

REPORT TO: EDUCATION COMMITTEE AND POLICY AND RESOURCES COMMITTEE – 18 MAY 2015

REPORT ON: REVIEW OF SUPPORT STAFF IN SECONDARY SCHOOLS

REPORT BY: DIRECTORS OF EDUCATION AND CORPORATE SERVICES

REPORT NO: 162-2015

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek approval by the Education and Policy & Resources Committees of proposals to change the structure and allocation of support staff within secondary schools.

2 RECOMMENDATIONS

- 2.1 To implement a revised formula for the allocation of identified support staff in secondary schools as detailed in Appendix 1. The formula takes account of factors which reflect staff time required to support work in schools ie pupil roll, stage and deprivation. Allocations will be reviewed on a 3 yearly basis or when staff changes occur.
- 2.2 It is proposed that a new post with a specific job description and training plan be created to enable flexibility within schools. This will be a generic post of Secondary School Support Assistant (SSSA) and will encompass duties currently undertaken by Senior Clerical Officers, Clerical Officers, General Assistants and Auxiliaries. The implementation process must ensure staff with appropriate skills are matched to school's requirements. It is proposed to move to all posts being a maximum of 200 days per annum. This would mean current General Assistants and Auxiliaries could increase from 195 to 200 days per annum if they wish with Senior Clerical Officers and Clerical Officers remaining on their current contracted hours unless they wish to reduce from 205 to 200 days. Admin Officers would also be given the opportunity to reduce to 200 days per annum if they wish.
- 2.3 The hierarchal structure within schools is revised with all Senior and Clerical Officer posts becoming SSSA. Early discussion will take place with the staff group affected to minimise the impact of this change.
- 2.4 The tasks and processes in schools will be reviewed to ensure efficient and effective use of resources.
- 2.5 In line with the principles of Devolved School Management, the budget for the current Senior Clerical Officer and Clerical Officer posts which become SSSA posts will be transferred from Corporate Services to Education.
- 2.6 To review the allocation of School Technicians across the city and prepare a separate report.

3 FINANCIAL IMPLICATIONS

- 3.1 The implementation of this proposal will result in a revenue saving of £42,000 in financial year 2015-16 due to implementation from August 2015 and £68,000 in financial year 2016-17. The full year saving of £68,000 will be allocated between Corporate Services £58,000 and Education Department £10,000 revenue budgets. It is anticipated that the saving will be achieved by the removal of vacant posts which are currently unoccupied.
- 3.2 There will be initial costs in funding VER packages if required.

4 BACKGROUND

- 4.1 A Short Life Working Group (see Appendix 2) was established to review the allocation of support staff in secondary schools and report to the Senior Management Teams of Education and Corporate Services. The original allocation was based on the DSM Scheme which was approved in March

2004. Given the changes to current practices and the implementation of Curriculum for Excellence it was agreed that the current method of allocation is not reflective of modern needs in schools.

- 4.2 The aim of the group was to determine a clear and transparent rationale for the allocation of the undernoted support staff within the Secondary Sector:

Admin Officer
Senior Clerical Officer / Clerical Officer
Auxiliary
General Assistant

- 4.3 It is also proposed that the Senior Technicians and Technicians in the Secondary Sector be reviewed to determine if the allocation is still reflective of current needs in schools. As stated in paragraph 2.5 this will be the subject of a further report.

5 REVIEW AND FINDINGS

- 5.1 A survey was carried out in Dundee secondary schools to determine the demands and the main factors which influenced the tasks carried out by staff in schools.

- 5.2 The review also identified that there were inconsistencies across schools in carrying out tasks and therefore processes should be reviewed to ensure best practice is applied across all schools.

- 5.3 The proposed formula will need to be adapted to take account of future changes which impact on work undertaken within the secondary sector, for example On-line payments etc.

- 5.4 The feedback identified that the current demands in schools were influenced by:

Pupil Roll – stage of pupils

Deprivation – it was agreed to use number of pupils in receipt of clothing grants as an indicator for deprivation. This information is readily available and easier to incorporate into a formula than SIMD figures which relate to specific areas where pupils live.

- 5.5 It should be noted that regardless of the size of school there are tasks which every school must undertake and it was agreed that a base allocation would be given to each school. This base allocation will consist of 37 Administrative Officer hours and 74 hours SSSAs per week.

- 5.6 Feedback also indicated that there are some additional tasks associated with the senior stages. The pupil roll element of the formula will therefore be split to take into account pupil roll for S1-S3 and S4-S6 pupils to take account of these tasks.

- 5.7 The additional hours have been allocated proportionately as undernoted:

Factor	Percentage
S1-S3	37%
S4- S6	38%
Clothing grants	25%

- 5.8 Ultimately there is a requirement to have a simple formula that reflects the level of work within each secondary school. The group discussed the most appropriate allocation of the additionality to identify if this was reflective of school needs. Increasing the individual factors resulted in a disproportionate allocation of hours which did not reflect the needs of the school.

