

**REPORT TO:** Council Committee for Education  
**MEETING DATE:** 16 March 2010  
**BY:** Executive Director of Education & Children's Services  
**SUBJECT:** Shared Headships in East Lothian Primary Schools

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## **1 PURPOSE**

- 1.1 To seek approval of the Committee for Shared Headships of non-denominational primary schools within a cluster.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to:-
- i. Approve consideration of Shared Headships whenever a non-denominational primary school Head Teacher vacancy arises.
  - ii. Authorise me to seek the authorisation of Council on 27 April 2010 for the necessary changes to Standing Orders to reflect the changes to practice in relation to appointment of Head Teachers.

## **3 BACKGROUND**

- 3.1 The initial report dated 17 November 2009 highlighted many of the benefits of Shared Headship.
- 3.2 Following feedback from the Committee a working group was established to consider Shared Headships. Membership comprised of representation from Head Teachers, elected members, officers of the department, trades unions, parents, schools' staff and Finance.

3.3 The working group has considered two models:

- (a) Shared Headship of two small schools within the same cluster.
- (b) Shared Headship of primary schools of differing sizes.

3.4 The group identified the following benefits of Shared Headships:

- i. Shared Headships will allow Head Teachers to provide a greater proportion of their time to focus upon school management and leadership. This is particularly important at this time of financial constraint when management time is likely to be reduced.
- ii. The Head Teacher of two partner schools will be remunerated at a higher level thereby ensuring that a range of high quality candidates would apply for such a post.
- iii. Staff in the partner schools will benefit from being part of a larger team and associated staff development opportunities.
- iv. The increased peer group for pupils will have benefits for extra-curricular and curricular activities and transition to secondary school.
- v. There would be a larger pool of staff within partner schools to deal with emergency situations.
- vi. Small schools are significantly more expensive to operate.

3.5 Shared Headships will go some way to reducing the increased costs of running small schools, thereby making them more viable. The following table gives examples of individual pupil costs per school.

<b>School</b>	<b>Roll</b>	<b>Cost</b>
Dunbar Primary School	695	£3,478
King's Meadow Primary School	372	£3,482
Longniddry Primary School	232	£4,249
Saltoun Primary School	32	£7,895
Humbie Primary School	22	£10,242

3.6 Financial savings are likely to be between £17,000 and £24,000 for each Shared Headship.

3.7 It will be necessary, where appropriate, to draw up protocols for leadership and management of relevant primary schools, useful information has been obtained from other local authorities which will assist in taking this forward. A draft protocol based on information from Scottish Borders is attached (Appendix 1).

#### **4 POLICY IMPLICATIONS**

4.1 Existing Policies and practices will be reviewed in line with the recommendations of this report as appropriate.

#### **5 EQUALITIES IMPACT ASSESSMENT**

5.1 An Equalities Impact Assessment has been completed and no negative impacts have been found.

#### **6 RESOURCE IMPLICATIONS**

6.1 Financial – The 2010/11 budget has identified £20,000 to be saved through shared headships.

6.2 Personnel - The procedures on appointment of Head Teachers will be amended to take account of Shared Headships and associated protocol appointment procedures. Consultation with the teaching unions is ongoing.

6.3 Other – None

## 7 BACKGROUND PAPERS

- 7.1 Extract Example from Scottish Borders Council – Leading and Running Two Schools Protocol (draft) (Appendix 1).

