



REPORT

To: Services Committee

25 January 2007

From: Executive Director Education and Social Care

Northern Community Justice Authority (Northern CJA) – Progress Report

1. Introduction

- 1.1 The purpose of this report is to inform Members as to progress in relation to the establishment of the Northern CJA and comments received from the Scottish Executive in relation to the Community Justice Authority Strategic Plan. Mark Hodgkinson, Chief Officer of the Northern CJA will be in attendance.

2. Background

- 2.1 The Northern CJA is currently in its shadow year and the Council representative on the authority is Councillor Grains and the substitute representative is Councillor Gregson. The authority will be fully constituted as the Northern CJA in May 2007.
- 2.2 A Strategic Plan was submitted to the Scottish Executive in September of last year setting out the strategy of the CJA, particularly in relation to reducing offending.
- 2.3 Feedback on the Strategic Plan has now been received and is attached as Appendix 1.

3. Current Position

- 3.1 Members will note that one of the comments on the Strategic Plan was for the Authority to set out: -

‘How the CJA will engage its partners in the Western Isles, Orkney and Shetland’.

Services Committee - Thursday 25 January 2007
Agenda Item No. 01 - Public Report

- 3.2 As part of the response to this the Chief Officer of the Northern CJA is attending this meeting of the Committee to listen to Members' views.

4. Links to Council Priorities

- 4.1 Reducing crime and offending is a key element of the Council's priorities for a safer Shetland.

5. Links to Corporate Plan

- 5.1 Assist in a healthy and safe environment, and one in which everyone is able to take part.
- 5.2 Everyone has the right to feel safe in his or her community.

6. Financial Implications

- 6.1 There are no direct financial implications arising from this report.

7. Policy and Delegated Authority

- 7.1 All Social Work matters stand referred to the Services Committee. The Committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council (Min Ref SIC 70/03).

8. Recommendation

- 8.1 Services Committee is requested to comment on feedback in relation to the Northern CJA Strategic Plan.

Report Number: SC02-07-F

Northern CJA Plan – Scrutiny Panel Report and Actions
Appendix 1

Item No	Points from Scrutiny Panel Report	Actions taken by amendments to the Plan
	Weaknesses	
1	Actions require more work to support direction stated.	Action Plan amended to include an 'outcomes' column and amended to link more closely with priorities.
2	Appears to have focus on high risk priority group only – may be appropriate to local priorities but doesn't appear to fit contextual analysis.	More work done and reflected in the plan in respect to analysis of criminal justice facts, priorities and Action Plan.
3	There is no reference to national strategy outcome on involvement of families.	<p>The references to involvement of families in the National Strategy include:-</p> <p>Outcomes for Communities "Timely information and, where appropriate, involvement for the families of offenders".</p> <p>Outcomes for offenders "maintained or improved relationships with families, peers and communities".</p> <p>The Northern CJA's draft area plan did contain reference to the involvement of families in Section 5 – Communications Strategy. Section 6, 6.2.1 has been expanded to include involvement of families within the ICM process.</p> <p>The Section 1.8 of the draft plan on key criminal justice facts and statistics, has been expanded to include domestic abuse statistics. Actions in respect to this are included in Sections on Priorities and Action Plan. These include the necessary involvement of partners of domestic abusers in the actions to be taken to deal with this issue.</p>
4	The CJA's role in ensuring proper follow up to the SWIA inspection report should be made clearer.	Action Plan amended and strengthened.
5	Some aspects of the plan are not developed as yet, such as workforce.	The Section 4 – Developing and Supporting the Workforce has been rewritten and expanded.
6	The new ways of working needs to develop beyond strengthening existing practice.	Some amendments made to this section of the plan.

Services Committee - Thursday 25 January 2007
 Agenda Item No. 01 - Public Appendix

Item No	Points from Scrutiny Panel Report	Actions taken by amendments to the Plan
7	Finance and costing is not dealt with sufficiently and it is not clear how the difficult resource allocation decisions will be dealt with.	A section has been included in Section 3 and actions specified in the Action Plan.
8	In recognising that this is a plan for year 1, the plan still needs to start out with clear commitment to the direction of changes. Timing is critical and there are risks in leaving things as they are for too long.	A number of the amendments to the plan have addressed this issue. The direction of change is, however, clear in the Executive Summary at the start of the plan.
9	The plan is very good in places but is not yet consistent and does not fit together as one document.	All the above amendments are designed to improve coherence.
	Issues	
10	How the CJA will deal with the inconsistency in the plan – some parts are very coherent, others unrelated to key objectives and more like a listing of existing activity or cycle of audit/examinations without action to follow?	The amendments made to the plan address “inconsistency”. Action plan amended to achieve “follow up”.
11	How the CJA will engage its partners in the Western Isles, Orkney and Shetland?	Specifically addressed in Section 1.5 of the Plan.
12	How the CJA will balance its approach to the complex resource allocations in year one without giving the impression that this is about not much more than “business as usual” or that this is about individual authorities protecting their own budgets?	A section has been included in Section 3 and actions specified in the Action Plan



Shetland Islands Council

REPORT

To: Services Committee
Shetland Islands Council

25 January 2007
08 February 2007

From: Sport & Leisure Service Manager

REVIEW OF STEWARDING ARRANGEMENTS FOR THE ISLESBURGH COMPLEX

1. Introduction

- 1.1 The purpose of this report is to seek agreement for the implementation of a new shift pattern for the 4 FT Stewards at Islesburgh and the creation of two PT Stewards posts at Islesburgh, each post to be for 5hrs per week.

2. Links to Corporate Priorities

- 2.1 The recommendation in this report support the Councils corporate objective of improving Performance Management by recommending revised working arrangements, which will provide enhanced supervision of the Islesburgh facilities but within the budgets already submitted for the service.

