

REPORT TO: EDUCATION COMMITTEE – 27 JANUARY 2014
POLICY AND RESOURCES COMMITTEE – 27 JANUARY 2014

REPORT ON: REVIEW OF SUPPORT STAFF STRUCTURES –
PRIMARY AND EARLY YEARS SECTORS

REPORT BY: DIRECTOR OF EDUCATION AND DIRECTOR OF CORPORATE
SERVICES

REPORT NO: 37-2014

1 PURPOSE OF REPORT

- 1.1 To seek approval for a revised support staff structure and deployment formula for the primary and early years' sector of the Education Department, following a comprehensive review of current provision.

2 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Policy & Resources Committees for their respective interests:
- i. approve the revision of the support staff structure of the Primary and Early Years' sector of the Education Department as outlined in this report; and
 - ii. note that amendments to post titles, grades etc. will be dealt with via the establishment change procedure.

3 FINANCIAL IMPLICATIONS

- 3.1 The implementation of the following proposal would result in the redeployment of 5.1 FTE excess Classroom Assistants with an estimated saving of £62k from financial year 2014/2015 onwards.

4 BACKGROUND

- 4.1 As part of the 2011/12 budget setting the Director of Education recommended a review of the Devolved School Management (DSM) scheme.
- 4.2 The DSM review group agreed to a sub group being set up to specifically review the support staff structure within Primary Schools. Trade Union involvement was included from the outset.
- 4.3 The current support staff allocation is based on school roll only and has been in place for a number of years.
- 4.4 Within primary schools and stand alone nurseries, there are currently up to 8 different types of posts of varying hours. Traditionally there has been a high turnover in a number of these low hour posts and recruitment and retention has been difficult. The varying posts are Administrative Officer - G5 (between 25 hours and 32.5 hours per week), Clerical Officer - G3 (up to 25 hours per week), Auxiliary - G3 (22.5 hours - 42.5 hours per week), Supervisory Assistant G2 (6 - 18 hours per week), Classroom Assistant - G4 (25 hours based on a ratio of all posts in school 15:1 child), Breakfast Club Supervisor - G5 (5.5 hours per week), Breakfast Club Assistant - G3 (6.25 hours per week), Health Assistant - G3 (15 hours per week)/Health and Wellbeing Assistant - G4 (22.5 hours per week). In the main, these posts work between 190 – 199 days.
- 4.5 Within the early years' sector, there is only 16 hours allocated for Clerical / Auxiliary cover, with an additional 5 hours being allocated on a temporary basis in recognition of the increased workload associated with extended hours and transitions work.

- 4.6 Six schools have been involved in a pilot for this new staff model – Ballumbie, Barnhill, Blackness, St Joseph's, Victoria Park and Balgay Hill Nursery with others moving to adopt new ways of working after consultation with their staff groups. All support staff were given the opportunity to attend a briefing/question and answer session in June 2013 as part of the pilot process.

