

Managing Change in South Gloucestershire Schools

A Strategic Approach

Department for Children & Young People



How well are we managing change for the benefit of all our children and young people in South Gloucestershire?

Do you know what's expected?

How can this Document Help YOU?

This document looks at good practice in change management, its origins in workforce reform and current national and local initiatives that are impacting on change in South Gloucestershire schools. It provides background information, South Gloucestershire's approach to change management and tips and guidance on what school leaders can do and whom they can contact for further advice and guidance.

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1 Introduction

The Context for Change Why here? Why now?

We are living through a period of rapid change and all the indications are that this will influence the culture, not only of the education world, but of all advanced societies for many years to come.

Despite the considerable achievements of schools in recent years in raising standards and supporting children, it is clear from many sources of evidence that a significant minority of children and young people are failed by the system and this failure has considerable implications for our society in the 21st century. High achievers do well by comparison with their peers in other economically advanced countries but our lower achievers lag behind and this low achievement is strongly linked with high levels of deprivation in the families and communities from which the young people come. A few children not only live in deprived circumstances but suffer abuse and do not receive the support they need at critical times because agencies and organisations, including education, fail to collaborate effectively.



A radical shift in our education culture is needed to break this cycle of deprivation and low achievement and to offer our children and young people genuine equality of opportunity. This shift depends on innovative schools with the capacity to manage change, to take control of their own future, to develop the **personalisation** of pupils' learning experience and to drive improvement through rigorous **self-evaluation**. Such schools will also need the capacity to **collaborate** effectively with other schools, organisations and agencies.

If children and young people are to achieve their full potential, particularly if they start from circumstances of deprivation, they will need effective support from all the professionals and agencies with which they come into contact. There must be no gaps left by poor communication or coordination through which children can fall to failure.

Schools achieving personalisation, self-evaluation and collaboration are likely to raise standards for their pupils and be judged effective by Ofsted.

Such a radical shift in our education and public services culture is ambitious and complex but will be achieved if leaders have time and capacity for strategic thinking, if change is not imposed but rather involves and empowers the whole workforce, and if key initiatives are coordinated and made locally relevant and mutually supportive.

No single leader or organisation can manage such complex and far-reaching change alone. **Effective change management** is required and this approach is guiding strategic development and innovation in South Gloucestershire.

So how can schools achieve this?

2 Characteristics of Schools that are Managing Change Effectively

A checklist. How do you match up?

The Training and Development Agency's Change Team has produced the following criteria against which Headteachers, governors and staff may find it useful to judge their own school's capacity to manage change.

- Teaching and learning is the main focus**

The school is taking control of learning provision to meet the school community's own particular needs.

The school is actively managing change as a means of increasing educational standards.
 - There is a change process involving many levels of workforce**

There is a school change team (or teams) or equivalent group which includes representatives from across the school community.

Pupils, parents and governors feel part of the change process as well as teachers and support staff.
 - Many levels of the workforce are involved in making decisions**

The school workforce works as a professional team to improve the educational experience of pupils through fresh and creative ideas.

The decision making process involves a range of stakeholders, often including pupils.

(NB South Gloucestershire Council regards the active involvement of children and young people as essential in an effective school).
 - Tasks and activities are undertaken by the appropriate people within flexible working patterns**

New staffing structures are being developed and implemented, supported by job descriptions and appropriate training.

There are flexible working patterns for all professional staff - teachers and support staff.
 - Implementing the National Workforce Agreement**

The school is on track in meeting the requirements of the Agreement.

Through monitoring and evaluation, school leaders are ensuring that workforce developments are having a positive impact on standards for pupils.
 - Managing change is a normal part of school life**

Remodelling has acted as a catalyst for whole school change in response to identified needs of the school community.

Managing change is seen as an on going process. There is no sense of complacency.
 - Morale amongst the whole workforce is generally high**

The whole school workforce and pupils are committed, energetic and optimistic.

Morale is generally high amongst staff, pupils, governors and parents. There is a 'can do' culture.
 - The school shares experiences and learning with other schools**

It is collaborating with other schools to share experiences and learning.

It is considering and learning from other schools' experiences.
 - The work/life balance is acceptable to the whole workforce**

Staff are content with their work/life balance and are playing an active role in creating this balance.
 - All workforce and stakeholders are aware of the direction of the school**

Staff, pupils and stakeholders are clear about the school's mission, vision and direction.

Stakeholders have a common agenda.
- There is a strong overlap between this set of characteristics and those used by the National Strategies to describe improving schools.

3 Characteristics of Improving Schools

The National Strategies have identified six key characteristics of improving schools.

- ✓ Focus systematically on teaching and learning
- ✓ Base all improvement activity on evidence about relative performance
- ✓ Build collective ownership and develop leadership
- ✓ Create time for staff to learn together
- ✓ Embed the improvements in the school's systems and practices
- ✓ Collaborate with other organisations

So... schools that manage change effectively are likely to be **improving schools**.

4 Managing Change - The South Gloucestershire Approach

An effective change process is one which is structured and which empowers schools to tackle their key issues in ways that reflect their individual circumstances.

Children and young people growing up in South Gloucestershire in the 21st century face a rapidly changing world which presents them with both considerable opportunities and considerable challenges. Our children and young people deserve the best education we can offer and the opportunity to reach the highest educational standards of which they are capable. South Gloucestershire Council is committed to supporting the development of young people so as to help them achieve the five key outcomes in the *Every Child Matters* agenda:

Being healthy

Being safe

Enjoying and achieving

Making a positive contribution

Achieving economic well-being

The Council's *Children and Young People's Plan* bases all its key priorities on these five outcomes.

