

## Review of Secondary Schools Management Structures

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### Education, Children and Families Committee

21 June 2011

#### 1 Purpose of report

- 1.1 The purpose of this report is to provide an update on the review and implementation of changes to the management structures in secondary schools in the City of Edinburgh in response to the Council decision in February 2011 to reduce secondary school management costs by £2.4 million.

#### 2 Main report

##### 2.1 Principles for Change

Secondary school funding per pupil in Edinburgh is higher than the national average. Management structures in secondary schools have not been reviewed for many years despite significantly reduced school rolls. There is currently no differentiation between small and large schools so schools are funded for the same number of deputes whether their roll is 250 or 1,400. As far as principal teachers are concerned there are currently five schools where around 50% of staff are in promoted posts. (See Appendix 1) Some departments have one member of staff who is in a principal teacher position managing no staff other than themselves.

We are proposing a model where the number of deputes and principal teachers will vary according to the size of the school roll. A significant number of schools however have already reduced the number of management posts with principal teachers assuming responsibility for more than one department. Some other local authorities have gone further in their promoted post reductions and, by comparison, our proposals are more modest.

This review of management means that there will be no cuts in front line teaching. We have also been able to protect librarians, technical staff, additional support for learning staff, classroom assistants and the school supplies and services budgets. We have not increased class sizes in S1 and S2 in Maths and English which many authorities have had to do. We have managed to retain free music tuition which keeps us among the increasingly few local authorities to offer this.

The current Review of Secondary School Management Structures, as well as realising significant savings, will protect the principles of Devolved School Management and provide our Head Teachers with a consistent and affordable framework for curriculum development, effective teaching and learning, pupil support and career development for staff.

Edinburgh is committed to protecting front line teaching posts. Implementation of the new management structures will reduce the number of middle and senior posts but will ensure that we maintain teacher numbers and thereby the opportunities for newly qualified teachers to enter the profession.

We will continue to develop the expertise of our classroom teachers to ensure that the new curriculum is delivered within a stimulating environment to promote pupil learning and address the five National Priorities for Education:

- Achievement and Attainment
- A Framework for Learning
- Inclusion and Equality
- Values and Citizenship
- Learning for Life

The new management structures will promote collegiality and cross curricular cooperation within schools and across the Authority, thus breaking down subject barriers.

Curricular leaders will be trained and supported to develop their leadership skills to allow them to inspire excellence in the classroom and provide them with opportunities for career progression. (See Appendix 2)

Education Authorities across the country are implementing or have already implemented similar reviews of their secondary school management structures. Changes such as this can be difficult to manage but we are confident that these changes will not detract from the educational experiences and attainment of our young people. In other authorities where these new management arrangements have been introduced for example in Aberdeenshire, Angus, Borders, East Renfrewshire and West Lothian there has not been a detrimental impact on educational outcomes.

We are working hard to ensure that all our teachers are treated fairly and consistently to minimise the uncertainty during the implementation phase and to ensure that the review is a stimulus to strengthening leadership in schools.

## 2.2 Implementation of the new Management Model

In setting the budget for 2011-13 the Council agreed that a £2.4 million budget saving would be implemented in secondary school management costs.

The review of management structures is being led by the Senior Education Manager (Schools), David Wright and Jack Hamilton, Head Teacher of Boroughmuir High School and the project team includes the following representatives:

- Finance
- HR
- Trade Unions
- 4 Secondary Head Teachers

The Project Team has planned how the reduction could be managed in all 23 secondary schools without impacting directly on classroom teaching and overall Learning and Teaching. The proposals focussed on reducing the budget allocation for Principal Teachers and Depute Head Teachers and moving schools to a management structure in which subject departments would be merged into cognate groups led by one Curriculum Leader e.g. Geography, History and Modern Studies combined into one as Social Subjects. In the draft management plans submitted by schools, a common theme of cognate groups of subjects is developing e.g.

English  
 Modern Languages  
 Mathematics  
 Science  
 Social Subjects  
 Creative and Aesthetic  
 Technologies  
 Health and Well Being

In all cases Head Teachers are linking subjects to these groupings.

A new management profile for secondary schools in Edinburgh was agreed with all secondary head teachers (see table 1).

**Table 1**

**Agreed Management Model from August 2011**

Roll	HT allocation	DHT allocation	PT allocation
1250 or greater	1	4	17
1001-1249	1	3	17
801-1000	1	3	14
601-800	1	2	14
401-600	1	2	12
400 or fewer	1	2	10

The impact of the Management Model can be illustrated for 3 schools – small, medium and large and is presented in Table 2.

