

## **EAST AYRSHIRE COUNCIL**

### **JOINT NEGOTIATING COMMITTEE FOR TEACHERS (JNCT) – THURSDAY 13 JUNE 2013**

#### **JNCT CIRCULAR 23: SHARED HEADSHIPS: MANAGING SMALL ESTABLISHMENTS – updated 23/12/14**

#### **Report by Executive Director of Educational and Social Services**

## **1. PURPOSE**

- 1.1 To seek JNCT approval for an updated job description in primary schools and early childhood centres where conditions permit. Such establishments would be termed 'partner establishments'
- 1.2 To provide updated references to reflect changes to the structures and organisations of [early learning and childcare provision](#), i.e. Early Childhood Centre is the title now used for what was previously termed a nursery school or nursery class. It is important to note however that whether or not such establishments are part of a shared headship arrangement this does not affect their legal status as separate establishments, unless there is a formal proposal to merge them under the Schools (Consultation) (Scotland) Act 2010, as amended.

Early Childhood Network is the term used to [reflect multi-disciplinary working in a network area, which is smaller than the Council's service hub areas](#).

## **2. BACKGROUND**

- 2.1 Over recent years the Council, like other Authorities, has moved increasingly to review senior management posts in schools with a number of establishments now being shared headships. This has been undertaken within the Council's Transformation Strategy. These establishments include:
  - Auchinleck PS and Auchinleck ECC
  - Bellsbank PS and Bellsbank ECC
  - Catrine PS and Catrine ECC
  - Crosshouse PS and Crosshouse ECC
  - Dalrymple PS/ECC and Littlemill PS/ECC
  - Drongan PS and Drongan ECC
  - Hillhead PS and Cairns ECC
  - Silverwood PS and New Farm PS/ECC
- 2.2 In particular it can prove difficult to recruit head teachers to small primary schools or to early childhood centres. The idea of being able to recruit to a shared headship therefore addresses a workforce planning issue.

2.3 The role of a 'class committed' Head Teacher is considered to be relatively demanding. This is exacerbated as the management component of a Head Teacher's duty has increased over the past 10 years. For example, the Head Teacher's role includes:

- Vision, values, leadership and strategic planning.
- Whole establishment development
- Creating a framework for learning, including discipline and good order
- Quality assurance and performance management
- Professional development
- Continuous improvement
- Management of resources
- Premises manager
- Health and safety
- Monitoring staff and pupil progress
- Curriculum development
- Liaison with parents and other agencies
- Administration
- Budget control

These tasks exist irrespective of the size of a establishment. Therefore it is challenging for class committed Head Teachers to balance the demands above with leading and managing a class.

2.4 Almost 50% of local authorities across Scotland and particularly those with a large rural catchment now have established shared headships. Some of the reasons for this policy being introduced have largely been due to the lack of numbers of quality applicants, coupled with the difficulty of retaining successful applicants once appointed. Existing Depute Head Teacher posts may have salaries which are too close to the current Head Teacher salary scale points of small establishments as the salary differential may be very small between both posts and there is therefore a lack of incentive to apply for Head Teacher posts.

2.5 There is recognition that the learning and teaching of children may benefit from having a class teacher teaching them for a full teaching week of 22.5 hours - or indeed two teachers if the class has been arranged and planned on a job share basis, rather than a Head Teacher teaching part of the week and then being called away from the classroom on ad hoc duties associated with her/his role leading to a variety of teachers picking up the balance of time in a non-planned fashion.

### **3. ADVANTAGES OF A SHARED HEADSHIP PROGRAMME**

3.1 The aims of a shared headship programme would be to improve overall educational performance, to enhance the sustainability of small schools and early childhood centres and to promote the efficiency of school and early childhood provision. Any proposed shared headship would have implications for staff, children and the wider community, with the following advantages.

### 3.2 Advantages for Teachers/Early Childhood Workers

One of the challenges of small establishments is that a small team is responsible for the same range of curriculum developments as in larger establishments. A collaborative model of a shared headship programme would give access to a larger team and a wider range of specialisms. Workload may be reduced and there could be sharing of good practice across both establishments and potentially shared CPD activities - all resulting in an improvement in planning.

### 3.3 Advantages for Children

Children who are presently taught by a teaching Head will have access to her/his skills and expertise for part of the week and another teacher/s for the remainder of the week. The class which the teaching head presently teaches may experience periods of disruption when the Head Teacher/Head of Establishment is absent due to attending meetings at establishment/authority level or if there are issues/challenges that the Head Teacher/Head of Establishment has to leave the class to deal with. Children being taught by a full-time committed teacher/s [or early learning and childcare practitioner in an early childhood centre](#) would not be subject to this same potential impact on the continuity of their learning.

### 3.4 Advantage for the Community

A formal partnership with establishments under a shared headship would enhance the efficient sustainability of small establishments. Experience from other authorities also indicates that parents quickly appreciate the fact that they are able to make an appointment with a non-teaching head to raise any issues that they may have and the parents will feel less guilty about interrupting a Head Teacher/Head of Establishment when he/she is teaching during the course of a day. The parents and the community also benefit from access to a non-teaching Head Teacher/Head of [Establishment](#) who has more time to plan/prepare for meetings, events and activities.

## 4. **PROPOSALS FOR SHARED HEADSHIP**

4.1 A shared Headship would be proposed when a suitable vacancy arises in a primary school or early childhood centre and the view of the Head of Education, after consultation with the Joint Secretary (Teacher's Side), is that a shared Headship for the reasons outlined above would be more beneficial than advertising for a stand-alone Head Teacher. Recruitment procedures for a shared Head Teacher will be the same as for a Head Teacher of a standalone educational establishment with appropriate attention paid to the balance of parental input to the interview process. See Section 5 for more detail.

4.2 In such circumstances, one Head Teacher would be deployed to manage up to two establishments that are nearby each other. The definition of 'nearby' to

each other' would be defined by a 30 minute (on average) drive between both establishments.

- 4.3 A shared Head Teacher would be free of class commitment and therefore be more accessible and responsive to parents and staff on a day to day basis. This would allow them to devote their efforts to leading and managing effective learning and teaching across the establishments.
- 4.4 Detailed arrangements would be established and communicated to staff, parents and pupils about supervision and management of the establishment when the shared Head Teacher is not in an individual establishment at any particular time. Appendix 1 gives detail of the recommended protocols and advice for Head Teachers in paired establishments.
- 4.5 When two establishments are jointly managed it would be anticipated that there are advantages of scale for the staff group in relation to professional development and establishment improvement planning.
- 4.6 Account would be taken of logistical demands associated with managing across two sites, including being readily accessible to parents (appendix 1). The allocation of possible establishment/early childhood pairings will therefore be determined by such logistics before being approved. Pairing arrangements would normally be made within learning communities rather than across different learning communities, although there may be circumstances when the latter is necessary.
- 4.7 Staff would be matched to the establishments based on the staffing formula of the joint establishment. In each of the establishments paired a Principal Teacher will be appointed, the scale determined by job sizing. If an establishment already has a Principal Teacher in place above the job sizing level identified for the post in its new circumstances this post will continue for the duration that the postholder remains. All promoted posts will continue to be subject to job sizing as per SNCT Circular 28.
- 4.8 In Early Childhood Centres, an additional early learning and childcare practitioner will be appointed to ensure adult:child staffing ratios are maintained. A senior early learning and childcare practitioner will be appointed if not already in place.
- 4.9 For the avoidance of doubt, a Head Teacher is responsible for the leadership and management of the establishment whether they are in the building or not. The role of the Principal Teachers/[Senior Early Learning and Childcare Practitioner](#) would be to ensure that in the absence of the Head Teacher all staff were taking responsibility for the continued good order and running of the establishment and supporting each other in dealing with wider establishment issues. The administrative staff in the establishment would always know where the Head Teacher is and how she/he can be contacted. (See appendix 1: 'Practical advice for staff on the arrangements for a shared Headship'.)

