

## Brighton & Hove City Council

### For general release

**Meeting:** Children Families & Schools Sub-Committee

**Date:** Monday 18<sup>th</sup> October 2004

**Report of:** Director of Children, Families and Schools

**Subject:** Report on progress with the implementation of the National Agreement and the remodelling of the schools' workforce.

**Ward(s) affected:** All

#### 1. Purpose of the report

- 1.1 This report provides an update on progress with the implementation of the National Agreement and the remodelling of the schools' workforce.

#### 2. Recommendations

- 2.1 That the progress with implementation be noted.

#### 3. Background

- 3.1 The National Agreement on Raising Standards and Tackling Workload was signed on 15<sup>th</sup> January 2003. All the school workforce unions except the National Union of Teachers signed the agreement. The reforms were phased over three years. Alongside the implementation of the National Agreement the National Remodelling Team were formed to oversee the implementation of the changes to the school workforce. The Phases affect all teachers employed in Brighton and Hove both in schools and those centrally employed.
- 3.2 The key aspects of each phase are included. Phase 1 was to be implemented from September 2003 and required that teachers

should not undertake 24 of the 25 tasks relating to administrative and clerical duties. Time was to be allocated to all management and leadership responsibilities of all teachers and support provided for a reasonable work/life balance.

- 3.3 Phase 2 was to be implemented from September 2004 and introduced limits on cover for absent teachers to 38 hours with a view to further reductions. (There are no detriment clauses for staff who were providing less than this amount of cover before the Agreement).
- 3.4 Phase 3 and the most complicated is to be implemented from September 2005 and guarantees planning, preparation and assessment (PPA) time for teachers, equivalent to 10% of a teacher's normal timetabled teaching time. It also introduces new arrangements which mean that teachers are not required to invigilate external examinations. It also gives headteachers dedicated leadership time although no time is set.
- 3.5 Alongside these phases there are other measures to support the change process which include an attack on unnecessary paperwork and bureaucracy and additional resources and support to deliver the reforms.
- 3.6 The National Remodelling Team has the remit to encourage schools to review their school workforce and consider different teaching models. In some schools this has resulted in radical changes to the staffing, such as a lower ratio of teachers to teaching assistants and focusing teachers on teaching with the pastoral and support for learning roles being carried out by teaching assistants. It is also part of the preparation to meet new ways of teaching linked with ICT developments.
- 3.7 The remodelling work has been linked with the National Agreement as these reforms can be a way for schools to meet the Phase 3 requirements. For example one of our primary schools is employing a PE specialist to take the pupils half a day per week to give the teachers 10% PPA time. Others have chosen to employ a music specialist on the same basis.

#### **4. Progress with implementation in Brighton and Hove schools**

- 4.1 The implementation of the first Phase was relatively straight forward and the majority of schools have managed to implement Phase 1 successfully. This has been through employing additional support staff or the deployment of the existing staff in different ways. Some teachers have objected to one of the 24 tasks which concerns display and have wanted to continue to complete their own displays. In our schools according to the results of a survey of headteachers all have either implemented Phase 1 fully or have a plan in place to implement.
- 4.2 Phase 2 has also been implemented in most of our schools and this mainly affected the secondary phase. This has been achieved through changes to cover supervision arrangements within secondary schools. The Remodelling Consultants are following up with individual schools where Phases 1 and 2 has not been fully implemented.
- 4.3 Phase 3 is well in hand to be achieved in terms of planning. A raft of training has been scheduled for members of finance, human resources and the advisory service to provide support to schools on implementation. A programme of remodelling training is underway for headteachers and governors, as well as individual one to one support in schools. A pilot programme is well advanced with headteachers at five schools to help drive forward the change process.
- 4.4 A separate but closely linked matter is that of single status and the regrading of support staff to the National Level Descriptors. This work is ongoing through the Single Status team in Human Resources but part of the broader picture around remodelling as new job descriptions and roles are established.

