



Education Services

*'Building Inverclyde through,
excellence, ambition and regeneration'*

LNCT 09

**Management Structures
in Secondary**

'A Management Structure for the 21st Century'

1. INTRODUCTION

- 1.1 In June 2003 an Interim Agreement was established, agreeing a management structure to support primary and secondary schools during Session 2003-04 while a more permanent agreement was negotiated.
- 1.2 Since August 2003 there have been numerous meetings between the Directorate and Teacher Trade Union representatives. These proposals are the result of the extensive negotiations that have taken place. The proposals recognise fully the collegiate style of management, involving staff, which should exist in all establishments.

2. RATIONAL FOR STRUCTURAL CHANGE

- 2.1 The management structure in a school provides a framework within which the various responsibilities of teachers can be effectively undertaken. This structure should support local and national priorities.
- 2.2 However, although curricular content is packaged in subjects, it does not have to be managed in exclusive subject segments. Consideration should be given to the notion advanced in SC65 that, 'Curricular areas maybe grouped together as seems most appropriate but it will be normal for cognate areas to be so grouped'. (Para 2.6). In developing a management structure an attempt will be made to explore the cognate relationship between subjects on a faculty basis.
- 2.3 Schools are also responsible for implementing a social as well as an educational agenda. Therefore, as well as creating a structure which supports the management of learning, there also has to be a management structure to provide for the pastoral support of young people.

3. SENIOR MANAGEMENT TEAM - SECONDARY

3.1 The Role of the Depute Head Teacher

The Senior Management Team (SMT) within the school has overall responsibility for the strategic and operational management of the school. Specifically, the role of the depute head teacher (DHT) is defined in Annex B: "to assist and where necessary to deputise for the head teacher in the conduct of the school's affairs".

3.2 Management Structure for SMT

In order to fulfil this remit for the benefit of pupils, parents and staff, duties and responsibilities have to be allocated within a coherent management structure.

Standard Circular 65, which was previously used to determine management posts has been used to shape the new structure. Its application has been adapted to take account of the roll bandings used in the recent job sizing exercise and which will contribute to re job sizing procedures in line with SNCT 28. In the table below the SC65 allocation is based on the projected roll for 2004-05.

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	Roll 2003-04 2004-05	Current DHT & AHT	SC65 DHT & AHT	New SMT DHT
St Stephen's High	715/693	1+4	1+2	3
Port Glasgow High	526/529	1+2	1+2	3
St Columba's High	761/789	1+3	1+3	4
Notre Dame High	943/936	1+3	1+3	4
Wellington Academy	533/514	1+3	1+2	3
Gourock High	691/675	1+2	1+2	3
Greenock High	560/559	1+3	1+2	3
Greenock Academy	911/895	1+3	1+3	4

Job Sizing Bands

SC65

Less than	1 – 50		Less than 700	1 + 2
Less than	50 – 100		701 – 1000	1 + 3
Less than	101 – 250	= 1		
Less than	251 – 500	= 2		
Less than	501 – 750	= 3		
Less than	751 – 1000	= 4		
Less than	1001 – 1250	= 5		

3.3 Implementation of Structure

- (1) All existing permanent DHT postholders will remain in post.
- (2) Acting staff who are supernumerary in terms of the agreed structures will revert to their previous positions.
- (3) A new post will be advertised nationally, as required by legislation, when a vacancy occurs which takes the school below its revised allocation of SMT members. DHTs who are part of an SMT with supernumerary members will be guaranteed an interview for any post which is advertised in this way.
- (4) As new posts are created, they will be job sized to determine the appropriate level of remuneration.
- (5) The establishment of a new post may require other posts within the SMT to be job sized in line with SNCT 28. Where conservation arrangements prevent a redistribution of remuneration with the SMT, the head teacher cannot unilaterally re-allocated responsibilities.

