

| | |
|-------------|-----------|
| Agenda Item | 17. |
| Report No | CLH 48/18 |

HIGHLAND COUNCIL

Committee: Care, Learning and Housing

Date: 18 October 2018

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

Report By: Director of Care and Learning

1. Purpose/Executive Summary

- 1.1 The purpose of this report is to update Members on the Sustainable Education in Highland Communities programme, and to make recommendations on next steps.

2. Recommendations

- 2.1 Members are asked to:
- i. Note the progress on appointments to the SEiHC Team;
 - ii. Approve the Action Plans for the SEiHC workstreams, attached as Appendix 1; and
 - iii. Note the progress in each of the ASGs that are currently under review.

3. Introduction

- 3.1 Members have continued to be updated at each meeting of the Committee, regarding progress on the Sustainable Education in Highland Communities programme.
- 3.2 At the Committee in August, Members agreed to support the review of Office Support at Mallaig, noted the progress in Workstream 1 and endorsed the formal relationship for the delivery of E-Sgoil.
- 3.3 This report updates progress in recruiting to the Sustainable Education Team, the work of each of the Programme Workstreams and developments in each of the ASGs currently under review.

4. Sustaining Education in Highland Communities Recruitment

- 4.1 Members agreed in May the recruitment of a small team to take forward the Programme. The Team comprised a Programme Manager, Communications Officer, Community Engagement Officer and Programme Officer.
- 4.2 A Programme Officer, Laura Husher and Communications Officer, Sarah Chapman have been successfully recruited and begun work with the team.
- 4.3 Recruitment of the Community Engagement Officer is underway. The Highland Council have entered into a partnership arrangement with the Highland Third Sector Interface (HTSI) for the appointment to the Community Engagement Officer post. The post will be recruited jointly by the Council and HTSI, with the postholder being an integral part of the Programme Team but based at the HTSI offices and managed by the Chief Officer of HTSI. A Service Level Agreement for the post has been agreed with HTSI.
- 4.4 Recruitment is also underway to replace the Programme Manager.
- 4.5 All appointments are either 23 month secondments or time limited 23 month posts. The aim is to have the 'new team' fully in place by the next Committee meeting in December.

5. Work Stream 1 - Achieving High Quality Educational Outcomes

- 5.1 If we are to obtain high quality educational outcomes for young people in Highland, it is vital that we deliver a high quality curriculum and learning and teaching. If we can deliver improvement in these two key areas in our schools, it will deliver improvements in attainment.
- 5.2 **Key objective 1: Providing equity and excellence through curriculum delivery**
In shaping the future strategic curricular direction for Highland schools we will work within the following parameters:
 - 1. We want a curriculum that is flexible to the needs of young people and works for all young people, not just the majority.
 - 2. We want a curriculum that will support personalisation and choice and ensure that young people have access to the full range of qualifications and experiences that best meet their needs and future aspirations.

3. We want a curriculum that support progression through learning and avoid any unnecessary duplication.
4. We will work in partnership with our partners in a collaborative manner in developing any future strategic curriculum planning direction.
5. We will build on the existing strengths of the current curriculum delivery that currently exists in our schools and examples of emerging practice across Scotland.
6. We will develop a curriculum that supports key national education policies.
7. We will develop a curriculum that maximises the benefits of digital learning.

5.3 **Key objective 2: Delivering equity and excellence in learning and teaching through delivering the authority ICT strategy**

The ICT strategy developed by the authority has set out a bold and innovative approach in using digital learning to enhance the quality of learning and teaching for all young people in Highland schools. It also ensures the authority is well placed to meet the requirements of the national digital learning strategy. To achieve the benefits available to us in this area, we will need to deliver effectively on the four interrelated outcome set out within the action plan:

1. Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
2. Improve access to digital technology for all learners.
3. Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
4. Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

6. **Work Stream 2 – Communications**

- 6.1 As stated above, as appointment has been made recently to the Communications Officer post. She attended the Northern Alliance Summit on 14 September and has already been involved begun to develop a close working relationship with the Council's PR Team. Appended is the Action Plan for Communications, which shows the range of new initiatives that will be developed to publicise the work that is taking place, as well as providing Area Teams with the information and resources they need to successfully engage with communities.

7. **Work Stream 3 - Management Structures and School Groupings**

- 7.1 Discussions and the engagement process with the Gairloch, Kinlochleven, Thurso, Wick and Inverness High School Associated School Groups (ASGs) continue:
- **Gairloch** – engagement meetings with the community have taken place, with stakeholders having the opportunity to discuss and give feedback on possible structures. The community are keen to make current arrangements permanent, dependent upon the ability to recruit to existing posts particularly the Gairloch Headteacher vacancy.
 - **Kinlochleven** - an initial meeting, chaired by Councillor Baxter, was held at Kinlochleven on June 11th. This was followed in early September by engagement meetings with parents from each of the six schools in the ASG.

