

Title: Promoted Post Structure Primary **Number:** C1 **Date:** Update Dec. '10

KEY PRINCIPLES

1. HEADTEACHER

- Head Teacher in any size of school should expect a similar job description.
- All Head Teacher posts will be non-class committed.

2. DEPUTY HEADTEACHER

- Depute Head Teachers in any size of school will have similar job descriptions
- Depute Head Teachers will have a *minimum number* of non-teaching hours.

3. PRINCIPAL TEACHER

- The Principal Teacher in any size of school should expect a similar job description and an agreed *minimum number* of non-teaching hours. The Principal Teacher has a major role as a manager but still has class teacher responsibilities. These management duties require to be recognised and time must be given to carry these out.
- In Partner Schools (one HT for more than one school) the PT will have responsibilities across both schools (in one case across three schools). In a few instances Partner Schools have a PT in each school.
- SBC will provide management time to the Principal Teachers in regard to their duties and responsibilities. This is presently 0.1 FTE with a further 0.1 FTE allocated to the Learning Community.

4. PASTORAL CARE

- The nature of a primary school means that the children are with the same class teacher for a minimum of one year and a degree of trust is built up. Class teachers in primary already have a responsibility for pastoral care but should have a specific member of the Management Team to refer to for advice.
- There will be a statement covering pastoral care in all promoted post job descriptions.

5. MANAGEMENT STRUCTURE

Key Principles of the Management Structure

- In line with agreements any structure retains a class maximum of 33, a maximum of 25 in Primary 1-3 and a composite maximum of 25.
- In the case where class sizes do not fit the above criteria, another teacher will have to be appointed unless under exceptional circumstances (e.g. Excepted pupils –see appendix).
- Headteachers in all schools will be non class committed.

6. PROMOTED STRUCTURE

School size	up to 199	- HT
School size	200 - 289	- HT and 1 DHT
School size	290+	- HT and 2 DHTs

This covers all Primary Schools in SBC with rolls to include Nursery pupils.

- All single schools or partner schools have at least one appointed principal teacher.
- In additional 12 PTs are allocated to primary schools at the discretion of the Director of Education and Lifelong Learning.

The following points apply to any successful promoted post structure:

7. GENERAL

- Appropriate non-teaching support in all schools no matter their size is crucial.
- *Quality time* will be built in for Management Team support to class teachers.
- All duties/responsibilities *must* be manageable within the 35-hour week.
- Management experience should be the pre-requisite for those applying for senior promoted posts (DHT and HT).
- Teachers cannot apply for the Chartered Teacher programme until they are at the top of their scale. The Chartered Teacher will not be part of the management structure and their remit will be agreed between the chartered teacher and their line manager through the PRD process.

Appendix

SNCT PART 2 - APPENDIX 2.9 - CLASS SIZE MAXIMA

EXCEPTED PUPILS

However, where certain types of children (“excepted pupils”) cannot be provided with education at the school in another class in which the limit is not exceeded without measures being taken which would prejudice efficient education or the efficient use of resources, those children are not to be counted for the purposes of ascertaining whether or not the limit of 30 is exceeded (regulation 4 and the Schedule). Excepted pupils are—

- (a) children whose record of special educational needs specify that they should be educated at the school concerned, and who are placed in the school outside a normal placing round;
- (b) children initially refused a place at a school, but subsequently on appeal offered a place outside a normal placing round or because the education authority recognise that an error was made in implementing their placing arrangements for the school;
- (c) children who cannot gain a place at any other suitable school within a reasonable distance of their home because they move into the area outside a normal placing round;
- (d) children who are pupils at special schools, but who receive part of their education at a mainstream school; and
- (e) children with special educational needs who are normally educated in a special unit in a mainstream school, but who receive part of their lessons in a non-special class.

Children in categories (a) to (c) will be treated as excepted pupils only during the school year in which they are first placed in the school. Children in category (d) or (e) will be treated as excepted pupils only when they are in a Primary 1, 2 or 3 class at the mainstream school or outside the special unit (as the case may be).

For the purposes of these exceptions, a child is placed in a school (whether by placing request or otherwise) outside the normal placing arrangements if the decision to place him at the school is taken after 30th April in the year in which he is to start attending the school.