HIGHLAND COUNCIL

Committee: Care, Learning and Housing

Date: 30 May 2018

Report Title: **Sustainable Education in Highland Communities**

Report By: Director of Care and Learning

1.   Purpose/Executive Summary

1.1 The purpose of this report is to update Members on developments regarding the Management of Schools programme and to make recommendations on next steps.

2.   Recommendations

2.1 Members are asked to note the progress on proposals presented to the March Committee and agree:
  i. the reframing of the programme as 'Sustainable Education in Highland Communities';
  ii. the five workstreams set out in the revised programme plan;
  iii. that engagement progresses with regard to management structures and school groupings in the Gairloch, Kinlochleven, Inverness High, Thurso and Wick ASGs;
  iv. that local stakeholder groups are established in other ASGs, linking with Community Planning and other local partnerships; and
  v. the appended team job descriptions (Appendices 2-5) agree in principle the implementation of Team Leader school office posts.

3.   Introduction

3.1   At the People Committee in March Members were apprised of ongoing progress on the Management of Schools programme.

3.2   The key aims of the programme are to address the challenges facing schools and Highland Council in delivering affordable, sustainable and high quality education in our communities. Members have agreed key principles and objectives for the programme, involving:
   - The need to revisit existing cluster arrangements that had largely developed as a reaction to local recruitment difficulties.
   - Build new arrangements around Associated School Groups (ASGs) and natural communities, and as far as possible, around the child's learning journey from 3 – 18 years.
   - Support for Headteachers to be the leaders of Learning and Teaching, assisted in the organisation of the school by efficient processes and systems, and by the most relevant other services.
   - Like other rural authorities, moving to a model of non-class committed Headteachers, involving an overall reduction in number by 30/40.
   - Enhanced support for leaders and future leaders into management roles.

3.3   Members agreed in March to a range of measures, including to:
   - Invest in articulating and restating the purpose, vision and objectives of the Programme, including enhanced programme management
   - Establish a steering group including parent council representation and Headteachers, to act as a 'sounding board'
   - Give consideration to a matrix model, which might help determine local arrangements, based on identified variables
   - Initiate a formal evaluation of the outcomes of the Programme to date, and collaboration to share learning across the Northern Alliance.

3.4   Committee also agreed not to take any proposals forward for the Phase 2 ASGs at that time and that future community engagement should enable sufficient time and focus on a smaller number of ASGs, promoting understanding of the options and opportunities regarding any new arrangements.

4.   Sustaining Education in Highland Communities

4.1   An early action was to establish the proposed Programme Steering Group and this has now met on two occasions.

4.2   The Steering Group has focussed on the revised programme plan that has been developed in discussion with senior Members, Headteachers and the Corporate Improvement Team within the authority.

4.3   The revised plan includes reframing the programme as 'Sustainable Education in Highland Communities'. It is attached as **Appendix 1**.

4.4   Taking account of the discussion at Committee and the preceding seminar, and other feedback from Headteachers and Parent Councils, the revised programme involves a

reduction in the number of workstreams to five:
- Achieving high quality educational outcomes – lead: Head of Education
- Management structures and school groupings – lead: Head of Education
- Support for schools – lead: Head of Resources
- Workforce planning and development – lead: Workforce Planning and staffing manager
- Communications – lead: Communications Officer

4.5   The five work-streams will be underpinned by the cross cutting themes of Technology, Behavioural Changes and Property.

4.6   The programme plan recognises the critical overlap with work associated with the expansion of Early Learning and Childcare and community engagement via the local community planning partnerships.

4.7   As agreed in March, the revised plan includes proposals to strengthen the programme team to ensure that there is capacity and the specialist skills to deliver and drive change. This involves the following roles, detailed in section 5 of the Plan:
- Programme Manager
- Programme Officer
- Communications Officer
- Community Engagement Officer

4.8   Proposed job descriptions and person specifications for the four posts above are appended (**Appendices 2-5**) for approval.

5.   Management Structures and School Groupings

5.1   Committee agreed that there should be a rolling programme of engagement and consideration of recommendations regarding management structures and school groupings, not tied to any specific phased cycle.

5.2   Sufficient momentum has been established in the discussions to date regarding the Gairloch, Thurso and Wick ASGs, that it is proposed that it is advantageous to continue the engagement process with these communities, towards bringing proposals for management structures and school groupings back to Committee.

5.3   It is also proposed that there would be value in building on the locality planning discussions for Kinlochleven, to take account of the educational arrangements across this ASG.

5.4   It is further proposed that there would be value in undertaking engagement regarding the Inverness High ASG, looking at the advantages of an integrated model of local management and support to the communities that evidence the highest indicators of multiple deprivation in the authority.

5.5   Depending on the stage of discussions at a local level, further engagement with local stakeholders in these communities may be dependent on the enhanced programme team. Whatever, stakeholder groups should be confirmed in each of these ASGs. These will provide opportunities for local Elected Members, Parent Councils,

community groups, Headteachers and all school staff to become involved in discussions and offer a forum for sharing their thoughts and opinions. The first such group has already been formed in Caithness. There will also be continuing briefings at ward business meetings.

5.6   A matrix model for reviewing local arrangements is also being considered. Work is ongoing to review the school DSM manual, staffing entitlements, and minimum ASG sizes based on combined roll etc. Any matrix will inevitably be complex particularly because of both Highland geography and the variation in size of our schools and communities. All factors and identified variables will be explored, such as: numbers of schools and school campuses, school roll, levels of need and deprivation, Headteacher and Teacher recruitment, distance between schools and transport infrastructure, and size of catchments.

6.   Support for Schools

6.1   Considerable work has progressed on the development of a new office support structure. Two pilots have been concluded to test possible new support posts in school offices;
1. a Team Leader post to remove the administrative burden on head teachers and the senior management team around SQA Administration, RPO management, financial management, timetabling, recruitment and managing school office staff
2. a cluster clerical post to create a co-ordinating role in some of our larger school clusters

6.2   Feedback from headteachers and clerical staff involved in the pilots has been overwhelmingly positive with head teachers being able to identify how these posts have aided them in delegating administrative tasks which has then allowed them to focus more on learning, teaching and improvement in their schools.

6.3   The school office Team Leader posts have been based on the existing and evaluated Business Support Team Leader job description and amended to address the particular requirements of the school office environment.

6.4   Team Leader posts will begin to tackle some of the bureaucratic burden faced by head teachers. The intention is to begin implementing these posts in phase 1 schools in the new school session.

6.5   Full draft reports are being prepared for each pilot, these will be presented to the August committee. An executive summary for the Team Leader pilot has been appended (**Appendix 6**) to this report.

7.   Other Actions

7.1   A review of Headteacher recruitment has been initiated, led by the Director and Head of Education and involving a representative group of Headteachers from across the authority.

7.2   An external evaluation of the programme to date is being scoped in preparation for a September start. The evaluation will focus on the Phase 1 ASGs that were re-

structured and take into account the views of all stakeholders with the particular aim of identifying the educational and community benefits that have been gained, as well as learning points for the programme, whilst also identifying any issues or barriers that remain.

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7.3 Consideration has been given to aspects of the programme that can be supported by other Services across the Council such as Development & Infrastructure. Work on Facilities Management, cashless catering and cash free school offices, school lets and the innovative use of school facilities will be important in ensuring that schools and Headteachers are adequately supported.

7.4 A summit is being organised, probably for September, to articulate and learn from the shared experience of other Northern Alliance authorities regarding sustainable education. Interest remains high across the Northern Alliance with most of the other local authorities considering or pursuing similar approaches.

8.   Implications

8.1 **Resource**

As recently stated by Audit Scotland, "*Councils continue to face challenges on a number of fronts, not least the challenge of continuing to deliver a wide range of services to local communities with reducing budgets. Transformational change is increasingly important to councils as they seek to improve local outcomes with less money. Implementing successful transformation is not easy. Successful transformation requires robust planning, clear and coherent leadership and suitably skilled staff. Councils may need to invest in the short term to save in the long term.*" (***Local Government in Scotland: Challenges and Performance 2018***)
The Management of Schools programme is predicated on ensuring sustainable education in local communities, which means affordable as well as quality provision. It recognises that Council budgets will remain challenging for a number of years to come, and that strategic change is preferable to unplanned budget reductions.