- 4.10 Any decision to pair two establishments would take into account the view of any Head Teacher in post and the Joint Secretary (Teachers' Side) will also be consulted.

## **5. RECRUITMENT AND SELECTION PROCEDURES**

- 5.1 Any arrangements for shared headship will be introduced as opportunities arise or when demanded by the exigencies of the system (when existing Head Teachers leave their post for promotion or retirement). The relevant Parent Councils will be consulted about any proposal to introduce such a joint post. Parent Councils will also receive advice on how to work within a shared Headship environment (appendix 4)
- 5.2 Where there is a vacancy and there is no Head Teacher in post in either of the proposed partner establishments, the recruitment and selection procedures will be carried out as per Standard Circular 16.
- 5.3 Where there is a Head Teacher in post in one of the partner establishments then the recruitment and selection procedures, will be based on the protocol attached at Appendix 5. ++
- 5.4 If the remaining Head Teacher was not interested in applying for the post then discussion would take place about how best to manage next steps. Any final decision would be reached with the agreement of the existing Head Teacher, involving, if appropriate, the Joint Secretary (Teachers Side).

## **6. JOB DESCRIPTION AND PERSON SPECIFICATION**

- 6.1 The Job description and person specification for a Head Teacher (shared headship) and Principal Teacher is attached to this report as appendix 3.

## **7. CONSULTATION**

- 7.1 Where any shared Headship was proposed the appropriate Parent Council would be consulted, as per the Parental involvement in Head Teacher and depute Head Teacher appointments (Scotland Regulations 2007 Act) and as described in Appendix 5. Where a denominational establishment is affected then the Roman Catholic Church representative for Cabinet will be consulted to liaise and share proposals with the Bishop.

## **8. FINANCIAL IMPLICATIONS**

- 8.1 Small efficiencies in the promoted staffing budget may accrue from the introduction of a joint management arrangement. This would be dependent on the job sizing exercise, the cost of additional promoted staff and the cost of additional FTE to keep the paired Head Teacher non-teaching.

## **9. POLICY/LEGAL ISSUES**

- 9.1 Parental involvement in Head Teacher and depute Head Teacher appointments (Scotland Regulations 2007 Act) stipulates that an education authority must consult with the Parent Council when preparing strategies and job or person specifications for a post. This would be adhered to in each case. In the case of denominational establishments the Roman Catholic Church has a role to play in the appointment procedure and this would be incorporated into the appointment of a 'Shared Head Teacher' in a denominational establishment.

## **10. EQUALITIES IMPACT ASSESSMENT**

- 10.1 An Equalities Impact Assessment would be carried out as part of the process of creating a shared headship in two educational establishments.

## **11. RECOMMENDATIONS**

- 11.1 The Joint Negotiating Committee for Teachers (JNCT) approve:
- (i) The continuation of shared Headships where deemed appropriate based on the criteria in the report;
  - (ii) The Joint Secretary of the Trades Union side to be consulted before any shared Headship is formalised;
  - (iii) otherwise, note the content of this report.

Graham Short  
Executive Director of Educational and Social Services

GRS  
23/12/14

## **BACKGROUND PAPERS**

Any person wishing further information should contact Alan Ward, Acting Head of Service: Schools, Tel (01563) 576126.

## EAST AYRSHIRE COUNCIL

### PRACTICAL ADVICE FOR HEAD TEACHERS LEADING AND RUNNING TWO ESTABLISHMENTS

#### LEADING AND RUNNING TWO ESTABLISHMENTS

##### Staff/Establishment/Parents

- Vision, values, aims
- Joint working
- Communication/contact with Head Teacher
- Flexibility of staff
- Placement of Depute Head Teacher/ Deputising Teacher/Principal Teacher/[Deputising Senior Early Learning and Childcare Practitioner](#)
- Role of the Teaching Staff/[Early Learning and Childcare staff](#)
- Staff responsibility
- Absence of staff
- Travel
- Support staff
- Deployment of support staff
- Other support – janitorial, business, property
- Key holders
- Programmes, policy and resources
- Managing behaviour
- Parents

##### Quality Assurance

- Improvement Plan
- Senior Education Manager role
- Quality assurance
- Establishment review/Education Scotland/Care Inspectorate

##### Learning Communities

- Denominational establishments
- Running two establishments
- Learning planning and development
- Running the Learning Community
- Senior Education Manager role

#### HEAD TEACHER WORKLOAD

- Parent Councils
- Parent/Teacher consultations
- Events/Meetings
- Accessibility
- 35 hour week
- Time Management

## **Finance**

### AFO/Finance

- Expectations?
- Roles and Responsibilities
- Admin staff responsibilities?
- Absence of Head Teacher

## **ICT**

- Laptop/Dongle
- Access to corporate IT system
- Blackberry
- Calendar
- Head Teacher Diary Management
- Video/telephone conferencing
- Parental communication

## **LOCAL AUTHORITY CONSIDERATIONS**

- Parents
- Staffing
- Admin
- Janitor – central helpdesk at HQ
- Staff absence
- Travel expenses
- ICT
- Quality Assurance
- Establishment review/Education Scotland/Care Inspectorate
- Denominational establishments across two Learning Communities
- Running of the Learning Community



## LEADING AND RUNNING TWO ESTABLISHMENTS

### ADVICE

#### STAFF/ESTABLISHMENT/PARENTS

AREA	PROTOCOL	PRACTICAL ADVICE FOR HEAD TEACHER
<b>STAFF</b>		
<b>Shared:</b> <ul style="list-style-type: none"> <li>Vision, values, aims (VVA)</li> <li>Identity</li> <li>Events</li> </ul>	<ul style="list-style-type: none"> <li><b>Partner establishments</b> will retain their own identity but will have shared vision, values and aims (VVA).</li> <li>Learning communities should be moving towards having shared VVA. Therefore partner establishments will move towards this naturally.</li> <li>Exceptions to this are the Catholic establishments. They already have in place shared ethos through being 'faith establishments'.</li> </ul>	<ul style="list-style-type: none"> <li>Create time for staff, <a href="#">children/young people</a> and parents to come together to develop vision, values and aims.</li> </ul>
<b>Joint Working</b> Conditions of a successful partnership include: <ul style="list-style-type: none"> <li>A sense of shared identify between establishments.</li> <li>Strong leadership at all levels.</li> <li>Trust (fundamental to effective collaboration and should be fostered at all levels of management'.</li> <li>All staff to recognise that collaboration is a dynamic</li> </ul>	<ul style="list-style-type: none"> <li>Head Teacher will foster a climate of sharing, trust and empowerment to allow staff to work together.</li> <li>Build up the staff team.</li> <li>Head Teacher must devote significant resources and energy to constantly nurture the process of creating partner establishments.</li> <li>This will become easier as time passes and joint working is established as the norm.</li> <li>Consider:</li> </ul>	<ul style="list-style-type: none"> <li>Sensitivity particularly at the beginning when staff are coming together from different starting points.</li> <li>Ensure time for team building is planned.</li> <li>Sensitivity when moving staff around.</li> <li>Create a climate of openness where tensions can be addressed.</li> <li>Ensure conflict resolution is discussed with staff and a way forward is agreed.</li> <li>Need to consider short, medium and long term priorities and ensure these are planned for.</li> </ul>