Information was given to parents and engagement models were discussed with further meetings and the formation of a Stakeholder Group planned for after the October holidays.

- **Wick/Thurso** – a Stakeholder Group has been formed and meetings are ongoing to discuss possible management models. The latest meeting requested more information and data on models that fit within the programme parameters so that an informed decision could be reached.
- **Inverness High School** – the ASG has been identified because of the breadth of social and economic indicators and challenges in the area. The plan is to work with Community Planning, partners, stakeholders and parents to explore the advantages of an integrated model of local management whilst maintaining the child at the centre. Initial meetings will be held with the Headteachers in the ASG and then the Elected Members before widening this out to include partners, other organisations and young people/children in a community development approach.

7.2 In addition to the ASGs currently under review, there has been correspondence with Parent Councils in the Mid Area, to begin the process of forming Stakeholder Groups to make an early start on engagement with communities in preparation for work on future ASGs.

8. Work Stream 4 - Support for Schools

- 8.1 The revised clerical structure to support the new 3-18 management arrangements for the Mallaig ASG has been agreed. Appointments need to be made to clerical posts in the school before it is appropriate to appoint a Team Leader.
- 8.2 A Team Leader has been appointed to the Ardnamurchan ASG to co-ordinate school office support. Work is ongoing with the ASG to ensure that the benefits of the post are fully realised.
- 8.3 An action point from the last committee was to consider piloting the Team Leader role in a large urban secondary school setting. This matter is being considered as part of wider discussions with Headteachers regarding the potential for a Business Manager role to be implemented. Subject to the outcome of those discussions consideration will be given to piloting either a Team Leader or Business Manager in one of these larger, urban settings. An update and next steps will be reported to the December committee.
- 8.4 The draft clerical structure for school office support has been appended to this report. The aim is to create a career pathway for clerical staff starting with the HC03 school clerical and progressing possibly to Business Managers. Meetings have been held with Headteacher representatives to review the draft office structure and to discuss the role, viability and possible deployment of Business Managers. An update on the Business Manager role will be brought to the December committee.
- 8.5 A representative working group is being formed and workstream plan is appended to this report for approval by Committee.

9. Work Stream 5 – Workforce Planning & Development

- 9.1 A working group has been formed, and an initial meeting has been held. Several actions have been agreed, including undertaking a review of the Primary Generic Recruitment process, and working with Area Care & Learning Managers to increase Headteachers' awareness of the recruitment process for new cluster or 3-18 arrangements, and the protections that exist for them within existing LNCT agreements.
- 9.2 The University partnership work has extended to two new programmes of teacher education which are targeted at people living in the Highlands.
- 9.3 Work is continuing with Secondary Headteachers and our union partners to review the 'middle management'/ Principal Teacher structures in secondary schools. This is a continuous process to bring all Secondary Schools back within the promoted post entitlement.
- 9.4 Consideration will be given to aligning the recruitment of secondary teachers with our colleagues across the Northern Alliance. A consistent approach for Highland and the Northern Alliance should be beneficial.
- 9.5 Work continues to develop and retain our current and future Headteachers, with bespoke programmes of learning being offered to senior managers in the phase one ASGs and opportunities for leadership development training such as lead-on and Early Heads being offered to staff across Highland.

10. Project Evaluation

- 10.1 The external evaluation of the programme is underway. Hugh Fraser, former Director of Education and Rory Mair, former Chief Executive of COSLA, have conducted interviews with key Officers of the programme and Elected Members and will be meeting parents and stakeholders from some of the communities involved in phase 1. The aim is to bring the draft report to Committee in December for consideration.

11. Northern Alliance Summit

- 11.1 The planned summit of Northern Alliance took place at the Smithton Free Church on Friday 14 September with good representation from all Authorities. The day included from inputs from the James Hutton Institute on demographic changes in rural Scotland as well case studies from the Headteacher of the Moffat 3-18 school in Dumfries and Galloway and a parental perspective from Argyll & Bute. Authorities had the chance to learn from each other's experiences and to share common issues. The outcomes of the Summit are to be recorded and will be shared with Committee as soon as they are available.
- 11.2 As a result of the Summit the Northern Alliance is to seek funding from the Scottish Government for the full time post of a co-ordinator to support this work across the eight authorities. The post will be tasked with linking with Government and other key organisations, and sharing good practice and common approaches to address the issues we all face

11.3 At the Summit Liam McArthur, MSP for Orkney and Shetland endorsed the importance of the work being undertaken by the Northern Alliance and promised to convene a meeting at Holyrood for his colleagues to be appraised of the issues by representatives of the Northern Alliance. This is being followed up.