The Council's own Charter for Children and Young People is rooted in the belief that all children and young people have a right to a life in which they:

- Enjoy the best possible physical and mental health and live a healthy lifestyle
- Have equality of opportunity
- Are given encouragement and opportunities to learn, develop, enjoy and achieve, both in and outside school
- Are protected from harm and neglect and feel safe both at and outside of home and school
- Are supported by their parents and carers, and their peers
- Are encouraged to play a full part in their communities and behave in a socially responsible manner.



To achieve these outcomes staff in schools and other settings must be able to manage change effectively so as to find solutions that match their local circumstances and encompass the range of key initiatives designed to improve the lives of the children and young people in their care.

This entails:

- building the capacity - through leadership, staff deployment and development, team working and collaboration with others - to respond flexibly and rapidly to new working practices and other innovations in teaching and learning and support for children and families;
- ensuring that initiatives designed to raise standards for children and young people are linked together at local authority and school level to ensure a coherent approach and effective impact;
- enabling teachers to focus on their core tasks of teaching and learning, assisted by the removal of peripheral tasks;
- utilising more effectively our school support staff and linked staff and to develop with them a coherent career structure and opportunities for professional development; and
- developing a new relationship with students through Student Voice activities and by building greater student engagement in the life of the school.

This process of developing appropriate working practices and managing change effectively has been termed *remodelling* but it is more useful to think of it in wider terms than workforce reform, as applicable to any change or initiative.

Change management in South Gloucestershire is about bringing benefits to children by:

- being prepared to do things differently
- taking a fresh look at key issues without relying entirely on the solutions and structures of the past
- fostering ideas and approaches at the local level and appreciating the importance of the communities to which young people belong
- being open-minded and appreciating that key developments are linked in their aim to benefit children
- distributing leadership throughout the institution and delegating to the appropriate level
- teams working together to find ways forward
- institutions and staff working collaboratively to champion common interests
- recognising and celebrating good practice



5 Change Works if you have a process

'Remodelling provides a dynamic, structured, robust and proven change process that can be applied to any change situation.' Training & Development Agency (TDA) Change Team

If teams working with schools and their communities are to manage a number of key initiatives successfully, they need to use an effective **change process**. The change process introduced to schools through remodelling is a proven one that recognises that achieving change can be difficult and complex and needs an approach capable of building collaboration and overcoming challenges.

Its key principles are:

- Open inclusive leadership that provides clear direction and focus, drawing on the contributions of all staff and stakeholders
- A positive and ambitious culture that enables everyone to play their part in driving the change agenda forward and have their contribution valued
- Developing constructive communication and collaborative working practices
- Teams that are inclusive in make up, helping to generate solutions, inform decisions and implement change
- Appropriate skills and tools to support the work of teams engaged in managing change
- Recognition that change is influenced by emotional and political as well as rational aspects

This process, capable of managing change both within the school (such as the implementation of the National Workforce Agreement) and in the school's wider community (such as Extended Services) has **six key stages**:

- Mobilise** - *Recognise the need for change and getting the key people involved.*
- Discover** - *Identify opportunities and start to build commitment.*
- Deepen** - *Gain a greater understanding of the scale and scope of the change required and share findings with other parties and stakeholders.*
- Develop** - *Develop the strategy for change, find potential solutions and combine with the delivery plan.*
 - *How we can do it.*
- Deliver** - *Start to deliver the changes identified in the plans and monitor effectiveness.*
 - *Are we getting the results and benefits that we hoped for?*
- Sustain** - *Ensure new ways of working are sustainable and that the change process can be repeated as opportunities arise or circumstances change.*

Professionals in education and other public services are often solution focused: if there is a problem or a need to change, they want to identify the solution as quickly as possible and get on with implementing it.

Their change process can be described as **Discover - Develop - Deliver** (i.e. discover what the problem is, develop a solution and get on with delivering it.) This can work well in some circumstances where the issue is relatively straightforward and can deliver QUICK WINS which will boost morale. However most change is much more complex and will probably fail if only Discover - Develop - Deliver are used.

Two vitally important stages, often overlooked, are Mobilise and Deepen.

Why you need to Mobilise

People need to feel involved and consulted if change is to work. It is vital to 'launch' the initiative or raise the profile to engage the stakeholders so they share a commitment to change and know they will be involved and consulted. Failure to do the Mobilise stage could mean key people are not committed or feel excluded.

