

Clackmannanshire Council : Services to People

A Teaching Profession for the 21st Century

Promoted Post structures

Towards implementation in secondary schools

Support for pupils

Phased implementation of revised arrangements

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Support for pupils : phased implementation

1.0 Introduction

- 1.1. The Interim Agreement at LNCT on the changes to promoted post structures of June 2003 deferred changes to the systems in place to provide support for pupils.
- 1.2. Interim arrangements were agreed to ensure continuity of support for pupils and to allow time for further consultation.
- 1.3. There has been further consultation with head teachers and at a seminar for HTs, DHTs and PTs.
- 1.4. This paper proposes a way forward for session 2004/05. It recognises the need for a phased implementation of changes.

2.0 Principles

- 2.1. The authority is of the view that key principles outlined in the Discussion Paper: "Promoted Posts : Principles to be adopted" remain the key to the review of promoted post structures:
- 2.2. *"The promoted post structure should contribute to improved experiences and outcomes for young people in our schools.*

It should lead to improvement in :

- *the leadership of the school at all levels*
- *the effectiveness of a school achieving its goals*
- *the quality of learning and teaching*
- *the working conditions of all in the school*

It should ensure that the needs of the young person and the personal and professional development needs of all staff are at the centre of changes in the promoted post structures".

- 2.3. The authority remains of the view that for, the above conditions to be met, there is a need for a re-appraisal of the relationship between the classroom teacher and those who provide management and leadership within the schools. It accepts, without reservation, that any such re-appraisal must be within the terms of the Agreement, 'A Teaching Profession for the 21st Century'.

3.0 National and local context

- 3.1. It is recognised that the review of arrangements for support for pupils should take into account national and local developments, including:
- Clackmannanshire Council policy and practice on inclusion
 - Review of Clackmannanshire's pupil support services and structures
 - Review of promoted post structures with SEN
 - Clackmannanshire working group on SAs
 - Additional support needs legislation and its implications for staged intervention; records of needs and other existing processes
 - SEN training grants (including recently announced funding for behaviour coordinators)
 - Roll-out of New / Integrated Community Schools
- 3.2. All of the above have implications for schools and for the management of support for pupils (eg liaison and joint working with external agencies and the management, deployment and support for a wide range of support staff).

4.0 Support for pupils: underlying principles and core outcomes

- 4.1. Any revised system of support for pupils should take as its starting point the needs of pupils.
- 4.2. All pupils will be entitled to have an identified promoted member of staff with responsibility for supporting and overseeing their progress and their individual needs throughout their secondary school career.
- 4.3. All pupils are entitled to advice and support related to:
- Their personal welfare
 - Their learning
 - Their vocational aspirations
 - Their role in the development and maintenance of a positive school ethos, as members of the school community and as individuals
- 4.4. In addition, all pupils are entitled to high quality personal and social education programmes.
- 4.5. A seminar held on 16 January 2004 examined a starter paper on key tasks associated with support for pupils. A further draft paper has been developed, taking on board points made by participants. This is given as Appendix 1. It is recognised that this draft paper requires further refinement. The commitment of seminar members to continue to assist the authority in this process is welcomed.

5.0 Roles and responsibilities

- 5.1. The authority remains of the view that there is a need for a thorough re-appraisal of the provision and management of support for pupils, including pastoral care and guidance, learning support, behaviour support, PSE and other related aspects of provision.

- 5.2. The classroom teacher has always had a key role to play in relation to informal pastoral care. This role is formalised in the Agreement in the outline of teacher duties in Annex B:
- Providing advice and guidance to pupils on issues related to their education;
 - Promoting and safeguarding the health, welfare and safety of pupils;
 - Working in partnership with parents, support staff and other professionals.
 - Contributing towards good order and the wider needs of the school.
- 5.3. Whereas previously 'Guidance' was deemed to be the responsibility of promoted post holders, the Agreement recognises a key distinction between the management of guidance and pastoral care, and direct responsibility for the delivery of guidance and pastoral care. Annex B of the Agreement recognises this in its description of generic principal teachers' duties, as well as those specific responsibilities relating to guidance and pastoral care:
- Responsibility for the leadership, good management and strategic direction of pastoral care within the school;
 - Responsibility for the leadership, good management and strategic direction of colleagues
 - The management and guidance of colleagues;
 - The provision of advice, support and guidance to colleagues
 - Reviewing the CPD needs, career development and performance of colleagues;
 - The development of school policy for the behaviour management of pupils;
 - Assisting in the management, deployment and development of pastoral care staff;
 - Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare;
 - Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.
 - Contributing to the development of school policy in relation to the behaviour management of pupils.
- 5.4. Clarification is therefore required concerning the management of guidance and related issues, and the delivery of guidance and pastoral care to all pupils.
- 5.5. The authority believes that it is in the interests of pupils and of all teachers to move towards a situation where an increasing number of staff take on guidance and pastoral care roles. It is accepted that there is a need to provide CPD opportunities to equip more teachers with the appropriate skills to take on a wider range of tasks. This will be a priority for the proposed working group (see paragraphs 8.4 & 8.5 below) to address.
- 5.6. A phased implementation of change is therefore proposed.