The proposals included in this report would involve enhancing the programme management resource. It is projected that an additional 2 FTE staff will be required to deliver the programme.

The cost of the enhanced programme team is expected to be in the region of £220,000 - half of which is already accounted for within the current programme. It is envisaged that this additional investment will help achieve significant savings, as well as efficiencies, and ensure improved support to Headteachers in the management of schools. It is therefore proposed that this would be an effective use of the Council's commitment to 'spend to save' approaches.

8.2 **Legal**
All changes to education provision must take account of the relevant education legislation.

8.3 **Community (Equality, Poverty and Rural)**
These proposals are based on the concept of local education at the heart of sustainable

communities. This is a message that requires to be articulated more explicitly as part of the programme.

8.4 **Climate Change / Carbon Clever**
It is envisaged that new management and organisational arrangements for schools, can make best use of our buildings and other assets.

8.5 **Risk**
This programme is of critical importance to communities, the Council, and the provision of local education for years to come.

8.6 **Gaelic**
All proposals should take full account of the Council's commitment to the promotion of Gaelic medium education.

Designation:	Director of Care and Learning
Date:	21 May 2018
Author:	Barry Northedge, Management of Schools Programme Manager

Appendices:
1. Sustainable Education in Highland Communities governance plan
2. Programme Manager job description and person specification
3. Programme Officer job description and person specification
4. Community Engagement Officer job description and person specification
5. Communications Officer job description and person specification
6. Executive Summary report of the Clerical Team Leader Pilot

Sustainable Education in Highland Communities

The Highland Council
Comhairle na Gàidhealtachd

Highland Council Programme (2017-2022):

"Schools are at the centre of the lives of our citizens and local communities. We are committed to ensuring all children reach their full potential. This includes our determination to close the attainment gap for those from more disadvantaged communities and meeting the needs of all children including those with additional support needs. Everyone should be given the opportunity to develop their knowledge, skills and experience, regardless of age or background.

We will

1. Strive to achieve the highest standards in all our schools, so every young person has the opportunity and skills to succeed by supporting an accessible and broad curriculum for all.

2. Promote the wider use of technology and blended teaching approaches to support the way our children learn.

3. Develop new provision for early years, continue the refurbishment of Primary Schools and complete the upgrading of Secondary Schools, while addressing the need for additional capacity.

4. Protect the delivery of education in our schools by implementing an ambitious school's management programme to support our Head Teachers and staff, securing long-term sustainability, especially in our rural communities.

5. Continue to promote and support Gaelic Medium Education.

6. Deliver an ambitious Modern Apprenticeship scheme and work with partners to expand and support further and higher education to grow and retain our own skilled workforce in Highland; making it an exceptional place to come and study, and to remain to work.

The strategic goals of Highland Council are to:

- *Put our communities at the heart of the design and delivery of services at a local level*

- *Work collaboratively to drive economic growth and ensure our infrastructure meets the needs of expanding businesses and population*

- *Support children to learn and thrive by delivering a whole system approach to education and integrated children's services*

- *Protect the vulnerable in our communities, promote fairness and welcome diversity*

- *Be innovative and imaginative in our approach to budget constraints*

- *Make Highland a stronger and more resilient region*

- *Protect and enhance Highland's influence and reputation nationally and internationally*

"A key priority, particularly in sparsely populated or relatively isolated areas of the country, is the issue of sustainability"
Opening up Learning in all-through Schools, Education Scotland (2010)

"Scotland's sparsely populated areas have a demographic legacy, which, in the absence of intervention, would result in decades of population decline, and shrinkage of its working age population on a scale which implies serious challenges … the key is a relatively small number of children and young people, which in the years to come will translate into a shrinking working age population, projected to decrease by 33 per cent by 2046"

James Hutton Institute (2018)

"While councils have done much to reduce spend, deliver services differently and work with their communities, financial and population pressures are likely to continue. Effective leadership and robust planning is more important than ever to ensure council services remain sustainable…Changes to the number of children will pose different challenges for councils as they continue to deliver education services... to manage their school property estate and teacher-pupil ratios as their school population shrinks. This will be particularly challenging for island and rural councils."

Local Government in Scotland: Challenges and Performance 2018
Accounts Commission (2018)

Contents

1. **The Case for Change**

The Highland context –

- Highland has 171 Primary Schools, ranging in size from 3 pupils to 480
- We have 29 Secondary Schools, ranging in size from 41 pupils to 1,120
- While the number of children in the Inner Moray Firth has held steady or even increased in recent years, overall there will be a long term decline in the numbers of children in Highland
- Because of the number of schools needed to provide education across all parts of Highland it is more expensive to deliver this service than it is for the rest of Scotland
- Because of the high number of Highland schools head teachers in our larger secondary schools are less well funded and have higher pupil to teacher ratios than similar schools across the rest of Scotland
- There are increasing recruitment challenges for head teacher posts, and for teaching posts in some subjects and, in particular, in the north and west of the authority
- We currently employ 154 head teachers; around a quarter of whom are aged over 55 and another quarter will reach the possible retirement age of 55 within the next five years
- Out of these 154 posts, 16 are currently vacant and 26 are filled on a temporary basis (at March 2018), which amounts to 27% of our schools
- Highland does well in terms of educational attainment but could do better
- Head teachers report continuing challenges with workload and bureaucratic pressures

The Scotland context –

- Across Scotland, there are shortages of applications for both head teacher and general teaching posts
- Education Scotland and the Scottish Government have 'raised the bar' regarding the expectations placed on head teachers to drive improvement and close the attainment gap
- Budget settlements will continue to present further challenges
- Research confirms continuing population decline and reductions in the working age population and numbers of children, especially in sparse and rural communities

The Legal and regulatory context –

- There are national agreements requiring schools to be open for 190 days for pupils and 195 days for staff
- We cannot operate schools without head teachers
- We are legally bound to operate within teacher's national conditions of service and those devolved conditions that are locally negotiated with our union partners

- We have targets from Government to maintain teacher numbers and we have set parameters for maximum class sizes.
- There is a presumption against the closure of rural schools.

Council Decisions to date –

The establishment of new school groupings, to provide a sustainable education model

New frameworks for a variety of school management structures around communities and age ranges – 3-15, 3-18, 15-18, 12-18 & 3-11

Support head teachers to be leaders of learning and teaching, assisted in the management of the school by efficient, corporate processes and systems

Non-class committed head teachers, involving an overall reduction of posts

Enhanced support for leaders and future leaders into management roles

The Care, Learning & Housing Committee in March 2018 agreed not to proceed at that time with any proposals from community engagement on Phase 2 ASGs, and also agreed to:

- Recognising the importance of these issues, continue the engagement with parent councils, head teachers and other stakeholders, to ensure sufficient time and focus on a smaller number of ASGs.
- Invest in articulating and restating the purpose, vision and objectives of the Programme, including enhanced programme management
- Establish a steering group (including parent council representation and HTs) to act as a 'sounding board'
- Give consideration to a matrix model, which might help determine local arrangements, based on identified variables
- Initiate an independent formal evaluation of the outcomes of the Programme to date, and collaboration to share learning across the Northern Alliance

2. **The vision for Sustainable Education in Highland Communities and the outcomes to be achieved**

Principles and objectives of the programme –

- **Sustainability** –

The aim is to sustain local schools and ensure they remain at the heart of Highland communities, re-emphasising the importance of the school as a community asset.

- **Recruitment -**
  Ensure a dependable supply of new Teachers and Headteachers into vacant posts.

- **Maintain/Improve educational delivery** –

Provide high quality, local education.

Teachers dedicated to class teaching – separating school management from class teaching so that we have teachers who are focused on delivering the best education for our children with the least disruption or distraction from management responsibility

Head teachers managing schools – we want our most experienced and capable head teachers to become the 'Leaders of learning and teaching' in our schools. In order to have the greatest impact on the quality of learning they need over-sight of education across their school/s rather than a commitment to one class of children.

Deliver the broadest and most equitable curriculum possible, over the range of Highland schools.

