

Information Update  
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Gareth Jones  
ASCL Cymru Secretary

## Themes

*(How to depress an audience!!)*

- Touch upon a range of issues which are confronting school leaders in Wales.
- More questions than answers;
  1. Pay and Conditions update.
  2. Funding related issues;
    - Transformation; Federation; Delegation
  3. Performance Management issues;
  4. Qualifications issues.
  5. Education White Paper.
  6. Freedom Bill

## **Pay and Conditions update**

### **Changes from the STPCD 2010**

- Pay freeze
- Clear definition what included when determining schools ISR and discretionary payments to heads
- Introduction of 25% limit on discretions applied to heads pay
- A £250 non-consolidated payment for unqualified teachers (points 1 to 3 on the UQT scale)
- Extra bank holiday for Queens Diamond Jubilee

## Pay freeze

- For next two years
- Cash values of scale/spinal points remain the same in 2011/12 as in 2010/11
- All TLR values frozen
- Remain frozen for 2012/13
- Pay freeze does not affect or prevent progression up the relevant scale/spine

## Head's ISR1

- Head's ISR (seven point range) fixed within appropriate school group range (total pupil unit score): whether one or more schools
- Remuneration to cover the head full role and responsibilities(part 9 STPDC )
- Discretionary Additional Payments not part of determination of ISR
  - E.g.School causing concern, recruitment and retention, temporary appointment as head of more than one school:

## Head's ISR 2

- Governing body must ensure process is fair and transparent
- Proper record made of reasons for determination of ISR and discretionary payments

## Head's ISR 3

### Discretionary payments

- In accordance with paragraphs 12.4 – 12.6 STPCD
- Total all discretionary payments (including under paras 48, 49 and 50) must not exceed 25% of head teachers point on ISR for that year

### 25% discretion does not apply when

- Residential duties a requirement of post
- Payment in respect of relocation expenses

## Taking on more than one school

- Clear distinction between permanent and temporary basis
- **Permanent basis:** ISR calculated on total pupil units of all schools concerned + discretionary percentage (Max 25%)
- **Temporary basis:** discretion applied to existing point of heads ISR
- Under new arrangements remuneration for taking on second school unlikely to prove attractive

## Example

**School A** 11-18 540 KS3 360 KS4 250 KS5 + 20 statements

Unit total 12130 Group 7 ISR L33-L39

Head on L39 + 25% = **£119016** (£95213 + 25%)

**School B** 11-16 420 KS3 280 KS4 15 statements

Unit total 6905

**Combined total Schools A + B** = 19035 puts school in Group 8 ISR

L37 – L43 put Head on L40 (£97590)

L40+ 25% makes **£121988**

## **Exceptional circumstances**

- Wholly exceptional to make discretionary payments in excess of 25%
- Where exceptional circumstances warrant a payment in excess of the limit relevant committee must make business case to full governing body
- Must seek external independent advice from appropriate person
- Must be clear audit trail for advice to governing body
- Full accurate record of all decisions
- Reason behind the decision

## Existing arrangements

- These provisions affect determinations on pay made on or after 1 September 2011
- Where governing bodies of schools in group 7 or 8 already determined various points on ISR above the maximum in accordance with STPCD 2010 or earlier: that determination stands
- Members on ISR above the maximum of leadership spine should therefore be aware any change to their ISR in future will be under new provisions (could lead to reduction in pay!)

## **Bank Holiday**

- Teachers available to work 194 days in 2011/12
- Teach pupils for 189 days
- Directed time will be 1258.5 hours
- Change should be incorporated into school calendar
- Advice given about part-timers pay/entitlement to a day off will apply

## **£250**

- Requirement to pay of qualified teachers on points 1-3 of the UQT scale with effect from 1 September 2011
- £250 in 12 monthly instalments with their salary: this is statutory
- Payments for part-timers or term time only should be on a pro rata basis
- Payments for support staff (if awarded) cease when they earn over £21,000

## Funding of Education in Wales

- Welsh Government faces large budget cut 2012-14.
- Manifesto promise to close funding gap by education receiving 1% more than other services ( i.e. to be cut by 1% less??);
- How to square the circle?;
  - Transformation agenda – schools/FE/HE;
  - Federated schools
  - LA consortia
- 16-19 funding – back to old LA system until 2014; review to take place of best way forward.