6.0 The role of Principal Teachers

- 6.1. It is proposed that the PT remit should include tasks primarily associated with the management and leadership tasks listed above. It might also involve responsibility for the management of behaviour or learning support.
- 6.2. It should also include responsibility for direct guidance and pastoral care duties, particularly in respect of those pupils who have complex needs (eg with multi-agency involvement).

- 6.3. All pupils will continue to have an identified promoted postholder who will have formal responsibility for their support. In the light of the increasing emphasis on developing the role of all teachers in supporting pupils, particularly in respect of their engagement in the life of the school and with their learning, the nature and focus of the formal responsibility of promoted post holders will naturally evolve.
- 6.4. Schools may wish to give consideration to the possibility of creating full-time PT posts, where the post holders have a range of management duties, a specific caseload and, for example, a teaching commitment to PSE.
- 6.5. There will be further consultation on proposals to ensure that teachers have the skills and knowledge required to take on formal responsibility for a wider range of duties associated with the pastoral care and guidance of groups of pupils (see also paragraphs 8.4 & 8.5 below). This proposal will create additional opportunities for career progression for teachers wishing to seek promotion to PT level.

7.0 PTs (Pupil support) and PTs (Additional Support)

- 7.1. All permanent PTs Guidance will continue in post. In order to support the changing needs of schools and to ensure that their role is clearly seen as being part of a continuum, their posts will re-titled Principal Teacher (Pupil Support).
- 7.2. All permanent PTs (Learning Support and Behaviour Support or similar) will also continue in post. In order to support the changing needs of schools and to ensure that the school is in a position to respond to changing legislation in respect of pupils with additional support needs, their posts will be re-titled Principal Teacher (Additional Support).
- 7.3. Each school will be entitled to a formula-funded allocation of PT (pupil and additional support). This will be roll-related.

Roll band	No. of posts
< 850	4
851 - 1050	5
1051 - 1250	6
1251 - 1450	7

Any school will require to have a projected roll for the following three sessions which would change its current entitlement (based on September census) before additional permanent posts may be created.

Each school is entitled to increase or decrease the number of posts by appropriate allocations within its devolved management budgets.

- 7.4. Where there are currently vacant ‘establishment’ PT (Pupil support or additional support) posts, these posts will be advertised as permanent posts. The posts will be ring-fenced

initially to the authority. Appointments to these posts will be according to normal appointments procedures.

- 7.5. The one-year temporary PT posts established in the light of the Interim Agreement will cease with effect from June 2004.
- 7.6. It is accepted that this will require the transfer of caseloads to a smaller number of PTs. These will, however, include PTs (Pupil support) and PTs (Additional support). Schools should ensure that the total time available for the management of caseloads remains broadly comparable with that currently available. However, the proposals relating to the piloting of an enhanced role for non-promoted staff may impact on the time required (see below).