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<b>DATE</b>	23 February 2010

## LEADING AND RUNNNG TWO SCHOOLS PROTOCOL (*Draft*)

### PARTNERSHIP WORKING

Area	Protocol	Commentary
Partnership working	<ul style="list-style-type: none"> <li>• Schools will be '<b>Partner Schools</b>'</li> <li>• Each school will maintain its unique identity.</li> <li>• Term 'Shared Head' replaced by 'Head Teacher' in all situations</li> <li>• Partner schools will develop <u>shared vision</u>, <u>values</u> and <u>aims</u> across the staff team</li> <li>• School will have own but similar vision, values and aims as <b>partner</b> schools</li> <li>• HT to foster a climate of sharing and trust/empowerment to allow staff to work together and initiate that work.</li> <li>• Consider changing opening and closing times to the same to allow for joint working.</li> <li>• Joint pupil working and activities to be explored.</li> <li>• Planned transition involving engagement with staff/parents/pupils is crucial</li> </ul>	<ul style="list-style-type: none"> <li>• Creating successful partnerships is crucial for shared headships to work effectively. This is clear in all the research material and in speaking to colleagues.</li> <li>• At the outset it is imperative that time is spent to create partnership ethos</li> </ul>

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

**FLEXIBLE WORKING/WORK LOAD** (*EMERGENT PROTOCOLS*)

Area	Protocol	Commentary
Profile at key events	<ul style="list-style-type: none"> <li>• Split days are not a good use of HT time however, at key times this will be essential e.g. First day of term, end of term</li> <li>• Consider a 'visible presence' – do not need to be there for the whole event</li> <li>• It is not essential for HT to attend everything- a <u>designated school rep</u> can do this</li> </ul>	School rep
Time management	<ul style="list-style-type: none"> <li>• 5 days does not always mean 2.5 days per school</li> <li>• Flexibility to respond to emergency situations must be understood by staff and all stakeholders</li> <li>• Dividing time- can be present in one school but working for the other school</li> <li>• Evening meetings – examine and decide if the meeting really needs to be in the evening. Decide who will attend as <u>school rep</u>.</li> <li>• Consider holding meetings at other times e.g. at the end of the school day (3-5pm)</li> <li>• Joint meetings- school reps agreed by management team with responsibility for dissemination of information as appropriate</li> <li>• Review meetings – key members of staff attend</li> <li>• HT to attend high priority meetings as appropriate</li> <li>• Single meetings (both schools) – e.g. Finance Advisor</li> <li>• Parents evenings – HT in both schools – equal time – timetabled or HT attends all eve at different times and takes time in lieu</li> </ul>	<ul style="list-style-type: none"> <li>• Consider meetings during and at the end of the school day (3pm).</li> <li>• Children can play in the playground.</li> <li>• Can often tap into wider group of parents</li> </ul>

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

Area	Protocol	Commentary
Work life balance	<ul style="list-style-type: none"> <li>• Manage time creatively and not feel guilty.</li> <li>• Change culture - HT must work within 35-hour week.</li> <li>• Recognition that the HT will say “no” and not feel guilty.</li> <li>• Share widely the concept that the HT does not needs to do everything - share tasks around e.g. LEA working groups etc.</li> <li>• HTs to stop doing things that are not their job.</li> <li>• Change working practices across all schools               <ul style="list-style-type: none"> <li>➢ Time in lieu – specific number of days agreed?</li> <li>➢ Flexible working (including policy)</li> <li>➢ Use of home working as a really productive use of time and a good strategy for completion of extended tasks</li> </ul> </li> </ul> <p><b>Set up HT collegiate group to monitor HT workload and working practice</b></p>	
Transition Phase –	<ul style="list-style-type: none"> <li>• Use of transition time to get to know staff, pupils and parents</li> <li>• Appropriate arrangements made following this</li> <li>• Protocol of good practice developed</li> <li>• CPD for shared leadership</li> </ul>	
Communication	<ul style="list-style-type: none"> <li>• Getting same message to parent groups and staff (official from ELC)</li> <li>• HQ produce pamphlets + holds meeting with parent + staff groups</li> </ul>	