- **Enhance support structures** –

Enable teaching staff to focus on Education – we are acutely aware that there are numerous other 'distractions' that deflect Headteachers away from learning and teaching. A support structure for Headteachers is needed that will reduce the administrative burden and tackle the bureaucracy that they currently face.

- **Affordability** –

There are understandable fears that further savings in future years on local government will impact significantly in schools. We have to 'get ahead' of the demoralising round of annual budget pressures and create an affordable infrastructure for education. We need the most efficient and effective staffing and support structures that are 'fit for purpose' to safeguard education in Highland for the foreseeable future. We should also aim to generate more income from the services we can deliver, such as Early Learning and Childcare, community cafes/catering, franchising, theatre/music/performing arts etc.

- **Community Assets –**

Schools as community 'assets' – Schools are community hubs but we can develop this more such as providing a local base and links or the means to deliver other services, including adult education.

What the future should look like

To help focus the development of a programme, consideration has been given to what the future should look like in schools, after the transformation work has been completed. A vision statement has been developed that encapsulates the change, with the aim of making it easier for all stakeholders to understand what the programme is seeking to achieve.

Sustainable Education in Highland is an innovative programme that will positively transform how schools operate and improve the connection between schools, parents and the community. Once successfully implemented it will have achieved the following:

- **Children** should have equal access to the curriculum wherever they live. This should include greater use of available digital technologies that bridge social and educational gaps regardless of geographical dispersion. Underpinning this is the continual development of pedagogies to maximise the potential of these technologies to enhance the quality of learning and teaching we deliver for our children. This will enable a wider choice for pupils, ensuring that every child has access to the same high quality of education

- **Staff** will benefit from improved career pathways as well as greater clarity and consistency regarding job descriptions. We aim to deliver high quality career long professional learning to support the skills and knowledge to carry out current and new roles. New structures, ways of working and digital technologies will reduce the administrative burden; allow greater flexibility and the opportunity to adopt innovative delivery methods that improve the quality of educational services being provided.

- **Parents** will be confident about the sustainability of education in their communities throughout the school career of their children. Parents can expect a greater deal of digital interaction with schools to support the development of partnership working and Family Learning. This will enable parents to complete the administrative requirements of their child's attendance at the school at a time that is convenient to them. It will provide improved mechanisms for information sharing between schools and parents. It will also encourage and support parents to play a key role in their children's learning

- **Localism through partnership working** will sharpen the focus on community engagement and empowerment. Accessible facilities that benefit the community will

allow for additional income to help retain the school as a focal point of cities, towns and villages, whilst helping to maintain thriving communities across Highland

- **The Highland Council** will be able to deliver and operate a quality, widely available, standard of education that is both affordable and sustainable whilst meeting, and striving to excel, on targets set by the Government.

3. **Phase 1 and progress to date**

Progress to date:

- Agreement over and implementation of the 33 period week
- eLearning, Google-Suite for Education and Chromebooks being rolled out
- Revised Facilities Management structure
- New model of office and administrative support being developed
- Six Early Learning and Childcare graduate posts and thirteen childcare managers appointed
- Flexible childcare hours in 55 schools, and electronic data base
- Improved early, generic primary recruitment
- The first steps in innovative online and social media advertising
- A framework for leadership development is being developed
- Mentoring and coaching support is more widely offered

We have also worked through phase 1 in which new arrangements have been agreed and implemented for eight ASGs:

- Kilchuimen 3-18
- Kinlochbervie 3-18
- Dornoch 3-18
- Plockton 3-18
- Lochaber
- Millburn
- Farr 3-18
- Mallaig 3-18

4. Reshaping the programme

When initiated, the Management of Schools programme was taken forward through 6 work streams. These were:

Curriculum delivery	Support to schools	Early learning and childcare	Management structures & school groupings
	Workforce planning & recruitment	Workforce planning & staff development	
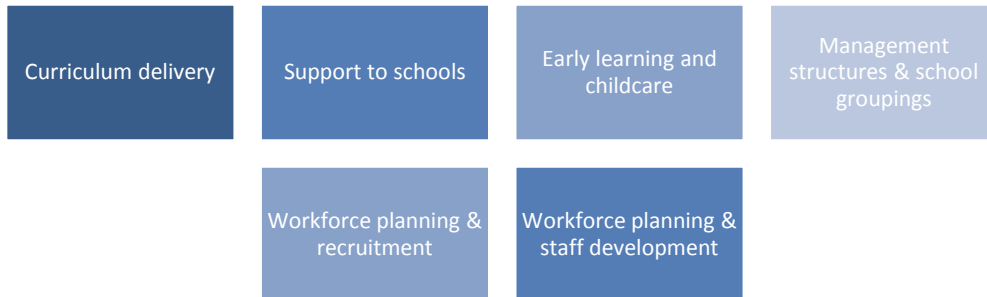
It is proposed to reframe the programme as 'Sustainable Education in Highland Communities' with a more focused group of projects, supported by a number of cross cutting themes. Cross cutting themes need to be managed carefully as it is likely that each project will create work demands and these need to be considered collectively and prioritised based on the resourcing available (for example from ICT for the technology cross-cutting theme).

Cross-cutting themes:

Technology (ICT)
Behavioural changes (flexible & adaptable)
Property (maintenance & estate management)

These workstreams are complex, as set out below.   Time is required to both develop and then implement new ways of working.

It is likely that the duration of these activities will be multi-year, with a focus on 2020 for the expansion of Early Learning and Childcare provision.

