

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Report on the Implementation of Revised Secondary School Management Structures

Item number 7.2
Report number
Wards

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Executive summary

Report on the Implementation of Revised Secondary School Management Structures

Summary

This report provides information on the progress of the implementation of revised Secondary School Management Structures in all 23 City of Edinburgh Secondary Schools as agreed at the Education, Children and Families Committee on 21st June 2011

Recommendations

1. The Education, Children and Families Committee notes this report
2. The Children and Families Department continues to review the impact of implementation on staff, pupil attainment and Curriculum for Excellence and addresses any outstanding issues.

Measures of success

- New structures are now in place and budget savings are being achieved
- The revised structures provide a good platform for the implementation of Curriculum for Excellence
- Pupil attainment remains positive throughout the period of implementation
- Opportunities for newly qualified teachers have been created through the reduction in promoted teaching posts and we have maintained and increased teacher numbers

Financial impact

- Detailed costings of the new management structure, including changes to guidance arrangements show that the new staffing structures will deliver the approved £2.4m savings target in full.

Equalities impact

- There is no equality impact

Sustainability impact

Not applicable

Consultation and engagement

From February 2011 to December 2012 the following has taken place

- Visits to Midlothian and Borders Councils to review plans for revised management structures prior to implementation
- Discussion with Head Teachers and Head Teacher Executive at Head Teacher Meetings and additional meetings on the Review of Secondary Management Structures, with a Union observer
- Fortnightly consultation meetings with Children and Families, HR and representatives from Teacher Trade Unions
- Ongoing communication and consultation with affected staff in schools.
- Comprehensive Review of Guidance and Support for Learning, November 2011 – April 2012 via Representative Working Group
- Regular information updates on progress for parents at CCWP.
- Questionnaire to teaching staff on progress of Implementation October 2012 from Children and Families
- Questionnaire on Survey Monkey carried out by the EIS in October 2012

Background reading / external references

Details of the responses from the questionnaires of Children and Families and EIS are available in hard copy in Children and Families for reference.

Report on the Implementation of Revised Secondary School Management Structures

1. Background

- 1.1 This report provides an update on the progress in implementation of revised Secondary School Management Structures in all 23 City of Edinburgh Secondary Schools as agreed at the Education, Children and Families Committee on 21st June 2011

2. Main report

Details of the Implementation including Impact on Schools, Staff and Pupils

- 2.1 In February 2011, the City of Edinburgh Council agreed to implement Revised Secondary School Management Structures to achieve a £2.4 million budget saving over a 2 year period through to March 2013. In order to achieve this, Officers in Children and Families undertook this implementation, working with Head Teachers, HR and Trade Unions from Easter 2011 through to December 2012. To facilitate a positive working relationship throughout implementation, a Secondary Head Teacher was seconded into the Children & Families Department to liaise with and support Head Teachers and schools. An implementation calendar is outlined in Appendix 1. (See Appendix 1)
- 2.2 All schools have implemented revised management structures to reflect budget savings which were introduced in August 2011. Appendix 2 illustrates the management structures before and after implementation using Boroughmuir High School as the example. (See Appendix 2) These changes in structures in all 23 secondary schools have been achieved through the creation and use of a robust protocol, agreed with the Trade Unions, and a series of meetings with Head Teachers to provide support throughout the change process. The main change in Secondary schools is the creation of a faculty structure in which Curriculum Leaders have been appointed to lead and manage a number of subject departments as outlined in Appendix 2. A number of schools had operated a faculty structure model prior to February 2011. For example, Leith Academy already had a full faculty structure and other schools were combining subject departments into faculties as the opportunity arose.
- 2.3 Curriculum Leader, Support for Learning Leader and Pupil Support Leader positions were established and former Principal Teachers matched/assigned to

posts in their existing school. Throughout the process of implementation the Voluntary Early Release Arrangement (VERA) was offered to Depute Head Teachers and former Principal Teachers.

From approximately 400 Principal Teachers at the start of the change process, following implementation and the application of VERA 65 Principal Teachers remain as class teachers paid on a conserved salary. Of these approximately a third have indicated a strong interest in seeking a promoted post in the new structure when opportunities arise, with others having due regard to their personal circumstances e.g. impending retirement. Recruitment controls are being applied in the management of promoted post vacancies.

Throughout the implementation process front line teacher numbers have been maintained and no members of staff have been transferred compulsory to other schools or to alternative posts within the structure. Former Principal Teachers not assigned to leadership posts and those assigned to leadership posts at a lower salary level will receive salary conservation for 3 years from the implementation date or to March 2016 if they were appointed prior to 2001.