8.0 The role of teachers

- 8.1. It is envisaged that non-promoted teachers will take a more pro-active role in the provision of advice and support for pupils, under the terms of the Agreement. This places a prime responsibility on each individual teacher for the care and welfare of the pupils in their charge.
- 8.2. Each school will make appropriate arrangements for the establishment of 'tutor groups'. These may be the equivalent of current 'registration classes', but each school will be entitled to create new structures which respond to the needs of its pupils.
- 8.3. During session 2004/05, schools should actively seek to pilot an extended role for the teacher responsible on a day to day basis for the 'tutor group', within the terms of Annex B and incorporating advice received from the working group to be established (see below).
- 8.4. An authority working group will be established to develop further the draft paper on pupil entitlement which was discussed at and amended as a result of the seminar of 16 January. This working group will aim to have further guidelines developed as to the scope of such interim piloting of revised procedures by May 2004. This will allow each school to develop its own specific piloting arrangements. However, it should be noted that it will be necessary to reach agreement on the general principles of such an approach by the end of February at the latest to allow the school to make any timetable adjustments it requires in order to ensure that it is in a position to manage revised arrangements for support for pupils during session 2004/05.
- 8.5. The working group will continue during session 2004/05 to refine the model, to learn from initial evidence from pilots established in the different schools and to provide further advice to the authority as the basis for a final agreement on the way forward. The working group will also address CPD issues arising from its work and recommendations.
- 8.6. The working group will have representation from HTs, DHTs, existing PTs (G), PTs (LS), PTs (BS), teachers and the authority. The Teachers' Side of the LNCT will also be entitled to two nominees on the working group. It will have around 12 members.

9.0 Transition

- 9.1. It is recognised that the proposals will need to be managed carefully in order to ensure continuity of support for pupils. It is also considered essential that the new arrangements allow for a degree of flexibility so that each school can consider how best to move forward within its own context.
- 9.2. This flexibility should be within the terms laid out in this paper on phased implementation.
- 9.3. The advantages of different approaches being trialled in different schools are that the authority and schools can learn from developing practice and experiences in the three establishments.
- 9.4. It is recommended, therefore, that a report be brought to a future meeting of the LNCT. In order to allow time for developments to have taken effect and for adjustments to be made by schools in the light of experience, it is suggested that this review should be during session 2005/06. If issues arise before then, these can be brought to a meeting of the LNCT, with a view to seeking agreement as whether there is a need to bring forward the proposed timing of a review.

10.0 Additional financial support for transition

- 10.1. The authority welcomes the additional funding in relation to the implementation of the Agreement.
- 10.2. It is proposed to use a significant proportion of the available funding to offer early severance to allow for further movement in relation to the implementation of this interim agreement. This proposal is subject to approval by Council. The total funding available in 2004/05 is around 40% less than that provided in 2003/04. The authority will write again to all permanent postholders of PT posts and to all those former APTs and STs over the age of 55 in secondary schools who have transferred to Point 3 of the Chartered Teacher scale under the terms of the Agreement to offer early severance packages.
- 10.3. The number of packages to be made available cannot be determined at this stage. The actual costs of a package for each eligible teacher who applies cannot be estimated in advance. The funding available is however likely to allow for up to around 8 teachers to be granted early severance across the authority.
- 10.4. In the event that the cost of packages for the number of applications exceeds the funding available, then consideration will require to be given to a combination of factors:
(a) satisfying as many requests as can be accommodated within the available funding;
(b) the interests of the authority in achieving its goal of moving towards re-structuring;
and (c) any other relevant factors.
- 10.5. The scheme will assume a resignation from post with effect from 16 August 2004. This will allow time for the recruitment of teachers to replace those who will be resigning their posts, and for any further re-structuring required.

- 10.6. A detailed schedule for this will be drawn up and agreed, if necessary by a sub-group of the LNCT, depending on advice from Human Resources.

11.0 Summary

- 11.1. The authority believes that these proposals will allow for a continuing phased implementation of change, with flexibility and review built in, in order to ensure that all pupils continue to receive high quality support, both from their 'tutor group teacher' and from a nominated promoted post-holder.
- 11.2. Timescales, however, remain demanding for schools and for the authority.
- 11.3. Schools require to plan in detail for session 2004/05 from February 2004 onwards, in order to prepare timetables, to allocate staffing and for internal school discussions on the nature of specific arrangements for support for pupils under the terms of these revised interim arrangements.
- 11.4. The authority continues to be of the view that the Agreement, 'A Teaching Profession for the 21st Century' 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.

