



WHAT IS SCHOOL WORKFORCE REMODELLING?

- **The implementation of the National Agreement "Raising Standards and Tackling Workload".**
- **The development process whereby schools can make changes needed in an effective whole school approach.**

see also:

<http://www.remodelling.org/remodel/index.php>

This means in practice:

- a focus on teaching and learning;
- the eradication of time-consuming and wasteful activities;
- making the best use of new technologies in all areas of the school's work;
- the best use of the resources available;
- sharing innovative practices;
- encouraging collaboration both within the school and with other schools, the latter being very important for small Primary schools.

SUPPORT STAFF STRUCTURES AND JOB SPECIFICATIONS

Remodelling of school staffing to reduce teachers' workload will mean changed roles and job descriptions for many, though not all, support staff in schools, including technicians, administrative/organisational staff and teaching/classroom assistants. It may also mean the creation of new posts.

In order to facilitate this change, Education Personnel Services has produced draft revised structures and job specifications. These are based on the existing job specifications in the Schools Personnel Handbook and draft new national *guidance* which is part of a proposed National Agreement between Support Staff trade unions and the National Employers in local government.

We would emphasise though that it is *guidance*. Schools will use the new family of job specifications as guides to establish their own staff structures, job descriptions and salary grades. Schools will be free to vary the job descriptions but if there are more than minor changes then we would expect the school to contact their own Personnel Consultant to seek advice and check the correct salary grade.

The draft job specifications have been sent to schools to Headteachers for consultation (they will have already been seen by Headteacher representatives of NASH, SNAPP and Special schools as part of the consultative process). Heads are asked to share

these with their support staff in a process of consultation. Any Headteacher views should be fed back to Ray Philpott, Senior Personnel Consultant, Education Personnel Services, Education Department, County Hall, Norwich, NR1 2DL **by 14th November, 2003** and following this there will be further consultation with Governor/Head representatives, teacher trade unions and, of course, Unison.

Arrangements have been made for meetings to be held by the LEA around the county in November:-

3rd	16.15 - 17.30	Norwich PDC
5th	16.15 - 17.30	West Norfolk PDC
6th	16.15 - 17.30	Great Yarmouth High School
10th	16.15 - 17.30	North Walsham High School
11th	16.15 - 17.30	Rosemary Musker High School, Thetford

and support staff are invited to these meetings.

These meetings will be led by Bob Hedley or Ray Philpott, Education Personnel Services, and Jonathan Dunning of Unison will attend. Staff views should be fed back to Jonathan Dunning, Branch Secretary, Unison, County Hall, Norwich, (or if staff wish, to Ray Philpott).

The final set of job specifications will be issued to schools in December 2003/ January 2004 and, at the same time, put in the Schools Personnel Handbook.



WHAT IS THE REMODELLING CHANGE PROCESS?

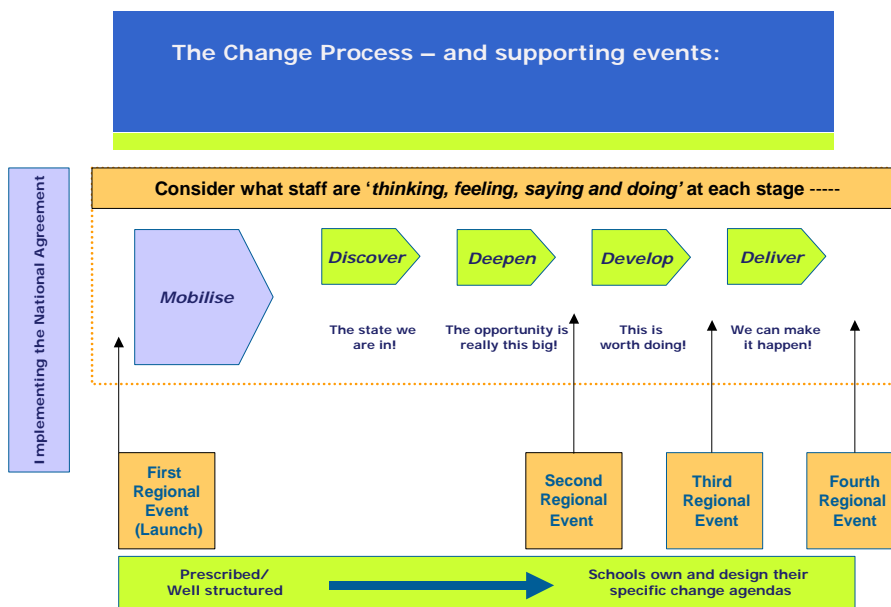
The DfES has set up a programme of development to support all schools to make innovative long term changes using a whole school approach in dealing with the workload issue. A national team - the National Remodelling Team (NRT) - is organising the programme throughout England and LEAs are tasked to support, advise and train schools. The NRT web site can be accessed at www.remodelling.org where further information about NRT can be obtained. Suffice to say they are a unit within the National College of School Leadership (NCSL) and the web site contains much useful material for schools and LEAs.