- 2.4 Staff affected by the management changes were offered and took part in interview skills courses prior to any assignment. Leadership skills courses are now being offered to Curriculum Leaders and Pupil Support Leaders. Similarly, training courses are being provided for new Support for Learning Leaders.

In agreement with the remaining former Principal Teachers individual development programmes are being established by Head Teachers as appropriate.

The Children and Families Department is committed to enhancing the leadership skills of staff in schools and will continue to strengthen leadership within the revised management structures.

- 2.5 The implementation date for the Curriculum Leader structure was February 2012 and the Pupil Support structure was implemented from August 2012.

To get an early indication of the impact of the revised Secondary Management Structures, the Department issued a questionnaire to all promoted staff (including former Principal Teachers) and a random selection of non promoted staff. 134 returns were received which represents around a 25% return rate. It is evident that in some cases staff in schools did not receive this questionnaire. The questionnaire will be re-issued to those staff and their responses incorporated as part of the overall commitment to address issues raised. A summary of the responses is summarised below:

Summary of Responses

Question 1: What is currently working well in the new structure?

Staff have indicated that the new structures in schools greatly help faculty links and collaboration between staff and subject areas. It also helps inter disciplinary work and pupil learning which is a corner stone of Curriculum for Excellence. The faculty structure has also created smaller, more cohesive senior and middle management structures in which leadership is being developed among Curriculum Leaders. The Review of Secondary Management Structures has also resulted in a Review of Guidance and Support for Learning which has introduced a pupil support structure to meet the needs of all pupils in our schools.

Question 2: What remaining concerns do you have about the new structure?

As with any change, the key concern from staff is the impact on staff in adjusting to the new structure, the impact on their workload and the time to do their job effectively. Staff recognise that leadership will need to be developed from this implementation. They are also clear that one of the major drivers for this structural change was to make financial savings. Staff would have welcomed a longer period of consultation and implementation to reduce pressure in schools. The in school management of behaviour was also raised in relation to the removal of subject Principal Teachers including the physical distance between subject departments in some schools. The development of a breadth of knowledge in SQA requirements in subjects in new faculties was identified as a key requirement for new Curriculum Leaders.

Question 3: Outline what needs to be done to support the new structure and support teaching staff and Head Teachers.

The key area that staff would welcome is more management time for Curriculum Leaders to do the job and a key desire to become involved in the leadership training to develop their own skills in managing faculties. Staff also highlighted a role for lead teachers in schools which could support subject areas within a faculty, the faculty itself and enhance pupil learning.

Question 4: Any other comments?

Staff felt it was very early to make definitive statements on the implementation of faculties and would welcome further evaluation once the structures are embedded. Reduced opportunity for promotion for main grade teacher and Curriculum Leaders related to the new structure was a concern from staff. Staff involved in leadership courses for Curriculum Leaders (subject) and Support for Learning Leaders have completed very positive evaluations of these courses.

Action From Questionnaires

- 2.6 The Children and Families Department recognises that it will take time for the revised management structures to bed in. Although the potential benefits are recognised within the survey.

A change of this magnitude in a relatively short time scale has undoubtedly raised concerns from some staff in terms of support and workload. The faculty structure model in place in some schools prior to the review implementation has not had a negative impact on the educational experience of young people. However, we are committed to working proactively with school staff at all levels to enhance teaching and learning, support curriculum innovation and provide effective support for pupils.

At this stage in the implementation it is too early to make definite conclusions on the overall impact of the Review of Secondary Management Structures. Clearly the Children and Families survey and the EIS survey have identified what is working well as well as concerns and areas for development. In line with all stages of the implementation, Officers in the Children and Families Department, HR and the Trade Unions will continue to meet on a fortnightly basis to discuss all issues raised in both surveys and develop strategies to address these in all 23 schools.

There is a clear commitment to monitor and evaluate the progress of implementation over the next 3 years. In the surveys, staff opinions on the review are widely varied. They do however closely mirror staff opinions on change in schools in the past. For example the removal of Assistant Principal Teachers and Senior Teachers from secondary school management structures in 2001 raised staff concerns on the impact in schools on management, workload, time and pupil attainment. Management structures in schools adjusted to meet this change. Through further on going monitoring review and support it is anticipated that school management structures will similarly adjust to meet the challenges presented in the current Review of Secondary Management Structures. Further work on the Devolved School Management (DSM) arrangements for schools will consider the allocation of budgets to allow Head Teachers more flexibility with their management structures especially in the smaller schools.

