



Title: Promoted Post Pastoral Structure

Number: C3 **Date:** 01 April 2003

1.0 PURPOSE OF PAPER

- 1.1 The purpose of this paper is to set out the rationale for and the structure of Scottish Borders Council's response to the McCrone Report – 'A Teaching Profession for the 21st Century' with regard to the pastoral care of the children and young people in our schools.

2.0 CONSULTATION

- 2.1 In compiling this report consultation was widespread. A group of Guidance Staff from our schools was convened during session 2002/2003 tasked with providing a report, for submission to the portfolio's Education Management Team, setting out recommendations as to how the pastoral care recommendations contained in the McCrone report should be implemented in our schools.
- 2.2 In addition there was detailed consultation with the Secondary School Head Teachers at a number of meetings to agree a proposed pastoral structure for our secondary schools.
- 2.3 Cognisance was taken of the views of COSLA and any structures already published by other local authorities.
- 2.4 The resultant proposed pastoral structure was discussed and agreed by the Local Negotiating Group.

3.0 BACKGROUND

- 3.1 Scottish Borders Council's 9 secondary schools, prior to the McCrone agreement, had in place Guidance systems which had evolved over the 30 or so years since the introduction of 'Guidance' in the early 1970s. These systems were set up to respond to the differing pastoral needs of our schools.
- 3.2 Although the 9 schools had different structures there were certain aspects which were common to most, viz:-
- All schools had a number of Principal and Assistant Principal Teachers of Guidance although the mixture of the 2 grades of post differed from school to school. The establishment for each school was as set out in the original 'Promoted Posts in Scottish Schools- 1971 'Green Booklet'd had not been changed since the initial implementation of this report.

- Schools were Permitted to substitute 2 Assistant Principal Teachers of Guidance post in place of a Principal Teacher of Guidance post. Similarly schools were permitted to substitute Senior Teacher posts for Assistant Principal Teacher posts. This enabled schools to maximise their complement of Guidance Teachers.
- In most schools Guidance staff were largely responsible for the teaching of social education/ personal and social development.
- Most schools had a large number of non-guidance staff acting as Register Teachers/Group Tutors/Form Teachers.
- The pastoral duties undertaken by these Register Teachers/Group Tutors/Form Teachers varied from school to school.
- In most schools Guidance staff were aligned to a House system.
- In most schools Tutor Groups/Form Classes/Register Classes were also aligned to a House system.
- In most schools Assistant Principal Teacher and Principal posts were differentiated by pupil caseload and/or by functional responsibility.
- All schools allocated Guidance staff additional non-class contact time in addition to the contractual minimum. The amount of additional non-contact time varied from school to school and indeed within schools.
- All Guidance Teachers retained a significant component of subject teaching as part of their timetables.

4.0 RECOMMENDATIONS OF THE MCCRONE REPORT

4.1 The publication of the McCrone Agreement made changes in the existing Guidance system inevitable. Some of the changes are as follows:-

- There is a nomenclature change from Guidance to Pastoral.
- The grades of Assistant Principal Teacher and Senior Teacher have ceased to exist in the clear expectation that there will be a reduction in the number of promoted postholders in secondary schools.
- The strict distinction between Principal Teacher (Subject) and Principal Teacher (Guidance) with the differing requirements for the advertising both types of posts no longer exists with the advent of the Principal Teacher (Curriculum/Pastoral).
- The common salary placement for all Principal Teachers Subject and Guidance within a school has been replaced by differing salaries based upon the jobsizing of remits.
- There is no nationally recommended number of pastoral posts for schools. This is for each local Authority to decide.

- The remit for main grade teachers, published in the McCrone report, clearly states that all teaching staff may be allocated responsibility for aspects of pupil pastoral care irrespective of grade of post held.
- There is generic remit published in the McCrone Report for a Principal Teachers (Curriculum/Pastoral) and this emphasises the type of management duties appropriate to this level of post.

5.0 THE NEW STRUCTURE

5.1 The new pastoral support structure, which will be put in place within our secondary schools between April and August 2003, should adhere to an agreed number of principles and practices.

5.2 A distinction between Principal Teacher (Pastoral) and Principal Teacher (Curriculum) will be drawn. The former will be charged with responsibility for the pastoral care and other related duties and the latter with curricular, cross-curricular and other non-pastoral management duties.