- 5.9 The group also requested benchmarking information from other Authorities to compare support staff allocations. Limited responses were received. As part of the implementation of the new model, it is proposed that visits are arranged to one or two other Authorities to look at their processes and practices to see if improvements can be made within Dundee.

- 5.10 The review has highlighted the very traditional hierarchical structure within the school office which has not been reviewed for a significant period of time. Where there are currently no Senior Clerical Grade 4 posts in schools, the specific duties undertaken ie staff task allocation, staff supervision and

deputising for the Administrative Officer, there has been found to be no impact on service delivery as accountability for these functions rests with Administrative Officers and Business Managers. The post of Senior Clerical Officer is therefore deemed to be not required. The impact of this is that current post holders would be matched to the Grade 3 SSSA post and in accordance with current conditions of service, subject to 3 years cash conservation. However, there is a commitment to work with the staff group affected together with their representatives, to minimize the impact of this change.

- 5.11 The recommendations impact on 7 current Grade 4 post holders and in order to mitigate the impact Appendix 3 provides details of the options which can be considered by the individuals.

6 IMPLEMENTATION

- 6.1 A number of long term temporary contracts are currently in place pending the outcome of this review. Where possible, staff with temporary contracts of more than 1 year will be considered for a permanent contract
- 6.2 Voluntary early retiral (VER) applications will be reviewed to determine if these can be granted if financially viable during the implementation of the recommendations.
- 6.3 To review the number of days worked by existing staff and
- increase from 195 to 200 days for current general assistants and auxiliaries if they wish
 - decrease from 205 to 200 days for senior clerical and clerical officers if they wish
 - offer Admin Officers the opportunity to reduce to 200 days if they wish.
- 6.4 To create a specific link between Business Support and Business Managers/Administrative Officers to ensure consistency of approach in processes and practice across the secondary sector. This linkage can also be made with the Cluster Business Support Officers to ensure best practice is shared between primary and secondary sectors and resources can also be shared if required, thus creating capacity and resilience.
- 6.5 Regular meetings should be held with relevant staff to safeguard employees and ensure the smooth implementation of these proposed changes.

7.0 POLICY IMPLICATIONS

- 7.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

8 CONSULTATION

- 8.1 The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services, Secondary Head Teachers and Trade Unions have been consulted in the preparation of this report.

9 BACKGROUND PAPERS

- 9.1 None.

MICHAEL WOOD
Director of Education

MW/DW

May 2015

APPENDIX 1

PROPOSED ALLOCATION FOR SECONDARY SCHOOLS

BASE FORMULA

	ADMIN - FTE	ADMIN - HOURS	SSSA – FTE	SSSA HOURS
Base Allocation	1	37	2	74

ADDITIONAL ALLOCATION OF SECONDARY SCHOOL SUPPORT ASSISTANTS

S1-S3 Roll			
Roll from	To	FTE Allocation	Hours
0	50	0.2	7.4
51	100	0.3	11.1
101	150	0.4	14.8
151	200	0.5	18.5
201	250	0.6	22.2
251	300	0.7	25.9
301	350	0.8	29.6
351	400	0.9	33.3
401	450	1	37
451	500	1.1	40.7
501	550	1.2	44.4
551	600	1.3	48.1
601	650	1.4	51.8
651	700	1.5	55.5
701	750	1.6	59.2

S4-S6 Roll			
Roll from	To	FTE Allocation	Hours
0	50	0.4	14.8
51	100	0.5	18.5
101	150	0.6	22.2
151	200	0.7	25.9
201	250	0.8	29.6
251	300	0.9	33.3
301	350	1	37
351	400	1.1	40.7
401	450	1.2	44.4
451	500	1.3	48.1
501	550	1.4	51.8
551	600	1.5	55.5
601	650	1.6	59.2
651	700	1.7	62.9
701	750	1.8	66.6

No of Clothing Grants			
Roll from	To	FTE Allocation	Hours
0	50	0.3	11.1
0	50	0.3	11.1
51	100	0.4	14.8
101	150	0.5	18.5
151	200	0.6	22.2
201	250	0.7	25.9
251	300	0.8	29.6
301	350	0.9	33.3
351	400	0.8	29.6
401	450	0.9	33.3
451	500	1	37

Admin Officer Posts in Secondary Schools

	Current Revenue budget – not all posts filled	Proposed Admin Allocation	Current Formula based on current pupil roll	Actual Staff in Post	Difference FTE (Proposed minus Actual Staff in Post)
Baldragon Academy	1	1	1	1	0
Braeview Academy	1	1	1	1	0
Craigie High	1	1	1	1	0
Grove Academy	1	1	1	1	0
Harris Academy	1	1	1	1	0
Menzieshill High	1	1	0	1	0
Morgan Academy	1	1	1	1	0
St Johns High	1	1	1	1	0
St Pauls Academy	1	1	1	1	0
TOTAL	9	9	8	9	0