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

**PARENTS**

Area	Protocol	Commentary
Parental expectations	<ul style="list-style-type: none"> <li>• Agreed protocol for <u>all schools</u>, not just shared Headships</li> <li>• Protocol to set out maximum number of hours HTs will spend at meetings, school events, concerts etc. and latest time meetings can run until, this will allow flexibility for individual school               <ul style="list-style-type: none"> <li>➤ Number of hours allocated to Parent Councils, e.g. 10-12 hours. Agree how these are to be used with Parent Council over the year</li> <li>➤ Meetings can be called Monday - Thursday</li> <li>➤ No meetings to be called on Friday evening, weekends or holidays</li> <li>➤ No meeting to finish later than <u>8pm</u></li> </ul> </li> <li>• All of the above to form Guidelines: '<u>What a parent can expect</u>'</li> <li>• Transition time used to meet with both <u>Parent Council chairs</u> together and begin to plan for the next session using the protocol to agree number of hours HT will use for meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• HT to ensure that both sets of parents know that s/he is fully committed to their school however they need to have realistic expectations about the core responsibilities of the HT</li> <li>• What parents can expect – core responsibilities of HT - very clear so level playing field for all HTs – staff also have realistic expectations –</li> <li>• <u>Not just for shared headship but for all school</u></li> </ul>
Role of PT etc – clarity of role	See staffing	<ul style="list-style-type: none"> <li>• Parents need clarity about roles of staff.</li> </ul>
Flexibility of staff across schools including the PT/DHT	See staffing <ul style="list-style-type: none"> <li>• Staff (<b>teaching and support</b>) are part of the team supporting 2 schools</li> <li>• Staff will be used flexibly between the schools</li> <li>• Staff will move between schools as required</li> </ul>	<ul style="list-style-type: none"> <li>• This will be planned on a year-to-year basis and in consultation with staff.</li> <li>• This is a different way of working which will help schools best meet the needs of pupils.</li> <li>• Parents will be kept informed as with current good practice</li> </ul>

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

Area	Protocol	Commentary
Difficult parents	<ul style="list-style-type: none"> <li>• 'Vexatious complainers' – follow guidance from LEA</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must take a stand on parents who are a problem and support schools as these issues can take a disproportionate amounts of time from HTs other workload.</li> <li>• Need consistent approach</li> </ul>
Parent council	<ul style="list-style-type: none"> <li>• Develop partnership working between councils if appropriate,</li> <li>• Possibility of joint meetings for common issues e.g. business meetings together (regular contact between chairs of both PC)</li> <li>• Consider separate sub groups for fundraising etc</li> <li>• Meeting dates arranged well in advance</li> <li>• Consider when meetings are held they do not all have to be in the evening</li> <li>• Keep to time (maximum of 2 hours per meeting)</li> </ul>	
Communication	<ul style="list-style-type: none"> <li>• Getting same message to parent groups and staff (official from ELC)</li> <li>• HQ produce pamphlets + holds meeting with parent + staff groups</li> </ul>	
Accessing HT	<ul style="list-style-type: none"> <li>• Not to be on demand</li> <li>• Admin know where HT is and how to contact</li> </ul>	

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

**STAFFING**

Area	Protocol	Commentary
Shared: <ul style="list-style-type: none"> <li>• Vision, values, aims</li> <li>• Identity</li> <li>• Events</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will retain own identity but will have shared vision, values and aims as <b>partner</b> schools.</li> <li>• Aim towards one <u>School Improvement Plan</u> with specific action plans where schools differ. Must be flexibility in the meantime</li> </ul>	
Joint working	<ul style="list-style-type: none"> <li>• HT will foster a climate of sharing, trust and empowerment to allow staff to work together.</li> </ul>	
	<ul style="list-style-type: none"> <li>• All staff to recognise that collaboration is a dynamic process not a single event</li> <li>• HT must devote significant leadership resources and energy to constantly nurture the process</li> </ul>	
	Across 2 schools create: <ul style="list-style-type: none"> <li>• Joint/partnership working</li> <li>• Joint Management team meetings</li> <li>• Working groups</li> <li>• Stage partners</li> <li>• Stage meetings</li> <li>• Peer observations</li> <li>• Co-ordinators/leaders in particular areas to be that of both schools</li> <li>• Shared expertise - more chances for team work and wider discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Create time and opportunities for staff to come together,.</li> <li>• Ensure maximum possible flexibility in collegiate hours.</li> <li>• Provides opportunity for staff development</li> <li>• Build up the staff team</li> <li>• Establish and maintain trust</li> <li>• Manage tensions</li> <li>• Common resolve and sensitivity to others</li> <li>• Excellent communication</li> <li>• Staff know systems</li> </ul>