**Table 2**

School	DHT current allocation	DHTs in post	DHTs proposed allocation	Surplus	PT current allocation	PT in post	PT proposed allocation	Surplus	VERA Application	VERA Offered	Final Surplus
Castlebrae (Small)	3	3	2	1	17.90	12	10	2.00	3	3 1DHT 2PT	0
Forrester (Medium)	3	2.86	2	0.86	21.35	19	14	5.00	6	4 1DHT 3PT	2
Boroughmuir (Large)	3	4	3	1	25.71	22.79	17	5.79	3	2 2PT	2.79 *

**Note:**

\* 1 DHT acting up and 1 PT retiring

The savings across all secondary schools will be achieved over a 2 year period by removing 15 fte Depute posts and the management element of 139 Principal Teacher posts.

No Deputes or Principal Teachers will lose their jobs. If not appointed to a Depute or Curriculum Leader post they will lose their management responsibility and responsibility payment after 3 or 5 years conservation. If appointed to a Curriculum Leader post the successful candidate will normally have more responsibility, increased salary and more management time to carry out their duties.

The following example (table 3) illustrates how a saving of £18,908 can be realised through restructuring of Social Subjects in a school.

**Table 3**

Current Situation	Job Sizing Points	Salary SP	Saving if replaced by SCP1 Teacher/s	Teacher Salary SCP1
PT History	3	£45,683	£14,345	£31,338
PT Geography	3	£45,683	£14,345	£31,338
PT Modern Studies	3	£45,683	£14,345	£31,338
<b>Total cost/saving</b>	9 (3 posts)	£137,049	£43,035	£94,014
<b>New Arrangement</b>				
CL Social Subjects (1 post)	6	£55,465		£31,338 £31,338 (2 posts)
Total		£55,465	£18,908	£62,676

*In this example:*

- 3 Principal Teachers become 1 Curriculum Leader
- 2 non appointed Principal Teachers could receive VERA or revert to full time teaching with no management responsibilities

## 2.4 Voluntary Early Release Arrangement (VERA)

The authority is committed to achieving these management changes through voluntary measures. Staff have been given the opportunity to express an interest in VERA and Principal Teachers and Depute Head Teachers who expressed an interest were targeted for consideration.

The management restructuring proposals would require the total number of Principal Teacher profiles to be reduced by 139 and a reduction of 15 Depute Head Teacher posts. On current projections approximately 50% of the reductions can be achieved for year one through VERA and retirement. The balance of the reductions will be achieved over the next two years.

**Table 4**

Number of PT posts to be reduced	Total VERA progressed (PT)	Total Retirement	Total PT posts remaining
139	71	3	65
Total number of Depute posts to be reduced	Total VERA progressed (DHT)	Total Retirement	Total DHT posts remaining
15	9	0	6

## 2.5 Implementation Milestones May/June 2011

- a) In May, Jack Hamilton, Head Teacher of Boroughmuir High School, was seconded to provide support to all Head Teachers in developing the detailed management model and transition plan for schools.
- b) To date all schools have been asked to complete a draft management plan to accommodate the revised management budget and Jack Hamilton has visited all schools to support the senior management teams through this process. No members of staff have been named in this process and it is based on meeting the educational needs of pupils.
- c) Head Teachers shared their draft plans with all teaching staff at the In-Service Days on 24 May and 25 May and thereafter with Parent Councils at the final Parent Council meeting of the year.

- d) The seconded Head Teacher has visited two other local authorities to gather information which will assist with the implementation process in the City of Edinburgh. Scottish Borders in which a similar review has been implemented; and Midlothian which is in the process of implementing a similar review.
- e) It should be noted that this form of management restructuring has taken place and is taking place throughout Scotland i.e. West Lothian, Fife, Midlothian, East Renfrewshire, Perth and Kinross, Borders, Stirling, Angus, Aberdeenshire.
- f) To further support Head Teachers in addressing the issues related to this review an In Service was held to outline how this had been introduced in Stirling Council (with the specific example of Dunblane HS) and West Lothian Council (with the specific example of Linlithgow Academy).
- g) An In Service session on Job Sizing was held for Head Teachers and Business Managers on the process and issues of job sizing new posts.
- h) Head Teachers Briefing papers have been issued on an ongoing basis to keep Head Teachers informed of the issues being covered to ensure a one door approach to information.
- i) At all stages the Trade Unions have been issued with all documentation relating to this review including all draft curriculum plans and draft HR protocols.
- j) The CPD team has been engaged in developing training and support for newly appointed posts and training and support for staff who will not be appointed.
- k) It should be noted that the budget allocated to special needs in schools with special needs provision has not been reduced and that provision of support will not be reduced.
- l) After draft one of the curriculum structure was shared with staff and Parent Councils, all schools were asked to refine their structures in response to consultation with staff and related to job sizing each of the new posts.
- m) Head Teachers were required to send to the Children and Families Department the following:
- A final draft curriculum structure
  - A budget costing of the structure
  - A copy of the job sizing for each new post

This will be reviewed by Children and Families Officers and Trade Unions to ensure that the proposals meet the needs of pupils and meet the saving requirements over 2 years. Plans will then be approved for implementation with the agreement of the Head Teacher.

n) Pupil Support/Guidance

Pupil Support/Guidance will be reviewed nationally by the McCormac Committee and in tandem with this we are now carrying out a review in all Edinburgh secondary schools.