Paper agreed at LNCT of 5 February 2004

Appendix 1 : Examples of tasks associated with entitlement of pupils to advice and support (adapted from an outline from another authority, with subsequent amendments after seminar of 16 January 2004)

Section A : Support for pupils

General issues	Tasks	Common contexts / implications
<p>Note At the seminar of 16 January, it was considered that it would be helpful if the detailed 'elements' or tasks associated with different aspects of support for pupils could be prefaced by a listing of general considerations.</p>	<ul style="list-style-type: none"> • Develop appropriate relationships with pupils which will encourage pupils to share information and concerns • Each school to ensure that it has procedures and systems in place to support pupils and staff • Quality assurance procedures require to be put in place • Promote the development and maintenance of a positive school ethos • Each school to ensure that Additional Support Needs of pupils are met 	<ul style="list-style-type: none"> • Professional development requirements of 'tutor group teachers' • Time required • Record keeping and access • Need for clarity about extent of 'tutor group teacher' and promoted post-holder responsibility (ie when to 'refer on') • Flexibility balanced with consistency • All staff and pupils to be aware of and respond to individuals' rights and responsibilities • Support and systems in place when supply / temporary teachers take on role of 'tutor group teachers'

Objective	Specific objective	Range of Tasks	Implications for staff
1 Personal welfare	Attendance and late-coming	<ul style="list-style-type: none"> • Promote improvement in attendance and punctuality. • Monitor the attendance and punctuality of pupils and offer them support. • Look for patterns of absence • Contact with parents where appropriate • Liaise with other agencies 	<ul style="list-style-type: none"> • Need to take into account support structures already in place • Need to relate to staged intervention process
	Health	<ul style="list-style-type: none"> • Take a pro-active role in the health and well-being of pupils and offer them support. • Monitor and respond to pupils' health and well-being 	<ul style="list-style-type: none"> • Need for understanding of health issues likely to arise • Need for understanding of significance of knowledge that staff have of pupils • Need for flexibility in the system to meet individual pupils' needs
	Personal welfare	<ul style="list-style-type: none"> • Take a pro-active role in the personal welfare of pupils and offer them support. • Develop and maintain links with parents/carers • Be aware of their duties and responsibilities regarding child protection issues. • Liaise with external agencies • Writing reports 	<ul style="list-style-type: none"> •

Objective	Specific objective	Range of Tasks	Implications for staff
2 Learning	Curriculum and Timetable	<ul style="list-style-type: none"> • Take a pro-active role in the curriculum and timetables of pupils and offer them support. • Assist pupils to make informed choices, with support from parents. • Encourage pupils to give feedback on the curriculum 'on offer'. • Be aware of and advise pupils on flexibility within curriculum, including vocational courses. 	<ul style="list-style-type: none"> •
	Learning and Teaching	<ul style="list-style-type: none"> • Take an active interest in the teaching and learning of pupils and offer them support. • Encourage pupils to raise standards or maintain high standards • Contribute to positive motivation of pupils, parents and staff • Advise pupils on assessment and examinations • Monitor and interpret pupil performance for pupils and parents; engage in pupil's personal target-setting. • Monitor homework and support pupils • Be involved in formal reporting procedures. • Liaise with subject teachers where particular issues emerge. 	<ul style="list-style-type: none"> •

Objective	Specific objective	Range of Tasks	Implications for staff
3 Vocational aspirations	Careers education	<ul style="list-style-type: none"> • Take a pro-active role in the careers education of all pupils and offer them support where appropriate. • Liaise with Careers Scotland to ensure appropriate independent advice is available • Liaise with FE / HE (eg UCAS; Ladders of learning) 	<ul style="list-style-type: none"> • Dissemination of information to pupils to facilitate access to Careers guidance / information
	Education Industry Activities	<ul style="list-style-type: none"> • Take pro-active role in the EIL activities in which their pupils are involved and offer them support. • Encourage pupils to take part in EIL activities. • Ensure every pupil has an opportunity to take part in work experience 	<ul style="list-style-type: none"> • Liaison with employers • Health and safety issues
	Vocational activities	<ul style="list-style-type: none"> • Take a pro-active role in pupils' vocational activities (<i>see also under 'learning'</i>). • Encourage pupils to take part in vocational activities. 	<ul style="list-style-type: none"> •

Objective	Specific objective	Range of Tasks	Implications for staff
4 Positive school ethos	Behaviour management	<ul style="list-style-type: none"> • Take a pro-active role in the behaviour of pupils, encourage good behaviour and offer them support. • Monitor individual pupils' behaviour. • Monitor group behaviour • Promote positive discipline • Provide appropriate support • Encourage pupils to increase achievements or maintain high levels. 	<ul style="list-style-type: none"> •
	Recognition of achievement	<ul style="list-style-type: none"> • Take a pro-active role in the achievements of pupils and encourage them to increase achievements or maintain high levels. 	<ul style="list-style-type: none"> •
	Safety and security - anti-bullying, etc.	<ul style="list-style-type: none"> • Take a pro-active role in pupils' safety and security and offer them support when appropriate. • Participate in arrangements for pupils' safety and security. • Promote and encourage pupil awareness of personal and whole-school safety and security. • Liaise with parents • Ensure that PSE programmes raise awareness and provide coping strategies 	<ul style="list-style-type: none"> •