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

	<ul style="list-style-type: none"> <li>• Staff (<b>teaching and support</b>) are part of the team supporting 2 schools</li> <li>• Staff will be used flexibly between the schools</li> <li>• Staff will move between schools as required</li> </ul>	<ul style="list-style-type: none"> <li>• This will enable HTs to meet the needs of all pupils across both schools</li> <li>• This will develop people and teams</li> <li>• Consider placing of NQTs, especially if no support for them (Keep in mind that NQTs should have the opportunity to experience small /shared schools)</li> <li>• LEA need to consider the implications from existing 0.4 FTE management teachers who's post will no longer exist</li> </ul>
Travel	<p>For joint working:</p> <ul style="list-style-type: none"> <li>• Crucial that everyone completes travel expenses forms for each journey from base school</li> <li>• Staff moving from one school to the other for CAT/SIP/staff meetings – this may be weekly meetings</li> <li>• Consider starting and finishing times of staff meetings so staff not working past 5.00pm, taking account of travel time.</li> <li>• Travel time should be included in collegiate hours</li> <li>• Encourage staff to share cars</li> <li>• Use for technological support - Use of teleconferencing for some meetings</li> <li>• Sharing presentations across internet</li> </ul>	<ul style="list-style-type: none"> <li>• Share cars where ever possible</li> <li>• Essential to claim so that we get a true cost of running the 2 schools</li> <li>• Need to ensure there is money for this travel and it must not come out of other budgets e.g. Educational materials</li> <li>• Consider base amount payment for travel each month</li> <li>• Simplify travel claim form</li> </ul>
Programmes	<ul style="list-style-type: none"> <li>• Share resources</li> <li>• Same policies for both schools</li> </ul>	<ul style="list-style-type: none"> <li>• As working towards CfE all should be doing the same.</li> <li>• Work towards this and share good practice – a great opportunity.</li> </ul>
Placement of the DHT/PT	<ul style="list-style-type: none"> <li>• If there are 2 members of the MT (excluding the HT) then one to be located in each school.</li> <li>• MT team meetings rotate between schools.</li> <li>• Where there is only 1 PT they must be class committed in only one of the schools.</li> </ul>	

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Responsibility in the absence of HT	<ul style="list-style-type: none"> <li>• The HT is responsible whether they are physically in the building or not.</li> <li>• DHT next in line management</li> <li>• PT next in line management</li> <li>• CT next in line management</li> <li>• Admin staff will always know where the HT is and how he/she can be contacted.</li> </ul>	<ul style="list-style-type: none"> <li>• HT to keep Blackberry on when in meetings so can check emails and calls arriving.</li> <li>• Admin to email urgent situations to HT so can respond if needed.</li> <li>• Risk assessment should be completed annually</li> </ul>
Staff responsibility	<ul style="list-style-type: none"> <li>• All teaching staff have a responsibility for the good order and running of the school.</li> <li>• All teachers are duty teachers (as annex B teachers)</li> <li>• A named '<b>duty teacher</b>' will be organised on a rotational basis.</li> <li>• Other cluster Head Teachers will be called on if necessary for advice and /or support.</li> <li>• Staff will support one another - see Agreed protocols for teachers/ Annex B</li> </ul>	<ul style="list-style-type: none"> <li>• Staff who have non contact time would be first point of contact.</li> <li>• They would release PT from class as needed.</li> <li>• Admin staff have all timetables.</li> </ul>
Contact with HT	<ul style="list-style-type: none"> <li>• Staff can email HT – use of PDA to receive when out and about</li> <li>• Staff know how to contact – Head Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• PDAs to be provided for all HTs</li> </ul>
Role of CT/PT	<ul style="list-style-type: none"> <li>• Role of CT/ PT see TP21</li> <li>• Remit and areas of responsibility to be decided with HT on year-to-year basis (at PRD meeting. This will be especially important during transition phase)</li> <li>• Use of collegiate time</li> </ul>	
Absence of staff	<ul style="list-style-type: none"> <li>• HT should not cover classes in CT absence</li> <li>• Use staffing flexibility to cover or split class until supply can be obtained</li> </ul>	<ul style="list-style-type: none"> <li>• Develop risk assessment for this situation</li> <li>• Staff to have booklet prepared for children in class (each block) relevant to work ongoing that can be lifted and copied for purpose of splitting class.</li> <li>• Prepare list of where to send children to. All staff to be aware of lists.</li> </ul>
Collegiate hours	<ul style="list-style-type: none"> <li>• Consistency of collegiate agreements across both schools.</li> </ul>	<ul style="list-style-type: none"> <li>• HT chair of collegiate group</li> </ul>

