

December 2018

Management Circular No. 66

To Heads of all educational establishments

Management Structures in Primary and ASL Schools

This Management Circular sets out the general approach required of all schools when planning and implementing an appropriate management structure. It is based firmly on the premise that enhanced professionalism of all teachers, which was a key feature of *'A Teaching Profession for the 21st Century'*, must be a determining influence in shaping management structures within schools.

1. Enhanced Professionalism of teachers

- 1.1 The agreement in *'A Teaching Profession for the 21st Century'* set the context for reviewing staffing and management structures in schools. There is a need to ensure that these structures in Glasgow schools best meet the present and future needs for continuing improvement in the service, focusing clearly on young person development, support and achievement, effective teaching and learning and enhancing the professional autonomy of all staff.
- 1.2 Teachers at all levels should be enabled to devote as much of their working time as possible to professional and management activities central to learning and teaching and the support of young people in order to secure quality in every classroom.

Part 2, Section 2 in the SNCT Handbook sets out a clear list of professional duties for all teachers:

- a) All teachers have a pastoral responsibility for children or young people. This area of activity falls under four elements in the outline to Teacher/Chartered Teacher Duties contained in the Agreement:
 - i. providing advice and guidance to children or young people on issues related to their education;
 - ii. promoting and safeguarding the health, welfare and safety of children or young people;
 - iii. working in partnership with parents/carers, support staff and other professionals;
 - iv. Contributing towards good order and the wider needs of the school.
- b) Curriculum development and curriculum delivery is the responsibility of every teacher, working in collegiate teams where appropriate, contributing to the development and delivery of the curriculum. It follows that individual subjects no longer require a

promoted member of staff to develop the curriculum. Releasing the skills of teachers and enhancing their status can be achieved through enhanced responsibilities for developing and delivering the curriculum.

- c) The implementation of assessment procedures that enable child or young person progress to be evaluated and reported to parents/guardians and assist in evaluating the quality of teaching and learning.
- 1.3 Enhanced professionalism will also be reflected in teachers' involvement in continuing professional development, based on self-evaluation and the professional dialogue about performance and development central to the process of professional review.

2. Educational Leadership and Professional Management in Schools

- 2.1 The key task for management in schools is to secure quality and support in every classroom so that all children or young people can obtain maximum benefit from their school experience. The focus must be on professional issues relating to the quality of teaching and learning, and to separate from this administrative tasks which are essential but do not require regular input from educational management.
- 2.2 It is important that schools retain flexibility to enable them to respond to local circumstances and to allow for the development of structures which reflect future changes in curricular and other demands on schools.
- 2.3 The management structure should reflect the necessary management capacity to lead and manage schools while recognising that responsibility for curriculum development and delivery, and pastoral care lies with every member of the teaching staff.

3. Primary School Management Structures

- 3.1 The key characteristics of Primary school management are;
- a) An educational management structure should normally comprise of three grades, Headteacher, Depute Headteacher and Principal Teacher.
 - b) Principal teachers should have responsibilities that reflect the school priorities in delivery of the curriculum and the provision of pastoral care and pupil support.
 - c) The school management team should operate in a collegiate manner as a team with a key focus on school improvement and enhanced child or young person achievement and attainment. The key focus of management tasks and responsibilities should be:-
 - i. Responsibility for high quality leadership, good operational management and strategic direction of the school and colleagues;
 - ii. Responsibility for development, implementation and evaluation of whole school policy in areas including, but not exclusively, behaviour management, pastoral care and additional support for learning;
 - iii. Responsibility for co-ordination and leadership of curriculum development and

quality assurance;

- iv. Responsibility for working with partners, other professionals and external agencies.
- d) Middle management across Primary schools should be organised to provide effective leadership and management in:
- i. Supporting the delivery of the curriculum.
 - ii. The provision of child or young person support).
- 3.2 It is evident that no one structure will fit all Primary schools, considering the wide variation in local circumstances. Consideration should also be given to the level and depth of deprivation, ethnic diversity, the range of priorities and differing emphasis on these, the state of development of curricular issues etc. in the school and development planning priorities. Accordingly the implementation of the management structure is devolved to school level within available budget.
- 3.3 Although the management structure is devolved to school level, all Heads of Establishment should ensure that the management structure proposed meets the local needs of the school and provides appropriate promotion opportunities. Normally primary schools should consider the following promoted posts as reasonable.