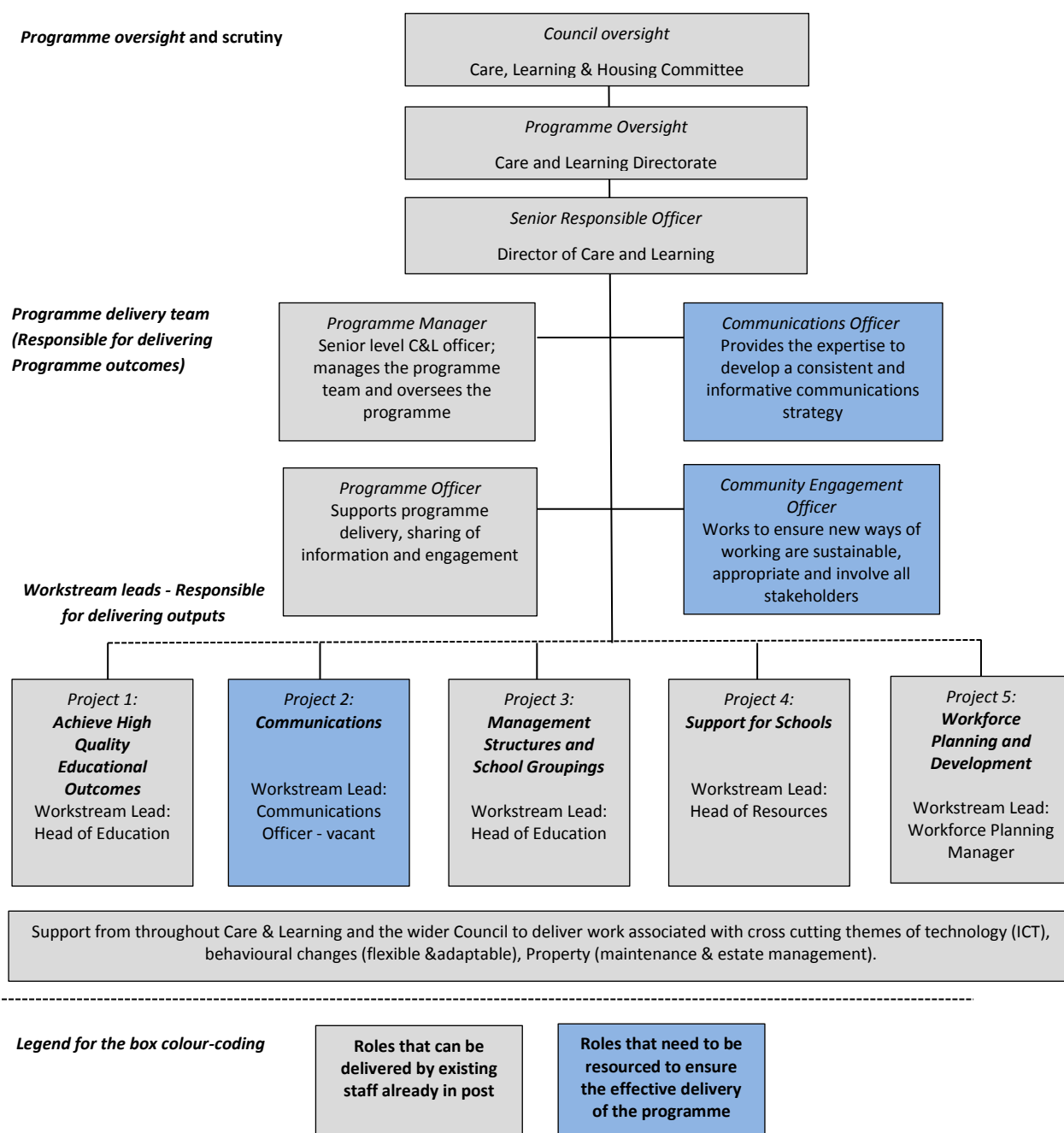| Project	Mission statement	Current lead officer	Key deliverables
Achieve high quality educational outcomes	To develop a curriculum which will meet the present and future needs of all our young people.	**Head of Education**	• Develop an eLearning strategy that sets out the benefits of virtual learning for pupils and, at a high level, the ICT and teaching skills required to deliver it • In conjunction with ICT, develop a plan for how new ICT technology that supports eLearning will be rolled out in schools throughout Highland • To deliver equality of curricular provision and choice across all schools in Highland • To support schools to modernise their curriculum in line with Education Scotland expectations • To deliver Gaelic Medium Education (GME) that meets the needs of young people across the Highlands • To deliver suitable learner journeys for all our young people • To improve attainment levels in Highland schools • To deliver the NIF priorities within Highland schools • To work in collaboration with the other NA authorities to share and build on current practice and to make best use of available resources
Communications	To embed understanding of the critical importance of the programme with all stakeholders in our Highland Communities	**Communications Officer**	• Develop clear and consistent communication explaining the aims of and need for the programme • Develop a strategy to ensure that all stakeholders are regularly updated on the progress being made • Develop and update 'platforms' through which information about the programme can be shared regularly with all stakeholders • Support engagement with communities and stakeholders
Management Structures and School Groupings	To set out a strategy to put in place sustainable school management structures across Highland	**Head of Education**	• Plan how educational management structures will be reviewed and, if required, changed within each ASG on a rolling programme • Support Area teams to take forward the strategic plans for sustainable management structures for each ASG in Highland • Support Area teams to conduct informed engagement with communities regarding any proposed changes or new structures • Deliver the key strategic parameters in each ASG • To work in collaboration with the other NA authorities to share and build on current practice and to make best use of available resources.

Support for Schools	To ensure that support structures are in place which allow Head Teachers to focus on the management of learning and teaching. To ensure those support structures are fit for purpose, suit local need, are affordable, and are kept under review.	**Head of Resources**	• Develop a new, progressive structure for administrative roles in schools during the 2018/19 school year and, as early as possible, begin implementing the new administrative structure in schools that have already experienced educational management changes • Continue to develop FM arrangements for schools with colleagues from Development & Infrastructure (D&I) so that schools have suitable support in place. Develop opportunities for a more holistic property management support function provided by the D&I service • Continue the development of cashless catering and cash free school offices, reviewing this as part of the school office function • To co-ordinate more closely with HighLife Highland (HLH) in order to support schools and families broadening the opportunities open to them.
Workforce Planning and Development	To ensure a strategy is put in place which will deliver a sustainable, high quality and ambitious workforce to deliver positive outcomes for young people.	**Workforce Planning and Staffing Manager**	• Produce SMART implementation plans for each ASG once a new management/office structure has been agreed • Support the implementation of plans with all recruitment processes • Assist with the development of any new posts created as part of the programme • Develop training plans with all staff involved in new structures • Review career pathways and ensure that training is available to ensure that staff have the support to gain the skills and opportunity to succeed in new posts and to progress their careers • To work in collaboration with the other NA authorities to share and build on current practice and to make best use of available resources • Continue to work with our university partners to increase opportunities for teacher training available locally through further developing of PGCE courses and other avenues such as distance learning and Gaelic Immersion

5. **Roles, resources and governance**

5.1. *Resourcing the Sustainable Education in Highland Communities Programme*

To successfully deliver the Sustainable Education in Highland Communities Programme, a wide range of staff resources will be required from both within C&L and the wider corporate organisation.

Specifically, the key roles associated with the programme are:

Programme oversight and scrutiny

Council oversight
Care, Learning & Housing Committee

Programme Oversight
Care and Learning Directorate

Senior Responsible Officer
Director of Care and Learning

Programme delivery team (Responsible for delivering Programme outcomes)

Programme Manager
Senior level C&L officer; manages the programme team and oversees the programme

Communications Officer
Provides the expertise to develop a consistent and informative communications strategy

Programme Officer
Supports programme delivery, sharing of information and engagement

Community Engagement Officer
Works to ensure new ways of working are sustainable, appropriate and involve all stakeholders

Workstream leads - Responsible for delivering outputs

Project 1: **Achieve High Quality Educational Outcomes** Workstream Lead: Head of Education	Project 2: **Communications** Workstream Lead: Communications Officer - vacant	Project 3: **Management Structures and School Groupings** Workstream Lead: Head of Education	Project 4: **Support for Schools** Workstream Lead: Head of Resources	Project 5: **Workforce Planning and Development** Workstream Lead: Workforce Planning Manager

Support from throughout Care & Learning and the wider Council to deliver work associated with cross cutting themes of technology (ICT), behavioural changes (flexible &adaptable), Property (maintenance & estate management).

Legend for the box colour-coding

Roles that can be delivered by existing staff already in post

Roles that need to be resourced to ensure the effective delivery of the programme

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Roles that can be delivered by existing staff already in post

Role	Purpose	Time commitment
Care, Learning and Housing Committee	To scrutinise and make the final decisions on the recommendations and proposals from the Directorate	Care, Learning and Housing Committee Meetings
Programme oversight (delivered by C&L Directorate)	Delivers an assurance role that the work of the programme is scrutinised and to ensure remains aligned with Care & Learning business objectives.	Limited time commitment, mainly: ▪ Presenting updates to the Care, Learning and Housing Committee. ▪ Scrutinising programme activities at dedicated Directorate meeting time ▪ Ad hoc support as required.
Senior Responsible Officer (delivered by Director of Care and Learning)	Lead person who will be responsible for overseeing the programme delivery and who will provide support and guidance for the programme team.	Limited time commitment, mainly: ▪ Programme Board chair. ▪ Presenting updates to the Care, Learning and Housing Committee. ▪ Scrutinising programme activities at dedicated Directorate meeting time ▪ Ad hoc support as required.
Programme Manager (for either a 23 month secondment or time limited appointment)	To manage the programme team, oversee the work of the programme and delivery of key objectives Officer who will work with members, head teachers, parent councils etc. to lead changes to educational management structures in schools and gain support for wider programme activities.	Seconded Senior level officer with full time commitment to overseeing the work and progress of the programme
Programme Officer (for either a 23 month secondment or time limited appointment)	Supports programme delivery, sharing of information and engagement	Seconded, full time officer responsible for preparing reports, information and data to support the programme and engagement with officers and communities
Workstream leads as detailed in section 5 above	To lead specific projects as detailed above in section 5	Ad hoc, as and when required. This will be quantified by the detailed plans for each project.
Support for cross cutting themes from teams such as ICT, Resources, D&I, HLH etc.	Professional support and guidance to manage key tasks that support the delivery of the programme and 5 projects.	Ad hoc, as and when required. This will be quantified when detailed plans are put in place for each project.