3. Background

- 3.1 At a meeting of the Services Committee on 15th June 2006 a report entitled "STAFFING STRUCTURE FOR MANAGEMENT OF ISLESBURGH FACILITIES" was considered and approved by Members (Min Ref: SC 51/06). In this report a new staffing structure for the management of the Islesburgh Facilities was agreed. In addition, it was also agreed that a further review of the Stewarding arrangements of the Islesburgh facilities should be undertaken and presented to Council at a later date.

4. Present Position

- 4.1 Over the last few months the Stewarding arrangements, to provide adequate supervision of the Islesburgh facilities, has been considered by management. The key considerations in this review has been the desire:
- To ensure that the facilities i.e. Islesburgh Community Centre and Islesburgh House, incorporating Lerwick Youth Hostel are adequately supervised at all times to meet health and safety and fire regulations.
 - To minimise the impact of any changes in working patterns for existing Stewards at Islesburgh.
 - To ensure that Stewards will not have to work an excessive number of hours per week.
 - To maintain the cost of any change within existing budgets.
- 4.2 At present, there are 4 FT and 2 PT Stewards at Islesburgh who are directly managed by the Senior Steward/ Technician post. Two of the FT Steward posts are vacant at present. The current weekly coverage of the buildings by Stewards can be seen in Appendix A of this report.
- 4.3 The FT Stewards at Islesburgh work a 4 week shift pattern during the summer when the Lerwick Youth Hostel is open, and a different 4 week shift pattern during the winter when the Lerwick Youth Hostel is closed. A copy of the current summer and winter shift patterns for FT Stewards can be seen in Appendix B to this report. The summer time shift pattern includes a period where FT Stewards are required to work 12 days in a row i.e. 7 back shifts followed by 5 day shifts. However, as you will note from the summer shift pattern in Appendix B, these 2 additional days worked are not compensated by additional days off, but are paid as overtime to the Steward. Therefore, in order to provide an adequate break for Stewards, and reduce costs it is being proposed that the FT Stewards shift pattern be amended to provide a 2 day break following the period of 7 back shifts, thus meaning that the FT Stewards only work 3 days the following week. A copy of the proposed new summer and winter shift patterns can be seen in Appendix C to this report.
- 4.4 However, in order to provide adequate Stewarding cover for the Islesburgh facilities when the Stewards are having their 2 days off, it is proposed that the additional Stewarding cover be provided by the Senior Steward/Technician who currently works a day shift Monday to Friday.
- 4.5 In order to provide continuity for the FT Stewards throughout the year and additional Stewarding cover of the facilities during the winter months, it is also being proposed that the new shift

pattern be worked all year round, with only a slight change in hours between summer and winter time. If agreed this proposal would provide additional Stewarding cover of the facilities, at weekends during the winter, which at present is only covered by one PT Steward on a back shift and one PT Steward on an early shift.

- 4.6 It is also proposed that in order to provide adequate cover of the facilities all year round that a further two PT Steward posts be created to cover day shifts at the weekends. These posts would be for a 5 hour period, with one covering a Saturday and the other covering a Sunday. If agreed this proposal would mean that at all times during the year there would be 2 Stewards on duty to provide cover of the facilities. In addition, the introduction of 2 PT Steward posts would provide more options for management to find cover for staff absences and annual leave cover.
- 4.7 If all of the proposals in this report are agreed then at all times there would be 2 Stewards on duty. If agreed the revised weekly coverage of the building by Steward can be seen in Appendix A.
- 4.8 Members should note that consultation meetings have been held with the exiting Stewards in Islesburgh and most of their initial concerns have been addressed. However, the impending introduction of Single Status and its potential impact on Employee Terms and Conditions is creating a high degree of uncertainty for the two existing FT Stewards at Islesburgh. Therefore, it is being proposed that the two existing FT Stewards should not be forced onto the new shift pattern but should be given the option to either remain on their existing shift pattern or following the introduction of Single Status transfer to the new shift pattern. However, if the new shift pattern is agreed then it is proposed that the two vacant posts and all further recruitments to the FT Stewards posts should be on the basis of the new shift pattern.
- 4.9 It should also be noted that agreement to a new shift pattern by existing Stewards will not alter any of the terms and conditions accepted by the Council under the TUPE agreement with Islesburgh Trust, other than the change of hours to be worked by the FT Stewards in the new shift pattern. In addition, implementation of the proposals in this report will also ensure the Council's compliance with the working time regulations.

5. Proposals

- 5.1 In order to ensure that there is adequate Stewarding cover of the Islesburgh facilities it is proposed that:

- 5.1.1 The proposed new 4 week shift patterns for FT Stewards in Appendix C be agreed and implemented from Monday 26th March 2007.
- 5.1.2 The shift pattern is worked all year round, but with a slight variation in hours between the summer and winter periods.
- 5.1.3 Two PT Steward posts are created at Islesburgh to provide additional Stewarding cover of the facilities at weekends, each post to be for a 5 hours period on a Saturday and a Sunday.
- 5.1.4 The two existing FT Stewards be given the option to either remain on their exiting shift pattern or following the introduction of Single Status transfer to the new shift pattern.

6. Financial Implications

- 6.1 The additional salary cost of introducing the new shift pattern in Appendix C, is approximately £650 per FT Steward, a total of £2,600 per year.
- 6.2 The additional salary cost of creating 2 PT Stewards posts is £7,083 per year based on salary estimates for 2007/08.
- 6.3 The total cost of agreeing the proposals in this report is £9,683. However, in agreeing the proposed new shift pattern then the requirement for overtime would be significantly reduced. Therefore these additional costs can be accommodated in the savings achieved by reduced overtime costs and other efficiency savings. There would therefore, be no additional costs to the Council in agreeing these proposals.