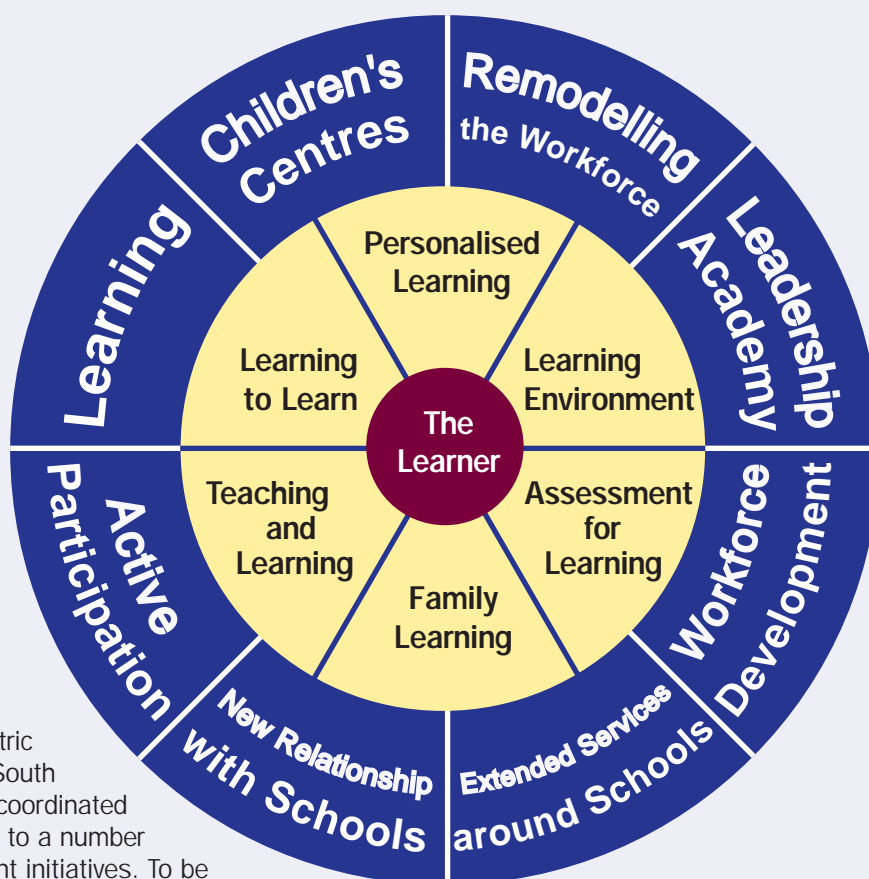
Why you need to Deepen

It is a mistake to rush to solutions without first of all deepening understanding of what the real issues are behind the problem and what the implications of potential solutions might be. Digging deeper and sharing findings takes time and can be difficult as more deep-seated problems emerge, but this process is essential if long term solutions are going to work.

6 Key Initiatives in South Gloucestershire (see pages 15-23)

Key initiatives in South Gloucestershire linked by the theme of remodelling and driven by the desire to raise standards and improve opportunities for children and young people are listed below. References are also included to relevant priorities in the draft South Gloucestershire Children and Young People's Plan to underline the Authority's determination to coordinate initiatives and to take an integrated and multi-agency approach to improving outcomes for children and young people.

Learning	CYP Plan sections EA2.1, EA2.6, EA3.2, EW1.2
School workforce development	CYP Plan EA3.1,
Extended services around schools	CYP Plan H2.6, H2.7, S1.4, EA2.6, EA3.4, EA 3.7, PC3, EW 5.2
National Workforce Agreement	CYP Plan EA1.4, EA3.1
New Relationship with Schools	CYP Plan EA1.2, EA1.4, EA2.2, EA2.3
Leadership Academy	CYP Plan EA1.4, EA2.3
Active Participation	CYP Plan EA3.6, PC1.1 to 1.3, 3.3 to 3.6
Children's Centres	CYP Plan H1.1, S1.4
Integrated Locality Centres	CYP Plan S1.4



This 'bull's eye' diagram of concentric circles illustrates South Gloucestershire's coordinated strategic approach to a number of important current initiatives. To be effective, all must involve collaboration, flexible leadership and working practices and a confident ability to manage change at both authority and school level. *All are therefore linked by a remodelling approach to managing change.*

South Gloucestershire above all supports the learner, the individual child, and believes initiatives in and for schools must always be measured ultimately against the benefits they bring for children.

The diagram illustrates this strategy, placing the learner firmly at the centre, surrounded by initiatives to enhance learning which involve new working practices and new ways of organising and leading learning in schools.

Supporting these in the outer circle are local and national initiatives which must be coordinated and given local relevance.

7 Implications for School Leadership

Workforce reform and the wider change agenda are complex processes, which will take a number of years to establish fully. As in any change affecting individuals and their perceived roles and status these changes have the potential for raising strong emotions as staff enter a period of transition in the way they work. More than ever, schools require effective leadership for these changes to be effected and embedded. South Gloucestershire's innovative Leadership Academy and development strategy for school leaders will support headteachers, governors and key staff in developing the vision, skills and tools to manage change effectively.

Points for school leaders to consider

- Plan how best to involve representatives of the whole school community in discussion of the issues which affect them.
- In particular it is good practice to negotiate proposed changes to roles and responsibilities and to ensure that these are reflected in revised job descriptions.
- Review of school policies and systems may benefit from the contributions of the whole workforce.
- Especially important in underpinning the culture change which effective change management is generating are those issues relating to communication and continuing professional development.
- Many school leaders are finding it advantageous to work with other schools and with the wider community to exchange ideas and learning. This collaborative approach is essential in taking forward the key initiatives outlined in this document.
- ***In an era of rapid change with a range of developments to manage, the 'heroic' model of leader where power is retained in the person of the Head is increasingly unviable. Schools need to build a culture of trust where responsibility is distributed and creativity harnessed.***

Role of the Governing Body

In addition to the provision of strategic support for the school leadership team, governors are responsible for ensuring that the statutory provisions of the National Agreement have been implemented.

Governors must also ensure that effective measures are put in place to protect the work/life balance of the Headteacher as well as that of other staff and that adequate time is provided for leadership and management responsibilities, including those of the Headteacher. Some, but not all, of these responsibilities need to be conducted during the timetabled week - for example, lesson observation as part of a quality assurance programme.

As guardians of the interests of children and representatives of the community served by the school, governors should also develop a strategic view of how the key initiatives shown in the bull's-eye diagram should be managed to achieve maximum beneficial impact for pupils.

Ofsted recommendations for school leaders

In December 2005 Ofsted published a further report on Remodelling the School Workforce, based on visits to a representative sample of schools and local authorities. Despite progress in reducing workload, focusing on teaching and learning and linking remodelling with raising standards, the provision of leadership and management time was often inadequate and dedicated headship time had had little impact, largely because it was not seen as a priority and there was considerable confusion over how to allocate it.

Inspectors found that few governing bodies are helping schools to manage the process of change effectively. Although training is available for governors and many are kept informed by headteachers, the majority provide little more than satisfactory support as they do not take an active role in shaping, supporting or challenging the school's work on remodelling issues.