process not a single event.	<ul style="list-style-type: none"> <li>• Joint/partnership working</li> <li>• Joint management team meetings</li> <li>• Working groups</li> <li>• Stage partners</li> <li>• Stage meetings</li> <li>• Peer observations</li> <li>• Co-ordinators/leaders in particular areas to be that of both establishments</li> <li>• Shared expertise – more chances for team work and wider discussion</li> <li>• Collegiate agreements need to be consistent across both establishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider leadership systems within the establishments.</li> <li>• Review and revise remits to enhance leadership at all levels.</li> <li>• Ensure collegiate hours allow for joint working.</li> <li>• Provide opportunities for staff development at all levels.</li> <li>• Staffs know systems.</li> <li>• Head Teacher to chair collegiate group and ensure consistency across partner establishments.</li> </ul>
<p><b>Communication/Contact with Head Teacher</b></p> <p>Successful communication with colleagues, parents and pupils across the partnership is dependent upon collaboration from the outset.</p>	<ul style="list-style-type: none"> <li>• Excellent communication is essential.</li> <li>• It is the responsibility of everyone to ensure communication systems work and are effective.</li> <li>• Communication is a two way process.</li> <li>• Staff know how to contact Head Teacher when appropriate.</li> <li>• Head Teacher to use outlook diary.</li> </ul>	<ul style="list-style-type: none"> <li>• Together staffs review methods of communication and establishment systems.</li> <li>• Head Teacher and establishment diaries to be printed out and put in staff room/distributed to staff weekly.</li> <li>• Clear diary system needed – one for establishment/establishment events; one for Head Teacher and Management Team (where they are at any given time)</li> <li>• Admin staff and senior management to access Head Teacher outlook diary. Consider them having an editing profile. This will enable them to add appointments.</li> <li>• Admin staff to use outlook diary as reference point for the Head Teacher. This will ensure they have accurate information.</li> <li>• Staff must ensure they regularly access methods set up e.g. whiteboard in staff room, establishment diary, year planners,</li> </ul>

		<p>e-mails, memos, weekly diary dates, minutes of meetings etc.</p> <ul style="list-style-type: none"> <li>• Staff should e-mail, text, phone or leave note in contact book for Head Teacher as appropriate.</li> <li>• Head Teacher to use blackberry to receive, text, e-mail, phone calls when out and about.</li> <li>• Head Teacher should keep blackberry on during meetings so he/she can check for any urgent/emergency e-mails and phone calls.</li> </ul>
<b>Flexibility of Staff Across Establishments Including Promoted Staff where agreed collegially</b>	<ul style="list-style-type: none"> <li>• Flexible use of staff will help establishments best meet the needs of pupils.</li> <li>• Staffs (teaching and non teaching) are part of the team supporting two establishments.</li> <li>• If agreed by staff they may be used flexibly between the establishments. Travel time between the two establishments will be counted as class contact time.</li> <li>• Staff may move between establishments based on agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• This will be planned on a year to year basis and with the agreement of staff.</li> <li>• Parents will be kept informed as with current food practice.</li> <li>• This may mean that some members of staff will spend time in both establishments, e.g. Principal Teacher, if in post.</li> <li>• Head Teacher may consider creating full time posts between partner establishments where possible.</li> <li>• Head Teacher to be involved in all recruitment.</li> </ul>
<b>Role of Teaching Staff</b>	<ul style="list-style-type: none"> <li>• Role of teaching staff is defined in annex B (see TP21).</li> <li>• Specific remits and areas of responsibility will be decided with Head Teacher on year to year basis (e.g. at PRD meeting, consultation meeting, collegiate hours meeting).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with all teaching staff the roles and responsibilities as defined by annex B.</li> </ul>

<b>Staff Responsibility</b>	<ul style="list-style-type: none"> <li>• The Head Teacher is responsible whether they are physically in the building or not.</li> <li>• All staff have a responsibility for the good order and running of the establishment and to support one another in dealing with wider establishment issues.</li> <li>• Admin staff will always know where the Head Teacher is and how he/she can be contacted.</li> <li>• Head Teachers will provide support and advice when necessary for establishments within their Learning Community.</li> <li>• Agree duties and responsibilities through the working time agreement.</li> </ul>	<p>Staff need to consider and agree with the Head Teacher; Principal Teacher and <a href="#">Senior Early Learning and Childcare Practitioner</a>:</p> <ul style="list-style-type: none"> <li>• What to do when something happens (immediate; urgent but can wait; not urgent).</li> <li>• The line of responsibility.</li> <li>• What needs to be passed on to the Head Teacher/Principal Teacher/ <a href="#">Senior Early Learning and Childcare Practitioner</a>.</li> <li>• The appropriate action to take: <ul style="list-style-type: none"> <li>• Contact Head Teacher or not.</li> <li>• Contact other Learning Community Head Teacher/Senior Education Manager/Head of Service</li> <li>• Log information and pass on (eg complete 'Cause for Concern' form or 'Parental Concerns' form.</li> <li>• Take appropriate action and log action/outcome.</li> </ul> </li> </ul> <p>If there is an issue appropriate action will be taken by:</p> <ul style="list-style-type: none"> <li>• Head Teacher/Principal Teacher/ <a href="#">Senior Early Learning and Childcare Practitioner</a> who would normally be the first point of contact.</li> <li>• Teaching staff who may be used to release a Principal Teacher from their class to deal with an emergency situation during their non contact time.</li> <li>• Teaching staff who may be used to deal with</li> </ul>
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		<p>any matters that may arise during their contact time.</p> <ul style="list-style-type: none"> <li>• Admin staff will have all timetables for staff.</li> <li>• There should be an annual review of staff responsibilities.</li> </ul>
<b>Absence of Staff</b>	<p>Teaching staff absence</p> <ul style="list-style-type: none"> <li>• Head Teacher will not normally cover classes for CT absence.</li> <li>• Absence will be covered: <ul style="list-style-type: none"> <li>○ Within the normal staffing allowance</li> <li>○ Supply staff.</li> </ul> </li> <li>• In emergency situations absence will be covered by: <ul style="list-style-type: none"> <li>○ Teaching staff who have non- contact time</li> <li>○ Splitting the class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As per East Ayrshire Council 'Absence management Policy and Review Procedure' contact Head Teacher to inform them of absence.</li> <li>• Classes can exceed 25/33 in an emergency.</li> <li>• <a href="#">Adult:child staffing ratios can be exceeded in an emergency.</a></li> <li>• Develop risk assessment for this situation.</li> <li>• Consider staff preparing a booklet/bank of worksheets/activities relevant to ongoing work that can be lifted and copied when the class is split.</li> <li>• Prepare a list of where to send children to. All staff to be made aware of lists.</li> </ul>
<b>Support Staff</b>	<ul style="list-style-type: none"> <li>• Establish parallel systems so Head Teacher doesn't need to change what he/she does.</li> <li>• Where appropriate share tasks across establishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Time needed to bring admin staff together to look at systems and agree a unified approach.</li> <li>• Joint training may be needed.</li> <li>• Consider one person doing a job for both establishment e.g. ordering and requisition of materials. This will mean only one delivery charge between the establishments.</li> <li>• Admin must have access to shared drives in both establishments plus SEEMIS and Group Call, which will help during absence.</li> <li>• Each establishment will maintain it's own</li> </ul>

