

Stirling Council Children's Services

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

AGREEMENT NO. 5: PUPIL SUPPORT

Stirling Council is committed to developing a robust and enhanced provision for pastoral care for all Stirling Council children and young people. The system of Staged Intervention is applicable to all schools to ensure early identification of children's needs and a team approach to identifying support strategies. Pupil Support staff in each school provide specialist support and advice for young people above stage 2 of staged intervention.

Building on Good Practice

The Quality Audit '*Support for children and young people*' and the '*Quality Audit: Learning and Teaching*' have highlighted good practice in supporting children and young people through participation in decision making by children and staff.

The '*Standards and Quality Report on Schools Performance 2000/2001*' provides clear evidence that Stirling Council schools are successful schools. The emphasis on support for children and young people is particularly strong in all Stirling Council secondary schools. There is also strong evidence that schools which focus on participation in decision making, inclusion and pastoral support for all children and young people are most effective at raising achievement for all children and young people.

In the Stirling Council Employee Survey 2002 there was evidence that a very high percentage of staff in schools (82%) who returned the questionnaire indicated a strong commitment to social inclusion as a priority.

The way forward

There must be no diminution in the support available to children and young people through the implementation of '*A Teaching Profession for the 21st century*'. Indeed the authority is seeking to *enhance* the provision for children and young people as defined in Annexe B of the agreement in terms of ongoing support in tutor groups (where appropriate) and in ongoing interactions between teachers and young people. In other words, the agreement, in Annex B, lays out responsibilities of all teachers. These include:

- **Promoting and safe-guarding the health, welfare and safety of pupils**
- **Working in partnership with parents, support staff and other professionals**
- **Providing advice and guidance to pupils on issues relating to their education**
- **Contributing towards good order and the wider needs of the school**

This formalises the pastoral responsibilities of all teachers and makes it clear that pastoral care is a process in which every teacher is involved and has responsibilities.

However, the emerging structures in Stirling Council schools strengthen teamworking with the majority of schools adopting a supportive structure consisting of 3 houses with a team supporting young people in the house. The team consists of class teachers, principal teachers of curricular area and principal teachers pupil support led by the depute headteacher.

The authority will continue to discuss the interpretation of and implementation of Annex B of the agreement within the LNCT.

Definition of Pupil Entitlement to Individual Support

Each pupil is entitled to their needs being responded to, and their place in the school recognised. This can be achieved through an holistic approach by which the school attempts to meet the personal, social, emotional and learning requirements of every child, in order that each might participate fully and gain maximum benefit from everything the school has to offer. It is also achieved as an integral part of everyday learning and teaching.

Throughout session 2000/2001 young people in every Primary 7 class were involved in seminars culminating in a conference where they identified areas which they would wish to have recognised in a Vision of Childhood statement:

- *Feel carefree*
- *Be safe and secure*
- *Have a good education*
- *Be respected*
- *Be loved*
- *Have their say*
- *Be healthy*
- *Have some responsibilities*
- *Have the best time of their lives*

In addition Stirling Council believes that each young person is entitled to *(to be developed further as entitlements by a working group)*:

- Personal guidance
- Curriculum guidance
- Vocational guidance
- A programme of personal and social education
- Personal and social development opportunities across the curriculum
- Learn in a positive school environment

These entitlements can be achieved in an holistic way: as an integral part of learning and teaching by class teachers; by managers at school assemblies and by staff in Pupil Support teams.

Development of an Authority wide Approach

The following elements are identified as key components in an authority approach to the development of pupil support:

- The creation of a pupil support team in each secondary school which will comprise a team of staff, including guidance and support for learning teachers and other support staff
- All APTs will have the option of becoming temporary PTs on the first point of the PT scale during the transition year 2003 - 04
- The creation of a pupil support team in each secondary school which will comprise a team of staff covering guidance, support for learning and other support issues
- Definition of responsibilities of all staff in relation to pupil support (as outlined in Annex B of *“A Teaching Profession for the 21st Century and the requirement now included within the Standard for Full Registration for Teachers.*
- Universal pupil support will be delivered through a student tutor group system in which every teacher will have a pupil support responsibility for an identified group of students. It is recognised that schools will be at different stages of development in relation to this. Initial expectations would be that it was included in school development plans.
- Professional development support for all teachers to assist them to develop their pupil support responsibilities, including a mandatory staff development element on pastoral care within the authority’s probationer programme
- The development of a common framework for the provision of pupil support with an element of flexibility for implementation at school level, e.g., some schools may wish to move towards a model of pupil support which reflects community needs and requires pupil support staff to have more time commitment to address the needs of children with additional pupil support needs.
- Tracking children’s performance should be integral to learning and teaching in every classroom supported through improved information and communications technology systems
- Schools will have in place systems for monitoring performance and planning progress through these systems
- Each school will ensure that there are time allocations to staff to address issues of pupil support

The Future of Assistant Principal Teachers and Senior Teachers

The post of senior teacher and APT will cease to exist in August 2003. The position of these staff is as set out in SNCT / 14, which offers postholders the option of assuming the role of teacher and being eligible for further progression in the chartered teacher scale, or becoming substantive Principal Teachers subject to an assessment of the level of need for new posts by the education authority and the application of appropriate appointment procedures.

As the new structures are being developed and finalised APTs may be temporary Principal Teachers until August 2004.

In taking forward SNCT / 14, and the implications this has for enhancing support for pupils in schools, the authority is pursuing an approach in which there are 3 strands.

First strand

The first strand relates to the application of Annex B of the agreement for pupil support which is seen as a responsibility for all members of staff. Schools will work towards a student tutor system in which teachers will have a first level responsibility for an identified group of pupils. The duties involved in this first level responsibility will be identified by a short life Bipartite Working Group early in session 2003/04. A staff development strategy will be developed to support this initiative at authority and school level.

Second strand

APTs in their role as temporary PTs will continue with their present duties in accordance with Agreements Number 3 and 11. Time will continue to be provided for Temporary PTs to carry out these duties.

If an APT does not wish to take on this role and the enhancement of the pupil support system, the time allocated currently for guidance duties will become available to school management to allocate to other staff who may wish to take on this role.

Further discussion with headteachers and the trade unions is required for arrangements commencing in August 2004.

Third strand

Continuing professional development programmes which focus on pupil support will be available at all levels.

The authority, as part of its leadership and management development , will introduce new opportunities for staff to engage in accredited middle management training with the University of Glasgow which will include the management of pupil support.

Senior teachers and APTs or aspiring Principal Teachers have the option of taking up the Leadership and Management Training (LAMP) middle management training programme which would start them on a professional management development route in preparation for applying for new PT posts in due course.

All staff will have the opportunity to access an accredited course on 'Core Skills' during session 2003 – 2004. This course will be provided and accredited by the University of Strathclyde.

Signed:

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