The report's recommendations for schools

Schools should:

- ***consider how to provide dedicated headship time for headteachers and leadership and management time for headteachers and senior managers;***
- ***monitor and evaluate the effect of the changes they have made in order to assess the impact on raising standards;***
- ***ensure that governing bodies take an active role in shaping, supporting and challenging the way schools are planning for and managing change; and***
- ***consider how they might use the support of external agencies more effectively.***

8 The National Workforce Agreement (NWA)

It is essential that all South Gloucestershire schools have implemented the NWA and are following statutory provisions. The Local Authority has provided and will continue to provide appropriate training and support for schools in remodelling and managing change to comply with regulations. A key element of this support is the identification of best practice and its dissemination to all schools.

Background and rationale

Remodelling first entered the education vocabulary as a result of the need to implement changes heralded by the signing of the National Workforce Agreement, though its implications are much wider.

In 2001, as a result of concerns over teacher recruitment levels, the government commissioned an independent study into teachers' conditions of service. Excessive workload, with teachers working an average of 52 hours a week (and headteachers at least 60 hours), was cited as the main reason for teachers leaving the profession. The study found that over a third of this time was spent on tasks not directly related to teaching and learning.

These findings were considered in the context of an ageing teacher workforce, with in excess of 50% of teachers due to retire by 2015 and the finding that 50-60% of newly qualified staff leave the profession within four years of qualifying.

These startling statistics - combined with the fact that around a quarter of permanent headteacher posts have to be re-advertised or remain vacant - have driven the need for radical change and a remodelling approach.

Statutory requirements

On 15 January 2003, Government, employers and school workforce unions signed an historic National Agreement intended to raise standards in schools by tackling workload and freeing teachers to focus on teaching and learning. Teachers' conditions of service were amended in support of the agreement. Changes were also made to the Education Act 2002 section 133 to enable the NWA to be implemented. The signatories to the National Agreement endorsed the 'Section 133' regulations which seek to safeguard standards in the classroom and preserve the role, status and overall responsibility of qualified teachers in school. The regulations clarify the respective roles of teachers and other staff in schools.

The provisions of the NWA therefore carry the full force of law.

All schools and other institutions employing teachers under 'Schoolteachers pay and conditions of service' have a statutory obligation to have implemented the following changes:

- Administrative and clerical work - the '24 tasks'-removed from teachers
- Work/life balance - teachers' working hours reduced
- Leadership and management time for post holders
- Limit on cover for absent teachers (initially 38 hours/year)
- 10% guaranteed time for teachers for Planning, Preparation and Assessment (PPA)
- Dedicated headship time
- Exam invigilation removed from teachers



9 Managing Change to raise standards and achieve the Personalisation of Learning

Personalised learning means that education provision has been tailored to meet the individual needs of each child.

In recent years much emphasis has been placed on the need to raise the levels of achievement of children in our schools. There has also been concern by both teachers and government alike at the increasing numbers of young people becoming disaffected and in many cases disengaged from an educational process, which they perceive to be inappropriate for their needs. Many South Gloucestershire schools have already started to raise standards within their schools using the following strategies, *all of which are essential components in the personalisation of learning*:

- **Assessment for learning**

Pupils benefit from being given, or establishing for themselves, clear learning objectives. These need to be based on individual pupil targets set from baseline data. Planned and structured formative assessment built into schemes of work enables the monitoring of individual progress and feedback with revised targets can then be given. Lessons are planned to take account of individual progress and targets, with ICT used to record and process assessment data. Such data is then used to inform future planning.

- **Teaching and learning strategies**

Interactive teaching and learning strategies, including ICT, are used to enhance creativity, and accommodate different paces and styles of learning. Learning opportunities are extended beyond the classroom and the school day in order to engage all learners and establish foundations for lifelong learning.

- **Enabling curriculum choice**

To engage learners in their own education there may be opportunities for pupils to exercise greater choice in what and to some extent when they learn. The 14-19 Curriculum makes provision for this in secondary schools with greater scope for Work Related Learning. In primary schools, teachers are able to have more control and choice in the design of the curriculum through the Primary National Strategy: Excellence and Enjoyment.

- **Family Learning and engaging with the community**

Successful schools recognise that learning goes beyond the classroom, with adults other than teachers having much to contribute from a wealth of skills and experience. Schools are developing a role at the heart of their communities with adults not only coming in to work with pupils but school buildings being used for a range of adult learning including parenting and family classes. *Every Child Matters* envisages schools becoming centres for children's services such as health, social care and childcare. Already the Extended Services programme is moving towards this with provision such as childcare, breakfast clubs, study support and family learning taking place in or around schools.

Organising the school for personalised learning

These strategies together contribute to '**personalised learning**'. Organising our schools for personalised learning needs a comprehensive review and remodelling of staff and curriculum structures and of all available resources. In many cases, groups of schools, and groups of teachers within schools, will benefit from working collaboratively to achieve this.

The Learning Environment

The current government is committed to rebuilding or remodelling every secondary school by 2020 and South Gloucestershire LA is already engaged in an ongoing programme of refurbishment and replacement of its primary schools and of master planning its secondary school sites. Meanwhile thought is being given to the design and use of school buildings so that they effectively serve the needs of those working and learning in them at a time of modernisation within the education system. School buildings must facilitate the effective use of ICT in order to allow and encourage individual learning and access to learning resources from both school and home and by both pupils and families.

10 Managing Resources as part of the Successful Management of Change in Schools

One of the greatest challenges for school leaders is ensuring that resources are managed effectively to achieve planned changes. Resources (not just money but other elements such as people, the most valuable resource of all) are always limited which means that it is absolutely essential that they are managed in the most effective and efficient manner and targeted at the appropriate areas.

In order to make the most of available resources, school leaders are advised to undertake a range of measures.