4.1 GUIDANCE PROVISION

- (1) All young people are entitled to appropriate guidance support and all staff have a responsibility to contribute to the delivery of this entitlement.
- (2) The extent and means of delivery of the guidance entitlement will vary between educational stages and between schools.
- (3) Promoted guidance staff have a particular responsibility to deliver this entitlement by managing various guidance tasks and supporting and advising staff who are involved in guidance activities. They also have a responsibility to deliver specialist aspects of guidance relating to particularly vulnerable children and to contribute to defined areas such as careers education and child protection.
- (4) Teaching staff play an important part in the delivery of a guidance entitlement to pupils. This can be discharged at various levels. Teaching staff will be involved as a member of a team of registration teachers. Additionally, teaching staff may decide to become involved in a more enhanced role as part of a guidance support team.
- (5) A support guidance teacher will have a responsibility for providing various kinds of support to a group of pupils. The precise nature of this support will be determined by each school in discussion with all staff involved.
- (6) Schools should determine mechanisms that assist with the development of a collegiate guidance structure that involves support guidance teachers. These should include the opportunity to meet formally with a principal teacher guidance (PTG) to discuss duties and opportunities to meet with all guidance colleagues.
- (7) Subject to timetable constraints, the role of support guidance teacher will be open to all staff. If staff become involved, head teachers must have due regard for overall teacher workload and time should be available from within the contractual time available to teachers. An agreement on the allocation of time will be subject to discussions within the school negotiating committee as part of an annual review of the use of the 35 hour week.
- (8) Staff who become involved as support guidance teachers must have access to appropriate staff development activities.
- (9) Any arrangements that are put in place will be subject to local review at an LNCT level in response to the implementation of the Inverclyde Guidance Report and the publication of the National Review of Guidance.

4.2 Guidance Structure

- (1) In order to deliver effective pastoral support to pupils, schools require a coherent management structure for guidance. Within this structure, principal teachers guidance (PTG) will be asked to carry out the range of duties outlined in Annex B.
- (2) Standard Circular 65, which was previously used to determine the allocation of management posts to a school, has been used to shape the new structure. Its application has been adapted to take account of the roll bandings used in the job sizing exercise and which will contribute to the re-job sizing procedures as outlined in SNCT 28. In the table below the SC65 allocation is based on the projected roll for 2004-05.

Allocation of Principal Teacher Guidance Posts based on roll bandings in 2003/04 and 2004/05

School	Roll	Current (02-03) (PT&APT)	SC65	Proposed (2004-05 allocation)
St Stephen's High	715/693	3+3	3+2	4
Port Glasgow High	526/529	3+2	2+1	4
St Columba's High	761/789	3+3	3+2	5
Notre Dame High	943/936	1+9	4+3	5
Wellington Academy	533/514	2+2	2+1	4
Gourock High	691/675	2+2	3+2	4
Greenock High	560/559	1+5	2+1	4
Greenock Academy	911/895	3+4	3+2	5

Job sizing Bands

Between 1 – 50	
Between 50 – 100	
Between 101 – 250	
Between 251 – 500	= 3
Between 501 – 750	= 4
Between 751 – 1000	= 5
Between 1001 – 1250	= 6

4.3 Implementation of Structure - Year 1

- (1) All existing permanent PTGs will remain in post as PTGs within the new structure.
- (2) Former assistant principal teachers of guidance (APTG) currently filling PTG posts as part of the Interim Agreement will revert to point 3 on the chartered teacher scale in June 2004.
- (3) In accordance with SNCT/14, priorities for appointment to principal teacher guidance posts will be as follows:
 1. Former assistant principal teachers of guidance within the school. Thereafter,
 2. former assistant principal teachers of guidance within the local authority. Thereafter,
 3. former senior teachers and APTs of subject within the local authority will be eligible to apply and will be guaranteed an interview. Thereafter,
 4. posts will be open to all staff through normal recruitment procedures.
- (4) Where someone is successful in securing a post in another school all existing transfer arrangements will apply.
- (5) All new posts will be job sized to determine the appropriate level of remuneration.
- (6) The establishment of a new post may require other posts within the school to be re-job sized in line with SNCT 28.

- (7) Following the first year of implementation, all posts will be filled in accordance with the legal requirements for such posts.

5. PRINCIPAL TEACHER CURRICULUM

5.1 The Role of the Principal Teacher Curriculum

The role of the principal teacher (curriculum/pastoral) is described in detail in Annex B of the agreement.