## Transformation

- Involving the reorganisation of LA, FE and HE education services. (20+ FE to become 8?)
- Continuing apace with pressure from Welsh Government;
- Availability ( or not) of capital funding key factor in what transpires.(21C Schools budget cut)
- Where plan is for full tertiary model 16-19, **implications re transfer of staff and maintenance of funding in transition periods.(ASCL Hotline!)**

## Federated schools

- Education Measure 2011:
  - LAs can propose the federation of a group of schools;
  - Mixed models – several primary schools (or 1 secondary and several primaries)
  - Implications for Headteachers (e.g Executive Head not legal at present; calculation of ISR?)
  - Business Manager/Bursar for a group of primary schools?

## Consortia working -Frontline Service Review

First Minister – legislation to drive funding to the frontline

- 22 LAs will remain for education **but** deliver school improvement education by means of 4 consortia by Sept 2012:
  - SEAC; CSW; SWAMWC; NWC;
  - By 2014, more back room services delivered by consortia.
- **Minister pushing for £20m extra to frontline from consortia working.(Frontline Service Review)**
- Welcome back Clwyd, Gwent and Mid Glam?

## Welcome back?

- Danger that consortia becomes additional layer of administration – intention to shift key aspects of education admin from LA to regional body; **heads must keep eye on plans and costs!**
- If there is to be a central support service, with specialist knowledge re HR, as well School Improvement, will LAs have to move towards a common approach re personnel policies?
- Not easy as each LA has its own policies and procedures; **Heads need to liaise across consortia**

## Increasing delegation

- Minister compelled LAs to commit to increase delegation from current 75% to 85% by 2014;
- Possibility that education budget reduced so present becomes 85% of total?
- probably means more delegation and repayment back to LA for service delivery by use of SLAs;
- **Defining SLA and quality assurance conditions becomes crucial.**

## Performance Management

- Culture Change – PM is tool for raising standards
- 3 elements to system and procedures
  - Regulations
  - Standards
  - Guidance
- Culture change – less central prescription as to the how PM for staff other than the head will work??

## Performance Management Regulations

- Regulations in Wales are and have been very different from the 2006 regulations in England e,g:
  - **No stipulations re number of lesson observations in Wales Regulations.**
  - **No stipulation re number of appraisees in Wales' regulations.**
- New Regulations for Wales for 2012 with revised guidance.

## Proposed Changes to Regulations

- Start of first cycle to be no later than Jan 2012.(allow for latest school performance data);
- LA nominee(s)(Consortia System Leader) to be full voting member of Gov Body Appraisal panel for heads;
- Head's review must involve:
  - school performance data;
  - Professional standards
- Head's objectives to be school objectives in essence
- Copy of head's statement to Estyn Inspector? (*but not teachers!*)

## Professional Standards

- *“We are aiming to develop one simple, consistent system including a suite of clear and coherent professional standards to provide a framework for professional development...”*
- 3 sets of standards:
  - HLTA;
  - Practising Teacher (55 standards)
  - Leadership (66 standards)
- Each sets out standards that person **must meet** at the start of career **and continue** to meet them throughout their career.

## Assessing Performance

### Professional Knowledge and Understanding:

14: Use understanding of the expectations, organizational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.

- Same statement applies to:
  - Teacher undergoing induction;
  - Teacher applying for threshold
  - Teacher on UPS 3
- **If you were the appraiser for each of the above, how would you apply this standard? What evidence would you be looking for?**

## Leadership Standards

2 aspects:

- generic leadership core attributes
- 6 Key Areas
  - **Creating strategic direction**
  - **Leading learning and teaching**
  - **Developing and working with others**
  - **Managing the school**
  - **Securing accountability**
  - **Strengthening the community focus**

## Leadership other than headteachers

- Part of culture change is to promote distributed leadership – hence 1 set of standards which are in effect the head standards.
- Need to focus on middle leadership rather than middle management.
- Are the Leadership Standards applicable to Middle Leaders?