		separate budget with the facility to create a shared code where money can be vired from both establishments for shared priorities.
<b>Deployment of Support</b>	<ul style="list-style-type: none"> <li>• Arrange non teaching hours to cover the following functions: <ul style="list-style-type: none"> <li>○ Admin</li> <li>○ Playground supervision</li> <li>○ Lunch supervision</li> <li>○ Classroom assistant</li> </ul> </li> <li>• These are functions that are not within the duties of teachers (including the Head Teacher).</li> </ul>	<ul style="list-style-type: none"> <li>• May need to readjust non teaching hours to allow for this.</li> <li>• Use role profiles to check what you can expect a person to do in their post.</li> <li>• Ensure there is always someone to answer phones and doors (this is particularly important when admin staff are absent).</li> </ul>
<b>Other Support – Janitorial/Business/Property</b>	<ul style="list-style-type: none"> <li>• All establishments will have some janitorial support.</li> <li>• Janitors will be supported by the Onsite Manager who will provide training as appropriate.</li> <li>• Janitors will have responsibility for: <ul style="list-style-type: none"> <li>○ Property management</li> <li>○ Reporting issues to help desk</li> <li>○ Monitor day to day cleaning</li> </ul> </li> <li>• Janitor 'on call' will answer emergency in one area.</li> </ul>	
<b>Keyholder</b>	<ul style="list-style-type: none"> <li>• Opening and closing of establishments is not the responsibility of teaching staff (as is not part of annex B)</li> <li>• Dedicated person to open and close establishment: <ul style="list-style-type: none"> <li>○ On a daily basis.</li> <li>○ For events and meetings held after hours.</li> <li>○ For lets.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider a member of the Parent Council being SBC approved as key holder for Parent Council events.</li> <li>• Consider security of establishment office, confidential files etc and how this can be managed effectively.</li> </ul>

<b>RESOURCES</b>		
<b>Programmes/Policies/Resources</b>	<ul style="list-style-type: none"> <li>• Ensure systems and programmes of work and policies are parallel, this will help foster partnership working.</li> <li>• Share expertise and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Initially establishments will run with existing systems, programmes and policies, however, as establishments take CfE and Learning Community priorities forward these parallel systems will develop naturally.</li> <li>• Build up a bank of specialist resources which are shared between establishments.</li> <li>• Consider amalgamating topic boxes and sharing when used.</li> <li>• Consider sharing equipment e.g. playground games, costumes, sound systems, music resources etc and timetable carefully.</li> <li>• Share good practice between establishments. This is a great opportunity.</li> </ul>
<b>MANAGING BEHAVIOUR</b>		
<b>Low Level Disruptive Behaviour</b>	<ul style="list-style-type: none"> <li>• Class teacher/ <a href="#">Early Learning and Childcare Practitioner</a> is responsible for managing behaviour within and outwith the classroom/<a href="#">playroom</a>.</li> <li>• Class teacher/<a href="#">Early Learning and Childcare Practitioner</a> to follow assertive discipline policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff review discipline policy and make adjustments to take account of the new situation.</li> <li>• Share with parents and pupils.</li> </ul>
<b>Managing Challenging Behaviour</b>	<ul style="list-style-type: none"> <li>• Class teacher/<a href="#">Early Learning and Childcare Practitioner</a> is responsible for managing behaviour within and outwith the classroom/<a href="#">playroom</a>.</li> <li>• He/she will support other staff through the <a href="#">promoting positive behaviour</a> of the establishment.</li> <li>• He/she will be supported by other staff</li> </ul>	

	<p>through the assertive discipline policy of the establishment.</p> <ul style="list-style-type: none"> <li>• If children reach 'time out' this will be with a partner teacher within the establishment.</li> </ul>	
<b>Managing Extreme and Violent Behaviour</b>	<ul style="list-style-type: none"> <li>• Devise action plans for children at risk of displaying extreme or violent behaviour.</li> <li>• Action plan to be followed.</li> </ul>	<ul style="list-style-type: none"> <li>• The action plan may include support from staff outwith the establishment.</li> <li>• Work with staff/agencies/partners to develop this, including staff in East Ayrshire Support Team (EAST)..</li> </ul>
<b>PARENTS</b>		
<p>For protocols relating to: Parental expectations; Parent Councils; parent/teacher consultations; Head Teacher accessibility – see workload for the Head Teacher protocol</p>		
<b>Contacting Head Teacher</b>	<p>Admin will normally be the first point of contact for parents who will follow the agreed procedures for communicating with the Head Teacher.</p> <ul style="list-style-type: none"> <li>• 'No apologies' for Head Teacher being out of establishment.</li> <li>• Ascertain if urgent and needs immediate contact.</li> <li>• Make appointment</li> <li>• or</li> <li>• Let parents (other) know where Head Teacher is and contact number if appropriate.</li> <li>• Use of e-mails to Head Teacher to keep her/him informed.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin staff and senior management to access Head Teacher outlook diary. Consider them having an editing profile. This will enable them to add appointments.</li> <li>• Admin to use outlook diary as reference point for the Head Teacher. This will ensure they have accurate information.</li> <li>• See staff responsibility.</li> </ul>
<b>Difficult Parents</b>	<ul style="list-style-type: none"> <li>• 'Vexatious complainers'.</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher/staff to follow guidance from authority</li> </ul>



## LEADING AND RUNNING TWO ESTABLISHMENTS

### ADVICE

#### QUALITY ASSURANCE

AREA	PROTOCOL	PRACTICAL ADVICE
<b>STAFF</b>		
<b>Establishment Improvement Plan (SIP)</b>	<ul style="list-style-type: none"> <li>• Head Teacher is responsible for completing evaluation of SIP, Standards and Quality Report and Parental Summary.</li> <li>• Partner establishments will produce one SIP. This will contain a limited number of action plans which will include: <ul style="list-style-type: none"> <li>○ Joint action plans for shared initiatives.</li> <li>○ Where appropriate, specific action plans for individual establishments e.g. HMle action plans, new establishment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A SIP should: <ul style="list-style-type: none"> <li>○ Start with broad establishment audit and look for common development areas.</li> <li>○ Develop collegiate calendar and set dates for both establishments ready for August.</li> <li>○ Complete year plan as much as possible.</li> <li>○ Plan joint CPD, multi-agency sessions, joint inset, where possible.</li> </ul> </li> </ul>
<b>Senior Education Manager Role</b>	<ul style="list-style-type: none"> <li>• Partner establishments should have the same Senior Education Manager.</li> <li>• Both establishments should be discussed during the Senior Education Manager visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Venue for Senior Education Manager visits should alternate between the two establishments.</li> </ul>
<b>Quality Assurance Calendar</b>	<ul style="list-style-type: none"> <li>• Partner establishments should have one quality assurance calendar. This will help facilitate joint working.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider using the same pro-formas for all types of monitoring work.</li> <li>• Arrange joint monitoring activities where possible, e.g. peer observations.</li> <li>• Use promoted staff to undertake aspects of quality assurance.</li> <li>• Involve staff in peer observations, sampling pupil work (e.g. jotter monitoring), joint</li> </ul>