5.3 The Scottish Borders Education and Lifelong Learning Department accepts and agrees that all teachers, irrespective of grade, may be required to undertake some pastoral duties. It will be for each school to determine, within the spirit of the McCrone Agreement, the extent of the pastoral duties to be devolved to maingrade teachers and other postholders. We believe, however, that the extent of these duties should be limited.

5.4 The Scottish Borders Education and Lifelong Learning Department strongly believes that a significant number of Principal Teacher (Pastoral) posts should be created with postholders being allocated a significant caseload of pupils. The reasons for this decision are as follows:-

- If most pastoral duties are allocated to a large number of maingrade teachers, each with a small allocation of pupils, then these staff will be unlikely to meet with a sufficient spectrum and number of 'pastoral' experiences to develop a high level of expertise in this area.
- If virtually all staff are to be asked to cope with the majority of pastoral responsibilities then the subsequent initial training programme required to support this structure would be difficult and costly to set up and refresher programmes to maintain this structure equally difficult and costly to run.
- There has always been an in-built conflict between pastoral duties and teaching duties. Guidance staff are required to discuss problems with pupils as these arise, meet with their parents, attend School Liaison Group meetings and Children's Panel meetings, cope with crisis, etc. Inevitably the result is absence from subject classes to the detriment of pupils. This conflict would probably be increased if pastoral duties were to become the responsibility of a larger number of staff.

- Any one Pastoral Principal Teacher can only be expected to develop an in-depth knowledge of a limited number of pupils. A structure comprising a very small number of Pastoral Principal Teachers with a consequently extremely

large caseload would not, we believe, allow this in-depth knowledge to be accumulated.

- 5.5 The pastoral structure put in place therefore, is a balance between reducing the number of promoted posts implicit in the McCrone agreement, and to minimise the extent of the conflict noted in 5.4. 3 above and to retain sufficient Principal Teacher posts to take into account the remaining points set out in 5. 4.
- 5.6 The proposed level of Pastoral Principal Teacher posts in our secondary schools is shown on the table below. This level of allocation is based upon the principle that a Pastoral Principal Teacher should have a maximum caseload of 150 pupils in addition to various functional responsibilities.

School	No of Pastoral Principal Teachers
Berwickshire High School	6
Earlston High School	6
Eyememouth High School	4
Galashiels Academy	7
Hawick High School	7
Jedburgh Grammar School	4
Kelso High School	5
Peebles High School	8
Selkirk High School	4

- 5.7 In addition to this significant pupil caseload the Principal Teachers (Pastoral) will also be responsible for the management of a number of the Form Teachers/Register Teachers/Group Tutors when they are acting in a pastoral capacity rather than subject teacher capacity.
- 5.8 Principal Teachers (Pastoral) will also be expected to be responsible for various functional responsibilities associated with the pastoral care of pupils.
- 5.9 In order to permit the Principal Teachers (Pastoral) to perform the duties associated with their post, a significant amount of non-class contact time is required. The Authority will not, at the present time, stipulate a minimum non-class contact time for Principal Teachers (Pastoral) as it will require a transitional period to alter departmental staffing, choice of course sheets etc before. Schools should, however aim to reduce the subject contact time of Principal Teachers (Pastoral) to approximately 1/3 of the total number of weekly periods. To be clarified one third of full week and two thirds, twenty two and a half hours.
- 5.10 The Authority is of the opinion that the most appropriate staff to teach Personal and Social Development are PTs (Pastoral) This ensures weekly contact with pupil caseload if Pastoral staff teach PSD to 'their' caseload.

- 5.11 The PSD component of a PT (Pastoral)'s timetable will comprise part of the 2/3 non-subject contact time.
- 5.12 Schools may opt to reduce subject contact time below the 1/3 recommendation. Indeed schools may wish to have no subject commitment for some PTs (Pastoral) and this would be acceptable.
- 5.13 It is recognised that not all of a Pastoral Principal Teacher's duties can be contained within the normal school day. Parental visits, attendance at Children's Panels etc will require out 'of hour's work'. Pastoral duties should however be containable within the 35-hour working week.
- 5.14 Scottish Borders Council has always accepted that schools have differing needs. Head Teachers, therefore, may alter the published allocation of PTs (Pastoral) and PTs (Curriculum) subject to the constraint that the total number of permanent Principal Teachers may not exceed total allocated establishment for the school.
- 5.15 Schools may choose to retain a PT (Pastoral) post to allocate on a temporary basis. This would enable schools to respond to specific time limited developments.