Roles that need to be resourced to ensure the effective delivery of the programme		
Roles	**Purpose**	**FTE and grade**
Communications Officer (for either a 23 month secondment or time limited appointment)	Responsible for developing a consistent and informative communications strategy and leading the Communications project work-stream	To be decided
Community Engagement Officer (for either a 23 month secondment or time limited appointment)	Working closely with the Programme Manager this role will actively prepare staff, schools and communities for future change by helping them to understand what that change will involve, look like, the benefits it will deliver and why it is needed Primarily responsible for overseeing engagement with communities regarding the programme and ensuring that new ways of working are sustainable, appropriate and involve all stakeholders Also responsible for supporting community development and sustainability including cashless catering, school lets etc. whilst working with communities to increase the usage of the schools estate and possible income generation	To be decided

5.2.   Estimated budget of resourcing the programme

It is projected that an additional 2 FTE staff resource will be required in addition to the two current seconded staff (Programme Manager and Programme Officer) to deliver the Sustainable Education in Highland Communities Programme. The projected cost profile associated with the proposed programme team is expected to be in the region of £220,000 half of which is already accounted for within the current programme. The remaining half of the funding, approximately £110,000, needs to be derived from the 'spend to save' approach.

All four posts within the SEiHC team will be appointed on a 23 month secondment basis or will be time limited appointments.

5.3.   Meetings and governance requirements

When developing meeting and governance arrangements consideration has been given to how these can be made 'light touch' whilst still providing the appropriate level of management and scrutiny of project and programme activities.

Sustainable Education in Highland Communities
Governance structure
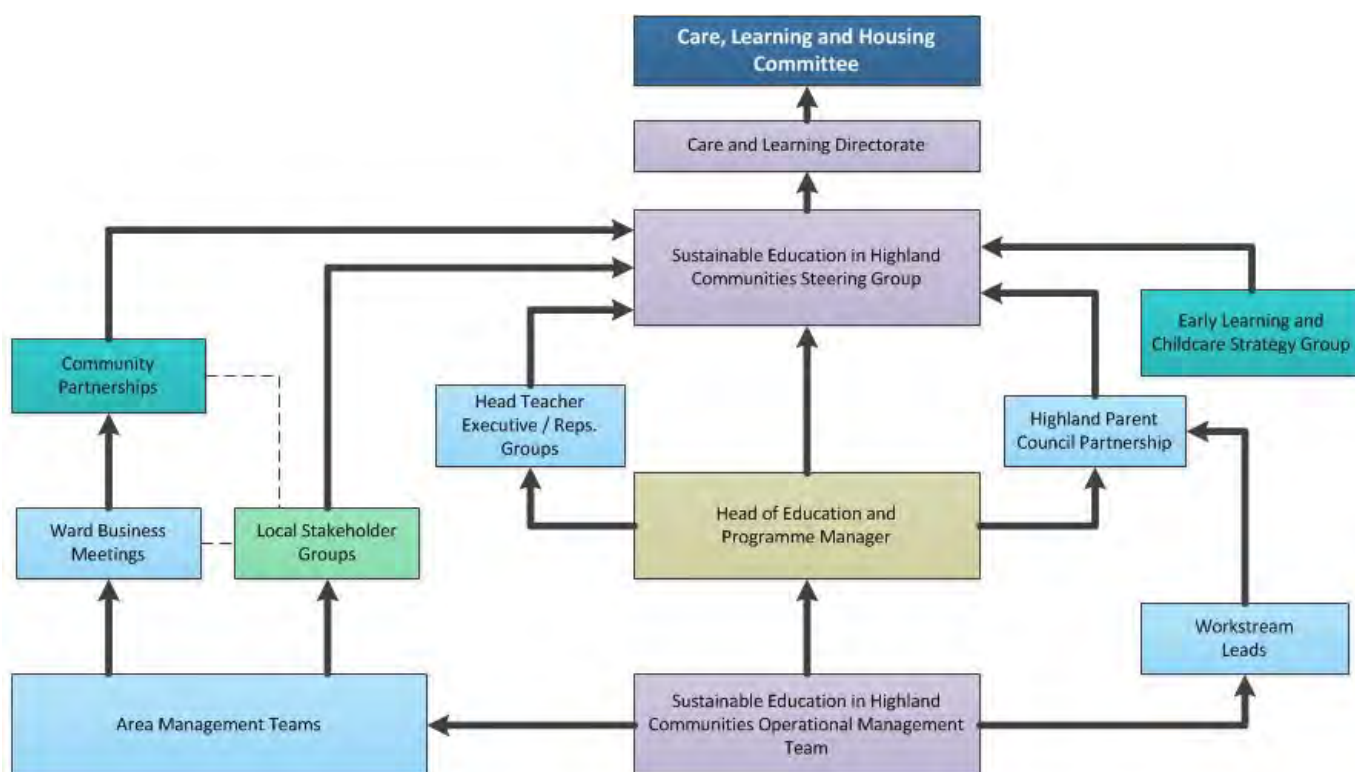
The following meetings and governance steps are proposed:

Meeting	Frequency	Purpose and function	Anticipated outcomes
Programme catch up with Workstream Leads and Area Management Teams	Termly	Update from each Workstream Lead on progress with their projects. Updates with Areas of progress with work on new structures for ASGs 'in focus'	Clear understanding of the programme progress with the ability to discuss key issues arising at the Operational Management Group and SMT programme governance meeting.
Operational management group	Weekly	Strategic assessment of the progress being made by workstreams, Areas and projects and how they fit with the overall vision to be realised.	Ability to resolve issues being faced by projects and provide strategic support to Project Managers.
Programme steering group	6 weekly	▪ Project highlight report (backward and forward	▪ Provides information for C&L SMT.

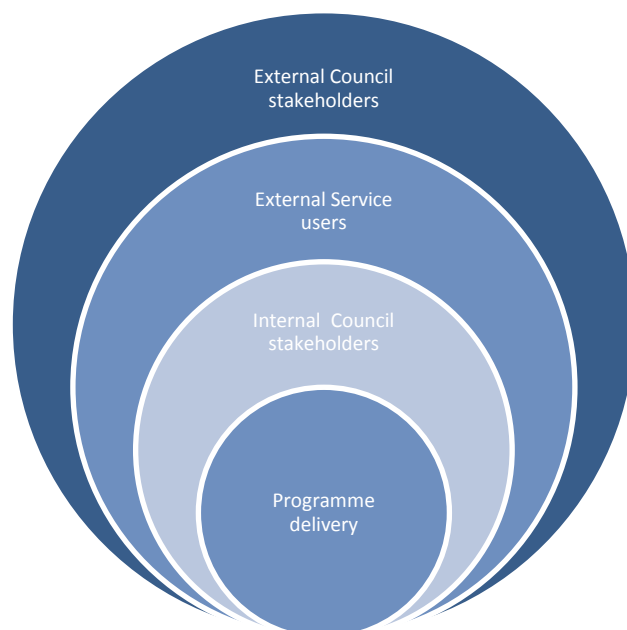|		looking) ▪ Reviewed project plan based on 6 weekly performance and progress ▪ Risks and Issues ▪ Resource redeployment	▪ Ensures programme is delivering effective change in line with the vision that has been developed.
Governance step 1			
Care and Learning Directorate *Governance step 2*	6 weekly following Steering Group Mtgs.	▪ Review proposals taken to the Steering Group for final agreement prior to being taken to Committee	▪ Oversee proposals to ensure they remain in line with programme aims and objectives
Updates and matters for member decision to Care, Learning and Housing Committee *Governance step 2*	As and when required	To brief Members on the status of the programme and to seek approval for key programme activities.	Members are fully briefed on the work of the Programme and given the opportunity to debate key decisions relating to future work.
Regular briefings to members at local Ward Business Meetings	Regularly	To ensure that local members are fully briefed about the programme particularly with reference to the local Ward	Local members are fully briefed on the work of the Programme, aware of local implications and given the opportunity to share their views and help 'shape' proposals