<b>Establishment Review/Education Scotland/Care Inspectorate</b>	<ul style="list-style-type: none"> <li>• Updated guidance to be given on establishment reviews.</li> <li>• Joint inspections of both establishments by one inspector and team suitable for the number of classes. (Work towards this). <ul style="list-style-type: none"> <li>○ Head Teacher would engage in one professional dialogue with inspectors to share self evaluation information about both establishments.</li> <li>○ During inspection week Head Teacher to spend time in both establishments.</li> <li>○ Agree timetable in advance with inspection team.</li> <li>○ NB: this would be equal and fair to both establishments, staff and parents and would reflect more accurately what is actually going on.</li> </ul> </li> <li>• Care Inspectorate inspections to be carried out in the same week for both establishments (same model as Education Scotland)</li> </ul>	<p>planning and review.</p> <ul style="list-style-type: none"> <li>• This will be taken forward by Directorate with input from Head Teachers.</li> <li>• Follow guidance from Senior Education Managers.</li> <li>• Early Childhood Centre staff given time out to complete Care Inspectorate returns (SBC funded).</li> </ul>
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## LEADING AND RUNNING TWO ESTABLISHMENTS

### ADVICE

#### LEARNING COMMUNITY (LC)

AREA	PROTOCOL	PRACTICAL ADVICE
<b>Denominational Establishments Across Two Learning Communities</b>	<ul style="list-style-type: none"> <li>• Important that Head Teacher has involvement in both LCs.</li> <li>• Where job sizing permits the appropriate PT will alternate between LC meetings and so that the establishment is always represented.</li> <li>• PT would have executive decision making responsibility.</li> <li>• Enhanced PT role in partner establishments to allow PT to take on additional LC responsibility.</li> <li>• Job description for PT to reflect this additional responsibility.</li> <li>• Partner establishments should have the same Senior Education Manager.</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher to work within model set up.</li> <li>• May need more time for feedback from both LCs.</li> <li>• Look to Senior Education Manager/Authority/Catholic Church for specific advice as situation arises.</li> <li>• Financial implications for enhanced staffing to enable the model to be manageable.</li> </ul>
<b>Senior Education Manager Role</b>	<ul style="list-style-type: none"> <li>• As with current good practice Senior Education Manager to provide consistent support to Learning Communities.</li> </ul>	

## LEADING AND RUNNING TWO ESTABLISHMENTS

### WORKLOAD FOR THE HEAD TEACHER

AREA/ISSUE	PROTOCOL	PRACTICE ADVICE
<b>PARENT COUNCIL</b>		
<p><b>The role of the Head Teacher within the Parent Council</b></p> <p>‘The Head Teacher has both a right and a duty to attend, <b>or be represented at</b>, meetings of the Parent Council. The presumption is that the Head Teacher will normally attend. On occasion, another member of the establishment staff may attend if the Head Teacher is unavailable, or if they have more knowledge of, or expertise in, the subject being discussed. The Head Teacher will be expected to take part in council discussions and offer advice to the council on what is being done within the establishment to promote parental involvement. The Head Teacher, if requested to do so, must give advice and information to the Parent Council on any matter falling within the Head Teacher’s area of responsibility. This can cover all aspects of the work of the establishment, such as matters relating to the establishment curriculum, policies on uniform or discipline etc’. Scottish Establishments (Parental Involvement)</p>	<ul style="list-style-type: none"> <li>• There should be a maximum of four executive meetings per year.</li> <li>• Beyond the business meetings the Parent Council may operate sub groups (e.g. to organise fund raising and functions, consultation responses etc) which will not generally include the Head Teacher but the sub groups will report back to the next business meeting.</li> <li>• Meetings should last a maximum of 1.5 hours and finish no later than 8.00 pm.</li> <li>• Meetings will be held Monday to Thursday during term time.</li> <li>• Parent Councils should consider having joint meetings with partner establishment.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting dates to be agreed at the beginning of the year.</li> <li>• Agreement needs to be made with the Parent Council re the flexibility and timing of meetings e.g. these could be at the end of the establishment day.</li> <li>• Agenda needs to be focused and agreed with the Head Teacher.</li> <li>• There will be no ‘AOCB’.</li> <li>• Transition time used to meet with both Parent Council chairs together and begin to plan for the next session. Sharing the new expectations.</li> <li>• Develop partnership working between councils if appropriate, don’t rush this, and grow it!</li> <li>• Possibility of joint meetings for common issues e.g.</li> <li>• Business meetings together (regular contact between chairs of both Parent Councils).</li> <li>• Consider separate sub groups for fundraising etc.</li> <li>• Consider alternative venues to hold meetings.</li> </ul>

<p>Act 2006 Guidance Section E.</p> <p><b>Joint Parent Council Meetings</b></p> <p>'The act makes provision for the establishment of a combined Parent Council covering two or more establishments where this has the requisite consent of the majority of the establishments' p 34. Scottish Establishments (Parental Involvement) Act 2006 Guidance Section E.</p>		<ul style="list-style-type: none"> <li>• Parent Council constitutions will need to be revised to take account of protocol.</li> </ul>
<p><b>PARENTS/TEACHER CONSULTATIONS</b></p> <p>Where a Head Teacher is responsible for two establishments it doubles parental expectations. We need to be careful to manage this within the 35 hour working week.</p>	<ul style="list-style-type: none"> <li>• There should be a maximum of two sets of formal parents events per session e.g. consultations, open afternoons etc.</li> <li>• Consultations finish no later than 8.00 pm.</li> <li>• Consultations will be held Monday to Thursday during term time.</li> <li>• Consultations will be planned well in advance as part of establishments collegiate agreement.</li> </ul>	<p>Examples of how a Head Teacher of more than one establishment may organise their time to meet the 35 hour week include:</p> <ul style="list-style-type: none"> <li>• Organising parents meetings at each establishment on the same day. Head Teacher to split time between partner establishments.</li> <li>• Arrange appointments at the end of the establishment day or during the establishment day.</li> <li>• Arrange some in the afternoon and some in the evening.</li> <li>• Arrange an open afternoon where parents share their children's learning through planned activities.</li> <li>• If all meetings are in the evening the Head Teacher would need to make a</li> </ul>

		<p>time adjustment (at a suitable time).</p> <ul style="list-style-type: none"> <li>• Staff to ensure any concerns are passed on to the Head Teacher.</li> </ul>
<b>EVENTS/MEETINGS</b>		
Managing events/meetings within the working week.	<ul style="list-style-type: none"> <li>• There can be no expectation that Head Teachers (or other staff) will attend events/meetings not organised by the establishment.</li> <li>• Head Teacher or Head Teacher representative will attend events/meetings organised by the establishment e.g. concerts, parental consultation meetings, review meetings, other events in the collegiate agreement.</li> <li>• Head Teacher to attend high priority meetings as appropriate.</li> <li>• Meetings/events should be planned well in advance to avoid clashes with other commitments.</li> <li>• Designated key holder from within Parent Council/janitor to open and lock for events.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a number of events/meetings and activities that Head Teachers feel obliged (and pressured) to be at. This additional expectation must be removed without denying Head Teachers opportunities to be involved where they wish i.e.  <b>Events not organised by the establishment:</b> <ul style="list-style-type: none"> <li>○ Events/social functions organised by Parent Council.</li> <li>○ Events organised by the Community Council.</li> <li>○ Other community events.</li> <li>○ Weekend (Friday-Sunday) and holiday events.</li> </ul> </li> <li>• Evening meetings – examine and decide if the meeting really needs to be in the evening and consider alternatives.</li> <li>• Decide who will attend as establishment rep within the agreed collegiate hours or CPD hours. They will be responsible for dissemination of information as appropriate.</li> <li>• Consider meetings during and at the end of the establishment day (3 pm).</li> </ul>