7. Policy and Delegated Authority

- 7.1 All matters relating to the provision of Sport and Leisure Services stand referred to the Services Committee (Min Ref: SIC 70/03). The Services Committee only has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 7.2 As the recommendation falls out with delegated powers, a decision of the Council is required.

8. Recommendations

I recommend that the Employee Joint Consultative Committee and Services Committee recommend to Shetland Islands Council to agree:

8.1 The proposals in section 5 of this report.

January 2006
NW/LAB

Report No. CD-204-F2



Shetland Islands Council

REPORT

To: Services Committee

25 January 2007

From: Head of Schools

SCHOOLS SERVICE - SERVICE IMPROVEMENT PLAN

1. Introduction

- 1.1 There is a duty on Education Authorities to produce a statement of education improvement objectives annually in terms of the Standards in Scotland's Schools etc Act 2000. These have to be produced annually by December.
- 1.2 A corporate framework for service plans has been produced for all services. The format for this Improvement Plan has followed what was agreed by the Integrated Children's Services Planning Group.
- 1.3 There has been wide ranging consultation with staff in schools, School Boards and central staff through an audit of the Schools Service. This has been used to inform the Schools Service - Service Improvement Plan.
- 1.4 The draft up-dated Schools Service - Service Improvement Plan which had to be produced by December 2006 is placed in the Members Room for reference. This is the first Services Committee following the production of the Improvement Plan for it to be approved.
- 1.5 There is an executive summary of the Improvement Plan which is attached as Appendix A. This includes priorities for schools to consider in their development plans for 2007/08.

2. Link to Council Priorities

- 2.1 Equal Opportunities - Shetland will benefit from everyone having the same chances to make their fullest contribution in every field.
- 2.2 Achieving Potential - The Council will continue to provide the best learning environment for all. A Best Value Education Service continues to be Council policy.

- 2.3 Excellence - The Council must set excellent standards for its own outlook and services to fulfil its leadership role in Shetland society.
- 2.4 Consistent Planning and Action - Making sure all our planning and decisions focus on delivering our priorities and work with public sector partners to maximise resources within Shetland.

3. Background

- 3.1 The Schools Service audited using Inspections of Education Authorities 2 (INEA2). Information was gathered from staff in schools, School Boards and central staff. This informed the improvement objectives for the plan.
- 3.2 The Scottish Executive published Integrated Children's Services Planning Guidance on 11 November 2004. This sets out the framework for the Integrated Children's Services Plan which was produced in March 2005.
- 3.3 The Schools Service - Service Improvement Plan was integrated into the Children's Services Plan for Shetland.

4. Financial Implications

- 4.1 There are no financial implications arising from this report. All costs within the plan are part of the Schools Service budgets or external funding.

5. Policy and Delegated Authority

- 5.1 All matters related to education stand referred to the Services Committee (Min Ref: SIC 70/03). The Services Committee has delegated authority to make decisions on matters within approved policy, and for which there is a budget.

6. Recommendation

- 6.1 I recommend that the Services Committee approve the up-dated Schools Service - Service Improvement Plan.

Services Committee - Thursday 25 January 2007
Agenda Item No. 03 - Public Report

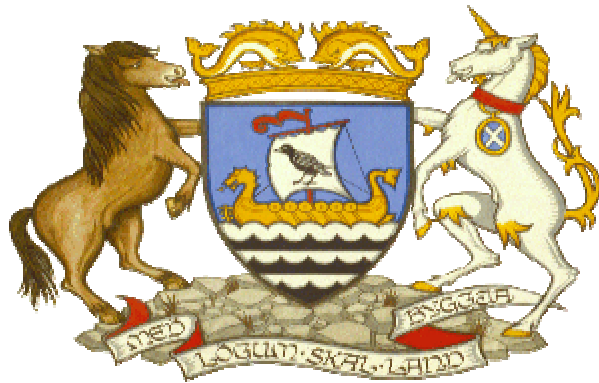
Our Ref: HB/ME
01-F

Report No: ED-

SHETLAND ISLANDS COUNCIL

Education and Social Care Department

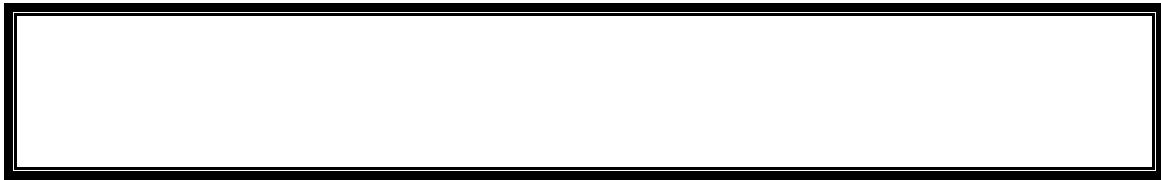
SCHOOLS SERVICE



SUMMARY OF IMPROVEMENT PLAN 2005 - 2008

DECEMBER 2006 UP-DATE

Objectives for 2007



**Summary of the Education Service Improvement Plan 2005 - 2008
 December 2006 Up-date**

Priorities for schools to consider for their Development Plans	<i>National Priority / QMIE</i>
To ensure that teaching, learning and assessment, including determined to succeed, are directed to achieving the principles set out in A Curriculum for Excellence	QMIE 2
To encourage all schools in Shetland to work towards becoming health promoting schools	NP 2
To develop the recommendations of the Parental Involvement Act	QMIE 4
To implement the Schools (Health Promotion and Nutrition) (Scotland) Bill	NP 2
To implement the Additional Support for Learning Act	NP 3
To implement 'Glow' throughout the Schools Service	QMIE 2

The other priorities have been set out under the seven key areas as described in the guidance for integrated children's services planning. They are broken down under How Good is Our School? 2002 (HGIOS) and cross referenced to the National Priorities (NP) and Quality Management in Education 2 (QMIE).