## Middle tier leaders

- Creating strategic direction
  - Leading learning and teaching
  - Developing and working with others
  - Managing the school
  - Securing accountability
  - Strengthening the community focus
- **If you were appraising a HOD,**
    - **Which of the above could apply?**
    - **What evidence would you look for?**

## Developing future school and system leaders

- Revised NPQH –new approach involves:
  - initial assessment of applicant cf leadership standards;
  - Mentoring work from consortia for 1 year;
  - Final assessment by consortia board re standards.
- Consortia to appoint System Leaders ( school and subject); permanent and secondments.
  - **Key criteria for appointment-** relevant recent experience of senior management of school

## Leadership Conclusions

- Minister has emphasised the importance of leadership in his post PISA action plan.
- Hence development of system leader concept.
- **But** .....heads unable/reluctant to come out of school?  
Will Governors release?
- Danger of football manager syndrome – poor performance means sack the manager!
- Need to plan how to make performance management policy and procedures fit for purpose; **key will be quality of middle leadership.**

## Managing Performance

- Question asked of delegates at a recent meeting: what are the main obstacles to raising performance in your school?
  - Funding –
  - LA HR support
  - Long winded competency and capability Procedures

## Competency and Standards

- Reasons for concern re performance:
  - unsatisfactory pupil progress;
  - unsatisfactory management of student behaviour;
  - Conflict with colleagues
  - unsatisfactory relationships with students;
  - unsatisfactory conduct at meetings;
- **In light of Practising Teacher Standards, for a post QTS teacher, is it competency, capability or disciplinary??**

## Competency and Capability

- Prof Dylan Williams – can invest huge resources into tackling weaker teachers with little overall impact;
- Vast majority of teachers are competent, capable and hard working.
- **Specialist and high quality HR services from consortia are vital to enable school leaders to resolves issues arising with small minority.**

## Qualifications

- Proposals in England:
  - Linear GCSE – 100% terminal assessment in summer.
  - Resits –Nov resits to remain for English and Maths only
  - Spelling Punctuation and Grammar(SPaG) – 5% of marks in English, RE, Hist, Geog.
  - Revision of subject specifications for 2014
  - Regulation to state that GCSE course must have 100% terminal assessment or not recognised qualification?

## Qualifications - Wales

- Linear GCSE – WJEC can continue to offer modular until 2014 at least.
- Resits: modular decision enables;
- SPaG – Wales will have to follow suit.
  
- Unless Wales accepts England line, GCSE in Wales will not be same as GCSE in England.
- **Will that be an issue for schools on border with England and for students applying to HE in England?**

## Vocational Qualifications

- Likely to be common approach in England and Wales:
  - 14-16-19 courses must provide progression route;
  - Assessment should involve external and synoptic elements;
  - Equivalence to GCSE for performance measures to be based upon teaching time;
- England focus on Eng/Maths post 16 v Wales emphasis on Essential Skills within the Bac?

## Qualifications Review Wales

- Qualifications Review to report by Autumn 2012;
- Focus of Review
  - Relevance and appropriateness of 10,000 currently approved qualifications for use by schools, FE and WBL providers.
  - Assessment methods – need for external element and for synoptic element to assessment;
- Will involve consideration of implications for 16-19 funding per course.

## Qualifications Review Wales

- Evolution of Welsh Bac?
  - Levels for achieving Essential Skills?
  - Should there be a grading structure for the Advanced Bac?e.g distinction, merit, pass.
- Should Welsh Bac become mandatory?
- Other Awarding Bodies than WJEC to be able to offer the Welsh Bac?

## HE Admissions

- UCAS proposal to move to PQA method of entry to HE;
- Would be for all UK?
- Implication re timing of exams- start earlier than at present  
– loss of teaching time?

## **White Paper: Education Bill 2012- main proposals**

- Widen power of LA to intervene where concerns about school performance;
- Streamline school reorganisation processes;
- Power for Minister to issue statutory guidance on school improvement;
- To require local authorities to prepare and submit Welsh in Education Strategic Plans (WESPs) for approval by the Welsh Government.

## **Freedom Bill (2012)**

Still in parliamentary process; proposals to date include:

- ISA and CRB to merge;
- Registration process scrapped;
- Regulated activity redefined;
- CRB process updated and fairer ( portability!)
- Supervised volunteers no longer involved.

## Update Conclusion

- Minister has fulfilled promise to reduce volume of paper hitting schools;
- Economic downturn forcing change – in organisation of education and in key procedures.
- Will affect ASCL Cymru members.
- If proposals arise which might impact upon you, contact ASCL via the hotline to ensure that you have support when it is needed.

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