To Heads of all Educational Establishments

Dear Colleague

Management Structures in Secondary Schools

This Management Circular sets out the general approach required of secondary schools when planning and implementing their appropriate management structures. It is based firmly on the premise that enhanced professionalism of all teachers, which was a key feature of the post McCrone Agreement ‘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 child or 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 teaching, learning and child or young person support in order to secure quality in every classroom.

Annex B in the Agreement sets out a clear list of professional duties for all teachers:

a) 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 Annex B of 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. Secondary School Management Structures

3.1 The key characteristics of secondary school management are;

   a) An educational management structure comprising three grades, Headteacher, Depute Headteacher and Principal Teacher.

   b) Principal teachers with responsibilities that reflect the school priorities in delivery of the curriculum and the provision of pastoral care.

   c) Administrative support provided by an enhanced level of support staff. School Business Managers have responsibility for the delivery of effective administrative support across learning communities or clusters of schools.

   d) Key focus on management tasks and responsibilities

      i. Responsibility for leadership, good management and strategic direction of colleagues;

      ii. Responsibility for development, implementation and evaluation of whole school policy in areas including behaviour management, pastoral care and additional support for learning;

      iii. Responsibility for co-ordination of curriculum development and quality assurance;

      iv. Responsibility for working with partners, other professionals and external agencies.
e) Management operating in a collegiate manner as a team with a key focus on school improvement and enhanced child or young person achievement and attainment.

f) Middle management organised to provide effective leadership and management in:

i. Supporting the delivery of the curriculum.

ii. The provision of child or young person support (including pastoral care, behaviour management and support for learning).

3.2 It is evident that no one structure will fit all schools, considering the wide variation in local circumstances in schools across the city: size of school roll, 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 process is devolved to school level.

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 secondary school must therefore be reviewed to be cost effective and reflect the task of educational management in a secondary school. It is anticipated that the enhanced professionalism of all staff will 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.

4.4 It is evident full implementation of a new management structure will take place over an extended period of time and will be dependent on those Principal Teachers whose posts are not in the new structure moving on from these posts and releasing the finance to create new Principal Teacher posts.

5. Management Capacity and Management Posts

5.1 The school’s management structure must 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, priorities as set out in the Education Service Plan and the school’s agreed priorities;

c) Retain flexibility to respond to changes in and within the traditional curriculum, including the introduction and management of new areas of learning (including vocational education and cross curricular activity) while others decline or disappear, the ever-advancing impact of ICT and its effect on learning and teaching approaches and school administration, extended teams of support staff and increasing emphasis upon inter agency work in support of children and their families.

5.2 Holders of substantive management posts will be expected to act as a coherent management team for the school.
5.3 Principal Teacher Posts

Principal Teachers should guide, organise and give direction to teams of professional teaching staff and where appropriate, other support staff. Their teams may relate to pastoral or child or young person support responsibilities, curricular or cross curricular areas, faculties or individual subject areas, 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, personnel management and partnership working. They 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 line management responsibility;

b) An appropriate amount of non-teaching time to be allocated to enable the Principal Teacher to fulfil the management duties of the post within the context of the 35 hour working week;

c) Where a faculty post is being designed, the subject groupings or faculty should wherever possible comprise subjects from within one mode or where knowledge, skills, methodologies, and learning and teaching approaches are similar. Geographical proximity of staff locations should also be considered.

Consultation with staff must be undertaken before any such groupings of subjects are implemented;

d) The authority’s approach to the provision of pastoral care for children or young people.

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. One Depute Headteacher may be given the specific responsibility of deputising for the Head of Establishment in his/her absence.

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 under the direction of the School Business Manager.

Depute Headteachers should guide, organise and give educational leadership and direction to teams of Principal 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.
Heads of Establishment should focus on whole school management tasks and responsibilities as outlined below:

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<th>Key management tasks</th>
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<td><strong>Quality Assurance</strong></td>
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<td><strong>Communication and Consultation</strong></td>
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<td>• Partnership with parents/carers and the community</td>
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<td>• Staff professional associations</td>
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6. **The School Management Plan**

6.1 Secondary school Heads of Establishment, after full consultation with their staff, should submit to the Executive Director: Education and Social Work Services 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 will impact on the scale of the management structure of a school. Where this occurs Heads of Establishment will liaise with the Executive Director: Education and Social Work Services 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.

Yours sincerely

Margaret Doran
Executive Director: Education and Social Work Services