#### **5. Financial Implications**

- 5.1 The cost of the school workforce reforms and remodelling to date (Phases 1 and 2) have been achieved with minimum additional resources. A small Standards Fund grant has been used to support the training programme and to employ remodelling consultants. In 2004-05 we are using this funding to employ a retired primary headteacher (Ron Guilford) and to second a secondary headteacher for two days per week (Geoff Ellis). Their role is to

drive the changes forward at an individual school level and they are providing support for headteachers on implementing Phase 3. The remainder of the funding is being used to employ (part time) a member of the human resources team to advise headteachers on an individual level about remodelling their workforce.

- 5.2 The financial implications of Phase 3 of the reforms have been modelled and additional funding provided by the Department for Education and Skills. Discussions are underway at the Schools Forum on the detail of the allocation of this funding which is intended to support the remodelling work in schools and calculations as to how far this will meet the estimated expenditure are being prepared.

## **6. Consultation**

- 6.1 There are a range of groups who are overseeing and monitoring the implementation of the National Agreement and the Remodelling of the Schools' Workforce; and who provide representatives from the various interest groups. There is a School Workforce Reform Task Group which includes representatives from headteachers, governors, all the school workforce unions (except Unison), the Remodelling Consultants, Council Officers from human resources, schools' training and development and education finance. This group is responsible for overseeing the implementation and support for schools on the three Phases and remodelling.
- 6.2 There is also a Remodelling Action Group comprising of the Adviser for Professional Development, the Remodelling Consultants, Council Officers from human resources, schools' training and development and education finance. They are responsible for working directly with schools on training and development and remodelling providing advice and guidance.
- 6.3 The consultation with the School Workforce Unions takes place through the Schools' Consultative Group and a sub group of that group has been formed to discuss specific issues related to the implementation of the National Agreement and the remodelling work.

## **7. Conclusion**

- 7.1 The implementation of the National Agreement will provide teachers with a better work life balance and provide a focus on

teaching and learning. At the same time the remodelling of the school workforce has important opportunities for headteachers and governors to determine firstly how they achieve the three Phases in the National Agreement; and secondly, to re-consider their workforce in the light of the remodelling and future requirements.

## COMMITTEE REPORT APPENDIX



<b>Meeting/Date</b>	CFS Sub Committee 18 <sup>th</sup> September 2004
<b>Report of</b>	The Director of Children, Families and Schools
<b>Subject</b>	Report on progress with the implementation of the National Agreement and the remodelling of the schools' workforce.
<b>Wards affected</b>	All

### **Financial implications**

Schools have been funded in 2004/05 with a minimum 4% per pupil increase and this has been designed to increase the funding available to schools in 2004/05 – partly to cover the phase 1 & 2 and partly as a result of the changes in 2003/04. The minimum funding guarantee is continuing for 2005/06 – Secondary and Special schools will get a minimum 4% and Primary and Nursery schools will get a minimum 5%. The increase guarantee is the DfES's estimate of how much the PPA time will cost Primary and Nursery schools.

DMT and the Schools Forum are looking at the relative impact on schools and will need to decide how any funding above the minimum 4 and 5% will be best targeted to schools.

Schools have been supported by the LEA's remodelling consultants who have been funded from a specific Standards Fund grant.

*Finance Officer consulted: Andy Moore                      Date: 4 October 2004*

### **Legal implications**

As this report is for noting, there are no legal implications to draw to Members' attention.

*Lawyer consulted: John Heys                                      Date: 6 October 2004*

<p><b>Corporate/Citywide implications</b> The National Agreement and the remodelling of the school workforce are a fundamental part of achieving the Corporate Priority of Thriving 14 year olds able to participate in city life.</p>	<p><b>Risk assessment</b> None</p>
<p><b>Sustainability implications</b> None</p>	<p><b>Equalities implications</b> The remodelling of the school workforce have important benefit for staff in terms of a better work life balance and providing a career structure with access to training and development.</p>

## COMMITTEE REPORT APPENDIX



### **Implications for the prevention of crime and disorder**

None

### **Background papers**

1. Raising Standards and Tackling Workload: a National Agreement (DfES, 2003)

### **Contact Officer**

Janette Karklins Assistant Director Children, Families and Schools 293514