<b>ACCESSIBILITY</b>		
	<ul style="list-style-type: none"> <li>• Head Teachers should have a presence in both establishments.</li> <li>• Head Teachers should be available <b>by arrangement</b> for the parents of both establishments.</li> <li>• Head Teachers must agree with staff procedures that they will take in different situations, when the Head Teacher is not present e.g. pupil behaviour, meeting parents etc. This will empower them to make decisions and take action in line with the Teaching Profession for the 21<sup>st</sup> Century (TP21) agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recognised that there are situations where Head Teachers will be inheriting an expectation of constant availability in establishment and beyond. <b>This must change.</b></li> <li>• Staff must be empowered to act in situations without constantly referring to the Head Teacher.</li> <li>• Parents should contact the establishment office to make appointments.</li> <li>• Parents must not be given Head Teacher mobile phone numbers.</li> </ul>
<b>35 HOUR WEEK</b>		
<p>'All teachers shall have a 35 hour working week'. SNCT duties of Head Teachers.</p>	<ul style="list-style-type: none"> <li>• Share widely the concept that the Head Teacher does not need to do everything.</li> <li>• Head Teachers need to work within 35 hours and still meet needs of the service.</li> <li>• Head Teachers need to manage time creatively.</li> <li>• Head Teachers must work in ways which best meet the needs of individual situations, (doing the job the way it suits – to achieve best results).</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations shared with all stake holders.</li> <li>• We recognise that there is no 'one size fits all' answer and should be considered in more detail at individual establishment level.</li> </ul> <p><b>Time Adjustment</b></p> <ul style="list-style-type: none"> <li>• There must be acceptance of the need for Head Teachers to be able to make 'adjustments to their time' to facilitate working 35 hours e.g. start their working day later.</li> <li>• Where there is a duplication of work as a result of the head being responsible for two establishments (e.g. attending concerts on different nights in both</li> </ul>

		<p>establishments) the Head Teacher may make an adjustment of time for example, starting the day later, or finishing the day earlier.</p> <ul style="list-style-type: none"> <li>• Sensible and sensitive adjustment.</li> </ul>
<b>TIME MANAGEMENT</b>		
Managing time effectively between two establishments.	<ul style="list-style-type: none"> <li>• Five days not always mean 2.5 days per establishment.</li> <li>• Must reflect the need at particular times.</li> <li>• Flexibility to respond to emergency situations must be understood by staff and all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Dividing time – can be present in one establishment but working for the other establishment.</li> <li>• We acknowledge that split days are not a good use of Head Teacher time; however, at key times this will be essential e.g. first day of term, end of term.</li> </ul>



# **EAST AYRSHIRE COUNCIL**

## **‘PARTNER ESTABLISHMENTS/ EARLY CHILDHOOD CENTRES’**

### **Advice for Parent Councils**

The Scottish Government has emphasised the importance of building strong partnerships between establishments/early childhood centres and parents, and all establishments in East Ayrshire Council are committed to working closely with parents and Parent Councils to ensure that each of our children receive the best possible education to suit each individual's needs.

Head Teachers of Partner Establishments will have responsibilities to the Parent Councils in each of their establishments, and this will inevitably mean an increased workload in supporting more than one Parent Council. In order to avoid overburdening those Head Teachers and to make sure they can build the best possible partnerships with parents in each of their establishments, it is important to make sure that the workload is kept to a manageable level.

This leaflet has been produced to support Parent Councils within Partner Establishments, and to help with the smooth running of those Parent Councils.

### **What is the Role of the Head Teacher within the Parent Council?**

'The Head Teacher has both a right and a duty to attend, or to be represented at the meetings of the Parent Council. On occasion, another member of the establishment staff may attend if the Head Teacher is unavailable. The Head Teacher will be expected to take part in council discussions and offer advice to the council on what is being done within the establishment to promote parental involvement'. Scottish Establishments (Parental Involvement) Act 2006.

### **Can the Parent Councils from the Partner Establishments have Joint Meetings?**

It is likely that there will be opportunities for the Parent Councils from Partner Establishments to hold joint meetings where there are common issues. This might be on educational issues, e.g. if a speaker is to come and talk about the implications of Curriculum for Excellence, or on matters of wider parental interest e.g. drugs education or parenting courses. It may also be that the Parent Councils in Partner Establishments choose to hold joint meetings on a more regular basis, possibly to plan joint activities or to co-ordinate social and fundraising calendars to avoid duplication.

The Act makes provision for the establishment of a combined Parent Council covering two or more establishments where this has the requisite consent of the majority of parents in each of the establishments. This may be something that parents in Partner Establishments wish to consider at some point in the future.

It is recommended that there is regular contact between the Chairpersons of the Parent Councils in Partner Establishments.

### **How many meetings should a Parent Council have?**

It is recommended that there should be four full meetings of the Parent Council per year which would normally include the Parent Council AGM. However, it is also recognised that there may be times where issues affecting a particular establishment, e.g. a major building project, or the possibility of a small establishment review, when more meetings would be required. Some establishments combine their Parent Council AGM with social activities or with establishment open evenings to maximise attendance. If this is something which the Head Teacher would be attending anyway, the Parent Council would then be able to hold an additional full meeting at a different time.

Beyond these meetings the Parent Council may choose to operate sub-groups to organise fundraising and social events, consultation responses etc. These would not require the Head Teacher's attendance, and would report back to the next full meeting of the Parent Council. It would be good practice to send a copy of the minutes of these meetings to the Head Teacher.

### **How should meetings be organised?**

The Head Teacher needs to co-ordinate calendars between Partner Establishments to avoid clashes of dates. Therefore, meetings and event dates for the session should be agreed with the Head Teacher at the beginning of the year.

It is recommended that meetings should be held on Monday to Thursday. Meetings should last a maximum of 1 ½ hours and finish no later than 8.00 pm. Parent Councils should think about the best time to hold their meetings to make them accessible to as many parents as possible. This may include holding meetings during or at the end of the establishment day, or varying the day of the week and the timing of meetings so that people with regular commitments are not excluded. A number of

Parent Councils in East Ayrshire already vary the day and time of their meetings. Parent Councils should also consider where they hold any sub-group meetings, which need not always be in the establishment.

Agendas should be agreed with the Head Teacher at least five working days in advance of the meeting, and it is recommended that they should not include 'Any Other Business'. A Head Teacher cannot be expected to respond to any items which are raised at short notice. It is more appropriate to have an item seeking topics for the next meeting, which will allow time for information to be prepared or for a speaker to be invited to deal with the issue. The Chairperson will always have the discretion to raise urgent items at the meeting.

