

To: Policy and Resources (Vacancy Monitoring) Sub-Committee	Subject: EXEMPTION OF TEACHER POSTS
From: Head of Educational Resources	
Date: 28 September 2010	
Ref: ED/LE	

1. PURPOSE

- 1.1 The purpose of this report is to provide additional information to the Vacancy Monitoring Committee about teacher posts, particularly principal teacher and depute head teacher posts in all sectors and posts in the psychological service. These are all considered to make an essential contribution to the frontline delivery of the statutory education service.

2. BACKGROUND

- 2.1 As a result of the national agreement "A Teaching Profession for the 21st Century", a new 35 hour working week was established for all posts covered by the teachers' conditions of service such as teachers and educational psychologists. This agreement also established that unpromoted teachers across all sectors should have a maximum class contact time of 22.5 hours. Furthermore, the existing school management tiers were reduced from 6 to 3. These are head teacher, depute head teacher and principal teacher.

3. PRESENT POSITION

- 3.1 In North Lanarkshire the approach to management structures across schools and sectors was agreed with the teaching unions. This guidance was formalised in a management circular (F20).
- 3.2 It sets the parameters for the use of staff, including the overriding priority in the deployment of time to teaching duties and the much smaller time allocation to pupil support and management responsibilities.
- 3.3 Irrespective of sector, the only post within schools which remains completely non teaching is that of head teacher. All other promoted members of staff are considered to be part of the statutory provision and can be involved in the delivery of class teaching duties.

3.4 The current management allocation to schools is determined by the roll on the following basis.

primary 1 HT + 0.0022 x roll

secondary 1 HT + 0.0066 x roll

The 2011-14 budget savings package includes a proposal to reduce this allocation by the equivalent of 36 FTE posts.

3.5 A principal teacher in primary spends between 30 minutes and 1 hour 30 minutes on specific management duties, such as the school improvement plan, curriculum development and mentoring probationers. At all other times the principal teacher is class committed.

3.6 In the secondary sector there are two types of principal teacher posts. The principal teacher (curriculum) has a high level of class commitment and limited management time to carry out a range of tasks such as ensuring high quality of learning and teaching and implementing changes in the curriculum across a department. Importantly, the principal teacher (curriculum) is the lead subject specialist.

3.7 The post of principal teacher (pupil support) has both a timetabled class commitment and responsibility for pastoral support to about 150-200 pupils. This includes their personal and social development, child protection, behaviour management, multi agency case reviews inter-agency working and advising on career discussions. Due to the nature of these additional frontline pupil centred duties the average time allocated for pupil support duties is 5 hours out of the working week.

3.8 Although a senior management post, the depute head is required to provide significant frontline services to young people, including;

- (a) a designated class commitment, on average 50% of working time
- (b) first line absence cover in their own subject specialism or general cover
- (c) dealing with specific behaviour and child protection situations
- (d) working with and supporting vulnerable families

3.9 The psychological service is also part of statutory education provision. It comprises principal psychologist, depute principal psychologist, senior educational psychologist and educational psychologist posts. Authorities are obliged to make provision on the basis of an agreed national formulae based on the 0-19 child population. Educational psychologists are employed on teachers conditions of service and operate a 35 hour working week.

3.10 The psychological service plays a vital role in supporting young people, vulnerable families and the general education process. The needs of looked after and accommodated children, the statutory demands of the ASN (Additional Support Needs) Act 2009 and the GIRFEC (Getting it Right for Every Child) agenda are particularly important responsibilities. As a result each post in the psychological service delivers a frontline service on a daily basis. All carry a dedicated caseload of young people, with each psychologist being allocated a specific number of educational establishments.

4 CONCLUSION

- 4.1 Although the posts of principal teacher and depute are described as management posts, they are not predominantly managerial. Both these posts deliver a high percentage of frontline teaching duties and crucially are included within the basic staffing of all schools. Therefore, the service would request that the posts of principal teacher and depute head teacher are exempt from the restriction on the filling of vacancies. The implication is that these posts would be filled initially on the basis of internal advertising.
- 4.2 It is also requested that the two psychological service posts be granted similar exemption. The rationale for the request is the need to meet the legal obligations and to provide support for vulnerable young people and their families across the council.

5 RECOMMENDATIONS

- 5.1 The committee is asked to approve the exemption of the following posts from the restriction on the filling of vacancies;
- principal teacher
 - depute head teacher
 - senior educational psychologist
 - educational psychologist



Murdo Maciver
Head of Educational Resources

For further information please contact Murdo Maciver, Head of Educational Resources, on 01236 812269.