunities for career progression for staff who wish to focus their work on Pupil Support or Support for Learning.

For form tutors or mentors who wish to aspire to become Pupil Support Leaders, Head Teachers should consider providing the opportunity for ‘Pupil Support’ teachers. This non-promoted appointment would allow teachers to focus on targeted support for young people and would provide valuable experience en route to securing a Pupil Support Leader post in the future. They may continue to teach in their own subject area but would also participate in the development and delivery of the Personal and Social Education programme. Appropriate non-teaching time would be given to carry out the Pupil Support aspects of this role from within the school’s staffing budget.

The post of Support for Learning teacher should be retained. The Support for Learning Teacher will be responsible for contributing to fulfilling the five roles of support for learning to ensure that needs of all learners are met.

To support the delivery of consistent quality provision for both Pupil Support and Support for Learning a competency framework will be developed with a complementary framework of Continuing Professional Development and career progression. It is envisaged that as part of the review some newly appointed Support for Learning Leaders may require to update and/or enhance their professional skills; as part of implementation programme a CPD programme will be provided for all new Support for Learning Leader’s.

**9. Individual Schools should determine their preferred organisational structure for Pupil Support**

Currently, some Secondary Schools operate a House (vertical) system, some have a Year Group (horizontal) system and some operate a combination of both (tartan system). It is recognised that each system has merit and it should be left to schools to determine which system they wish to operate.

**10. The management and leadership of Pupil Support should be the responsibility of the Pupil Support Leaders and the Support for Learning Leader within an integrated team of pupil support in all schools.**

It is recommended that the management and leadership responsibilities related to Pupil Support are incorporated into the remits of the Pupil Support Leaders and the Support for Learning Leader as part of an integrated team. There will be one Depute Head Teacher (DHT Pupil Support) in each school who will have a strategic overview of the Additional Support for Learning (ASL) Team. This team would lead and manage all aspects of Pupil Support. This would be consistent with the management arrangements for Curriculum Leaders and the leadership role they perform.

It is proposed that all posts would be job sized to reflect the generic Pupil Support Leaders and Support for Learning Leader remits. Remits of Pupil Support Leaders would be equalised and therefore be transferable across the team.

### **Implications for the number of promoted posts in Pupil Support.**

The short life working group has gathered data from all secondary schools on the number and range of promoted posts in Pupil Support.

There are currently:

- 90 permanent Principal Teachers of Guidance and 12 temporary Principal Teachers of Guidance covering vacancies.
- 17 permanent Principal Teachers of Learning Support and 6 temporary Principal Teachers of Learning Support covering vacancies.
- 5 permanent Principal Teachers of Behaviour Support.

This gives a total of 130.

Following this review the total number of promoted posts in Pupil Support in secondary schools would be as follows:

79	Pupil Support Leaders
23	Support for Learning Leaders
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102	Total

This represents a removal of the management element of 28 posts across 23 secondary schools. However, due to the fact that there are 18 positions covered by temporary staff, the number of staff who will be displaced is 10. This new model will save an estimated £280k as part of the total savings approved by Council as a result of the secondary management review (£2.4m).

### **Implementation Strategy and Timeline**

A protocol for the implementation of Secondary Management Reductions (Appendix 1) has been agreed between representatives of the Children and Families Department and the Teacher Unions. This protocol has been used successfully to match and assign staff to Curriculum Leader posts. It is proposed that this agreed protocol is used to match and assign staff to the new Pupil Support and Support for Learning Leader posts. This process will begin in May 2012 with full implementation of the revised Pupil Support structure from August 2012.

DW on behalf of the Pupil Support Working Group  
30/4/12