6. Benefits to be realised for the financial investment

The Highland Council	School staff – Admin	School staff - Education
• Affordable and sustainable delivery model that can actively enable improved educational quality outcomes. • Creation of a strong working relationship between the corporate centre of C&L and individual schools. • Cross service working to help ensure efficiency.	• Creation of clear job descriptions with progressive scale from clerical assistants to business managers. • Standardisation of ways of working supported by the Team Leader role. • Flexible working to be introduced so ASGs and areas can manage workload peaks and troughs. • Empowering staff with the skills and knowledge to deliver change.	• Removal of administrative burden on teaching staff and SMT allows educational staff to focus on their core duties. Removal of admin pressures. • Making better use of available and emerging technologies to create uniform subject choices for pupils, regardless of location.
Localism	**Parents/Carers**	**Children**
• Income generation through increased use of school assets by communities and other organisations. • Closer relationships with community groups and focal point for smaller communities • The sharing of property asset costs by co-locating other organisations in school locations. • More accessible facilities (out with school hours) • Focal point for smaller communities • Integrated working with other key public services • Trial commercial partnering on school premises to generate income	• Confidence in local education • Better quality communication with schools. • Ability to carry out school admin requirements out with school hours at a time that suits the parent. • More up to date, accurate data.	• Accessibility and choice of subject • Higher quality education • Equality regardless of geography • Integrated transition throughout school journey (from nursery to primary and on to secondary) • Retain accessible education in our communities

Green text: Cashable financial benefit   **Black:** Non-cashable benefit

7. Stakeholder analysis

A critical success factor for the programme will be ensuring that there is early, constructive and continual engagement with stakeholders. After an analysis of stakeholders, 4 different groups of stakeholders associated with the programme have been identified.

| Layer	Relationship	Stakeholders
Programme delivery	Critical resources that have been put in place to help manage and deliver the programme and its' associated projects.	• Programme team • Project Managers (workstream Leads) for each project
Internal Council stakeholders	Teams from across the wider Council who will be required to deliver specific work tasks that will enable the programme to deliver successfully.	• Director of Care & Learning (C&L) • C&L Senior Management Team • Head teachers and teachers • Staff carrying out administrative work in schools • Area Care and Learning Managers • Education Quality Improvement Managers • ICT • Human Resources • Property (Cleaning, Catering and Facilities Management/Capital Build) • Finance • Legal
External Service users	Working with those who use schools (from an educational or community perspective) to understand the change they would like to see and working with them to deliver it.	• Parent Councils • Unions • Community groups and individuals • Children • Parents • Highlife Highland
External Council stakeholders	Organisations that the programme needs to work with to ensure outcomes being achieved are in line with national strategy, legislation & policy.	• Education Scotland • Government • Other Local Authorities • General Teaching Council Scotland • University of the Highlands and Islands and other Further and Higher Education providers

8. **Managing risk**

It is anticipated that risks and issues will arise at both a project and programme level within Sustainable Education in Highland Communities.

Operational project level risks affect the delivery of an individual project and have no direct implications on other work streams or the wider programme.

Programme level risks occur at a project level (if a risk or issue cannot be mitigated by the project manager or if it has the potential to impact the ability for multiple projects to deliver) and a strategic level affecting the ability to realise the overall programme vision.

Each Workstream Lead is expected to maintain and manage their individual project risks. At the six weekly steering group meeting (or sooner by discussion with the Programme Manager) a specific session will be held to assess the status of risks. At this, the group will decide whether any project level risks need to be escalated to programme level risks.

Risk management discussion and escalation process:

Project		Programme
• Weekly catch up meetings • 6 weekly steering group	**Escalation** →	• 6 weekly steering group • 6 weekly C&L SMT
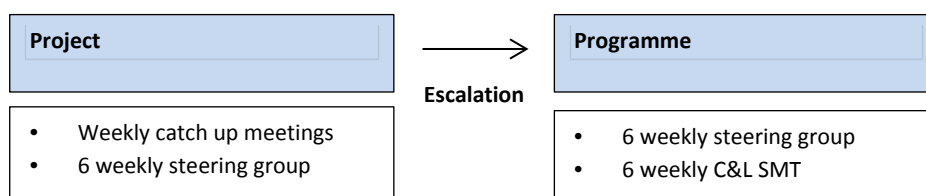
All Project and Programme Managers should use a standardised approach when logging risks to ensure that they can be assessed comparatively against each other and to make it easier to understand which need to be escalated.

Risk log RAG guidance:

5	5	10	15	20	25		VERY HIGH	20 TO 25
4	4	8	12	16	20		HIGH	15 TO 19
3	3	6	9	12	15		MEDIUM	10 TO 14
2	2	4	6	8	10		LOW	5 TO 9
1	1	2	3	4	5		VERY LOW	1 TO 4
	1	2	3	4	5			

Calculating a score for a risk or issue

Made up of likelihood and impact parameters:

Likelihood: What is the chance of any the entry occuring ?

1: Not likely to occur.
2
3: Likely to occur, but in the medium to long term.
4
5: Extremely likely to occur in the short term.

Impact: How will the organisation be affected by the risk or issue?

1: No impact on the organisation outside of the project.
2
3: Minor impact on the organisation, no reputational damage
4
5: Major impact to the organisation with significant reputational damage.

Likelihood x Impact = Risk score

For each risk entry proposed, it is important that consideration is given to if or how it can be managed. Approaches that can be taken to manage risks fall into one of five main categories:

- **Exploit:** If the entry creates a positive opportunity, how can we maximise this to create the biggest impact for the Council? An example could be the Early Learning and Childcare computer system that has been developed. This has the potential for us to exploit financial and reputational benefits by helping sell this to other organisations.

- **Accept:** The risk is acknowledged and the potential impacts are clear to everyone involved. If the impacts were to happen, there is an acceptance that they would not unduly affect the ability of the project or programme to deliver.

- **Fullback:** A contingency in case the worst happens. This could mean whilst we deliver some IT support in house, being aware of external organisations that could provide similar support if it could no longer be delivered in house.

- **Reduce:** Develop and implement a plan that will reduce the impact of the risk.

- **Eliminate:** Completely eradicate the risk, meaning it no longer needs to be considered as having the potential to impact the project or programme.

Risks and issue log worked example:

Project Catalyst risks, issues & opportunities log
v2: Last updated 1st June 2017

			Exploit
Opportunity		Medium: 10 to 14	Accept
Issue		Low: 5 to 9	Fallback
Risk		Very low: 1 to 4	Reduce
			Eliminate

ID	Description	Classification	Current RAYG states			Mitigation type	Action(s) proposed	Target RAYG states			Risk owner	Date of last update	Active or closed
			Likelihood	Impact	Score		Description	Likelihood	Impact	Lrl = Score			
PC/001/R	**There is a risk that**….there are insufficient resources within the Energy & Sustainability team to support project work packages. **The impact would be**….that the delivery of the business case is either delayed or contain insufficient depth on the options.	Risk	2	3	6	Reduce	Capacity should be increased through he use of students over the summer months. If this proves insufficient to deliver all of the work required, then this should be escalated to the Steering Group.	1	2		Eddie Boyd	15/05/2017	Active
PC/002/R	**There is a risk that**….the Scottish Government (as referenced in their draft energy strategy) launch an ESCO. **The impact would be**….that this could provide direct competition to and undermine the viability of Highland council's ESCO.	Risk	3	3	9	Eliminate	Provide feedback through the consultation process of the draft energy strategy on how Scottish Government could establish an ESCO that is more strategic in nature and complements and enhances local authority efforts to supply and generate energy.	1	3		Michael Kelly	15/05/2017	Active
PC/003/R	**There is a risk that**….there may be opposition to the establishment of an ALEO if that is the preferred future delivery vehicle. **The impact would be**….challenges implementing the ALEO that could result in delays to the go live date and impact benefits realisation.	Risk	4	4		Reduce	Once there is a clearer picture of how the Council wishes to deliver future energy work, pro-active engagement should start with unions to ensure they are able to engage in the decision making process.	2	4	8	Stuart Black	01/06/2017	Active
PC/004/O	**There is an opportunity**….to consider joint working with neighbouring local authorities who	Opportunity				Exploit	Work to understand the potential benefits of partnership working, the associated				Michael Kelly	15/05/2017	Active

The Highland Council
Job Description

Service:	Care and Learning **Section:** Education

Job Title: **Programme Manager (Sustainable Education in Highland Communities) for either a 23 month secondment or time limited appointment**

Location: HQ

Responsible to: Head of Education

Job Purpose: To operate as the Programme Manager for the delivery of the Sustainable Education in Highland programme across Highland Council, also liaising with other Northern Alliance Councils.
To oversee the delivery of the programme in accordance with the Council policy and procedures and meet milestone dates and key deliverables.

