

## **Guidelines**

### **The Management of Primary Schools – A Partnership Approach**

The LNCT agreed the School Management Arrangements described below:

The allocation of promoted posts to primary schools in Dumfries and Galloway is based upon the following principles:

- A Headteacher post in each school;
- A non-teaching Headteacher in each school with 150 pupils and above;
- One Principal Teacher post in each school with 150 pupils;
- One Depute Headteacher post in schools of 220 pupils and above; and
- Two Depute Headteacher posts in schools of 325 pupils and above.

The aims of the partner headship agreement are to deliver the principles of the Curriculum for Excellence effectively, to enhance the long-term sustainability of small schools within their geographical context and to ensure succession management by providing wider career opportunities within existing budgetary constraints. The model is a further development of the close partnership arrangements already in place within the Dumfries and Galloway Cluster arrangement of our schools. The appointment of partner Headteachers will extend this collaboration and the sharing of good practice.

It is important to ensure high quality education in all schools, including overall attainment and access to a wide range of educational opportunities. The pace of educational change in a small school should not be compromised by the smaller number of teachers available to take responsibility for developments. Given the difficulties associated with the appointment of suitably experienced Headteachers to smaller and/or rural schools, it is necessary to develop other strategies for maintaining the efficiency of the system.

It is agreed that a partner Headteacher post with responsibility for two schools of the same denomination should be sought where a vacancy in a single school has already been advertised and no appointment has been possible.

The following 2 models will be possible:

- i. A larger school (Roll 150+) – smaller school pairing, within a reasonable geographical proximity and each being within the same secondary school cluster;
- ii. A small school pairing within a reasonable geographic proximity and each being within the same secondary school cluster.

Partner Headteacher posts will be introduced on a phased basis where changes in staffing, for example a Headteacher vacancy, provides the opportunity. The Headteacher in the school considered to be appropriate for partnering with the school with the vacancy, will normally be offered the post. This will only be done after full consultation with both Parent Councils had taken place. A trial period of one year may be offered if this is considered appropriate after parental consultation. It is anticipated that the pairing arrangement will operate in accordance with the following principles:

- i. Each of the schools will retain its own identity as a separate school serving its own catchment area;
- ii. The partner Headteacher will have responsibility for the overall management of both schools;
- iii. Management posts as appropriate, at Principal Teacher and Depute Headteacher levels will be designed to deal with operational/strategic issues as appropriate; and
- iv. The partner Headteacher will be expected to maintain planned contact with both communities, including pupils, staff and parents, and to promote shared activities where appropriate within the principles of the Curriculum for Excellence.

The partner headships will have advantages for the wider community including all pupils and staff.

- i. For the community: a formal partnership of schools under a partner Headteacher will enhance the efficient sustainability of small schools and strengthen the case for their retention;
- ii. For pupils: in small schools, pupils will have access to a greater range of educational opportunities including extra curricular activities. There will be opportunities to enhance the quality of learning and teaching and to improve performance and policy development within the context of a Curriculum for Excellence; and
- iii. For teachers: the model will give access to a wider team and a broader range of specialisms, overcoming the challenge of a small school team being responsible for the same range of curricular developments as a large school team. Potentially workload should be reduced; there will be increased opportunity to share good practice and to benefit from more sharing of CPD activities. In addition, teachers will have wider career development opportunities within existing budgetary constraints.

It is agreed that this model for the management of certain schools be implemented.

With regard to additional staffing levels, all partnership arrangements will have a non-class committed Headteacher. The salary for the Headteacher will be set as the **greater** of, one scale point above the job-sized salary of the larger of the two schools **or** the outcome from job-sizing the combined post. Once the decision has been taken to implement a permanent partnership arrangement, the additional promoted post(s) with the exception of the Headteacher will be advertised.

The following promoted post entitlement will be adopted:

<b>Combined Roll</b>	<b>Promoted Post Entitlement</b>
Up to 80	1 fte Principal Teacher
81 - 150	1.5 fte Principal Teachers
151 - 220	2 fte Principal Teachers
220+	1 fte Depute +1 fte Principal Teacher

When establishing a partnership model, the Schools Services Management Team will make the decision as to which schools should be partnered, after consultation with those officers who know the schools concerned – the Quality Improvement Manager for the District Team involved; the Link Education Officer and the existing Headteacher/s in the other school/s concerned. In making a decision, consideration must be given to the following:

- distance between the proposed partner schools;
- rolls of the proposed partner schools; and
- implications for existing arrangements within the Cluster.

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**Agreed by LNCT on 22 June 2010**