5 PROPOSALS

- 5.1 It has been acknowledged that the current roll related system does not fairly represent other factors that affect support staff provision within a school, e.g. clothing grant entitlement, attainment, English not first language, nursery contracts etc. It is therefore proposed that in future, allocation is based on roll plus other set substantial criteria, as outlined in Appendix 1.
- 5.2 The current system of staff allocation in primary schools, does not give the Head Teacher the flexibility that is often required within a school environment to maintain an efficient service. It is therefore proposed that the future structure would see there being only 2 types of post within a primary school; Administrative Officer and Primary and Early Years School Assistant (PEYSA) and one post within a stand alone nursery school; Primary and Early Years School Assistant (PEYSA).
- 5.3 The roll of PEYSA will be a hybrid of all current roles within the sector other than Administrative Officer. The grade for the PEYSA will be Grade 3 / 4 (£14,450-£17,035 pro rata) with a bar at the top of Grade 3.
- 5.4 The current Administrative Officer allocation means some schools only have cover for 5 hours per day, which does not provide cover for periods outwith the main pupil day and is not conducive to the efficient running of the school. It is therefore proposed that all Primary schools have their entitlement to Administrative Officer hours reviewed in line with the new formula, as outlined in Appendix 1. Where a Primary school currently has in excess of this, the Administrative Officer will be allowed to retain these hours until they leave but the school's entitlement to PEYSA hours would be adjusted accordingly.
- 5.5 Each of the stand alone Nursery schools would be aligned to a Primary school, who would provide support to that school. This will assist the current workload issues experienced in the stand alone establishments, support the roll-out of DSM budgets to the early years' sector and will ease transition administration.
- 5.6 The Head Teacher will have devolved responsibility to allocate their PEYSA hours to suit the needs of the school, but must remain within their allocated budget.
- 5.7 The Administrative Officer post will be based on 199 days. However the 4 days, which are in addition to the standard 195 working days can be worked flexibly by negotiation and agreement between the Head Teacher and post holder. The PEYSA Post will be based on 195 days, however, existing staff will continue to work their contracted number of days with replacement staff issued with contracts for 195 days.
- 5.8 It is appreciated that some employees may not wish to extend their role to undertake the full remit of the new PEYSA post. It is therefore proposed that while all the posts will be re-designated as PEYSA, the job description has been differentiated to show which tasks are grade 3 and which would merit grade 4. For those employees who are on grade 3 but who are willing to undertake the required training to progress to grade 4 or who have prior relevant qualifications e.g. Professional Development Award or Early Years Practitioner, an Employee Personal Development Log (Appendix 2) has been developed, detailing the Core, Health and Wellbeing, Clerical Support and Classroom Led training that employees will require to undertake together with the duties to enable them to progress within the new PEYSA role. This will be a fundamental part of the annual Employee Personal Development Review (EPDR) process for such staff.
- 5.9 The move towards this new PEYSA role is made with a view to reducing staff turnover and giving employees greater job enrichment which is a key factor in the department's workforce planning strategy. It also gives Head Teachers greater flexibility in the management of support staff.
- 5.10 Changes will occur to staffing levels as a result of changes to factors within the schools. Reviews of structures will occur either when an employee leaves or on census day. In both cases, if a reduction or an increase in the entitlement to PEYSA occurs, this will be actioned as soon as practicable on a

temporary basis until the school have maintained the increase or decrease for an entire academic session.

- 5.11 This new model will also effectively link with the Corporate Business Support Service model, which seeks to ensure all administrative and clerical resources are allocated efficiently and effectively within localities. The role of the school Administrative Officer is part of this new service and will have a line management relationship with the Cluster Business Support Officer and on a daily basis with the Head Teacher.
- 5.12 Where schools are located together on one campus site, it is proposed to use a different formula for the allocation of staff to pool resources more effectively e.g. sharing a pool of PEYSA staff to manage in the playground areas etc. There will be only one Administrative Officer for the campus, reporting to the Corporate Business Support Officer (CBSO) but with additional PEYSA hours for the Head Teachers to allocate. The CBSO will assist the campus Head Teachers with the sharing of the staff resource.
- 5.13 This formula will be continuously reviewed and updated to reflect changes to processes and procedures within the Primary and Early Years Sectors of the Education Department.

6 **POLICY IMPLICATIONS**

- 6.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

7 **CONSULTATIONS**

- 7.1 This report has been subject to consultation with the Chief Executive, Head of Democratic and Legal Services, Head of Human Resources and the Trade Unions.

8 **BACKGROUND PAPERS**

- 8.1 None.

MARJORY STEWART
Director of Corporate Services

MICHAEL WOOD
Director of Education

14 January 2013

PEYSA - WEIGHTINGS FOR FORMULA

Roll		Base Establishment Allocation	Campus Allocation
0	109	5	0.5
110	220	10	1
221	325	12	1.5
326	450	15	2
450	+	20	2.5

English Not First Language (ENFL)		Allocation
0	5	0
6	25	0.2
26	50	0.4
51	75	0.6
75	+	0.8

Clothing Grants		Allocation
0	50	0
50	100	0.2
101	150	0.4
151	200	0.6
201	+	0.8

Assessment for Excellence Baseline Assessment (PIPS)		Allocation
1	5	0
6	10	0.2
11	15	0.4
16	20	0.6
21	+	0.8

Assessment for Excellence Baseline Assessment (INCAs)		Allocation
0	10	0.2
11	20	0.4
21	30	0.6
31	+	0.8

Looked After Children (LAC)		Allocation
0	5	0
6	10	0.2
11	15	0.4
16	20	0.6
21	+	0.8