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Low level disruptive behaviour	<ul style="list-style-type: none"> <li>• CT is responsible for managing behaviour within and out with the classroom.</li> <li>• CT to follow positive behaviour policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will need to be made aware of their responsibility within TP21.</li> </ul>
Managing challenging behaviour	<ul style="list-style-type: none"> <li>• CT is responsible for managing within and out with the classroom.</li> <li>• He/she will support other staff through the assertive discipline policy of the school.</li> <li>• He/she will be supported by other staff through the positive behaviour policy of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with staff to develop this</li> </ul>
Managing extreme and violent behaviour	<ul style="list-style-type: none"> <li>• All schools to devise Action plans for children at risk of displaying extreme or violent behaviour.</li> <li>• Action plan to be followed.</li> </ul>	<ul style="list-style-type: none"> <li>• The action plan may include support from staff out with the school.</li> <li>• Work with staff/ agencies/partners to develop this.</li> </ul>
Admin support staff	<ul style="list-style-type: none"> <li>• Establish parallel systems so HT doesn't need to change what he/she does.</li> </ul>	<ul style="list-style-type: none"> <li>• Joint training needed</li> </ul>
Division of labour	<ul style="list-style-type: none"> <li>• Share tasks across schools. One person to do job for both school in certain tasks e.g. ordering and requisition of materials. This will mean only 1 delivery charge between the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin to have access to shared drives in both school</li> <li>• Each school to maintain own separate budget with the facility to create a shared code where you can vire money in from both schools for shared priorities</li> </ul>
Deployment of support staff	<ul style="list-style-type: none"> <li>• Readjust support staff hours to ensure full time admin cover in school office from 8.30- 3.30pm.</li> <li>• Ensure cover during lunch break</li> <li>• Must use support staff hours to supervise lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Schools to organise support staff cover so that there is always someone to answer phones + doors– all schools have 1.2FTE as min – i.e. 42 hours per week per school NB. 1FTE = 35 hours</li> <li>• Every school has a <b>Primary School Administrator</b></li> <li>• Role profiles – can check to see what you can expect the person to do in their post</li> </ul>

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Absence of admin staff	<ul style="list-style-type: none"> <li>• Need cover for admin staff when absent</li> </ul>	<ul style="list-style-type: none"> <li>• It is essential there is someone in the school to answer phones, doors etc</li> </ul>
Communication with parents and others	<p>Admin is first<sup>t</sup> point of contact</p> <ul style="list-style-type: none"> <li>• No apologies for HT being out of school</li> <li>• Ascertain if urgent and needs immediate contact</li> <li>• Make appointment</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Let parents (other) know where HT is and contact number if appropriate</li> <li>• Use of e-mails to HT to keep her/him informed</li> </ul>	<ul style="list-style-type: none"> <li>• Diary system needed – one for school – school events; one for HT + MT where they are at any given time</li> <li>• Use of white board for week to week events/ meetings – write up all the HT does so staff know what he/she is doing</li> <li>• Use ICT</li> </ul>
Other support – janitorial/business/property		
Key holder	<ul style="list-style-type: none"> <li>• Dedicated person to open and close school</li> </ul>	<ul style="list-style-type: none"> <li>• Opening and closing of schools (not in annex B therefore responsibility of another person)</li> </ul>