4. **Resources**

- 4.1 A school's management structure must be capable of being implemented within the school's overall staffing budget. This in turn will reflect the size of the school roll. There will therefore be a need for ongoing review of the management structure which a school has in place to ensure that it remains cost effective while retaining the capacity to deliver effective leadership.
- 4.2 The management structure of a Primary school must therefore be reviewed to be cost effective and reflect the task of educational management in a Primary school. It is anticipated that the enhanced professionalism of all staff should lead to a reduced number of middle managers. The review of management structures must be seen in the context of enhancing the professionalism of all teachers and creating a modern and flexible management system for the school.
- 4.3 Headteachers will require to pay close attention to the effects of job sizing on the costs of implementing any new management structure, and of its potential to affect salary costs as a consequence of changes in school roll, deprivation factors, etc. The job sizing of any new post or vacancy should take cognisance of any potential detriment to existing promoted post holders.
- 4.4 Headteachers will have the flexibility to implement new management structures, however, this is likely to take place over an extended period of time and will be dependent on available finance and vacancies arising.

5. **Management capacity and the key duties of management posts**

5.1 The school's management structure should always provide the capacity to:

- a) Deliver its core functions of learning and teaching, curriculum management and delivery, support for children or young people, staff management and professional development, and quality assurance and continuing improvement;
- b) Implement National Priorities, Glasgow City Council's priorities as set out in the Education Service Plan and the School's Improvement Plan.
- c) Retain flexibility to respond to changes in and within the traditional curriculum, including the introduction and management of new areas of learning and the advancing impact of ICT and its effect on learning and teaching approaches, and the increasing emphasis upon inter agency work in support of children and their families.
- d) All Primary schools with an ASL Unit should have one promoted post whose main responsibility is the operation of the Unit.
- e) All Primary schools with a nursery Class should have one promoted post whose main responsibility is the operation of the Nursery Class.

5.2 Holders of substantive management posts will be expected to act as a coherent management team for the school. Promoted post holders in salary conservation and Chartered teachers may be asked to undertake some additional duties commensurate with their salary placing.

5.3 **Principal Teacher Posts**

Principal Teachers should guide, organise and give direction to a number of classroom teaching staff and where appropriate, other support staff. Their team be largely dependent upon the size of the school, numbers of staff to be managed and priority developments which are being progressed.

Principal Teachers have key responsibilities for team leadership, quality assurance, performance management and partnership working. They may have responsibilities associated with the implementation of whole school policies and procedures such as behaviour management, health and safety, supervision of out of class activities, co-operation with relevant outside agencies and the pastoral care and other support needs of children or young people.

The Principal Teacher grade should retain the flexibility necessary to respond to the developing needs and changing demands of the school whilst recognising the importance of clear leadership for appropriate groups of staff.

In creating new posts,, Heads of Establishment should give due regard to the following factors;

- a) The number of staff for whom a Principal Teacher has responsibility;
- b) An appropriate amount of non-teaching time to be allocated to enable the Principal to fulfil the management duties of the post within the context of the 35 hour working week;

- c) The majority of Principal Teacher posts in primary schools should job size between PT1 – PT3.

5.4 Depute Headteacher Posts

The role of the Depute Headteacher is to assist and where necessary deputise for the Head of Establishment in the conduct of the school's affairs. Where there is more than one Depute Head Teacher, one Depute Headteacher may be given the specific responsibility of deputising for the Head of Establishment in his/her absence, or this responsibility may be undertaken on a rotational basis.