Minutes should also be shown to the Head Teacher before they are distributed, to avoid any inaccurate information being sent out. However, if a Head Teacher is not able to respond within a reasonable timescale (perhaps five working days of receiving the minutes) then distribution could go ahead without the Head Teacher's comments.

Scottish Establishments (Parental Involvement) Act 2006 Guidance Section E:  
<http://www.ltscotland.org.uk/parentsaspartnersinlearning/guidance/index.asp>

Parents as Partners in their Children's Learning Toolkit:  
<http://www.ltscotland.org.uk/parentsaspartnersinlearning/toolkit/.asp>

Published by East Ayrshire Council, Council Headquarters, London Road,  
Kilmarnock, KA3 7BU. Telephone: 01563 576000

**EAST AYRSHIRE COUNCIL  
DEPARTMENT OF EDUCATION AND SOCIAL SERVICES  
JOB DESCRIPTION – PROMOTED POST**

<b>Post:</b>	<b>Shared Head Teacher Shared Establishment X and Establishment Y</b>
<b>Grade:</b>	The salary of the Head Teacher is determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).
<b>Reporting to:</b>	<b>Senior Education Manager</b>
<b>Direct Reports:</b>	<b>Depute Head Teacher(s), Principal Teachers, Teachers, and if one or more establishments is an early childhood centre: Senior Early Learning and Childcare Practitioners, Early Learning and Childcare Practitioners and support staff.</b>
<b>School/Early Childhood Centre:</b>	
<b>Job Purpose:</b>	The Head Teacher will manage and lead ( <i>School/Early Childhood Centre. Names</i> ) to the benefit of the children and wider community in compliance with relevant legislation and policy and guidance issued by the Scottish Government and East Ayrshire Council in order to meet the Council's key objectives, specifically in relation to the Educational policy and Educational Improvement Objectives, the Community Plan, Single Outcome Agreement, Children and Young Person's Service Plan within the context of best value.

**A. Areas of Responsibility:**

1. Within the framework of the authority's policies, to formulate clear aims and objectives for the schools and/or early childhood centre.
2. Ensure the communication of these aims and policies to all staff, children, parents/carers and other users of the schools and/or early childhood centre.
3. Act, on behalf of the authority, as principal professional advisor to the Parent Council and to provide to the Council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006, and subsequent legislation.
4. Encourage and promote the development of corporate life of the schools and or early childhood centre and by so doing to create an ethos which is positive, caring and aspirational.
5. Contribute more generally to the work of the education authority as required, for example, by taking part in the staff development and review scheme or by participating in working groups formed by the authority.
6. To manage and lead the schools and/or early childhood centre effectively to ensure positive outcomes for children.

7. Adhere to all requirements as set out by the Care Inspectorate and Scottish Social Services Council (Early Childhood Centre only)

<b>B. Functional Responsibilities:</b>
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8. Ensure the effective management of all staff within the schools and/or early childhood centres in accordance with the Council's human resources policies.
9. Promote aspiration among all staff and demonstrate a clear commitment to developing, empowering and supporting effective teams and individuals.
10. Ensure staff have the values and principles of *Getting It Right For Every Child* embedded into practice
11. Consult fully with staff on the formulation, implementation and evaluation of schools and/or early childhood centre policy.
12. Manage, lead and develop good curriculum design in accordance with the policies of the Council taking account of relevant advice given by the Scottish Government; Education Scotland; and other relevant national bodies.
13. Encourage the development of teaching and learning approaches which promote effective and active learning by all.
14. Ensure that the progress of children are assessed, monitored, recorded and reported to relevant parties.
15. Ensure the schools and/or early childhood centre has effective transition arrangements in place.
16. Formulate policies to manage and maintain effectively all resources such as buildings, equipment and other assets.
17. Establish and review effective channels of communication and consultation among all staff and with all users of the school.
18. Consult and communicate with parents about the affairs of the schools and/or early childhood centre and the progress of their children, in particular by arranging regular meetings between parents and teachers to assist such communication.
19. Establish effective communication systems, records and processes with all relevant agencies such as other departments of the Council, external agencies, SQA, other schools, parents and the wider community.
20. Develop and monitor positive behaviour strategies for all children.
21. Ensure appropriate child protection policies are understood and applied by all staff.
22. Foster among children, parents/carers, staff and other users of the school and/or early childhood centre an awareness of the establishments as communities with which they can all identify.

23. Develop and maintain partnerships with parents/carers, children, other services and agencies and in doing so extend the educational vision of the schools and or early childhood centre as a community to embrace continuous lifelong learning.

### **C. General Responsibilities:**

24. Develop a shared vision for, and promote a culture of team working and collegiality.
25. Monitoring and evaluating progress towards meeting the establishments' Improvement Plans and ensure that effective processes and systems are put in place to achieve this.
26. Liaising and co-operating with support services as necessary.
27. Ensure efficient use of resources, including any allocated budget, the control & management of resources, arrangements for purchase & repair of equipment to ensure the most cost-effective delivery of services.
28. Respond proactively to opportunities to bid for additional funding to take forward additional departmental priorities/developments as appropriate;
29. Ensure the integrity of assessment procedures for children within the context of their learning and care.
30. Maintain an up-to-date knowledge of best practice within areas of functional responsibility and ensure compliance with all relevant legislation.
31. Undertake appropriate and agreed continuing professional development in line with the appropriate professional update, EAGER, Standard for Full Registration, [SSSC](#) registration, professional review and development and establishments' improvement priorities.
32. Develop and promote equalities and diversity both in terms of service delivery and in employment in all aspects of the Council activities.
33. Attend and where appropriate report to the Parent Council and working groups etc on area of development, interest etc.
34. Develop and foster good working relationships including liaising with Elected Members, employees, external bodies and agencies.
35. Undertake any other reasonably required duties, consistent with duties detailed in Part 2 Section 2 of the SNCT Handbook of Conditions of Service, as directed by the Head of Education or nominee, in addition to the role specific tasks & responsibilities detailed above.
36. Report to the Head of Education or their nominee on matters affecting the schools and/or Early Childhood Centre and in particular, alerting them and keeping them informed of situations of a non-routine nature.
37. Promote the health and safety of employees at work and of service users through the implementation of the Council and departmental Health and Safety Policies in accordance with all relevant statutory requirements, lead by example.

*This description is indicative of the nature and level of responsibilities associated with this job. It is not exhaustive and the job holder will be required to undertake other duties and responsibilities as assigned by the Head Teacher.*