5.2 A Structure for the Management of the Curriculum

- (1) The proposed structure for the middle management of the curriculum in Inverclyde Schools builds on existing structures while making changes that address a number of issues.
- (2) The middle management structures in all schools will have 14 principal teacher curriculum (PTC) posts. Differentiation within schools and between schools of different size will be achieved through the job-sized remuneration for each post and the allocation of management time to postholders.
- (3) Up to six posts will be used to support agreed curricular areas in all schools. There will be core posts in English, mathematics and modern languages. Schools should move to create cognate core posts in science and social subjects. Each school will also have a PT support for learning to support pupils across all curricular areas.
- (4) The structure will provide a further eight posts that can be used flexibly by the head teacher in consultation with staff and their representatives. These posts may be used to support management in traditional curricular areas or they can be used to support the management of other cognate areas.
- (5) Where fewer than the allocated 14 posts are used for the management of traditional areas or cognate areas, the remainder will be offered, following consultation with the staff and their representatives, as 'fixed term' posts with a general management remit designed to support the delivery of the school's priorities. It is anticipated that there would be no more than two flexible posts allocated in this way.

5.3 Implementation of the Structure

- (1) Once a structure is agreed, various factors will determine how quickly it can be implemented. The implementation process will be shaped by such things as:
 - availability of funds to support change, both in terms of offering premature retirement and in terms of creating new posts;
 - the personal preferences of all those involved;
 - the availability of staff to replace staff who may wish to leave the service;
 - agreement with trade unions over issues to do with the ring-fencing of posts;
 - the need to avoid the creation of additional surplus staff within the authority
- (2) All existing permanent PTC's will remain in post as PTCs following the initial introduction of the new structure.
- (3) All acting PTC postholders will revert to their previous positions on 25 June 2004.

- (4) When a vacancy occurs at PTC level consideration will be given to how this will be filled.
- (5) All single subject posts which are part of the agreed management structure may be advertised locally in accordance with the legal requirements for such posts. Former assistant principal teachers in the appropriate subject areas who express an interest in a post will be guaranteed an interview for the post.
- (6) When a PTC post is being established where the postholder will have responsibility in more than one subject area consideration will be given to how the post will be filled. In the first instance the new post should be offered in the school to existing PTCs who have teaching experience in one or more of the areas being brought together.

Where there are expressions of interest from more than one person, there will be an interview to identify the successful candidate; if there is only one candidate that person will be offered the post. All successful candidates will retain full salary conservation where appropriate.

- (7) Where there is a vacancy but no expressions of interest from within the school, the post will be advertised within the authority in accordance with the legal requirements for such posts. A supernumerary PTC from within the authority with appropriate experience will be guaranteed an interview for the post.
- (8) When someone is successful in securing a post in another school within the authority all current rules relating to transfers will be applied.
- (9) As new posts are created, they will be job sized to determine the appropriate level of remuneration.
- (10) The establishment of a new post may require other posts within the school to be re-job sized in line with SNCT 28.

5.4 Issues Linked to the Implementation Process

- (1) There is a need to clarify the role of a PT who has responsibility within a cognate area and is working in a collegiate structure. The role will develop around the following areas:
 - strategic development planning
 - quality assurance
 - resource management, including budgets
 - aspects of pupil management
 - staff development and review
 - curriculum management
 - staff development
- (2) Any applicant for a cognate post must be able to demonstrate appropriate experience and interest. Such applicants should also show a commitment to undertaking appropriate CPD in their non-specialist management areas to develop and understanding of the issues facing these subjects.
- (3) There needs to be recognition that any supernumerary PT has a great deal to offer the school. Where a faculty head is appointed to a situation where there are existing principal teachers there has to be discussions at school level between the head teacher and the postholders to determine the best way forward for each person. Existing PTs can decide from a range of options:

- Remain as a PT with responsibility within the subject area operating as before.
- Remain as a PT and take on the duties within the faculty that are broadly commensurate with the grade of PT while transferring responsibility for agreed aspects of the post to the new faculty PT. For example the focus of the work may be on subject specific areas such as curriculum development and staff development as the collegiate structure develops.
- Take on other duties as PT within the school – e.g. Enterprise, Development of Learning and Teaching. Appropriate management time would be provided where this option is chosen. Any PT post created in this way would be outwith the 14 agreed PT posts for the school.
- Choose to become a class teacher, retaining a conserved salary while teaching full time but relinquishing management time and responsibilities.