Safe: Children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community.	<i>NP / QMIE</i>
Support for pupils (HGIOS)	
To progress the review of the schools' Management Information System (MIS) in conjunction with the SIC's ICT Unit.	QMIE 8
To implement local policy on transfer of children from one school to another.	QMIE 6
To implement 'Glow' throughout the Schools Service.	QMIE 2
To progress Data-sharing Partnership.	QMIE 8
To improve co-ordination in relation to Child Protection.	NP 3

To develop and implement a policy and an impact assessment tool for monitoring compliance with the Disability Discrimination Act.	NP 3
Resources	
To implement the National Guidelines and practice relating to Cooksafe (HCCP).	NP 2
To register Early Years Workers with SSSC.	NP 2

Nurtured: Children and young people should live within a supportive family setting, with additional assistance if required, or, where this is not possible, within another caring setting, ensuring a positive and rewarding childhood experience.	
---	--

Healthy: Children and young people should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.	
Curriculum (HGIOS)	
To implement the 'Happy, Safe and Achieving their Potential' Report.	QMIE 2
To encourage all schools in Shetland to work towards becoming health promoting schools.	NP 2

Achieving: Children and young people should have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential.	
Curriculum (HGIOS)	
To develop an effective system for the management and deployment of peripatetic staff.	QMIE 3
To develop an effective management system for supply staff in schools.	QMIE 7
To implement enhanced arrangements to deliver continuous improvement for learning and to reach high standards of achievement through Determined to Succeed.	NP 5
Attainment	
To improve attainment in writing.	NP 1
To complete the current Learning and Teaching Scotland Numeracy project and develop the implications across the authority.	NP1
Learning and Teaching (HGIOS)	
To support schools in their developments towards A Curriculum for Excellence.	QMIE 2
To promote enterprise in education as integral to learning and teaching and to extend opportunities for vocational learning.	NP 5
To introduce new vocational learning opportunities for pupils aged 14 and above.	NP 5
Resources (HGIOS)	
To develop an ethos of collegiality.	QMIE 9
To complete the review of the Scheme of Devolved School Management.	QMIE 8
To progress the School Estate Management review as remitted by the Council.	QMIE

Services Committee - Thursday 25 January 2007
 Agenda Item No. 03 - Public Appendix

	8
To progress the Secondary staffing review.	NP 2
To develop an induction scheme to fully equip and support any member of staff taking up a post within the Schools Service.	NP 1
Management, leadership and quality assurance (HGIOS)	
To develop and implement an effective communication strategy.	QMIE 6
To develop Quality Assurance in the pre-school sector.	QMIE 5
To establish a policy framework for the Schools Service.	QMIE 6
To review the aims of the Schools Service.	QMIE 9
To develop Leadership across the Schools Service.	QMIE 9

Active: Children and young people should be active with opportunities and encouragement to participate in plan and recreation, including sport.	
Curriculum (HGIOS)	
To introduce "Cultural Ambassadors" into all schools.	NP 5
To work with Cultural Partners to develop cross curricular projects using the arts.	NP 5
To develop new Shetland Dialect resources.	NP 5
To produce a renewed arts education strategy beyond 2007.	NP 5

Respected & Responsible: Children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.	
Ethos (HGIOS)	
To take forward the Parental Involvement Act legislation.	QMIE 4

Included: Children, young people and their families should have access to high quality services, when required, and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.	
Attainment (HGIOS)	
Learning and Teaching (HGIOS)	
To improve the attainment and achievement of young people who are not fully involved in mainstream education (future NEET Pupils) through the Alternative Curriculum Education Shetland programme (ACES).	NP 5
Support for Pupils (HGIOS)	
To contribute to the development of the Integrated Assessment Framework (IAF).	NP 3
To introduce and support the revised Managing Inclusion Guidelines.	NP 3
To develop local provision for Shetland's most vulnerable young people.	NP 3
To ensure strategies are in place to support the progress of the lowest attaining young people and the progress of Looked After Children.	NP 3
To link with Social Work to provide support for Visually Impaired	NP 3

Services Committee - Thursday 25 January 2007

Agenda Item No. 03 - Public Appendix

and Hearing Impaired children and adults.	
To further develop services for pupils with Autism Spectrum Disorder (ASD).	NP 3
To develop a Dyslexia Service.	NP 3
To implement the Additional Support for Learning Act (ASL).	NP 3
To devise a Web based scheme to assist the delivery of Work Experience and to maximise choice for young people.	NP 5
Resources	
To ensure an equitable allocation of support for learning resources.	NP 3
Management, leadership and quality assurance (HGIOS)	
To review the Lerwick Additional Support Team.	NP 3

16 January 2007



REPORT

To: Services Committee

25 January 2007

From: Head of Education

SHARED MANAGEMENT

1. Introduction

- 1.1 The purpose of this report is to request that Members approve alterations to the guidelines that will direct the Schools Service structure when shared management of schools is to be considered.

2. Link to Council Priorities

- 2.1 Strengthening Rural Communities - The Council will do this by supporting commercial activities throughout Shetland with preferential assistance for remote areas and seeking to decentralise some public sector employment away from Lerwick.
- 2.2 Active Citizenship - Supporting groups and individuals in their efforts to maintain high quality facilities and community life. Working to ensure that everyone who wants to do so can take part in their community.
- 2.3 Achieving Potential - The Council will continue to provide the best learning environment for all. A Best Value Education Service continues to be Council priority.