- **Look critically at where money is currently spent.**
Consider if it could be used in different or more effective ways.
- **Use the very informative DfES benchmarking site.**
Identify areas where the school may be spending too much (or too little) in comparison to similar schools www.teachernet.gov.uk/management/schoolfunding/schoolfinance
- **Review the quality and quantity of services provided by outside providers.**
- **Review how staff resources are used to make sure they provide maximum flexibility and benefit to the pupils.**
This is particularly important because staff are the largest resource in a school. If there are falling rolls, consider the longer-term impact of staff costs. It is important to question whether the best solution to a development need or initiative is to add more staff or whether current staff could be used more flexibly. In particular, support staff across South Gloucestershire are being trained and developed into valuable new roles.
- **Maximise income by ensuring charging levels are appropriate and that the most is being made of assets.**
This is relevant to the development of extended services where activities such as breakfast clubs and after-school sports will need to be charged for, moving towards full cost recovery without profit.

- **Ensure plans to deploy resources are linked to the strategic direction of the school.**
Leaders should consider how to divide resources to support each part of the school's strategy. This is a particularly critical exercise with the move towards 'one pot' funding, where money for national or local initiatives is unlikely to be separately identified or ring-fenced but is part of the whole school budget allocation.
- **Involve staff (particularly the leadership team) in the budget process.**
They will feel that the budget is theirs and not just imposed and may well pick up points a Head might miss (see p5 'Many levels of the work force are involved in making decisions' and p6 'Build collective ownership and develop leadership').
- **As far as possible, project pupil numbers over a 2 to 3 year period.**
Heads are well aware these are ultimately the controlling force in school budgets. These projections, linked with the advent of 3 year funding cycles, should allow for effective strategic development planning.
- **When considering new initiatives, such as extended schools, make sure funding plans are sustainable.**
This is particularly relevant where specific grants fund an initiative for a limited period - this money is best used for 'pump-priming' activities, with long-term sustainability built into the school's own budget.

There is a great deal of information on the Internet to help schools with the above. The Audit Commission's *Getting the Best from your Budget - A Guide to the Effective Management of School Resources* is an excellent overview. The NCSL website offers a wide range of advice on resource management and the new DfES good practice website page is also a valuable resource www.dfes.gov.uk/valueformoney click on Good Practice.

Managing resources in the context of School Organisation Planning

The Local Authority has responsibility for School Organisation Planning in order to ensure that sufficient school places are available to meet local need and that available resources are used effectively in meeting children's educational needs. The School Organisation Plan provides a clear context for opening new schools, reorganising existing schools and changing the size of schools, and for ensuring that all stakeholders are aware of and involved in these plans.

The size and viability of schools do have a potential impact on school standards through providing the structure within which governors and head teachers need to plan for budget deployment, staffing provision and class organisation. School organisation planning is intended to make these background circumstances clear and conducive to effective internal school planning.

South Gloucestershire Council is not inflexible about school organisation or school sizes, recognising the variety of local needs. However, it does regard the optimum arrangements for primary provision as being based on all through primary schools with year groups of 30 or 60 and planned total numbers of 210, 315 or 420. In secondary schools, the optimum size is regarded as 6-8 forms of entry.

The Audit Commission / Ofsted report *Tackling Falling Primary School Rolls* also contains a great deal of valuable information for both local authorities and schools on the issues which arise from falling pupil numbers. It contains a 'toolkit' of advice on responding to these issues.



11 Roles and Responsibilities of Staff in Schools

As staff are the most expensive and valuable resource available in schools it makes sense to ensure that they are used effectively and that individual knowledge, skills, strengths and experience are appropriately developed and utilised. **This is at the heart of managing change effectively.** One of the key principles of the National Agreement is to free additional time for teachers to focus on their core responsibility for teaching and learning. There is a statutory obligation to provide appropriate time for headteachers and other leaders and managers to undertake their specific responsibilities. It is also important to ensure that consideration is given to the work/life balance and working conditions of **all** staff in our schools.

Support staff

In recent years there has been an increase in the numbers of support staff working in schools in a wide range of roles and this trend is continuing. Schools acknowledge the enormous impact which support staff colleagues have on the life of the school, often bringing, as they do, a wealth of skills and experience.

The Local Authority has a central role in developing a local framework to help schools recruit, retain and develop the increasing number of support staff and to recognise the growing role and contribution of this group of staff. South Gloucestershire is establishing a wide-ranging training and development programme for support staff, including a nationally accredited qualification for Higher Level Teaching Assistants.

In accordance with the 1997 Single Status agreement the Council, along with the recognised trade unions, has undertaken a comprehensive local pay and grading review using job evaluation, and this has included support staff in schools. The use of job evaluation will provide an objective basis for recognising new demands and requirements impacting on the duties and responsibilities of support staff in South Gloucestershire schools.

In addition to support staff contracted to schools, the curriculum experience for pupils can be enriched by drawing on skilled experts in fields such as sport and the arts.

Different roles and teamwork

The Section 133 guidance makes it clear that the roles of support staff and teachers are not interchangeable. Teachers with Qualified Teacher Status retain overall responsibility for the planned learning and progress of their class or timetabled group(s). It is important that these different levels of responsibility and the different terms and conditions of service and remuneration under which teachers and support staff work, are reflected in their job descriptions

It will be seen from the above that the review of staff roles and responsibilities and resultant staffing structures are central to managing change effectively. New regulations on Teaching and Learning Responsibilities have enabled governors and headteachers, in consultation with their staff, to develop appropriate structures which focus on the school's core function. Although TLR posts are applicable to teaching staff only, it is essential for leaders to consider the implications for all school staff and to develop the roles of support staff to complement the responsibilities of teachers.

To ensure that these key changes result in a positive impact on student progress and standards, there should also be changes in the way that staff in school work together. In particular it is important for teachers, teaching assistants and other staff supporting teaching and learning to develop increasingly *strong teamwork*. This will facilitate high quality lesson planning in support of personalised learning. Teachers need to manage the work of their support staff and to allow time for this in their planning and preparation.