Section B : Management issues

Area of responsibility	Tasks	Implications / impact
1. Management of colleagues	<ul style="list-style-type: none"> • The leadership, good management and strategic direction of support for pupils; • The management and guidance of colleagues for whom they have direct management responsibility; • Provision of advice and support to ‘tutor group teachers’ relating to specific issues that arise; • Contributing to the professional development of colleagues; 	<ul style="list-style-type: none"> • Consistency, continuity and quality assurance • Time implications for liaison with ‘tutor group teachers’ • Training and CPD for ‘tutor group teachers’ • Training and CPD in relation to additional support needs • Training and management of support staff • Specialist contact with Learning Support staff • IT systems • Possibility of PTs (pupil support) having no subject teaching
2. Direct support for pupils	<ul style="list-style-type: none"> • Direct responsibility for the support of those pupils with additional support needs; • Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate; • Curricular support and guidance relevant to the needs of all pupils 	<ul style="list-style-type: none"> • Specialist expertise for additional support needs • Confidential aspect of pupil profiles • Knowledge base to allow coverage for individuals • 1 / 2 individual one-to-one meetings per year which provide the expertise required at various stages (caseload implications) • Liaison • Stages of Intervention and increase in case load resulting from mainstreaming. Audit required. Resourcing and staffing implications
3. Policy development and implementation	<ul style="list-style-type: none"> • Contributing to the development of whole school policies relating to the support needs of pupils (personal welfare, learning, vocational, rights and responsibilities); • Monitoring and managing the implementation of such policies; 	<ul style="list-style-type: none"> • Quality assurance implications
4. PSE	<ul style="list-style-type: none"> • Development and management of effective PSE programmes for all pupils. 	<ul style="list-style-type: none"> • Expertise and professional standards • Emotional intelligence and empathy of staff involved

Other issues raised at Seminar of 16 January 2004

- Support needs to be expanded to cover Additional Support Needs
- Additional Support Needs: no child can be guaranteed to take a set amount of guidance time
- Has there been an audit of the number of pupils in Staged Intervention: there could be implications for staffing
- Is the issue of providing support for pupils down to size of caseloads and time available to Guidance, Support for Learning and Behaviour Support PTs to carry out this job? Huge Guidance and heavy teaching commitment.
- PTs should perhaps do the formal interviews with pupils
- It would have been useful to talk about the way we see the services developing and how we manage them. Behaviour support / LS / Guidance. Who does what? When? How?
- IT support vital to make systems effective (eg registration)
- Job-sizing implications (eg management of staff – if PTs (support for pupils) manage ‘tutor group teachers’).
- If we are to further develop existing good practice in pupil support, staff development needs to be in place before we change structures
- Time and training to carry out duties
- Continuity – especially liaison with parents and external agencies – is important and has to be maintained
- Need to keep parents and pupils fully informed about changes
- Need for sharing of good practice in this area between schools: ‘learn from each other’
- Need to extend attendance officer deployment to include Alva cluster

Appendix 2

Remits and the role of the LNCT

1. The LNCT will agree an outline remit for all posts. The agreed remit for a PT post is given as Appendix 3.
2. The drawing up of all remits for individual posts is the responsibility of school management. These remits will contain the 'core element' agreed by LNCT, with additional specific duties appropriate to individual posts.
3. School management should ensure that all duties allocated under the remit fall within the terms of Annex B of the Agreement.
4. If legitimate concerns are expressed in terms of these remits falling outwith Annex B of the Agreement, the EIS and/or SSTA school rep shall seek to agree any changes with the head teacher.
5. In the event of a failure to agree, the EIS and/or the SSTA rep have the right to refer this to a sub-group of the LNCT, consisting of Head of Education and Lifelong Learning, HR manager, and two nominated representatives of the teachers' side of the LNCT.
6. This group will consider the point(s) of disagreement and will come to agreement on any amendments required. The only question to be considered is whether the remit falls outwith the terms of Annex B.
7. Their decision will be final.

Appendix 3

Outline remit for principal teachers

The job remit 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
- the management of resources
- 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
- assisting in the management, deployment and development of pastoral care staff