3. Background

- 3.1 In October 2004, the Best Value Service Review of Education recommended the closure of five small primary schools. Members voted for the schools to remain open, but for enabling reports to be brought forward on shared management for these schools (Min Ref: SC 67/04).

- 3.2 A shared management model was set up for three schools on the Westside of Shetland: Skeld Primary School, Sandness Primary School and Happyhansel Primary School. After a six-month pilot, Members approved its establishment on 18 May 2005 (Min Ref: SIC 79/05).
- 3.3 Other models have been approved, namely Olnafirth Primary School with Mossbank Primary School; Fetlar Primary School with Baltasound Junior High School, Cullivoe Primary School with Mid Yell Junior High School; Bressay Primary School with Foula Primary School.

4. Current Position

- 4.1 A report on the principles of shared management of schools was submitted to the Services Committee on 26 January 2006 (Min Ref: SC 03/06) to establish the strategic direction for shared management for schools in Shetland.

5. Proposals

- 5.1 It is proposed that Members approve the attached discussion paper on the Principal Teacher in Shared Management Arrangements in Shetland Schools (Appendix A) which alters slightly the guidelines on the Principles and Practices which were approved on 26 January 2006.
- 5.2 The discussion paper on the Principal Teacher in Shared Management Arrangements in Shetlands Schools was approved at LNCT on 13 November 2006 (Min Ref: LNCT 24/06). This clarifies the definition of the role a Principal Teacher undertakes in a school in the absence of the Head Teacher for schools within Shared Management arrangements.

6. Financial Implications

- 6.1 There will be financial implications associated with the approval of this report. The Principal Teacher FTE in the Shared Management Model will need to allow for additional 0.1 FTE management time. Any additional increase will be met from within existing budgets.

7. Policy and Delegated Authority

- 7.1 All matters relating to the provision of Education stand referred to the Services Committee (Min Ref: SIC 70/03). The Services

Services Committee - Thursday 25 January 2007

Agenda Item No. 04 - Public Report

Committee only has delegated authority to make decisions on matters within approved policy and for which there is a budget.

- 7.2 As the recommendation falls outwith delegated powers, a decision of the Council is required.

8. Recommendations

I recommend that the Services Committee recommends to Shetland Islands Council to agree to:

- 8.1 adopt the Discussion paper on the Principal Teacher in Shared Management Arrangements in Shetlands Schools as approved at LNCT on 13 November 2006.

January 2007

Our Ref: HB/ME
02-F

Report No: ED-

APPENDIX A



**Shetland
Islands Council**

REPORT

To: Local Negotiating Committee for Teachers

13 November 2006

From: Head of Schools

**DISCUSSION PAPER ON THE PRINCIPAL TEACHER IN SHARED
MANAGEMENT ARRANGEMENTS IN SHETLAND SCHOOLS**

1. Introduction

- 1.1 This paper provides members of the Local Negotiating Committee for Teachers with an outline of the Schools' Service position on the use of Principal Teachers in Shared Management arrangements in primary schools in Shetland. It is presented as background and the draft generic remit for Principal Teachers is attached as Appendix A.
- 1.2 Appendix A is being presented for negotiation and agreement.

2. Link to Council Priorities

- 2.1 Having confidence in our own capabilities and being innovative in providing locally appropriate solutions that address national and international priorities effectively is a Corporate Plan priority (Section One, Celebrating Our Cultural Identity, Priority 13). Putting in place shared management of schools, where appropriate and as a result of agreement with local school communities, will assist in ensuring this objective is met.
- 2.2 Treating employees fairly, courteously and consistently is a Corporate Plan objective (Section Three, Commitments to Staff, Priority Five). Ensuring equitable arrangements are in place for all our staff employed in our schools will assist in ensuring this objective is met.

3. Background

- 3.1 In October 2004, the Best Value Service Review of Education recommended the closure of five small primary schools. Members voted for the schools to remain open, but for enabling reports to be brought forward on shared management for these schools (Min Ref: SC 67/04).

- 3.2 In January 2006 members approved Shared Management Guidelines for Shetland's Schools (Min Ref: SC 03/06) which included the provision of a Principal Teacher in schools involved in a Shared Management arrangement. The relevant extract from the minute makes it clear that Members approved the Principal Teacher taking responsibility for the school in the absence of the Head Teacher.
- 3.3 Appended to the Committee report was a document entitled Responsibilities of a Principal Teacher in a Shared Management Arrangement. This paper has subsequently been shared with LNCT. The Management Side acknowledge the error in not seeking agreement on this particular document from LNCT first.
- 3.4 On 17 June 2006 the Union Side of the LNCT presented a document for discussion at the LNCT meeting on 27 June 2006, which stated that the posts of Principal Teachers in the Westside Shared Management Plot had been wrongly classified as Principal Teachers and that their duties were in fact those of a Depute Head.
- 3.5 On 6 September 2006 the Management Side of the LNCT presented a discussion paper on Deputising in Primary Schools and the consequent role of the Principal Teacher in Shared Management Arrangements in Shetland Schools.

4. Current Position

- 4.1 The fundamental issue involved here is that of who deputises for a Head Teacher when he or she is in another school within a Shared Management Model.

5. Proposal

- 5.1 In retaining Principal Teachers in Shared Management Models it is accepted that they are part of the Senior Management Team for the Shared Management Model and that they deputise for Head Teachers when they are not in school. This addresses any concern around responsibility for Health and Safety in the school as the Head Teacher has overall responsibility for this.
 - 5.2 Each Principal Teacher in a Shared Management Model will be allocated 0.1 FTE management time.
- 5.2 The Generic remit which takes account of the above is included as Appendix A. The Head Teacher will determine from Annex B of *A Teaching Profession for the 21st Century*, agreement reached following recommendations made in the McCrone Report, the specific areas of responsibility and management duties. This would lead to a specific remit which would be used for job sizing and could vary from school to school.

