



Clackmannanshire Council : Services to People

A Teaching Profession for the 21st Century

Promoted Post structures

Towards implementation in primary schools

Principal teacher posts : phased implementation

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Principal teachers' posts : phased implementation

1.0 Introduction

- 1.1. The Interim Implementation of revised promoted post structures in primary schools, which reflected the authority's response to consultation, was agreed by the LNCT of 30 October 2003.
- 1.2. This agreement forms the basis for the proposed roll-out of PT posts in primary schools.

2.0 Original intentions with regard to introduction of PT posts in primary schools

- 2.1. The Agreement of 30 October 2003 included the following paragraphs:
 - 4.7.1. It is proposed to advertise and appoint a limited number of principal teacher posts in the primary sector during the course of session 2003/04.
 - 4.7.2. These posts will be ring-fenced in the first instance to those teachers who were, prior to August 2003, senior teachers in a primary school and who are now on conserved salaries at point 3 on the CT scale and to any acting DHT who is not also a former ST. It is recognised that it is not possible to estimate how many of these postholders will express an interest in such an opportunity, although it is very much hoped that there will be a significant number who wish to develop their careers on the management side.
 - 4.7.3. The post will be advertised in those schools where there is the greatest need to compensate for a current lack of management capacity and in schools where there is currently an acting DHT as the sole management post other than the HT. The following schools are proposed: Banchory PS, Menstrie PS, Deerpark PS, St Mungo's PS, St Serf's PS. An additional PT post will be advertised for Claremont PS in the event of the surplus DHT applying for and accepting early severance. *[Note for current paper : a PT post in Claremont was included in the posts to be advertised].* Even although the last three schools will be entitled to two PTs on full implementation of the scheme only one post will be advertised at this stage.
 - 4.7.4. Prior to any such posts being advertised, there will be a requirement for the posts to be job-sized. The questionnaires will be completed by the head teacher of the school to which an appointment is being made. It is important to recognise that, subject to advice being received from the SNCT, the creation of these additional management posts may have implications for the job-sizing outcomes of existing management posts at HT level, given that management functions will inevitably be transferred to the new PT posts.
 - 4.7.5. It will not be possible to guarantee the allocation of management time to these PT posts for the remainder of session 2003/04, although, subject to the capacities of individual schools, every effort will be made to do so.
 - 4.7.6. It is proposed to advertise these posts internally by early January, with appointments being made for the postholder to take up post after the Easter holidays. All appointments will be subject to normal appointment procedures.

Consideration will be given to the possibility of having joint interviews should people apply for more than one post. There will be no in-built assumption that applicants who apply for only one school will be given priority. If applicants do not meet the criteria for a post, then no appointment will be made. It should, however, be noted that, except in exceptional circumstances, these posts will not be re-advertised if appointments cannot be made since there is no budget provision for additional PT posts other than those which can be funded through the appointment of existing former STs.

4.7.7. It should also be noted that in the event of a teacher being appointed as PT in a school other than her or his own, then there will be a need for a compulsory transfer from the school to which that person is appointed into the school from which the appointed teacher has moved. Any such compulsory transfer will be made according to the Council's compulsory transfer procedures.

4.7.8. It is proposed that a further paper be brought to LNCT to consider the possibility of additional PT posts being established for the start of session 2004/05. The number possible will depend on the budget position.

3.0 Delays in advertising, recruiting and appointing

- 3.1. Difficulties emerged in relation to agreement on job profiles and job-sizing. These difficulties have led to significant delays in the original schedules for advertising, recruiting and appointing to these first six posts. The EIS requested that the matter be brought back to the LNCT for further discussion.
- 3.2. If the authority were to proceed in the way described above, it would be unable to have teachers appointed and able to take up posts after the Easter break.
- 3.3. Since the original scheme included the possibility that teachers would be appointed to schools other than those in which they are currently serving, it was also noted that there might be the need for compulsory transfers to accommodate such moves.
- 3.4. It is the authority's view that it would be highly undesirable in terms of pupils' learning or in terms of teachers' commitment to their current classes, to have such moves take place in the last few weeks of the school session.
- 3.5. It has therefore concluded that the original appointment timetable will need to be deferred. Head teachers of schools involved in the proposed Phase 1 appointments have been informed of this decision.

4.0 Proposal

- 4.1. As agreed in paragraph 4.7.8 of the original agreement, the authority undertook to try to identify funds which could be used to increase the number of principal teacher posts in primary schools beyond the six identified in the first phase, with a view to appointing these from August 2004.
- 4.2. The first six posts identified were in schools not entitled to a DHT under the revised staffing formula. Funding has been identified which would allow the appointment of PTs to all schools with one or more DHTs. One school has a supernumerary DHT: in this case, the school will be entitled to the 0.1 management time allocated to a PT, but will not be entitled to appoint a PT until such time as one of the DHTs leaves. This is in accordance with the original agreement ("In the event of there being more DHTs in a

school than are required under the new structures for that school, the title of DHT and the conserved salary which the post-holders will have will be personal to the post-holders".)