<p>Roles and Responsibilities</p> <p>What can admin staff be expected to do?</p>	<ul style="list-style-type: none"> <li>• <b>DSM:</b> <i>raise purchase orders &amp; obtain authorisation; check deliveries &amp; delivery notes against invoices and purchase orders; complete transaction sheets; maintain accurate financial records and produce standard spreadsheet reports; provide accurate information to support the HT with budget monitoring; comply with Council's financial regulations, policies and procedures</i></li> <li>• <b>School Fund:</b> <i>keep accurate records of transactions to a standard suitable to be audited externally; collect and bank monies for uniform, school trips, photographs, fundraising, etc; raise cheques for the school fund bank account and reconcile monthly statements; raise purchase orders; safe keeping; stock control; comply with Council's regulations, policies and procedures in relation to all of these</i></li> <li>• <b>SEEMIS</b> <i>maintain accurate data relating to admissions, attendance, attainment, etc; prepare reports, returns to ScotXed and standard letters; occasional upgrading of system under the guidance of HQ IT staff; support other staff</i></li> </ul>	<p>In all of this financial work, they are supported by the BSO.</p>
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## EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

	<p><i>members with basic training and advice when necessary; assist with the roll out and use of new modules when appropriate</i></p> <ul style="list-style-type: none"><li>• <b>School Events</b> <i>coordinate arrangements for school trips including transport, venues, collection and banking of money and correspondence with parents/guardians; coordinate arrangements for school events such as school photographs including booking, correspondence, coordinating rooms and pupil attendance, collection and banking of money and distribution of photographs</i></li><li>• <b>Daily:</b> <i>coordinating school meal arrangements including taking numbers, advising kitchen staff, keeping accurate records, collecting and banking money (notifying HQ where appropriate) and providing information to parents regarding free school meals/grants; coordinating school travel arrangements including maintaining transport lists, liaising with Passenger Transport section at HQ and assisting with emergency travel arrangements when required; prioritise day-to-day workload within the parameters agreed with the HT; coordinate the transmission of information between the school and parents and vice versa</i></li><li>• <b>Staff:</b> <i>contact and book supply staff; ensure timesheets and travel claims are submitted accurately, promptly and comply with Council regulations and procedures, checking calculations and adding appropriate cost centre coding to the forms</i></li><li>• <b>Clerical:</b> <i>photocopying, laminating, binding, filing; produce school documents using word processing, desk top publishing or other software; typing correspondence; maintaining HTs diary; complete pupil enrolment records; maintain petty cash records; maintain school inventory records; taking bookings and submitting forms to HQ relating to school lettings; taking minutes; reception duties; dealing with mail, logging late pupils; communicating to parents using group call</i></li><li>• <b>Pupil Contact:</b> <i>make arrangements for sick children; maintain medical records;</i></li></ul>	
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EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

Absence of HT	<ul style="list-style-type: none"><li><i>In most instances, be the contact/front line person for the HT in communication with all parties (i.e.: staff, parents, other agencies)</i></li></ul>	<i>The likelihood of greater disruptions is increased.</i> It would be important to have at least one other member of staff who is trained-up in daily routines (eg: school meals) so that temporary absences or higher priority diversions do not impact on the general running of the school.
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**ICT**