The implementation plans will be phased so that no changes will take place in pupil support/guidance until then end of the calendar year at the earliest.

### **3 Consultation**

We have managed this process with a high level of transparency and having engaged extensively with Trade Unions, staff and parents. To facilitate this an agreement was reached with secondary Head Teachers to second Jack Hamilton, Head Teacher of Boroughmuir High School, to work closely with all schools.

We have heard from some Head Teachers, parents, and the professional associations their concerns about the timescale for implementation of the changes. We therefore propose to discuss the specific implementation issues with each Head Teacher and, where necessary, introduce flexibility in terms of the pace of implementation over two years. The total reduction of £2.4 m will be secured by the end of 2012-13, but the balance of savings across the two years can be adjusted to provide maximum flexibility to schools.

Throughout the process we will continue to engage with key stakeholders in order to ensure that issues and concerns are addressed and in particular to ensure there is no detrimental impact on pupils' learning.

### **4 Financial Implications**

The projected saving for the review is £2.4 million over the next two years. These savings will be achieved through the reduction of the management element of 139 Principal Teachers and 15 Depute posts. There will be flexibility for schools in the pace of implementation over the two years.

### **5 Equalities Impact**

5.1 There is no equality impact.

### **6 Environmental Impact**

6.1 There is no environmental impact.

## 7 Recommendations

The committee is asked to note the content of this report and approve the ongoing work on implementation from August 2011.

**Gillian Tee**  
Director of Children and Families

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Appendices	1. Promoted and un-promoted teaching allocations 2. Workforce Learning and Development
Contact/tel/Email	David Wright/Jack Hamilton 469 3413
Wards affected	All
Single Outcome Agreement Background Papers	

**APPENDIX 1****Promoted and un-promoted teaching allocations:**

School	Aug 2010 Allocations	
	Promoted Teaching Staff	Basic Grade Teaching Staff
	%	%
Balerno	43.83	56.17
Boroughmuir	37.29	62.71
Broughton	40.54	59.46
Castlebrae	71.29	28.71
Craigmount	32.52	67.48
Craigroyston	58.13	41.87
Currie	41.21	58.79
Drummond	56.90	43.10
Firrhill	35.92	64.08
Forrester	48.52	51.48
Gracemount	45.39	54.61
Holy Rood	37.15	62.85
James Gillespie's	35.89	64.11
Leith	40.10	59.90
Liberton	45.75	54.25
Portobello	32.07	67.93
Queensferry	44.27	55.73
St. Augustine's	44.59	55.41
St. Thomas of Aquin's	44.42	55.58
The Royal High	34.69	65.31
Trinity	40.06	59.94
Tynecastle	51.43	48.57
WHEC	57.16	42.84

June 2011  
Workforce Learning and Development

### **Supporting Professional Learning and Development in Secondary Schools**

To support the implementation of a revised management structure in secondary schools we plan to provide a learning and development package which meets the needs of all staff involved. It will support managers with part of the recruitment process and staff who are involved in a change of role.

#### **1. Completing Job Profiles**

*Advice and support for school leaders and managers in completing new job profiles. This will involve some face-to-face support and briefing with paper guidance available to managers on the Orb.*

#### **2. Application and Interview Skills**

*Advice and support on making an application and the interview process.*

*This will involve some face-to-face delivery in the form of a twilight session on supporting the application and interview process.*

*There is currently a Directory course specifically for teachers: Interview Skills for Promoted Posts CF0760 Interview.*

*There is currently a Leadership Matters course on Presentation Skills which can be accessed by colleagues wishing to develop expertise in this area.*

*Elements of the course content may be published on the Orb eg Learning Log for reflection before and after interview, guidance for making applications and attending at interview, the link to myjobscotland and the revised Leadership Framework.*

#### **3. Coaching**

*Coaching will be advertised on the Orb, for both, colleagues who are involved in the interview process, and those who are undertaking a change in role.*

*Coaching is a tool which can support at all stages of the recruitment process.*

*As well as Children and Families coaches we will advertise the Council Wide Coaching Bank for managers.*

#### **4. CPD Frameworks**

*We will be working with staff to devise two new CPD Frameworks which support learning and development for Curriculum Leaders and Subject Champions. These will be completed by colleagues in Workforce Learning and Development and Schools and Communities. There will be a focus on current provision which is available through the Children and Families Directory and Council Wide Leadership Matters courses as appropriate to each role with additional opportunities which will augment specific areas of provision.*

#### **5. Professional Learning Networks**

*We will continue to facilitate professional learning leadership networks for Depute Headteachers and middle leaders.*