Impact on Pupil Attainment

- 2.7 The implementation of revised management structures took place from August 2012 therefore any impact on pupil attainment can only be evaluated following the SQA examination diet in May 2013 and Standardised Assessments undertaken in June 2013. The full impact on pupil attainment will be reviewed over a longer period.

Impact on Curriculum for Excellence

- 2.8 The revised management structures are more closely aligned with the curriculum areas outlined in Curriculum for Excellence. There are significant opportunities within these broader curriculum areas to plan learning experiences which cross subject boundaries and to make sense of learning by planning interdisciplinary

experiences allowing learners to apply their skills and knowledge in practical contexts.

- 2.9 In preparing for the introduction of new qualifications in all secondary schools, we have provided additional funding to Head Teachers of £215k to support the preparation for these qualifications. This development work is expected to be fulfilled by unpromoted as well as promoted staff in line with the General Teaching Council's Standard for Full Registration. Significant central support has been provided in planning for the curriculum and in developing courses and programmes. Further support has been provided in supporting assessment.
- 2.10 The revised management structures have provided opportunities to develop leadership at all levels. Subject leaders meetings are open to unpromoted staff who continue to contribute to developments in the implementation of Curriculum for Excellence.
- 2.11 We have collated across the authority, the range of expertise in each subject area to support Curriculum Leaders in leading and managing a number of curriculum areas, not all of which they will have detailed subject knowledge. This range of expertise includes all of the Curriculum Leaders in their own specialist subject area together with key staff involved with the Scottish Qualifications Authority.

3. Recommendations

- 3.1 The Education, Children and Families Committee notes this report.
- 3.2 The Children and Families Department continues to review the impact of implementation on staff, pupil attainment and Curriculum for Excellence and addresses any outstanding issues.

Gillian Tee

Director of Children and Families

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Timeline of Implementation February 2011 –

December 2012

2. Boroughmuir High School – management structure before and after implementation

Timeline of Implementation: February 2011 – December 2012-11-06

February 2011	Council decision on £2.4 million saving
April 2011	Appointment of Seconded Head Teacher to liaise and support schools and Head Teachers
May 2011	All schools produced revised management structures reflecting savings
June 2011	Agreement by the Education, Children and Families Committee to continue implementation but to postpone implementation of revised Pupil Support Structures until a separate Pupil Support review is carried out
August 2011	School budgets adjusted to reflect savings
November 2011	Working group formed to review Pupil Support (Guidance, Behaviour and Learning Support)
December 2011	Communication to staff on process and procedure for implementation through the agreed Protocol/Process for Implementation of Revised Management Structures
December 2011 - January 2012	Matching/Assignment of Principal Teachers Subject to Curriculum Leader posts undertaken
February 2012	Implementation of revised Curriculum Structure in all 23 secondary schools
April 2012/May 2012	Outcome of the Review of Pupil Support in secondary schools agreed, matching/assignment of Support for Learning and Pupil Support Leaders undertaken
August 2012	Implementation of Pupil Support structure in all 23 secondary schools
August 2012	Effective date of Depute Head Teacher structure

Note:

Throughout the period April 2011 – December 2012, Officers from Children and Families, HR and the Trade Unions have agreed the protocol for implementation and jointly engaged in the implementation at all stages.

Boroughmuir High School, Roll 1150

<u>Structure Pre Implementation</u>	<u>Structure Post Implementation</u>
16 – Principal Teachers Subject	11 – Curriculum Leaders
6 – Principal Teachers Guidance	4 – Pupil Support Leaders
1 – Principal Teacher Support for Learning	1 – Support for Learning Leader
3 – Depute Head Teachers	3 – Depute Head Teachers
1 – Senior Depute Head Teacher	
1 – Head Teacher	1 – Head Teacher

<u>Subjects Pre Implementation</u>	<u>Faculties Post Implementation</u>
PT Geography PT History PT Modern Studies	CL Social Subjects
PT ICT/Business Education	CL Technologies
PT Music PT Drama/Media	CL Expressive Arts
PT Art & Design PT Craft, Design & Technology	CL Art, Design & CDT
PT English	CL English
PT Mathematics	CL Mathematics
PT Modern Languages	CL Modern Languages
PT Physical Education	CL Physical Education
PT Home Economics	CL Health & Wellbeing & RME
PT Chemistry PT Physics PT Biology	CL Science 1 CL Science 2

PT = Principal Teacher**CL = Curriculum Leader**