The Depute Headteacher grade should retain the flexibility necessary to respond to the developing needs and changing demands of the school. The duties should focus on educational management with routine administrative tasks being carried out by administrative support staff. Schools require to undertake an audit to establish which duties require the skills of such senior managers and which could be done by administrative staff,

Depute Headteachers should guide, organize and give educational leadership and direction to teams of Principal Teachers/, classroom teachers, and where appropriate, other support staff. They should also have a high profile in quality assurance, personnel management, whole school issues such as behaviour management, cross-curricular activities, supervision of out of class activities, co-operation with relevant outside agencies and the pastoral care of pupils.

All Depute Headteacher posts are subject to job sizing. When job sizing a vacant Depute head teacher post, the remits of all Deputes should be considered to ensure a fair and reasonable distribution of responsibilities across the school

- 5.5 Headteachers should focus on whole school leadership and management, setting strategic direction and the School Improvement Plan.

6 The School Management Plan

- 6.1 Primary Headteachers, after consultation with their staff, should submit to the Executive Director of Education, when requested a plan for the management structure of the school detailing the proposed deployment of promoted posts. The plan should ensure that all appropriate management responsibilities are allocated to a promoted position.
- 6.2 As indicated in 4.1 above there will be a need for the management plan to be kept under review to retain flexibility to meet changing demands but also to respond to changes in the school roll and staffing entitlements. A fall in school roll may impact on the scale of the management structure of a school. Where this occurs Heads of Establishment will liaise with the Executive Director to determine the further steps which may be required to ensure the school can maintain cost effectiveness of its management structure.
- 6.3 Promoted posts which are not identified within the school's planned management structure will not be replaced when they fall vacant, although the resources released may assist in implementing a part of the new structure.

7 Funding the Management Structure

- 7.1 The funding of promoted posts for a primary school is determined by the global budgetary allocation for the differential cost of teaching posts and promoted posts.
- 7.2 The global budget (authority's financial envelope) will be divided as follows:-
- a) Core 1 - a fixed core financial allocation to all secondary schools to ensure that all schools have basic funding for a realistic management structure.
 - b) Core 2 – the majority of the remainder of the funding based on pupil roll with an element for SIMD
 - c) Core 3 – a small part of the available budget, where appropriate, may be allocated to recognise specific features of a school which may require some additional management capacity, e.g. EAL population.
- 7.3 Where a school creates additional promoted posts with temporary funding or funding outwith the authority's core allocation, consideration should be given to the following:
- a) Duties of the post must not be those already carried out by another promoted teacher.
 - b) Is the post being created with a view to being time limited i.e. "job and finish", perhaps in relation to one aspect of the School improvement Plan?
 - c) The recruitment process for temporary posts should be fair and transparent.
 - d) If it is likely that the post will become a permanent part of the school structure (as per 6.2), the duration of any temporary appointment should be carefully considered
- 7.4 Budget will be managed centrally for the following to ensure that individual schools are not disadvantaged
- a) The cost of Chartered Teachers
 - b) Cost of former Senior Teachers
 - c) Any additional redeployed promoted teacher outwith the school structure.
- 7.5 The available budget allocation to each Primary school will be converted into a "points" value for promoted post value based on salary costs. The table is attached with point values. All schools will have a Headteacher appointed outwith the allocated points.
- 7.6 Recruitment to any promoted post is recorded and discussed at the Education Services Workforce Planning Board.

8 ASL School Management Structures

- 8.1 The key characteristics of an ASL school management are;
- a) An educational management structure should normally comprise of three grades, Headteacher, Depute Headteacher and Principal Teacher.
 - b) Depending on the school roll and the profile of young people, some ASL establishments may not require a Depute Headteacher.
 - c) A small number of Secondary ASL schools may require additional management capacity to support a senior phase curriculum

- d) Principal teachers should have responsibilities that reflect the school priorities in delivery of the curriculum and the provision of pastoral care and pupil support.
- e) The school management team should operate in a collegiate manner as a team with a key focus on school improvement and enhanced child or young person achievement and attainment. The key focus of management tasks and responsibilities should be:-
 - i. Responsibility for high quality leadership, good operational management and strategic direction of the school and colleagues;
 - ii. Responsibility for development, implementation and evaluation of whole school policy in areas including, but not exclusively, behaviour management, pastoral care and additional support for learning;
 - iii. Responsibility for co-ordination and leadership of curriculum development and quality assurance;
 - iv. Responsibility for working with partners, other professionals and external agencies.
- f) Middle management across ASL schools should be organised to provide effective leadership and management in:
 - i. Supporting the delivery of the curriculum.
 - ii. The provision of child or young person support.