There are clearly implications in the above for the professional development of **all** staff in schools and South Gloucestershire's Workforce Development strategy is addressing these challenges.

12 Linked Initiatives

The following pages set out the current initiatives in South Gloucestershire which are linked to remodelling and managing change. Contact details for further information and support are provided for each initiative.

Learning

"The art of teaching is about diagnosing the learning needs of young people and then selecting from a range of models the most effective learning strategy." Professor David Hopkins

What's this about?

South Gloucestershire Council is currently developing a **teaching and learning policy** in line with guidance provided by the national primary and secondary strategies. This will guide our work with schools to promote learning, especially in the development of partnership plans and priority support plans. It will link to the criteria identified in the current Ofsted framework and therefore schools can use it to support school self evaluation when identifying priorities for school improvement and also when making judgements about learning in the school Self Evaluation Form (SEF).

How is this linked with remodelling and managing change?

The effectiveness of how change is managed should always be judged on the improved outcomes for learning. Some remodelling actions will have the capacity to have a direct impact on learning, such as the implementation of Planning, Preparation and Assessment (PPA) time, while others, such as the introduction of the school profile, may be indirectly linked to improved learning outcomes, such as the potential contribution this makes to engaging more parents with their child's education.

What are the key features?

Drawing on the national strategies, the key elements of the South Gloucestershire teaching and learning policy will include:

- ✓ Developing a teaching repertoire of skills and techniques to engage pupils and guide their learning
- ✓ Creating the best conditions for learning by knowing how to:
 - manage and interact with a class, a group or an individual;
 - use previous learning and prior attainment; and
 - manage pupils' preferences for their learning environment.
- ✓ Using models of teaching and learning - defined ways of managing learning which require pupils to behave or think in specific ways.
- ✓ Using subject knowledge - knowing about key concepts, common misconceptions, progression, contemporary applications and new knowledge.

What are the implications? *(for the LA, for schools/settings?)*

Schools: should consider the improved outcomes for learning when developing all initiatives. Clear success criteria together with a monitoring and evaluation strategy are needed - especially important where the innovation involves new ways of working that have not yet been tried or tested across a large number of schools e.g. use of Higher Level Teaching Assistants (HLTAs) to cover teachers' PPA time. It may be more appropriate to introduce such changes on a limited basis initially and to evaluate success before applying such initiatives across the board.

LA: will provide guidance and support for schools and settings in developing more effective learning and disseminate good practice.

Timescale and expectations

- **Term 1 and 2 2006** draft Teaching and Learning Policy developed for consultation with schools
- **Term 3 2007** consultation with schools on the draft policy
- **Term 4 2007** final draft of policy developed
- **From 1 April 2007** implementation of Teaching and Learning Policy by all.

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School workforce development

"A professional learning community is an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches that will enhance all pupils' learning." Professor Louise Stoll et al. 2006

What's this about?

- The Training and Development Agency has a remit to help ensure that schools have access to the coordinated and coherent support they need to develop effective staff teams.
- Each Local Authority has a designated officer who will act as a conduit of information relating to the availability of appropriate high quality training and development opportunities.

How is this linked with remodelling and managing change?

- Remodelled schools are likely to have a range of new posts or staff filling new or developed roles.
- Appropriate training and development must be offered to all staff to ensure that schools and all those involved in extended services delivery work effectively and that children and young people receive high quality education and support.

What are the key features?

- These are still emerging.
- In schools and across the local authority, the training and development of all staff who work with children and young people will be coordinated and given equal weight.

What are the implications?

(for the LA, for schools/settings?)

- **Schools:** Ensuring that the training needs of all support staff are assessed alongside teaching staff and using the Local Authority to advise on the availability of training and development either from South Gloucestershire or from external providers.
- **LA:** Ensuring that accurate and up-to-date information on development opportunities is readily available for schools to access and ensuring that links are made to the National Children's Workforce Development strategy, involving staff such as social workers, health visitors and those engaged in Early Years and Childcare.

Timescale and expectations

- The Local Authority is developing a specific web page where information can be freely accessed with links to other providers.
- Staff Development groups will be used to alert clusters to major initiatives.
- Many networks and clusters for specific post holders already exist for cluster working.

Key contact

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Extended services around schools

What's this about?

The aim of extended schools activities and services is to break down barriers to achievement by providing a range of activities and support services for children and young people, their families and the local community. These services might be provided on the school site or accessed nearby.

How is this linked with remodelling and managing change?

- Key staff in schools, the local authority and other agencies will need to collaborate and plan jointly to achieve the statutory requirements.
- Schools will need to develop new working relationships with third party providers of extended services, on and off school site.
- Non-teaching support staff leading/facilitating some activities
- Clusters of schools sharing providers/activities
- New Extended Services co-ordinating role within schools, between schools
- Resources managed so as to work towards full cost recovery for some activities

What are the key features?

A Core Offer of 5 extended services to be available in or through schools:

- Wrap-around childcare (8am to 6pm, all year round)
- A varied menu of study support and enrichment activities
- Parent support programmes, including family learning
- Swift referral to specialist services
- Community access, including adult learning

What are the implications?

(for the LA, for schools/settings?)

Schools: will need to work in partnership with other organisations, linking with Children's Centres and other pre-school childcare provision. Schools can make the full offer themselves, or in partnership with the private, voluntary, statutory or community sectors, in line with LA's overall strategic plan for the local area. Childcare provision can be on school sites, at a neighbouring school, or on a different site, including childminders' homes, but with a guarantee that children will be safely transported there.

Clusters of schools - across the phases - are being encouraged to collaborate in developing services.