6. Conclusions

- 6.1 The Management Side hopes that these proposals in section 5 will recognise the key role the Principal Teacher plays in the Shared Management Model.

7. Financial Implications

- 7.1 All costs related to the creation of Principal Teacher posts within Shared Management arrangements will be presented to Members for approval.

8. Policy and Delegated Authority

- 8.1 The LNCT provides a forum for the negotiation of conditions of service for teachers, in relation to matters set out in SNCT 8, for local determination.

9. Recommendations

- 9.1 The Management Side recommend that the LNCT reach agreement on a definition of the role a Principal Teacher undertakes in a school in the absence of the Head Teacher, and that this definition stands for schools within Shared Management arrangements. A proposed definition forms part of the generic Principal Teacher remit presented for agreement as Appendix A from Annex B of *A Teaching Profession for the 21st Century*, agreement reached following recommendations made in the McCrone Report.

November 2006

Our Ref: HB/ME
26-F

Report No: ED-

**Shetland Islands Council
Education and Social Care Department
Schools Service**

Generic Principal Teacher Remit

Salary

The salary for any Principal Teacher post will be determined by applying the job sizing toolkit as agreed by SNCT.

Location

Various.

Responsible to

Head Teacher.

Duties of the Post

The duties of a Principal Teacher are drawn from the outline duties for Principal Teacher set out in Annex B of the Agreement '*A Teaching Profession for the 21st Century*' (attached).

Allocation of Duties

Principal Teachers will work under the direction of the Head Teacher in accordance with the policies of the school and the Schools Service.

Depending on the nature of a particular school the Head Teacher will determine, from Annex B, specific areas of responsibility and management duties which may vary from time to time without making significant changes to the duties of the post or the level of responsibility entailed. Such variations are a common occurrence and may not normally justify re-job sizing.

Other Duties

In addition, Principal Teachers also have the duties and responsibilities of every teacher and a duty to carry out other such tasks and responsibilities as designated by the Head Teacher within the terms of reference of Annex B of *A Teaching Profession for the 21st Century*. All duties must be capable of being undertaken within contractual time, having regard to workload.

Please note that in those schools where there is no depute head post(s), and a principal teacher is the only management position besides the Head Teacher, it is recommended that the Principal Teacher post includes within the job profile the following duty:

Services Committee - Thursday 25 January 2007

Agenda Item No. 04 - Public Appendix

- In the absence of the Head Teacher, the postholder will act as a first point of contact and communication in the school
- The Principal Teacher is a permanent member of the Senior Management Team

ANNEX B

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories: -

- (a) teaching assigned classes together with associated preparation and correction
- (b) developing the school curriculum
- (c) assessing, recording and reporting the work of pupils
- (d) preparing pupils for examinations and assisting with their administration
- (e) providing advice and guidance to pupils on issues related to their education
- (f) promoting and safeguarding the health, welfare and safety of pupils
- (g) working in partnership with parents, support staff and other professionals
- (h) undertaking appropriate and agreed continuing professional development
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school

In addition, all Principal Teachers' duties are drawn from the following list:

- (a) responsibility for the leadership, good management and strategic direction of colleagues.
- (b) curriculum development and quality assurance.
- (c) contributing to the development of school policy in relation to the behaviour management of pupils.
- (d) the management and guidance of colleagues.
- (e) reviewing the CPD needs, career development and performance of colleagues.
- (f) the provision of advice, support and guidance to colleagues.
- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- (h) the development of school policy for the behaviour management of pupils.
- (i) assisting in the management, deployment and development of pastoral care staff.
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.



REPORT

To: Services Committee

25 January 2007

From: Head of Schools

PRE-SCHOOL FUNDING

1. Introduction

- 1.1 The Scottish Executive has made a commitment in their response to the National Review of the Early Years and Childcare Workforce to increase the level of funding for partner providers for commissioned pre-school educational places.
- 1.2 The Scottish Executive believes that the advisory floor for pre-school does not meet the costs for partner providers of delivering a quality pre-school education service.
- 1.3 It is recognised that a high quality workforce is essential to deliver high quality pre-school education and that there is the need for greater investment in staff in the private and voluntary sectors; both to enable greater training for staff and to cover the increasing costs of recruiting, rewarding and retaining a more professional workforce.
- 1.4 The advisory floor funding has been raised in recognition of this.

2. Link to Council Priorities

- 2.1 **Achieving Potential:** The Council will continue to provide the best learning environment for all. A best value schools service continues to be a Council priority.
- 2.2 **Consistent Planning and Action:** Making sure all our planning and decisions focus on delivering our priorities and work with public sector partners to maximise resources within Shetland.

3. Current Position

- 3.1 The increased funding level from the Scottish Executive means an increase from £1,037 to £1,250 for providing a pre-school place at the Partner Providers. In Shetland the funding allocated to the Partner Providers currently sits at £1,397.02 per place.
- 3.2 The Education Support Officer, Early Years has been funded from the original Excellence Fund and currently from the National Priorities Action Fund which are external funding sources. This funding is due to finish in March 2008.