Area	Protocol	Commentary
Laptop	<ul style="list-style-type: none"> <li>• Each HT to be allocated a laptop computer with one docking station in each school</li> </ul>	<ul style="list-style-type: none"> <li>• This allows access at each school, as well as at home, to all files, programs etc that are necessary to maintain effective and efficient use of time, regardless of location.</li> <li>• Must be wary of workload and hours spent, especially at home. The work/life balance needs to be maintained for sustainable, quality leadership and management.</li> <li>• Home working should be considered as an option during the working day.</li> </ul>
Access to corporate IT system	<ul style="list-style-type: none"> <li>• Access to both schools shared drive; Semmis; Group Call for HT and Admin staff</li> <li>• HTs drive to be accessible in both schools</li> <li>• ICT need to ensure these systems are set up and ready to go during transition phase</li> <li>• Outlook web access for email as standard for all HT.</li> <li>• For shared headship, set up access to both school's data during transition i.e. end of June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Access to corporate IT system</li> <li>• In order for shared headship to work effectively ICT must be set up across both school's data during transition phase (April-May) so that any teething problems can be ironed out and systems can begin to be used by the incoming HT.</li> </ul>
PDA	<ul style="list-style-type: none"> <li>• Each HT to be issued with a PDA which is to remain on at all times, including during meetings</li> <li>• Assistance in training to manage this, including Outlook and setting up user groups</li> </ul>	<ul style="list-style-type: none"> <li>• Allows immediate and direct contact with the HT for emergency and urgent matters.</li> <li>• Acting as mobile phone and email contact, as well as Outlook calendar and contacts; it increases the capacity for communication</li> <li>• It is not acceptable for HTs to have to rely on personal mobile phones for work (including the cost implications to the HT)</li> </ul> <p><i>NB. When you are not working this should be switched of to maintain work/life balance.</i></p>

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

Calendar	<ul style="list-style-type: none"> <li>• Corporate calendar to be updated electronically</li> <li>• To include all LEA events, meetings etc to be developed and available to all HT this would be useful when setting up meetings etc</li> </ul>	<ul style="list-style-type: none"> <li>• There is ready, advance notice of all events, meetings, etc that can impact on school communities. This should help with individual school calendar planning, especially for partner schools. There is the bonus that all schools are informed about goings on across the Council.</li> </ul>
Diary management	<ul style="list-style-type: none"> <li>• Develop efficient diary management systems- school diary and HT diary, which will enable the diaries to synchronise?</li> <li>• Managed by in partnership with admin</li> <li>• Use outlook for all staff to enable them to access school + HT diaries</li> <li>• LEA to input all key dates i.e. HT meetings, holidays, inset days, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Use of different colours for different schools</li> <li>• Recognition that email for staff on RM system is not very good. This would need to be improved.</li> </ul>
Video/telephone conferencing	<ul style="list-style-type: none"> <li>• Use of teleconferencing for some meetings</li> <li>• Sharing presentations across internet</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to develop personal, professional relationship with staff in schools. This necessitates being present and visible, especially during the phase-in and embedding phase</li> </ul>
Parental communication	<ul style="list-style-type: none"> <li>• Mailbox where parents can e-mail or text to leave information e.g. absence, forgotten dinner money etc. so that admin not tied up</li> </ul>	