LA: role is to ensure the provision of extended services in and around schools.

Timescale and expectations

National targets for core offer:

- **By 2008** - Primary Schools: half of all schools in each local authority will provide access to the full core offer with half of all parents being able to access affordable childcare 8am - 6pm all year round. Secondary Schools: A third of schools will provide access to the full core offer, opening 8am - 6pm all year round and offering a range of interesting activities for young people.
- **By 2010** - all schools will meet the criteria for 2008 with all parents having access to the full childcare offer.

LA targets - whole core offer available to communities:

- in the Filton/Patchway/Thornbury locality by April 2007
- in the Kingswood and Yate localities by April 2009

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National Workforce Agreement

What's this about?

Supporting the school improvement agenda and wider changes such as Every Child Matters through the more effective deployment and organisation of school staff.

How is this linked with remodelling and managing change?

Implementation of the National Workforce Agreement (NWA) requirements has provided the impetus for schools to consider remodelling opportunities. Unfortunately remodelling has sometimes been understood to relate solely to achieving NWA compliance whereas it is much wider than this.

What are the key features?

- Making more effective use of all adults working in school
- Ensuring that teaching staff are able to focus on teaching and learning activities and outcomes
- The NWA and the school staffing review have provided a statutory framework for changes to the school workforce.

What are the implications?

(for the LA, for schools/settings?)

Schools: are required to

- meet and sustain the contractual obligations of the NWA (set out elsewhere in this document)
- implement a staff restructuring process to achieve the transition to Teaching and Learning Responsibility payments (TLRs).

How far individual schools choose to go with workforce changes beyond the legal requirements will be a matter for local determination.

LA: needs to monitor and support workforce developments in schools

Timescale and expectations

- **1 September 2005:** Third and final phase of NWA in place in all schools - teachers have PPA time and are freed from invigilation duties. Heads have dedicated time.

The ongoing challenge is how to refine and sustain these arrangements and how to evaluate their impact.

- **31 December 2005:** Staffing review completed in all schools - three year transition period to 31 December 2008 to implement changes.

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New Relationship with Schools

What's this about?

- The New Relationship with Schools (NRwS) is intended to help schools raise standards, with clearer priorities, less bureaucracy for schools and more information for parents.
- The introduction of an improved data collection system, streamlined communications and a School Improvement Partner (critical friend), will give schools greater freedom and autonomy.
- This will release greater local initiative and energy in schools, helping them to raise educational standards.

How is this linked with remodelling and managing change?

The NRwS will facilitate schools' involvement with local children's trusts and help schools adapt to the multi-agency working and joint-commissioning structures being put in place under the Every Child Matters: Change for Children programme.

What are the key features?

- Introduction of a School Improvement Partner (SIP) into every school
- Reduction of unnecessary bureaucracy
- Building the capacity of schools to drive their own improvement through self-evaluation, linked to the new Ofsted framework and Self-Evaluation Form (SEF)
- Establishment of a more intelligent, coherent, evidence-based accountability framework
- More intelligent data and better use of it
- Better alignment between schools' priorities and those of local and central Government
- Introduction of the School Profile to replace the Governors' Annual Report.

What are the implications?

(for the LA, for schools/settings?)

Schools & the LA: The NRwS has major implications for the remodelling of the work of local authorities and other agencies as well as schools.

Timescale and expectations

- **September 2005** - The first SIPs at secondary level began work in South Gloucestershire as part of the first wave of Local Authorities (other LAs from September 2006).
- **September 2005** - A primary pilot started in six local authorities
- **January 2007** - Primary SIPs will be working in South Gloucestershire, ahead of the national deadline of September 2007.

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Leadership Academy

"The children are ours... the Academy is ours... the action must be ours".

What's this about?

The key principles of the South Gloucestershire Leadership Academy are:

- To inspire leaders to extend their own leadership practices
- That teachers (all leaders) are equal partners in developing excellence
- That leaders will be able to collaborate and network their learning and thinking
- The children in South Gloucestershire schools are the responsibility of all leaders in schools and within the Department for Children and Young People

How is this linked with remodelling and managing change?

Remodelling the workforce and the curriculum are major issues for school leaders. Through celebrating best practice and innovation in new models of leadership and through connecting with regional, national and international developments, the Leadership Academy is closely concerned with enabling leaders both to develop the vision and values that must govern change and to explore ways of managing change effectively.

What are the key features?

It is built upon an infrastructure of leadership enquiry and research and external partnerships with national and international leadership organisations (e.g. NCSL, British Council) and renowned researchers (e.g. Professor Louise Stoll). There is a research base at the University of the West of England, as research is seen as central to leadership development.

A variety of inquiry groups inform a termly Leaders of Learning forum, based on the principle of building leadership capacity and developing lead learners within school learning communities. See also www.leadersoflearning.net

What are the implications?

(for the LA, for schools/settings?)

Schools & the LA: The Academy and associated forums will enable high quality debate and research into leadership, informed by best practice at local, regional, national and international levels. It will draw on leading practitioners to inform learning in South Gloucestershire across the Directorate for Children and Young People, its schools and eventually into other settings.

Timescale and expectations

Developments are informed by a **Stewardship Group**, with representatives of all school clusters and officers from the Children and Young People's Directorate. Work is evolving, as it is process driven from the identified needs of the leaders in South Gloucestershire (at all levels) rather than being a 'top down' strategy. The Academy's highly successful conference in November 2005 celebrated leadership development work taking place and pointed to what might be achieved in the future. Local hubs are evolving, engaging more school leaders and building capacity. The next major milestone is likely to be a **Leadership Summer School in 2007**.

Key contact

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Active Participation

South Gloucestershire Strategy for the active participation of children and young people

What's this about?