4. Proposal

- 4.1 The Schools Service does not require the additional Grant Aided Expenditure funding of £21,000 in 2006/07 and £33,000 in 2007/08 but it is proposed from 2008/09 that funding be allocated to the Schools Service. This funding is through the core local government finance settlement. It will be paid towards the end of March 2007 as a redetermination of revenue support grant and included in the revised financial settlement from 2007/08 onwards.
- 4.2 This will help facilitate the improvement of quality in the Partner Providers.
- 4.3 It is proposed that the post of Education Support Officer, Early Years be established. This will mean that the support provided to Partner Providers by the Schools Service will continue. This post has assisted the Partner Providers over the years and is crucial in ensuring quality improvement in the Partner Providers.
- 4.4 The level of funding to the Partner Providers will remain at £1,397.02 for this current school year, as it is more than the Scottish Executive has allocated.

5. Financial Implications

- 5.1 To utilise the additional funding for Pre-School Education, which will be included in Finance Settlements from 2007/08, to establish the post of Education Support Officer, Early Years. This temporary post is externally funded at present, and will continue to be funded externally in 2007/08, so the additional funding is requested from 2008/09 onwards.
- 5.2 The Schools Service does not require an increase in funding in 2006/07 and 2007/08.
- 5.3 In 2008/09, should the additional funding be insufficient to cover the full cost of the post, any shortfall would be met from GRE1151.

6. Policy and Delegated Authority

6.1 All matters relating to the provision of Education stand referred to the Services Committee (Min Ref: SIC 70/03). The Services Committee only has delegated authority to make decisions on matters within approved policy and for which there is a budget.

6.2 As the recommendation in this report falls outwith delegated powers, a decision of the Council is required.

7. Recommendations

I recommend that Services Committee recommend to Shetland Islands Council that:

7.1 the allocation to Shetland Islands Council for 2006/2007 of £21,000 and for 2007/08 of £33,000 is not required by the Schools Service.

7.2 the additional GAE will be allocated to the Schools Service from 2008/09.

7.3 The post of Education Support Officer, Early Years be established.

January 2007

Our Ref: HB/SM
03-F

Report No: ED-



Shetland Islands

Council

NOTE

Social Forum

Council Chamber, Town Hall, Lerwick

Wednesday 22 November 2006 at 10.30am

Councillors:

W N Stove	C B Eunson
F B Grains	E J Knight
W H Manson	

Stakeholders:

K Gallant, Voluntary and Independent Sector Partnership
S Inkster, Shetland Children's Panel and Child Care Partnership
T Macintyre, Church Representative

Also:

Councillor B P Gregson
S West, Chair, AHS School Board

Apologies:

Captain G G Mitchell
C Hughson, Voluntary and Independent Sector Partnership
W Fraser, Association of Shetland Community Councils
M Simpson, Scalloway Community Council
Shetland Islands Tourism
NHS Shetland
Hjaltland Housing Association

In Attendance (Officers):

M Spence, Quality Improvement Officer
L Roberts, Quality Improvement Officer
L Adamson, Committee Officer

Chairperson:

Mr W N Stove, Chairperson of the Forum, presided.

Circular:

The circular calling the meeting was held as read.

Minutes:

The note of the meeting held on 5 October 2006 was confirmed.

19/06 – Carer Information Strategy

In response to a query from Mr E J Knight, Ms K Gallant advised that information on services and benefits available to carers were being distributed by the pharmacies in the dispensing bags.

Ms Gallant advised that numerous activities were being planned for the "Support Carer's Rights" day in Brae on 8 December, and that Alastair Carmichael, MP, and Tavish Scott, MSP, had agreed to participate in the event.

21/06 **Update from Community Planning Board – Chairperson**

The Chairperson advised that there had been no further CPB meetings since the September issue of the “Tagidder Shetland” Newsletter had been produced. Members noted that the next CPB would be held on 4 December.

22/06 **Scottish Schools (Parental Involvement) Act 2006**

The Forum considered a report by the Head of Schools (RECORD Appendix 1).

The Chairperson welcomed Mr S West, Chair of the Anderson High School School Board to the meeting.

Ms M Spence advised that one of her responsibilities, as Quality Improvement Officer, was to support the functions of School Boards throughout Shetland. With the introduction of the new Scottish Schools (Parental Involvement) Act 2006, she had been heavily involved in encouraging School Boards, parents and teachers to submit their views on the new legislation to the Scottish Executive. Presentations on the Act were also being given to all schools in Shetland. Members noted that the Act received Royal Assent in June 2006, had been launched by the Scottish Executive in September 2006, and following a year of preparation, the Act would be implemented in August 2007.

Ms Spence provided the Forum with a PowerPoint presentation entitled “Parents as Partners in their Children’s Learning – A Guide to the Scottish Schools (Parental Involvement) Act 2006”. (A copy of the presentation is attached as Appendix 1A). The presentation outlined the importance and benefits of involving parents and guardians in their children’s education, the roles for schools in the new Act, encouraging parental involvement, establishing Parent Forums and Parent Councils and setting up the task groups in schools. Ms Spence advised that the Scottish Executive had provided very useful guidance to the Act, and an extremely useful toolkit to assist parents and schools work together. The Chairperson said that the new legislation was very complex and would have a considerable impact on Shetland.

In response to a query from Mr B P Gregson, Ms Spence advised that the establishment of Parent Councils were optional, as had been the establishment of School Boards. However should the Parent Forum agree to establish a Parent Council, the Parent Council would be a statutory body.

Mr Gregson said that one of the biggest barriers deterring individuals being involved with activities in schools was the need for disclosure checks, with separate checks having to be undertaken for different activities. Ms Spence explained that some of the disclosure check guidelines had recently been relaxed, with one check applying for individuals who help at a number of schools, provided that this check had been carried out by the employing service, and was done within

three years. She added that she would be encouraging the production of guidelines on confidentiality and conduct for parents who help at schools.