Support Staff Posts in Secondary Schools

	Current Revenue budget – not all posts filled	Proposed SSSA Allocation	Current Formula based on current pupil roll	Actual Staff in Post	Difference FTE (Proposed minus Actual Staff in Post)
Baldragon Academy	4.4	4.6	4.75	4.76	(0.16)
Braeview Academy	3.3	4.2	3.58	3.69	0.51
Craigie High	5.3	4.5	4.18	4	0.50
Grove Academy	5.5	5.4	6.99	7.12	(1.72)
Harris Academy	6.9	4.9	5.32	6.91	(2.01)
Menzieshill High	4.2	3.9	3.72	3.87	0.03
Morgan Academy	5.3	5.2	5.32	4.32	0.88
St John's High	5.3	5.2	5.32	4.6	0.60
St Paul's Academy	6.1	5	4.75	4.65	0.35
TOTAL	46.3	42.9	43.93	43.92	(1.02)

TOTAL ADMIN AND SUPPORT STAFF	55.3	51.9	51.93	52.92	(1.02)
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Short Life Working Group members:

Janet Robertson, Head of Human Resources and Business Support
Murray McLeod, Business Support Policy and Projects Co-ordinator
Diana Weir, Finance Manager
Linda Smith, Assistant Finance Manager
John Carroll, Head Teacher, St Paul's Academy
Raymond Perry, Depute Head Teacher, Braeview Academy
Fiona Gilroy, Business Manager, St Paul's Academy
Philip Smith, Business Manager, Craigie High School
Laura West, Business Manager, St John's High School
Susan McLaren, Unison
Pauline Milne, Human Resources Officer

OPTIONS FOR GRADE 4 POSTS

Implementation of this proposal would mean that cash conservation would apply for a period of 3 years from the date of implementation for the current Senior Clerical Officers. However, work will be undertaken to mitigate the impact. Options which Senior Clerical Officers can consider are:

- the members of staff become Secondary School Support Assistants but are placed on the redeployment register and can be considered for Grade 4 vacancies as they arise throughout the Council.
- an increase in the length of the working year from 205 days can be offered to staff. This could be worked flexibly throughout the year to ensure there is no detriment to their annual salary.
- part-time staff can be offered increased hours so there is no detriment to their annual salary.
- Review applications for Voluntary Redundancy / Voluntary Early Retirement for Senior Clerical Officers to determine if these can be granted if financially viable.

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?		Yes X	No ☐
Is this a Full Equality Impact Assessment (EQIA)?		Yes ☐	No X
Date of Assessment: 2 April 2015		Committee Report Number: 162-2015	
Title of document being assessed: Secondary Support Staff Review			
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) ☐		This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) ☐ X	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.		Review of Secondary Support Staff allocations.	
3. What is the intended outcome of this policy, procedure, strategy or practice?		Update formula to ensure equitable distribution of staff to meet school requirements.	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.			
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.		No consultation with protected groups has been undertaken.	
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)		Janet Robertson – Head of HR and Business Support Diana Weir – Education Finance Manager Linda Smith - Assistant Finance Manager	
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)		No requirement to carry out any further consultation, the implementation of this initiative will be closely monitored by Council officers.	

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	☐	☐	X	☐
Gender	☐	☐	X	☐
Gender Reassignment	☐	☐	X	☐
Religion or Belief	☐	☐	X	☐
People with a disability	☐	☐	X	☐
Age	☐	☐	X	☐
Lesbian, Gay and Bisexual	☐	☐	X	☐
Socio-economic	☐	☐	X	☐
Pregnancy & Maternity	☐	☐	X	☐
Other (please state)	☐	☐	X	☐

Part 3: Impacts/Monitoring

1. Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)	Implementation will result in a fair transparent allocation of staff across all secondary schools.
2. Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)	No.
3. What action is proposed to overcome any negative impacts? (e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)	N/A.
4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)	N/A
5. Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)	No
6. How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)	The implementation of this new initiative will be monitored. Council officers are available to assist schools with individual school implementation issues that may arise.

Part 4: Contact Information

Name of Department or Partnership	Education
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Type of Document	
Human Resource Policy	☐
General Policy	☐
Strategy/Service	X
Change Papers/Local Procedure	☐
Guidelines and Protocols	☐
Other	☐

Manager Responsible	Author Responsible
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Signature of author of the policy:		Date: 01/05/15
Signature of Director/Head of Service:		Date: 01/05/15
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	May 2016	