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

**QUALITY ASSURANCE**

Area	Protocol	Commentary
School Improvement planning	<ul style="list-style-type: none"> <li>• 1 School Improvement Plan with sections relating to individual school needs etc. HMle, limit number of priorities</li> <li>• Joint CPD, CAT sessions, joint inset</li> <li>• Joint monitoring activates e.g. peer observations</li> </ul>	<ul style="list-style-type: none"> <li>• This is what we are working towards and may not be possible in the first year</li> <li>• In order to allow this to happen the LEA need to provide supply cover to release teaching HTs form part of their teaching commitment.</li> </ul>
QIO role Change to Achieving Excellence		<ul style="list-style-type: none"> <li>• This will make workload more manageable and also help in working towards joint SIPs</li> </ul>
Quality assurance calendar	<ul style="list-style-type: none"> <li>• Work towards 1 calendar for both schools</li> <li>• Involve staff in peer observations, sample pupil work (e.g. jotter monitoring), joint planning and review</li> </ul>	<ul style="list-style-type: none"> <li>• Working towards this however it is recognised that there will be individual priorities for each school</li> </ul>
HMI/Care Commission	<ul style="list-style-type: none"> <li>• Joint inspections of both schools by 1 lead inspector and team suitable for the number of classes. (Work towards this)               <ul style="list-style-type: none"> <li>○ HT would engage in one professional dialogue with inspectors to share self evaluation information about both schools</li> <li>○ During inspection week HT to spend time in both schools.</li> <li>○ Agree timetable in advance with inspections team</li> <li>○ NB. This would be equal and fair to both schools, staff and parents and would reflect more accurately what is actually going on.</li> </ul> </li> <li>• Care Commission inspections to be carried out in the same week for both schools (same model as HMle)</li> <li>• Nursery staff given time out of class to complete CC returns</li> </ul>	<ul style="list-style-type: none"> <li>• This would need to be taken forward by QIO team/ from input form HTs</li> </ul>

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

**Flexible Working** (SUB GROUP)

Area	Protocol	Commentary
EVENING MEETINGS	<ul style="list-style-type: none"> <li>• Parents nights, parent council meetings and events organised by the school which involve children (concerts etc) are considered the <b>compulsory element</b> which HTs can be expected to attend.</li> <li>• Examples of how a HT of more than 1 school may organise their time to meet the 35 hour week include:               <ol style="list-style-type: none"> <li>a. Attending a percentage in each school, e.g. by organising parents evening at each school on the same night and changing schools halfway.</li> <li>b. By having a member the DHT or PT deputise (within their agreed hours)</li> <li>c. By giving CPD opportunity for a CT attending a Parent Council</li> <li>d. By making a time adjustment at a suitable time.</li> </ol> </li> </ul> <p>There must be acceptance of the need for HTs to be able to make “adjustments to their time” when the compulsory elements demand working beyond 35 hours. Attending Disco’s etc cannot be included as compulsory.</p>	<ul style="list-style-type: none"> <li>• Parent Councils may wish to look at a model of a full executive meeting once per term with HT attending, and sub-groups operating separately without HT, all reporting back at Termly meetings.</li> </ul>
EVENING MEETINGS	<ul style="list-style-type: none"> <li>• The HT must be sensitive in making these adjustments, and consider the needs of the school.</li> <li>• Beyond the compulsory element, there is a list of events and activities that HTs feel obliged (and pressured) to be at. This additional expectation must be removed without denying HTS opportunities to be involved where they wish.</li> <li>• There can be no expectation that HTs (or other staff) will attend social functions, every sporting event etc.</li> <li>• Meetings can be called Monday – Thursday, with an agreed finishing time of not later than 8.30 pm. Meetings should be planned well in advance to avoid clashes with other commitments.</li> </ul>	

EXTRACT EXAMPLE FROM SCOTTISH BORDERS COUNCIL

ACCESSIBILITY	<ul style="list-style-type: none"><li>• HTs should have a high visibility presence in both schools.</li><li>• HTs should be available by arrangement for the parents of both schools when at there other.</li><li>• Parents should not be given the HT mobile no and should be expected to contact the school office, who will determine if the HT is the appropriate person for that parent to speak to and arrange.</li><li>• Schools must agree and share the procedures staff will take in different situations to empower them to make decisions and take action when the HT is not present.</li></ul>	<ul style="list-style-type: none"><li>• It is recognised that there are situations where HT will be inheriting an expectation of constant availability in school and beyond.</li><li>• Staff must be empowered to act in situations without constantly referring to the HT</li></ul>
MANAGEMENT TIME (DHT/PT)		Careful consideration of who is where when!