Mr S West, Chair, AHS School Board, said that the challenge would be to persuade parents to get involved in the implementation of the new Act, to get the message out to the wider community and to encourage parents to put forward their views on Parent Councils.

In response to a query from the Chairperson, Ms Spence said she envisaged no change in funding allocation to administer the Parent Councils, as had been in place for the School Boards, and that a Parent Council Clerk would continue to be paid an honorarium.

Ms K Gallant suggested an additional avenue for informing and involving parents in the establishment of Parent Councils, through the new Shetland Community portal. Ms Spence agreed that would be very helpful.

Ms Spence explained that there would be challenges in setting up Parent Councils, to encourage schools to set up a task group, and to encourage parents to participate. The whole ethos of the Act needs to encourage mind set change, as not all teachers welcome greater parental involvement, and teachers will be encouraged to undertake training where appropriate. However, it was anticipated that Parent Councils would be set up in the majority of Shetland schools by the end of the implementation year.

Mr T Macintyre said it could be difficult to encourage leadership on the Parent Councils, and it would be necessary to keep a balance between the predominantly parental involvement, teachers and head teachers.

Ms Spence advised that unlike the School Boards, decisions on budget expenditure, occasional holidays and how the school is used out of hours has been removed from the functions of Parent Councils. Parent Councils need to concentrate on the quality of education and the views of parents, and it is the intention to work closely with Community Learning Development Officers to provide and assist with training for Parent Council members.

Mr Gregson said that generally the School Boards worked very well in Shetland and was a good system and those involved felt they were making a good contribution to their school. In response to a query from Mr Gregson, Ms Spence advised that discussions are currently being had at a national level to see if the Parent Councils could be supported by a National Parental Council. There are currently School Board Chairs group meetings in Shetland, who meet to discuss any concerns, issues and training needs. She envisaged that a similar group would continue to meet, as well as a smaller, representative group of Chairs.

Mrs F B Grains stressed the importance of parents on the Parent Councils undergoing training prior to being involved in the appointment of senior staff to the school. Ms Spence confirmed that the relevant training is provided for those involved, and would continue to be provided for Parent Council members.

A Scottish Executive leaflet "Making the Difference – A New Law to Support Parents", was tabled at the meeting (Attached as Appendix 1B).

Ms Gallant suggested that the Shetland Council of Social Service (SCSS) could assist Parent Councils with some basic training as the SCSS currently provide advice to community groups on constitutions and are involved in a Community Council Support Scheme, providing basic committee skills and good practice in community involvement. Ms Spence welcomed the suggestion.

The Chairperson thanked Ms Spence for the informative presentation.

23/06

Education (Additional Support for Learning) (Scotland) Act 2004

The Forum considered a report by the Head of Schools (RECORD Appendix 2).

Ms L Roberts, Quality Improvement Officer, advised that the Additional Support for Learning Act had been implemented in November 2005. She provided the Forum with the background to the Act, which aims to improve identification of additional support needs (ASN), ensure the involvement of and consultation with parents and to have staged, clear procedures in place to address any concerns or conflict.

A short case study video was shown, and Members noted where the system had failed for the parent whose child had been diagnosed with Asperger Syndrome, a mild form of Autism. The video highlighted the pupil's experiences through school, and the constant battle and series of broken promises of assistance to the parent and the pupil, and the circumstances that led the pupil being excluded from his school.

Ms Roberts said that the Additional Support for Learning Act commits schools to identifying children and young people who have ASN; to providing clear information to parents; and to ensuring the school reviews and provides for ASN. With the new Act, the definition of ASN does not necessarily relate to children with severe, long term or profound learning needs, but widens the concept of need to acknowledge any child or young person who requires any form of additional support with learning – for example, the bereaved, the non-English speaker, or those with emotional and behaviour difficulties. The Education Service has to provide training to school staff, as well as NHS Shetland, the careers service and Social Work all of whom could be involved, particularly if a young person required a co-ordinated support plan. Ms Roberts explained that parents of children with ASN

now have a right to request the use of mediation services should they have a particular issue to resolve.

The Scottish Executive's Summary Handout on the Additional Support for Learning Act was tabled at the meeting (Attached as Appendix 2A). Copies of the SIC's Mediation Service leaflet were also tabled (Attached as Appendix 2B).

In response to a question from the Chairperson, Ms Roberts advised that the mediation service in Shetland would be provided by Resolve:ASL; a national mediation provider. Ms K Gallant advised that she had been requested by the Manager of the Citizens Advice Bureau (CAB) to report his concerns to the Forum on the issue of Resolve:ASL providing the mediation service in Shetland, and he questioned whether the national agency would be capable of providing the service in Shetland. Ms Roberts advised that CAB had been considered to provide the service locally, however it was thought important, that in the early years of the Act's implementation, it was important that the provider was versed in the Act itself. Resolve:ASL have been asked to work with local mediation services in order to provide a long-term local solution.

Ms S Inkster, Shetland Children's Panel and Child Care Partnership, advised that the Integrated Assessment Framework for young people would involve a care plan to include ASN and Looked After Children, and the information would be shared between the various service sectors.

In response to a concern from Mr W H Manson, Ms Roberts advised that schools are currently considering creative options, rather than excluding a particular disruptive child from a school.

Ms K Gallant advised that Shetland Disability Group were meeting on 24 January to discuss ways to improve the transition from schools for pupils with ASN.

On behalf of the Forum, the Chairperson thanked Ms Roberts for the information provided.

24/06 Issues for Further Discussion

The Chairperson expressed his concern that the only Shetland event to be included in the Highland 2007 leaflet was the Shetland Folk Festival. Ms K Gallant advised that the Community Regeneration Partnership had been unsuccessful in their attempt to receive funding.

CHAIRPERSON