8.2 It is evident that no one structure will fit all ASL schools, considering the wide variation in local circumstances. Consideration should also be given to the profile of young people, the range of priorities and differing emphasis on these, the state of development of curricular issues etc. in the school and development planning priorities. Accordingly the implementation of the management structure is devolved to school level within available budget.

8.3 Although the management structure is devolved to school level, all Heads of Establishment should ensure that the management structure proposed meets the needs of the school and provides appropriate promotion opportunities.

8.4 Whilst the pupil roll has decreased in many ASL schools, when creating a management structure consideration should always be given to the profile of young people and the adult to child ratio required in the classroom.

9 Resources

9.1 A school's management structure must be capable of being implemented within the school's overall staffing budget. This in turn will reflect the size of the school roll. There will therefore be a need for ongoing review of the management structure which a school has in place to ensure that it remains cost effective while retaining the capacity to deliver effective leadership.

9.2 The management structure of an ASL school must therefore be reviewed to be cost effective and reflect the task of educational management in an ASL school. It is anticipated

that the enhanced professionalism of all staff should lead to a reduced number of middle managers. The review of management structures must be seen in the context of enhancing the professionalism of all teachers and creating a modern and flexible management system for the school.

- 9.3 The decreasing pupil rolls in some ASL schools may require a specific review of the management structure.
- 9.4 Headteachers will require to pay close attention to the effects of job sizing on the costs of implementing any new management structure, and of its potential to affect salary costs as a consequence of changes in school roll, deprivation factors, etc. The job sizing of any new post or vacancy should take cognisance of any potential detriment to existing promoted post holders.
- 9.5 Headteachers will have the flexibility to implement new management structures, however, this is likely to take place over an extended period of time and will be dependent on available finance and vacancies arising.

10 **Management capacity and the key duties of management posts (ASL)**

- 10.1 The school's management structure should always provide the capacity to:
 - a) Deliver its core functions of learning and teaching, curriculum management and delivery, support for children or young people, staff management and professional development, and quality assurance and continuing improvement;
 - b) Implement National Priorities, Glasgow City Council's priorities as set out in the Education Service Plan and the School's Improvement Plan.
 - c) Retain flexibility to respond to changes in and within the traditional curriculum, including the introduction and management of new areas of learning and the advancing impact of ICT and its effect on learning and teaching approaches, and the increasing emphasis upon inter agency work in support of children and their families.
 - d) Some ASL establishments will provide outreach support to mainstream schools and this may require additional management capacity.
- 10.2 Holders of substantive management posts will be expected to act as a coherent management team for the school. Promoted post holders in salary conservation and Chartered teachers may be asked to undertake some additional duties commensurate with their salary placing.

10.3 Principal Teacher Posts

Principal Teachers should guide, organise and give direction to a number of classroom teaching staff and where appropriate, other support staff. Their team be largely dependent upon the size of the school, numbers of staff to be managed and priority developments which are being progressed.

Principal Teachers have key responsibilities for team leadership, quality assurance, performance management and partnership working. They may have responsibilities associated with the implementation of whole school policies and procedures such as behaviour management, health and safety, supervision of out of class activities, co-operation with relevant outside agencies and the pastoral care and other support needs of children or young people.

The Principal Teacher grade should retain the flexibility necessary to respond to the developing needs and changing demands of the school whilst recognising the importance of clear leadership for appropriate groups of staff.

In creating new posts, Heads of Establishment should give due regard to the following factors:

- a) The number of staff for whom a Principal Teacher has responsibility
- b) An appropriate amount of non-teaching time to be allocated to enable the Principal to fulfil the management duties of the post within the context of the 35 hour working week
- c) The majority of Principal Teacher posts in ASL schools should job size between PT1 – PT4.