NURSERY CLASS IN PRIMARY SCHOOL	
Up to 30/30	0.4
Between 30/30 & 70/70	0.8
Above 70/70	1.2
Linked to Stand Alone	1.5

ADMIN OFFICER BANDINGS		
PUPIL BANDINGS		hrs
0	300	27.5
301	375	30
376	500	32.5
501	+	35

STAND ALONE NURSERY SCHOOL	
Weightings for PEYSA Hours	
No of Pupils	
60/60	6
70/70	7
90/90	9
110/110	11
2 Year olds	1

**PRIMARY AND EARLY YEARS SUPPORT ASSISTANT (PEYSA)
EMPLOYEE PERSONAL DEVELOPMENT LOG**

EMPLOYEE'S NAME: _____ **DATE:** _____

ESTABLISHMENT: _____

This document is a breakdown of the training elements associated with the PEYSA Post. Core training will be mandatory for new appointments but optional for existing staff.

In order to progress from a Grade 3, staff will be required to complete some training from each of the sections, achieve credits of 12, of which 2 are within the Classroom Led/Small Group Activities section. In addition staff must be willing and able to undertake all PEYSA duties within the school commensurate with the grade being paid.

This log should be completed for discussion between the member of staff and the Head Teacher as part of the EPDR process. As a result of the EPDR discussion, the Head Teacher may make a recommendation to the Education Manager for the employee grade to be reviewed. Any increase will be implemented with effect from the first of the month following completion of the EPDR process.

Employees on Grade 4 can be deployed to any of the PEYSA roles in a school provided they have undertaken the training associated with that duty. Grade 4 employees who already have additional qualifications e.g. EYP or PDA or who have expressed an interest in and have undertaken additional in house modules in additional support needs, may be considered for other roles within school communities to provide cover e.g. ASNA roles.

CORE TRAINING				
Training	Credits	Training Approx. days	Provider	Date Achieved
Building Positive Relationships: including GIRFEC; Introduction to Curriculum for Excellence; relevant legislation	1	1	IH	
Administration of medication in schools	0.5	0.5	IH	
Confidence with Cash Handling in schools	0.5	0.5	IH	
Child Protection (Foundation)	1		IH	
Health & Safety:		2	IH	
Induction	0.5			
Manual Handling	0.5			
Fire Safety	0.5			
Introduction to Risk Assessments	0.5			
eLearning Modules:				
Word Processing	0.5		Corporate	
Excel	0.5		Corporate	
Email	0.5		Corporate	
Customer Services	0.5		Corporate	
Understanding EPDR	0.5		Corporate	

Health & Wellbeing Activities				
Training	Credits	Training	Provider	Date Achieved
Introduction to Understanding Challenging Behaviour	1	1	IH	
Food Hygiene	0.5		IH	
Dietary understanding: Food & Nutrition Healthy Eating	1	1	IH	
First Aid	1	0.5	Corporate	
Child Protection (Extension)	1		IH	
Infection Control (REHIS)	0.5	0.5	IH	

Clerical Support Tasks				
Training	Credits	Training	Provider	Date Achieved
SEEMIS Basic Training for New Staff	1		CPD Online	
Purchasing Training	1	0.5	Asst Finance Manager	
ECDL	1	modules	IH Application	
Introduction to School Finances	1	0.5	Asst Finance Manager	

Classroom Led / Small Group Activities				
Training	Credits	Training	Provider	Date Achieved
Curriculum for Excellence - Supporting Learning Skills	1	1	IH	
Supporting Learning in Literacy	1	1	IH	
Supporting Learning in Numeracy	1	1	IH	
Planning and Assessment	1	1	IH	

ADDITIONAL QUALIFICATIONS HELD	If known, please indicate the SCQF level of the qualification. Please attach copy of certificate.			
Training				Date Achieved

Employee Signature: _____ **Date:** _____

Line Manager's Signature: _____ **Date:** _____

Line Manager's Designation: _____

Head Teacher's Signature (if applicable): _____ **Date:** _____

This document should be scanned/mailed to the Staffing Section to be included in the employee Personal File.

KEY: IH: in house courses; current staff as tutors; Corporate: courses provided corporately; EXT: external providers