Key Duties and Responsibilities:

- Support members and senior officers to deliver the objectives of the programme, ensuring that Committee decisions are supported into implementation.
- Oversee the development and implementation of workstream plans in line with programme objectives, and deliver key activities to support this, to ensure plans are achievable within the given timescales and budgets.
- Manage the dedicated Programme Team
- Help ensure that all developments take place within a costed strategic framework.
- Develop effective working relationships with all stakeholders within the programme including: Officers, Head Teachers, Scottish Government, parent and community representatives, Local Authority partners and professional advisors.
- Prepare reports for members and senior officers. Develop status report templates, programme plans, consultation reports and communications plans etc.
- Support Area Managers and the Programme Team to develop and deliver plans for the review and reorganisation of school groupings and local management arrangements.
- Ensure effective systems for reviewing and sharing of good practice.
- Work with managers and service representatives to ensure there is efficient allocation of resources, and ensure best value for all budgets associated with the programme.
- Ensure clear and accurate programme records to meet audit requirements.

Other Duties: You may be required to perform duties, appropriate to the post, other than those given in the job specification. The particular duties and responsibilities attached to posts may also be varied without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify reconsideration of the grading. As a result of such variations it will be necessary to update this job specification from time to time.

Date: 22 May 2018

The Highland Council

Person Specification

Service: Care and Learning

Job Title: Programme Manager (Sustainable Education in Highland
                      Communities)
Location: HQ

Closing Date:

Essential Attributes
In order to be able to carry out the duties of this post effectively and safely,
candidates will be able to provide evidence of the following.

EXPERIENCE
- Experience in project management
- Experience in developing and implementing strategies to deliver projects.
- Experience of financial management.
- Experience of co-ordinating or leading stakeholder engagement.

EDUCATION
- Educated to degree level or equivalent qualification
- Recognised project management training

.
SKILLS
- Ability to work collaboratively with a wide range of colleagues.
- Ability to forward plan taking account of the political environment within and
  beyond the Council.
- Competent in use of IT, Microsoft Office - including Word, Excel and Access.
- Ability to communicate effectively both formal and informal and ability to
  prepare detailed reports and project plans.

SKILLS/ABILITIES SPECIFIC TO THE POST
- Ability to work effectively as a member of the team and willingness to accept
  direction and delegation.
- Ability to work without close supervision and use initiative.
- Proven record of effective partnership working.
- Experience of analysing complex information and identifying improvements to
  processes.

The Highland Council

Job Description

Service: Care & Learning **Section:** Business Support

Job Title: Programme Officer, Sustainable Education in Highland Communities (SEHC)

Grade and Salary: HC08 £29,429 - £32,214 p.a. for either a 23 month secondment or time limited appointment

Location: Inverness **Responsible to:** Programme Manager SEHC

Job Purpose:

- To be part of a programme team, taking responsibility for setting up systems and ensuring appropriate records are kept supporting the aims of the programme, including linking with colleagues in areas, workstreams and other services as well as stakeholders and contributing to programme management tasks.
- To assist in the operational progress of projects within the programme and the effective and efficient delivery of outcomes meeting the needs of the service and stakeholders.
- To develop appropriate business support functions

Key Duties and Responsibilities:

- Fully participate in the programme team, maintaining links with a range of staff across Care and Learning, including area and school staff, service managers and wider stakeholders to support the delivery of programme outcomes across all workstreams
- Support workstream leads to develop SMART action plans for the projects in their workstream
- Support the direction of workstream activities and monitor progress
- Provide updates on overall progress towards programme aims
- Take a programme lead in the Support for Schools workstream particularly focused on office support structures
- Disseminate advice and guidance to area staff on school office structures and functions to improve effectiveness and efficiency, providing informal training and coaching where needed
- Support the implementation and application of personnel policies and procedures including recruitment, induction and personal development plans
- Ensure service support processes are delivered to corporate standard and ensuring implementation of relevant Council policies/regulations.
- Critically analyse information and situations to identify solutions in order to resolve problems
- Contribute to the design, delivery and improvement of school office function and processes
- Support the programme team and workstream leads in the production of reports, information for stakeholders and programme data

Other Duties:

- The post holder may be required to undertake any other duties appropriate to the level of the post.
- Duties and responsibilities will vary from time to time.

Date: May 2018

The Highland Council

Person Specification

Service: Care and Learning Service   **Job Title:** Programme Officer SEHC

Location: Inverness

Date: May 2018

Essential Attributes

In order to be able to carry out the duties of this post effectively and safely, candidates will be able to provide evidence of the following:

1. Experience of working with school support staff and in a school office environment

2. Experience of supporting, training and mentoring staff

3. Experience of applying personnel policies and procedures to a staff team

4. Ability to analyse information and situations to resolve problems

5. Excellent IT skills including significant working experience of MS Office applications

6. Excellent verbal and written communication skills with the ability to explain information to people at all levels in the organisation

7. Demonstrable experience of working to deadlines, meeting service demands

8. Commitment to the delivery of a high quality programme outcomes

9. Possession of relevant qualification at SVQ Level 3 or HNC level or equivalent

10. Experience of effective team working and of leading project work

Ideal Attributes

Ideally you will be able to provide evidence of the following:

1. Supervisory/management qualification.

2. Experience of redesigning services to meet changing business requirements.

THE HIGHLAND COUNCIL
JOB SPECIFICATION

SERVICE: Care and Learning Service

POST DESIGNATIONS: **Community Engagement Officer**

GRADE: HC 10 for either a 23 month secondment or time limited appointment

LOCATION: **HQ, Glenurquhart Road, Inverness, IV3 5NX**

RESPONSIBLE TO: Programme Manager

JOB PURPOSE: To manage the delivery of Projects within the Sustainable Education in Highland Communities Programme to meet agreed efficiency and service improvement targets.

KEY DUTIES AND RESPONSIBILITIES

1. To manage the delivery of assigned projects within agreed governance arrangements for the programme. This includes the production of an Engagement Plan and associated documentation, and supporting the effective delivery of the overall programme.

2. To work with members, senior officers and the Programme Team to explore, establish and sustain effective opportunities for involving stakeholders in achieving all of the objectives of the programme.

3. To support and facilitate Area Managers in engagement with stakeholder groups including local parent forums, including through the development and use of a range of engagement tools and processes.

4. To be a key point of liaison between the programme and community/external stakeholders, working closely with senior officers and the Communications Officer to ensure that there is a clear and consistent message regarding both the need for and aims of the programme is shared.

5. To ensure the views of stakeholders and community groups are taken account of within the programme.

6. To monitor performance against the Engagement Plan and report on progress to the Directorate, Steering Group and Programme Manager.

7. To produce reports for the Steering Group, Directorate and other groups, as required.

8. To participate and represent the Council in relevant meetings and events as required by the Programme Manager.

9. To undertake other duties, commensurate with this senior position, as required by the Programme Manager, Director or Steering Group.

OTHER DUTIES:

In undertaking these tasks the post holder will be required to:

- Work in accordance with Council's Standing Orders, financial procedures, contract procedures, programme and project management approach and policies and procedures.
- Take responsibility for your personal development and participate in training.

