



**Title:** Promoted Post Structure Secondary

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## **Introduction**

- This document sets out the Scottish Borders Council's current proposals to move to a new Promoted Post Structure for secondary schools.
- Principles
- In setting out a promoted post structure for the Council's Secondary Schools a number of principles have been to the forefront.
- The structure of promoted posts must adhere to the letter and spirit of the National Agreement.
- The structure should benefit the pupils and staff in our schools by enabling the educational functions to be carried out to a higher standard and more efficiently than at present.
- The structure of promoted posts provides a clear framework for the promoted post structure in our schools but still permits a significant degree of flexibility to allow schools to build a system best suited to their individual needs.
- The provision of non-teaching staff should permit schools to remove non-professional duties from teaching staff as set out in Annex E of the Agreement.
- The policy document recognises that it may take a number of years to implement each school's chosen structure and therefore transitional arrangements will be necessary.
- The promoted post structure should provide clear career paths for our staff who wish to pursue a career in management. The Chartered Teacher route will be available for those who wish to remain fully committed to classroom teaching.
- The structure of non-teaching staff should allow for the continued development of Devolved School Management in our schools by providing the necessary financial expertise.

The rationale for change highlights the following:-

- Improved and simplified career structure
- New management structure : principally about the management of people and resources
- Recognise the core role of the teacher : teachers are given the support to allow them to focus their energies on the core tasks of teaching and learning, curriculum management and professional development. Annex B is recognised as a "revised outline of teacher duties" therefore not the same as before. Further work is being carried to "define" management tasks and classroom teacher tasks

- Increase the capacity to respond to changing agendas
- Allows for flexibility and adaptability
- Enable managers to focus on leadership and management, not administration and should ensure appropriate use of the total range of teaching and support staff

# The Structure

## TEACHING STAFF

### A Senior Management in Secondary Schools

- Each Secondary School will have a Headteacher who will be presumed to have no teaching commitment. Placing on the relevant salary scale will be determined by the recent jobsizing exercise.
- Secondary Schools will have 3 Depute Headteachers if their pupil roll is below 900 and 4 if above this number. This allocation takes into account the fact that many Senior Management Duties are not roll related but that our larger schools do need some additional senior staff input.
- It is assumed that Depute Headteachers will have a low teaching commitment to enable them to fulfil the various duties associated with the posts. A maximum of 25% teaching commitment is recommended.
- A further reason for implementing this level of SMT staffing in our secondary is the desire to involve SMT members in policy making for the E & LL Portfolio. Schools should therefore expect the expertise of their SMT members to be available for central activities .
- Existing substantive Depute Headteachers will retain their present posts and will be placed on the relevant salary scale following the recent jobsizing exercise.
- Substantive Assistant Headteachers will be transferred to the post of Depute Headteacher in August 2003 with their salary being decided by the current round of job sizing.
- Any remaining Depute Headteacher posts will be advertised as soon as possible. Holders of temporary Assistant Headteacher posts will be eligible to apply for these posts along with any others. These posts will require to be advertised and filled according to the School Board legislation i.e. nationally.
- Any resultant remit alterations within a school's SMT will require a re-jobsizing exercise.

The Senior Management Teams excluding Business Managers based upon the projected 2003/2004 rolls will be as follows:-

<b>School</b>	<b>SMT</b>
Berwickshire HS	4
Earlston HS	4
Eyemouth HS	4
Galashiels Acad	5
Hawick HS	5
Jedburgh GS	4
Kelso HS	4
Peebles HS	5
Selkirk HS	4

1. Schools may supplement this allocation from their devolved resources on temporary basis from their devolved budgets. This may only be on a temporary basis and for a maximum of 23 months
2. There will be no additional SMT allocation for schools designated as New Community Schools.
3. The roles and responsibilities of the SMT need to take into account overarching themes such as Pupil Support (LS,BS and Guidance), Learning and Teaching and Quality Assurance.

### **The Guidance Promoted Structure in Secondary Schools**

#### PT (Pastoral)

- Much of what is above applies here too, particularly the need to have a system which can adapt effectively
- The PT grade is a management post with an average case-load of around 150 pupils as one of the responsibilities ( providing pastoral support to individual pupils is not a management role )
- Specialist role in managing staff and resources
- Time will be available to follow up specialist cases, attend hearings, visit homes etc, therefore there will be less disruption to normal class teaching
- Changes to Admin/clerical staff will support this
- Need to look to the future in links with Learning and Behaviour Support as a longer term aim
- The post of Assistant Principal Teacher of Guidance will cease to exist in August 2003. Holders of this grade of post will assimilate to point 3 of the Chartered Teacher scale for salary purposes.
- Classroom Teachers including Chartered Teachers and staff assimilated onto the Chartered Teacher scale have a responsibility for pupil support as set out in Annex B, point (e) of the Teacher/Chartered Teacher remit. It is for each school to decide the actual pupil support duties which staff will carry out.
- Schools will be given an allocation of Principal Teacher (Pastoral) posts as set out in the table below. This allocation is based upon a ratio of one PT (Pastoral) per 150pupils.

Berwickshire High School	6 PTs (Pastoral)
Earlston High School	6 PTs (Pastoral)
Eyemouth High School	4 PTs (Pastoral)
Galashiels Academy	7 PTs (Pastoral)
Hawick High School	7 PTs (Pastoral)
Jedburgh Grammar School	4 PTs (Pastoral)
Kelso High School	5 PTs (Pastoral)
Peebles High School	8 PTs (Pastoral)
Selkirk High School	4 PTs (Pastoral)

- Holders of substantive Principal Teacher of Guidance posts will transfer across to the new post of Principal Teacher (Pastoral) in August 2003. The remit for this grade of post is as set out in Annex B of the Agreement. Placing on the relevant salary scale will be determined by the recent job-sizing exercise.
- The new Principal Teacher (Pastoral) posts to be added to those described in para 4 will have job descriptions prepared to allow for grading using the job-sizing toolkit. These posts will then be ringfenced initially to each school, open to all teachers in that school including current APTs (Guidance) . This procedure is seen as fair to all staff. Any posts unfilled after this process would then be advertised across the Authority once

the initial process has been completed in all schools. All applications arising from this would be handled centrally. To ensure the fairness and quality of the appointment process all interviews will conform to a common format and will involve a Headteacher from another school along with the HT and other member of the SMT.

- Given the changes to the Guidance Staff in our schools the amount of non-contact time allocated to the new PTs (Pastoral) should be reviewed to provide an amount appropriate to the post.
- Schools may decide to supplement their allocation of these posts from their own devolved budgets. Such additions may be on a temporary basis only and for a maximum duration of 23 months.
- Schools may decide to alter their allocated mix of PTs (Curriculum) and PTs (Pastoral)