6 ALLOCATION OF MANAGEMENT TIME

- 6.1 In the National Agreement time is defined in two ways – ‘class contact time’ and ‘personal time for preparation and correction’. This latter time shall be no less than one third of the teacher’s actual class contact commitment.
- 6.2 However, time is clearly required to carry out the management duties attached to a promoted post and time may also be allocated to allow a member of staff to carry out some additional duties.
- 6.3 As a new management structure evolves, consideration will be given to the appropriate allocation of management time to support the range of posts in any school.
- 6.4 However, in the interim period allocations of management time should remain as they currently are. Any changes to reflect the new approach should be implemented only when a significant change takes place to the existing structure.
- 6.5 The core duties of DHTs require that they are not overly class committed. They need to: be available for staff; link with departments; participate in various aspects of pupil management; establish and maintain parental contacts; liaise with a range of external groups. These duties require management time.
- 6.6 Where there are surplus DHTs in a school, the head teacher will agree with the Director of Education the management time allocation for such posts. The general aim will be to move to a situation where all DHTs have a maximum class contact of 12 periods (based on a 30 period week timetabling model).

6.7 Management Time for Principal Teachers

- (1) Current Position
1. All PTCs in a school have the same allocation as each other
 2. Differences between schools are based on rolls
 3. There are differences between the time allocations to the posts of PTC and PTG

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(2) Proposed

1. All principal teachers will have a time allocation that will vary in relation to the roll of the school.
2. A core PTC will have a time allocation that takes account of the numbers of staff managed and the number of pupils associated with the department.
3. A PTC post that is part of the flexible complement will have a time allocation which will be less than Core PT since the post will have less responsibility than staffing and pupil numbers. However, these postholders will have sufficient time that reflects their key responsibilities.
4. Where a PTC from the flexible complement takes on responsibility for more than one subject area, the minimum time allocation will be that of a Core PTC within the school.
5. Where a PTC has responsibility for more than one subject area and is part of the core complement, the time allocation will increase by one period for each subject area included in the responsibility.
6. All PTGs will be given a time allocation equivalent to a core faculty PT in a school with a roll of 500 – 750. This allocation addresses various issues: staff availability for pupils (highlighted in the Boyd Report); it takes account of the role of guidance staff in linking with various external groups; it assumes a caseload of 150 pupils. (The time allocation will increase by one period for every additional 30 pupils or part of 30 for which the PTG has a responsibility).

Post	Roll	Max Contact (periods)	Management Time (periods)
DHT	500 – 750	12	
PTC Core	500 – 750		5
PTC Flexible	500 – 750		3
PTC Faculty 1*	500 – 750		5
PTC Faculty Core	500 – 750		5 + 1 + 1
PTG 150	500 – 750		7
PTG 160	500 – 750		8
PTG 181	500 – 750		9

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Post	Roll	Max Contact (periods)	Management Time (periods)
DHT	750 – 1000	12	
PTC Core	750 – 1000		6
PTC Flexible	750 – 1000		4
PTC Faculty 1	750 – 1000		6
PTC Faculty Core	750 – 1000		6 + 1 + 1
PTG 150	750 – 1000		7
PTG 160	750 – 1000		8
PTG 181	750 – 1000		9

*PTC Faculty 1 – this refers to a post where a faculty is created by combining subject areas which are outside the core areas.

7. CONCLUSION

- 7.1 The head teacher will draw up promoted post structure in line with council policy and should take account of the views of staff and the school negotiating committee. In the unlikely event of any disagreement emerging, head teachers will discuss these with the Director of Education Services.
- 7.2 The Director of Education will discuss any outstanding issues with the teachers' side of the LNCT.
- 7.3 All promoted posts re-structuring proposals will then be decided by the Director of Education Services.
- 7.4 This structure will be agreed and implemented as posts become vacant.
- 7.5 For the purpose of calculating each school's entitlement to promoted posts the roll taken into account will normally be the roll as at the national census date of the current session and the school's agreed projected roll for the two following sessions.
- 7.6 The local authority will seek to provide appropriate continuing professional development (CPD) for DHTs, PTs and support guidance teachers.
- 7.7 Management time allocations will be reviewed in the context of discussions on the 35 hour agreement.
- 7.8 All aspects of the new agreement will be periodically reviewed.