- There is an increasing policy shift towards children and young people becoming actively involved in consultation and decision making on the issues that affect their lives. This includes 'Student Voice' activities in schools and 'participation and involvement' activities outside schools.
- This strategy sets out a framework for ensuring that children and young people are active participants in the learning opportunities and services they receive.

How is this linked with remodelling and managing change?

- Leaders will need to demonstrate active and effective involvement of students in the life of the school or other setting
- Effective participation (i.e. students empowered to raise issues, contribute ideas, develop solutions and see outcomes) results in a changed relationship between staff and students and their school and community environment.

What are the key features?

- Framework is underpinned by national standards on participation called Hear By Rights
- The key themes and messages of active participation should influence planning of all services alongside developments within schools.
 - Active engagement of children and young people along a 'continuum' e.g. from giving feedback to making joint decisions with adults to initiating issues and making decisions themselves.
 - Good linkages between school and community (e.g. school councils with youth fora in the community and UK Youth Parliament activities)
 - Opportunities to participate are inclusive of those at risk of not having their voices heard.

What are the implications?

(for the LA, for schools/settings?)

Schools: will need to develop Student Voice activities, demonstrating positive impact and build links to ensure students are also able to influence developments in their communities and in the services they receive within and outside school.

LA: will need to ensure the active participation of children and young people is embedded in planning processes and the delivery of services that affect children's and young people's lives.

Timescale and expectations

Draft Strategy in place from **1st April 2006**. Schools will be invited to respond through consultation questionnaire.

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Sure Start Children's Centres

What's this about?

This Initiative has developed from the national *Every Child Matters* agenda. The overall objective is to establish integrated services for children and young people and their families that improve opportunities and outcomes, safeguard and promote the welfare of children in need, and raise achievement for all. By 2010, it is intended that there will be 3,500 children's centres nationally, one for every community.

The government has awarded funding for South Gloucestershire to create **11 Sure Start Children's Centres** in the 2nd phase of this government initiative. The centres are to support children under 5 years of age, their families and carers. Services offered will include play and stay sessions, support to childminders, services link to health services (could include antenatal and postnatal support, parenting skills programme etc), Job Centre Plus and an information point related to childcare issues provided by the Children's Information Service/Contact Centre.

Children's Centres in the 2nd phase do not automatically have to provide integrated childcare and early education but this may be a feature of future development. There is an expectation that any Children's Centre offering childcare will have at least a half time teacher involved in the delivery of the curriculum.

How is this linked with remodelling and managing change?

The establishment of effective Children's Centres and Integrated Locality Centres will mean the review of staff roles and responsibilities and staff structures. New ways of working will need to be explored and collaboration among staff from different professional backgrounds will be crucial, as will links with other agencies. Key staff will need to manage complex and important change effectively.

What are the key features?

A more cohesive locally based service for young families with children under 5 with an emphasis on support to the most disadvantaged/hard to reach young children.

What are the implications?

(for the LA, for schools/settings?)

Centres will:

- link closely to **locality hubs** (see page 23) enabling increased local knowledge of families with pre-school children facing difficulties and additional services available.
- assist schools in referring parents with young siblings to a support agency and give greater understanding of children's needs prior to starting and on entering school.

Timescale and expectations

(for both Sure Start and Integrated Locality Centres)

- **14 December 2005:** Notify regional DfES Sure Start Unit of geographical areas that will be served by a Sure Start Children's Centre.
- **February 2006:** Provide regional DfES Sure Start Unit with implementation plans and full capital programme.
- **February - September 2006:** Identify and agree the core offer for locality hubs, and confirm sites to be developed.
- **31 March 2008:** 11 Sure Start Children Centres to be open and providing services. 3 locality hubs in development and with agreed start dates.
- **31 March 2010:** Integrated locality centres open in Yate, Kingswood, and Patchway, linked to Sure Start and extended school services, and to coherent network of community based services for children and young people.

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Integrated Locality Centres

What's this about?

To take forward the children's trust approach in terms of integrated processes and interagency service delivery, it is proposed to develop **three integrated locality 'hubs'** which will be the central base for access to all services for children, young people and their families living in the area.

The hub will provide a single access point to the network of local services, to include Sure **Start Children's Centres** (see p22), and extended schools provision (see p 17), and will be the base for a core group of multi-agency staff from a range of disciplines, who will offer preventative and targeted services, against a backdrop of universal service provision. This will link to the work being undertaken on the Common Assessment Framework and the lead practitioner, and will provide the basis for collaborative inter-disciplinary working to improve outcomes for children and young people.

How is this linked with remodelling and managing change?

As with Sure Start Children's Centres, the establishment of Integrated Locality Centres will mean the review of staff roles and responsibilities and staff structures. New ways of working will need to be explored and collaboration among staff from different professional backgrounds will be crucial, as will links with other agencies. Key staff will need to manage a complex and important change effectively.

What are the key features?

A locally based integrated accessible service for all families with children age 0-19, where any service can either be accessed on site, or signposted as appropriate. This will include information about relevant services, direct face to face provision, and outreach into homes and other service provision, such as schools and health centres.

What are the implications? *(for the LA, for schools/settings?)*

The Local Authority and its partners will need to decide on what support staff should be based within the locality hub, or work from a centralised base or other service provision, such as health centres and schools. There will be a need to clarify and strengthen links between all services in an area in order to provide an effective network, to identify gaps, and to plan for future developments to fill them.

This will also require the active involvement of the local community in identifying and agreeing priorities and in developing effective governance models for integrated service provision, which brings together the statutory, voluntary, and community sectors.

Schools will be part of this network, and will therefore be able to identify fast track approaches to relevant support services for their most vulnerable children and young people, but also to be clear with families and communities about how any relevant extended services can be accessed through the overall area network.

Timescale and expectations

See timescale chart for Sure Start Children's Centres

Key contact *for support and further information*

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