**The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of specific duties.**



**EAST AYRSHIRE COUNCIL**  
**DEPARTMENT OF EDUCATION AND SOCIAL SERVICES**  
**PERSON SPECIFICATION – PROMOTED POSTS**

**POST:** Head Teacher Secondary/Primary/Early Childhood Centre  
**SCHOOL:**

<u>Selection Criteria</u>	<u>Essential- Acceptable levels for effective job performance</u>	<u>Desirable- The attributes of the ideal candidate</u>
Qualifications	<ul style="list-style-type: none"> <li>As required by the GTCS</li> </ul>	<ul style="list-style-type: none"> <li>Additional qualifications such as further post graduate qualification in Early Years or Scottish Qualification for Headship</li> </ul>
Previous Experience	<ul style="list-style-type: none"> <li>Appropriate management experience</li> </ul>	<ul style="list-style-type: none"> <li>Successful experience in a senior promoted post</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Continued participation in professional development on education issues.</li> <li>Previous knowledge of current educational issues.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successful development activities relating to the education and key issues</li> </ul>
Working with and leading others	<ul style="list-style-type: none"> <li>Evidence of successful team leadership teams at Authority level</li> <li>Proven experience of effective multi-agency working</li> </ul>	<ul style="list-style-type: none"> <li>Ability to display a wide range of leadership and teamwork styles, and choose from these appropriately</li> </ul>
Management Skills	<ul style="list-style-type: none"> <li>Evidence of management skills of a high quality</li> </ul>	
Communication Skills	<ul style="list-style-type: none"> <li>Proven communication skills with a wide variety of groups.</li> <li>Ability to write documents in a clear, logical and systematic way</li> </ul>	<ul style="list-style-type: none"> <li>Articulate, good language skills</li> <li>Evidence of the production of clear policy documents, or equivalent.</li> <li>Excellent presentational skills</li> </ul>
Interpersonal Skills	<ul style="list-style-type: none"> <li>Ability to deal constructively with people in all situations including the resolution of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Highly participative</li> <li>Evidence of ability to relate to others at all levels in a multi-disciplinary setting</li> </ul>
Implementing Change	<ul style="list-style-type: none"> <li>Evidence of leading a school/Early Childhood Centre initiative</li> <li>Involvement in current developments</li> </ul>	<ul style="list-style-type: none"> <li>Experience of change management.</li> </ul>
Commitment to the corporate life of the School	<ul style="list-style-type: none"> <li>Evidence of participating in the corporate life at the present or previous school/Early Childhood Centre</li> <li>Evidence of participation in a range of extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiasm, energy together with evidence of wide involvement in educational life and activities</li> </ul>

## **PROTOCOL FOR PARENTAL INVOLVEMENT IN SENIOR MANAGEMENT APPOINTMENTS IN SCHOOLS AND EARLY CHILDHOOD CENTRES IN CASES OF REDEPLOYMENT**

### **1. Scope**

This protocol has been drafted to assist in the procedures associated with redeployments in primary, special and secondary schools where specific legal requirements are to be fulfilled. The structures for parental involvement are different in early childhood centres, but this notwithstanding the intentions reflected in this protocol should also apply in the early years sector.

This protocol does not relate to temporary appointments. It is expected that the Authority will communicate directly with both the Parent Council and parents generally over any decision to make a temporary headteacher appointment this may be done directly or through the substantive headteacher.

### **2. Legal Background**

This protocol has been developed within the terms of Statutory Instrument 2007 No 132 “The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations 2007”. This statutory instrument was developed within the context of the Scottish Schools (Parental Involvement) Act 2006.

### **3. Statement of Principle**

The basic principle is that parents should be involved in all senior management appointments in schools. The aim should be to maximise that role. A significant role for the parent body will ensure the best fit between the resultant appointment and the aspirations of the Parental Forum. It will also help to ensure that the new appointee gets the best possible start in their new post.

The use of this protocol will be exceptional, being determined by:

- The general match between established promoted posts and available pool of incumbents across the Authority.
- The general availability of resources and the need to make efficiency savings

In the normal course of operations it is anticipated that all posts will be filled by the normal process, involving national advertisement through myjobscotland or its equivalent.

### **4. Identification of Posts Suitable for Redeployment**

As part of the standard process for filling vacancies officers of the Authority will review each promoted post as it becomes vacant with a view to:

- The Authority's knowledge of the establishment in terms of its leadership and stage of development;
- The known pool of present surplus post holders;
- The known future pool of surplus post holders, for example in relation to confirmed school closures or mergers;

In all cases, the Authority's view of needs of the school community will be regarded as pre-eminent – meaning that there will be posts deemed to be unsuitable for redeployment, even if there are staff available. Equally this protocol recognises the employment rights of staff who may be considered for redeployment, and their right to be consulted.

Once a post has been identified by officers as suitable for redeployment, officers will consult with the Spokespersons for Lifelong Learning

## **5. Process**

When the Authority has determined that a post is suitable for redeployment, the following process will operate.

- a. The Chair of the Parent Council of the school concerned will be contacted to arrange an extraordinary meeting with the Parent Council.
- b. Authority officers will meet the Parent Council to discuss:
  - The strategy for filling the vacancy.
  - The job specification and person specification for the vacancy.
- c. A formal note will be taken of the meeting in which will be recorded any views of the Parent Council, and the Authority's response to those views.
- d. Taking account of the stages recorded at b and c, the Authority will consider the pool of available post holders and identify suitable candidates.
- e. Consultation will then take place with the suitable candidates, seeking their views on any preferences.
- f. A matching exercise will then be conducted by the Authority to reconcile candidates' preferences against the available posts.
- g. A second meeting will be held with candidate confirming the post identified for them.
- h. Confirmation of the successful candidate will be notified to the Parent Council.

Notes on the Process:

- (i) The "pool" of candidates referred to above may be restricted to one post holder.
- (ii) Should the chair of the parent council not respond to attempts to contact them, or be unable to arrange a meeting of the parent council within a reasonable time, and in any event within 2 weeks, then it will

- be sufficient for the Authority to contact the Chair of the Parent Council by telephone to cover points 5b) and 5c) above.
- (iii) The dialogue with the Parent Council will be conducted under conditions of strict confidentiality and at stages a) to c) the possible candidates will remain unknown to the parent council.

## **6 Shared Headships**

Where the Authority considers the creation of a shared headship the following process will apply.

The Authority will review the post when it becomes vacant with a view to:

- Whether it is suitable for a shared headship
- The Authority's knowledge of establishments possible shared headship in terms of their leadership and stage of development.

Once a post has been identified by officers as suitable for redeployment, officers will consult with the Spokespersons for Lifelong Learning

- a. The Chair of the Parent Council of the school where there is a vacancy will be contacted to arrange an extraordinary meeting with the Parent Council.
- b. Authority officers will meet the Parent Council to discuss:
  - The strategy for filling the vacancy.
  - The job specification and person specification for the vacancy.
- c. A formal note will be taken of the meeting in which will be recorded any views of the Parent Council, and the Authority's response to those views.
- d. Taking account of the stages recorded at b and c, the Authority will consider the pool of available post holders and identify suitable candidates.
- e. Consultation will then take place with the suitable candidates, seeking their views on any preferences.
- f. A matching exercise will then be conducted by the Authority to reconcile candidates' preferences against the available posts.
- g. A second meeting will be held with candidate confirming the post identified for them.
- h. Consultation will take place with the Parent Council of the school where the candidate is currently a post holder.
- i. Confirmation of the successful candidate will be notified to the Parent Council.
- j. The Parent Council or equivalent of the candidate's school or centre to which they were originally appointed will be informed.

Notes on the Process:

- (i) The "pool" of candidates referred to above may be restricted to one post holder.

- (ii) Should the chair of the parent council not respond to attempts to contact them, or be unable to arrange a meeting of the parent council within a reasonable time, and in any event within 2 weeks, then it will be sufficient for the Authority to contact the Chair of the Parent Council by telephone to cover points 5b) and 5c) above.
- (iii) The dialogue with the Parent Council will be conducted under conditions of strict confidentiality and at stages a) to c) the possible candidates will remain unknown to the parent council

## **7. Conclusion**

The procedures identified above will be used exceptionally. The norm should remain that all senior posts will be subject to an open advertisement with a recruitment panel being constituted with parental involvement.

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October 2014