HIGHLAND COUNCIL

PERSON SPECIFICATION

Service: Corporate Development	Location: HQ, Inverness	Title of Post: Community Engagement Officer

ATTRIBUTES	ESSENTIAL The minimum acceptable levels for safe and effective job performance.
EXPERIENCE	• Experience of working in a similar role within a complex Programme/Project which has required significant community engagement and delivered business improvement and change • Experience of managing teams / resources/teamworking
EDUCATION AND QUALIFICATIONS	• Appropriate project management qualification or experience • Evidence of higher education • Evidence of a continuing commitment to personal development
SKILLS/ ABILITIES (GENERAL) eg supervisory skills	• Effective communication and numeracy skills • Ability to think strategically and to explain alternative perspectives • Computer literate and familiarity with a range of computer packages • Use of influencing and negotiations skills to deliver business change
SKILLS/ ABILITIES (SPECIFIC TO THE POST)	• Ability to demonstrate experience and knowledge of a range of proven community engagement techniques and skills • Ability to effectively use project management techniques to ensure delivery of agreed outcomes and benefits • Understanding of and ability to use business change and process improvement tools • Ability to gather, handle and analyse large volumes of data in both monitoring and evaluative contexts • Understanding of quality and the implementation of quality management tools
INTERPERSONAL AND SOCIAL SKILLS	• Ability to relate appropriately to a wide range of people at all levels, including Service Directors, senior managers, staff and communities • Committed to Team Working • Self-motivated and enthusiastic • Ability to work flexibly to meet deadlines • Work on own initiative and under pressure Commitment to Team Working • Willing to be flexible about travel for work and training purposes

**THE HIGHLAND COUNCIL
JOB SPECIFICATION**

SERVICE: Care and Learning Service

POST DESIGNATIONS: Communications Officer

GRADE: HC 10 for either a 23 month secondment or time limited appointment

LOCATION: **HQ, Glenurquhart Road, Inverness, IV3 5NX**

RESPONSIBLE TO: Programme Manager

JOB PURPOSE: To develop, manage and deliver a communications strategy for the
                Sustainable Education in Highland Communities (SEHC)
                Programme ensuring that all stakeholders are fully informed with
                consistent information about the programme.

KEY DUTIES AND RESPONSIBILITIES

1.   To develop a communications strategy for the SEHC programme, including the production
      of a SMART plan to deliver consistent information on the need for and progress of the
      programme.

2.   To ensure effective links between the Council's Corporate Communications Team, Care &
      Learning, members and other stakeholders, to ensure effective and timely
      communications about the programme.

3.   To develop new and relevant formats to engage stakeholders and Highland communities
      in the work of the programme.

4.   To develop publicity material that enables the programme to be articulated to a range of
      audiences.

5.   Identify and organise any press or media engagement opportunities for the programme

6.   To work closely with the Community Engagement Officer to ensure that a clear and
      consistent message regarding both the need for and aims of the programme is shared.

7.   To monitor performance against the communications plan and report on progress to the
      Directorate, Steering Group and Programme Manager.

8.   To produce or oversee the production of reports, press releases and all public relations
      materials for the Steering Group, Directorate, Area teams and other programme groups as
      required.

9.   To support business change within the programme, liaise with other Council Services and
      support Area teams to effect change.

10.   To manage the delivery of outcomes and benefits in order to meet all efficiency and
      service improvement targets agreed by the Steering Group.

11. To participate and represent the Council in relevant meetings and events as required by the Programme Manager.

12. To undertake other duties, commensurate with this senior position, as required by the Programme Manager, Director or Steering Group.

OTHER DUTIES:

In undertaking these tasks the post holder will be required to:

- Work in accordance with Council's Standing Orders, financial procedures, contract procedures, programme and project management approach and policies and procedures.
- Take responsibility for your personal development and participate in training.

HIGHLAND COUNCIL

PERSON SPECIFICATION

Service:	Location:	Title of Post:
Corporate Development	HQ, Inverness	Communications Officer

ATTRIBUTES	ESSENTIAL The minimum acceptable levels for safe and effective job performance.
EXPERIENCE	• Experience of working in a similar role within a complex Programme/Project which has required effective and professional communications and delivered business improvement and change • Experience of managing communications and teamworking
EDUCATION AND QUALIFICATIONS	• Degree or HND in Journalism, Public Relations, Politics, English or related discipline • Evidence of higher education • Evidence of a continuing commitment to personal development
SKILLS/ ABILITIES (GENERAL) eg supervisory skills	• Excellent written communication skills • Ability to think strategically and to explain alternative perspectives • In depth knowledge of social media channels of communication • Use of influencing and negotiations skills to deliver business change • Good organisational skills
SKILLS/ ABILITIES (SPECIFIC TO THE POST)	• Ability to demonstrate experience and knowledge of a range of proven communication techniques and skills • Excellent ICT competency and familiarity with a range of computer packages • Good research skills • Ability to gather, handle and analyse large volumes of data in both monitoring and evaluative contexts and communicate this effectively to a range of stakeholders • Understanding of the need for political neutrality in a public sector setting
INTERPERSONAL AND SOCIAL SKILLS	• Ability to relate appropriately to a wide range of people at all levels, including Service Directors, senior managers, staff and communities • Committed to Team Working • Self-motivated and enthusiastic • Ability to work flexibly to meet deadlines • Work on own initiative and under pressure, commitment to team working • Willing to be flexible about travel for work and training purposes

EXECUTIVE SUMMARY   3-18 TEAM LEADER PILOTS

OVERVIEW

To tackle administrative workload and bureaucracy on senior management teams in schools, an opportunity exists to formally enable the delegation of complex administrative tasks from Head and Depute Head Teachers to a senior administrator, and create a clear school office structure which supports this.

A senior administrator, based in the school office(s), will remove administrative tasks from Head Teachers to free up capacity for leaders of learning to focus on improving educational outcomes for young people in Highland.

Currently in Highland schools, the following administrative tasks are carried out by the Head Teacher or Depute Head Teacher amounting to significant time spent diverted away from the core delivery of education:

- Responsible Premises Support
- SQA Administration
- Finance and Budget Support
- Timetabling and Systems Administration
- Recruitment Administration
- Office Staff Management

The school office structure in Highland does not contain an appropriately graded senior administrator role so a new role will need to be created which will be designed to provide an appropriate channel for the delegation of complex school administrative tasks.

PILOTS

From August 2017, Head Teachers at three newly-created 3-18 school campuses and one existing 3-18 campus Dornoch, Farr, Kinlochbervie and Kilchuimen agreed to pilot an enhanced administrator role (known as a 'Team Leader'), to whom they would delegate administrative tasks which are unnecessarily diverting them from their primary focus on teaching and learning.

The pilots would ascertain:

1. What admin tasks could be delegated to the Team Leaders?
2. How much time they would be able to free up for school senior management teams?
3. What would the school senior management teams use this time for instead?

Throughout the pilot, Head Teachers, some Depute Head Teachers and Team Leaders provided detailed task logs showing which admin tasks they delegated and what the capacity this created was used for.

OUTCOMES

Over 9 weeks, 415 hours of administration was passed to Team Leaders of the 3-18 campuses, creating capacity to enable school senior management teams to focus on:

- curriculum, strategic and 3-18 development
- raising educational standards and attainment
- school improvement and self-evaluation
- leadership of the whole school community
- building sustainable partnerships, and
- creation and delivery of relevant and effective learning experiences for young people

Head Teachers agree that having a senior administrator in their school office results in significant benefits, which include:

- Reduced administrative burden
- Reduced stress
- A flexible, adaptable and responsive office function
- Better cohesion across multiple school sites and teams
- Increased capacity to focus on and improve educational outcomes
- Delegation of office workload and staff management away from SMT

CONCLUSIONS

The Team Leader model delivers **significant benefits** to school senior management teams. The data and anecdotal evidence collected throughout the pilot show that:

3 out of 4 Head Teachers were able to spend **more time in classrooms** observing and monitoring teaching and learning

34% of the capacity created by Team Leaders was spent on **Quality Improvement**

31.5% of the capacity created was spent on **Curriculum** and **3-18 Development**

15% of the capacity created was spent on **Leadership** of teachers (such as mentoring, developing collegiate working practices, building a culture for **Self-evaluation**)

100% of the participating Head Teachers support the creation of this role in the school office structure

In addition,

- Head Teachers require a **flexible and responsive school office function** which is adaptable, reliable and trustworthy, and can handle change

- the Team Leader model allows Head Teachers and senior management teams to have greater **focus on driving quality improvement** in schools and more **capacity for leadership development**

- Team Leaders felt more **valued**, more **integral** and more **empowered** in the enhanced admin role. This meant they were not only able to effectively manage the administration passed to them but were able to **take initiative** to identify **streamlining opportunities** and **drive improvements** to the whole administrative function