- 4.3. This additional funding will therefore be used to appoint a further 9 posts, bringing a total of 14 PT primary posts to be appointed for an August 2004 start date.
- 4.4. It is therefore proposed to move with a new Phase 1 appointments procedure which would incorporate the six original PT posts and nine additional PT posts.
- 4.5. It is not, however, considered appropriate that these posts should be ring-fenced to existing conserved senior teachers. Any such phased application procedure would seriously delay the appointment process, given the number of potential candidates.
- 4.6. It is proposed instead to guarantee any conserved senior teacher or existing acting DHTs who meet the person specification a right to be interviewed for posts for which they have applied. Furthermore, if a conserved ST or acting DHT is successful at interview, and has applied for more than one post but has expressed an order of preference, to give due consideration to their preferences prior to the placing of the other successful candidates.
- 4.7. It is proposed to advertise these posts internally by the end of April, with appointments being made by the end of May for the postholder to take up post at the start of session 2004/05. All appointments will be subject to normal appointment procedures. Consideration will be given to the possibility of having joint interviews should people apply for more than one post. There will be no in-built assumption that applicants who apply for only one school will be given priority. If applicants do not meet the criteria for a post, then no appointment will be made. Any posts remaining vacant would be advertised nationally, with a view to appointing after the October break.
- 4.8. It should also be noted that in the event of a teacher being appointed as PT in a school other than her or his own, then there will be a need for a compulsory transfer from the school to which that person is appointed into the school from which the appointed teacher has moved. Any such compulsory transfer will be made according to the Council's compulsory transfer procedures.
- 4.9. All conserved STs over the age of 55 have been given the opportunity to apply for consideration for early severance, subject to approval at the Council meeting of 31 March 2004.
- 4.10. As previously agreed at LNCT, the remits allocated to principal teachers in the new structures will be within the terms of Annex B of the Agreement. Examples of such remits were included in the original consultation paper and are considered to provide the basis for the determination of precise remits in all schools. These are replicated as Appendices 2 & 3. It should be noted that these remits do not assume membership of the senior management team of the school.

5.0 Conclusion

- 5.1. The LNCT welcomes the allocation of additional resources to enable significant movement to be made in implementing that part of the Agreement, 'A Teaching Profession for the 21st Century', relating to the creation of Principal Teacher posts in primary schools. It agrees that this will bring benefits to schools in terms of enhanced

management capacity and to the teaching profession in terms of enhanced prospects for career progression for primary teachers.

- 5.2. The authority continues to be of the view that the Agreement is one which will enhance the quality of pupils' experiences in schools. It is this aspect of change which must remain at the centre of our collective endeavours.

(Signed)	On behalf of the Council		Date	
	On behalf of the Teachers' Side		Date	

Appendix 1 (replicates Appendix 2 A from the original consultation paper)

Extract from Clackmannanshire Council's discussion paper

“Promoted post structures - Principles to be adopted”

1.1. The functions of promoted posts

1.1.1. The functions of all posts should be defined in terms of:

- creating a learning environment which is informed by the developing understanding of how people learn and of what constitutes effective teaching;
- securing conditions that are optimal for learning and teaching;
- providing leadership, good management and the strategic direction of colleagues;
- the systematic development of the personal and professional capacity of all staff;
- promoting quality assurance.

1.1.2. All promoted post holders should be members of a school's management team, with a collective commitment to contributing to the goals of:

- improving pupil attainment and achievement;
- securing the welfare and progressive development of pupils and staff.

Their collective efforts should be concerned with people and should not be unnecessarily constrained by the notion of specific subject departments or school stages.

1.1.3. The promoted post structure should be such that it assists the school in a collegiate approach to strategic management in:

- the formulation of the school aims, goals and targets;
- the formulation of the development plan, staff review and development, and associated matters;
- monitoring and evaluation within the agreed quality assurance process.

It should enable the school to consult effectively with staff, pupils, parents and other stakeholders.

1.1.4. Administrative functions which support the central function of promoted post holders also require to be considered during the re-structuring process.

Appendix 2 (replicated from Appendix 2 B of the original consultation paper)

Sample job outline for principal teachers

Based on Annex B of the Agreement

It is proposed that the job profile for each principal teacher will contain a core element, along with specific additional duties related to each particular post.

1. Core element

- the leadership, good management and strategic direction of colleagues
- the management and guidance of colleagues
- reviewing the CPD needs, career development and performance of colleagues
- the provision of advice, support and guidance to colleagues
- working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
- quality assurance
- implementation of whole school policies dealing with assessment and pupil welfare
- contributing to the development of school policy in relation to the behaviour management of pupils

2. Other elements

- curriculum development and the management of curriculum development
- the development of school policy for the behaviour management of pupils
- implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- responsibility for the leadership, good management and strategic direction of pastoral care within the school

Appendix 3 (replicated from Appendix 5 of the original discussion paper)

Examples of principal teacher post remits in primary schools

Each job profile will require to conform to Annex B of the Agreement and the sample job outline in Appendix 1

The following are possible aspects of primary PT responsibilities:

- To work with colleagues by providing leadership, good management and strategic direction in the staff review and development process.
- To work in partnership with colleagues, parents, other agencies and staff in other schools within the context of school policy in relation to behaviour management of pupils.
- To manage and lead the development of key areas of the curriculum as identified within the school development plan.
- To work with colleagues, parents and other specialist agencies in the support of pastoral care, guidance issues, and pupil welfare.

Please note that in those schools where there is no DHT post envisaged, it is recommended that the PT post includes within the job profile the following duty:

- "To act as source of contact and communication in the case of the temporary absence of the head teacher".