The best illustration of what can be done is in **10 case studies** that can be accessed through the web site www.remodelling.org. The case studies comprise schools that were part of the Pathfinder Project and although they had access to special funds, their approaches illustrate what can be done, albeit many of Norfolk schools for funding reasons would need to plan over a longer period. The type of schools included:

- 5 Primary schools (including a 37-pupil small rural Primary school);
- 1 Special school; and
- 4 Secondary schools (including a Technology College).

SUPPORTING A LONG TERM REMODELLING PROCESS FOR EVERY SCHOOL

The supporting events will be as follows:



Timescales	
• October 2002 - March 2004	7 Norfolk schools will go through a programme of development and training. These schools will be selected by the LEA using information that has been collated by RDAs.
• April 2004 - March 2005	200+ Norfolk schools will go through the programme of training.
• April 2005 - March 2006	The remaining Norfolk schools will go through the programme of training.

ROLE OF THE LEA IN SUPPORTING SCHOOLS

The role of the LEA in supporting schools is to:

- Promote and support implementation of the National Agreement.
- Promote collaborative ways of work.
- Promote the remodelling agenda.
- Facilitate knowledge sharing.
- Provide expertise and challenge.
- Work with the NRT.
- Engage schools in the change management process.



PROJECT LEADER AND PROJECT OFFICER

The DfES has provided funds for each LEA to have a Project Leader and Project Officer in order to deliver the programme of advice, support and training to schools. The Project Leader post has recently been advertised and it is hoped the person appointed will commence work later in the Autumn Term.

Norfolk and Suffolk LEAs are co-operating in the provision of the Project Leaders. This should bring benefits to schools in both LEAs.

TEACHING ASSISTANTS

Teaching assistants have a vital role in supporting children and teachers in their classrooms. The continuing development of their professional skills plays an important part in improving learning.

The current LEA training programme aims to meet the needs of teaching assistants at differing levels of experience and expertise. Three major courses form the core training programme. They are:

- The four-day induction training for new teaching assistants. Four courses are run for Secondary teaching assistants and for Primary teaching assistants.
- The NVQ Level 3 for teaching assistants running over the 2003/04 school year.
- The Open University Specialist Teaching Assistant Certificate (STAC).

It is clear from the very high demand for these courses that teaching assistants are very keen to improve their expertise. The demand far exceeded the availability of places for the NVQ3 and the STAC courses. To meet this demand, the LEA hopes to be able to run this core training programme, or something very similar, in future years.

In addition, the LEA Advisory Service runs a number of shorter courses, mainly single sessions, specifically for teaching assistants. They are designed to guide teaching assistants in supporting specific activities and programmes in a range of areas, including the National Literacy Strategy, the National Numeracy Strategy, assessment and special educational needs.

There is also work going on at a national level to develop the role of teaching assistants. The Teacher Training Agency has recently produced a set of national standards for higher level teaching assistants (HLTAs). This is to be followed up with training materials to support those who wish to move into this role. Information on Teaching Assistant training can be obtained from Roger Eagle, Norfolk Advisory Service, on 01603 433276.



THE NATIONAL AGREEMENT - UPDATE

Timescales and tasks are as follows:

Phase One - September 2003

Schools should be working to implement the following during 2003/04:

- Routine delegation of 24 non-teaching tasks.
- Promote reduction in overall excessive hours.
- Work/life balance should be an important consideration in planning school workloads.
- Leadership and management time should be introduced.

We are aware that many schools have already taken on board these issues and made considerable progress. For those schools needing advice, please contact your RDA or Personnel Consultant. Professional association and trade union members can, of course, contact their representatives.

Phase Two - September 2004

- Introduce new limits on covering for absent teachers.

Schools should be starting to plan this change. In future, cover should be provided through a range of options, including supply teachers and:

- high level teaching assistants (HLTAs);
- cover supervisors (including teaching assistants);
- floating teaching;
- any other innovative approaches;
- teachers covering within the new limits.

HLTAs, teaching assistants and other support staff need to satisfy Headteachers that they have the necessary competencies and experience to carry out certain specified teaching activities. See The Education (Specified Work and Registration) (England) Regulations 2003 and under Statutory Changes (see next column).

Phase Three - September 2005

Introduction of:

- 10% guaranteed time for Planning, Preparation and Assessment (PPA).

- Dedicated time for Heads to carry out their responsibilities.
- New invigilation arrangements for external examinations.

STATUTORY CHANGES

- **School Teachers' Pay and Conditions Document 2003:** changes have been made to the School Teachers' Pay and Conditions Document to reflect the National Agreement "Raising Standards and Tackling Workload". The DfES have also published guidance which is incorporated with the Document which schools should now have received.
- **The Education (Specified Work and Registration) (England) Regulations 2003:** sets out the conditions under which support staff, who are not qualified teachers, can nevertheless carry out certain activities usually undertaken by qualified teachers. It is important that Headteachers are fully aware of these conditions and ensure that they are applied in their school. The Statutory Instrument can be downloaded from <http://www.legislation.hms.gov.uk/si/si2003/20031663.htm>

The conditions are:

- the support staff employee must carry out the 'specified work' in order to assist or support the work of a qualified teacher in the school;
- the support staff employee must be subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher of the school; and
- the Headteacher must be satisfied that the support staff employee has the skills, expertise and experience required to carry out the 'specified work'.

Schools should review their current arrangements to ensure that they are working within these statutory regulations.