10.4 Depute Headteacher Posts

The role of the Depute Headteacher is to assist and where necessary deputise for the Head of Establishment in the conduct of the school's affairs. Where there is more than one Depute Head Teacher, one Depute Headteacher may be given the specific responsibility of deputising for the Head of Establishment in his/her absence, or this responsibility may be undertaken on a rotational basis. Where an ASL school provides outreach support, a Depute Headteacher will retain overall responsibility for the quality of this provision.

The Depute Headteacher grade should retain the flexibility necessary to respond to the developing needs and changing demands of the school. The duties should focus on educational management with routine administrative tasks being carried out by administrative support staff. Schools require to undertake an audit to establish which duties require the skills of such senior managers and which could be done by administrative staff,

Depute Headteachers should guide, organize and give educational leadership and direction to teams of Principal Teachers/, classroom teachers, and where appropriate, other support staff. They should also have a high profile in quality assurance, personnel management, whole school issues such as behaviour management, cross-curricular activities, supervision of out of class activities, co-operation with relevant outside agencies and the pastoral care of pupils.

The majority of ASL establishments will have a significant number of support staff and a Depute Headteacher may be the line manager for the support staff. This will include absence management and professional development.

All Depute Headteacher posts are subject to job sizing. When job sizing a vacant Depute head teacher post, the remits of all Deputes should be considered to ensure a fair and reasonable distribution of responsibilities across the school.

Headteachers should focus on whole school leadership and management, setting strategic direction and the School Improvement Plan.

11 The School Management Plan

- 11.1 ASL Headteachers, after consultation with their staff, should submit to the Executive Director: Education, when requested a plan for the management structure of the school detailing the proposed deployment of promoted posts. The plan should ensure that all appropriate management responsibilities are allocated to a promoted position. This will be particularly relevant at times of significant increase or decrease in the pupil roll

As indicated in 4.1 above there will be a need for the management plan to be kept under review to retain flexibility to meet changing demands but also to respond to changes in the school roll and staffing entitlements. A fall in school roll may impact on the scale of the management structure of a school. Where this occurs Heads of Establishment will liaise with the Executive Director to determine the further steps which may be required to ensure the school can maintain cost effectiveness of its management structure.

- 11.3 Promoted posts which are not identified within the school's planned management structure will not be replaced when they fall vacant, although the resources released may assist in implementing a part of the new structure.

12 Funding the Management Structure

- 12.1 All schools have a funded Headteacher post outwith the 'points'.
- 12.2 The funding of promoted posts for an ASL school is determined by the global budgetary allocation for the differential cost of teaching posts and promoted posts.
- a) All ASL schools will have a Headteacher funded out with the allocation. The available funding for Depute Headteacher and Principal Teacher posts will normally be dependent on the pupil roll, the complexity of the pupil population and the available budget
- 12.3 Where a school creates additional promoted posts with temporary funding or funding out with the authority's core allocation, consideration should be given to the following:
- a) Duties of the post must not be those already carried out by another promoted teacher.
 - b) Is the post being created with a view to being time limited i.e. "job and finish", perhaps in relation to one aspect of the School improvement Plan?
 - c) The recruitment process for temporary posts should be fair and transparent.
 - d) If it is likely that the post will become a permanent part of the school structure(as per 6.2), the duration of any temporary appointment should be carefully considered

- 12.4 Budget will be managed centrally for the following to ensure that individual schools are not disadvantaged:
- a) The cost of Chartered Teachers
 - b) Cost of former Senior Teachers
 - c) Any additional redeployed promoted teacher out with the school structure.
- 12.5 The available budget allocation to each ASL school will be converted into a “points” value for promoted post value based on salary costs. The table is attached with point values. All schools will have a Headteacher appointed out with the allocated points.
- 12.6 Recruitment to any promoted post is recorded and discussed at the Education Services Workforce Planning Board.

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