12. Implications

12.1 Resource

This programme is essential to address what is projected to be a challenging budget settlement in future years.

12.2 Legal

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

12.3 Community (Equality, Poverty and Rural)

These proposals are based on the concept of local education at the heart of sustainable communities. This is a message that requires to be articulated more explicitly as part of the programme.

12.4 Climate Change / Carbon Clever

It is envisaged that new management and organisational arrangements for schools, can make best use of our buildings and other assets.

12.5 Risk

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

12.6 Gaelic

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

Designation: Director of Care and Learning
Date: 28 September 2018
Author: Barry Northedge, Management of Schools Programme Manager

Draft School Office Support Structure
Draft Action Plans for four Workstreams;

- Communications
- Achieving High Quality Educational Outcomes
- Support for Schools
- Workforce Planning & Development

| | |
|--|--------------------------------|
| Action Plan | Date of steering group: |
| The delivery of high quality educational outcomes | October 2018 |

Key Objectives 1: Delivering Equity and Excellence through enhancing curriculum delivery

| Objective | Steps needed to achieve objective | Resource(s) required | Start date | End date | Responsible for delivery | RAG Status |
|--|---|---|--------------------------------|------------------------------------|---|-----------------------------|
| <u>What is the piece of work</u> | <u>What are the key steps or milestones essential to delivery of this objective</u> | <u>What internal and external resource is required to enable and support delivery of this objective</u> | <u>Date work will commence</u> | <u>Date work will be completed</u> | <u>Who is responsible for delivery of this objective i.e Project Manager or Officer</u> | <u>On course as planned</u> |
| Ensure the learner pathways enable all young people to progress in their learning regardless of their abilities or their location in Highland. | <ol style="list-style-type: none"> 1. Look at the potential duplication in the system and the value of the different offers at SCQF 7 – Advanced Highers, Higher Nationals and the first year of university. 2. Look at the 6th year experience for different types of learners, with different career and learning aspirations (those going on to HE, those not traditionally academic but staying on longer, different learning styles) 3. Look at non-traditional routes to HE. 4. Look at ways of supporting pupils most at risk of disengagement and strategies needed to keep them engaged in learning, with a specific focus on provision for statutory winter leavers and how to ensure their learning experience is as valuable as possible. 5. Look at the “forgotten middle group” of young people and the need to raise aspirations, support and choice for this group. 6. To link with colleagues from the Northern Alliance where it is beneficial to do so. | Curriculum Dev Group HSHA | Oct 18 | Jun 19 | Head of Education Curriculum Dev Group | |
| Ensure that young people are fully supported in making key transitions in learning. | <ol style="list-style-type: none"> 1. Look at the key transition points for young people in the 15-19 journey and how successful these are. 2. To understand the retention in college and universities and the reasons behind dropout rates. 3. Identify successful approaches to supporting young people in making key transitions to university, to college | Curriculum Dev Group HSHA | Oct 18 | Oct 19 | Head of Education Curriculum Dev Group Strategic college school partnership group | |

| | | | | | | |
|--|--|--------------------------------------|---------------|---------------|--|--|
| | <p>(tasters, school college collaboration), apprenticeships and work. Explore if there are common approaches that could be taken at all transition points</p> <p>4. Look at the approaches being taken for young people most at risk of disengagement.</p> <p>5. Look at the support for young people returning to education and the barriers they face.</p> <p>6. To link with colleagues from the Northern Alliance where it is beneficial to do so.</p> | | | | | |
| <p>Improving knowledge, understanding and parity of existing pathways (qualifications and other experiences)</p> | <p>1. To map the full range of qualifications available, in order to improve understanding amongst parents, teachers, pupils and employers.</p> <p>2. To look at putting together an improved package to promote a fuller range of existing qualifications and demonstrate how these fit into pathways for young people.</p> <p>3. To improve perceptions of different types of qualifications available to young people.</p> <p>4. To expand the use and understanding of SCQF to improve equivalence across qualifications</p> <p>5. Clarify if the additional costs re additional costs to schools of using non-SQA qualifications are impacting on choices on offer.</p> <p>6. Identifying any gaps in provision, ensuring there are stepping stones for those who need it most.</p> <p>7. To link with colleagues from the Northern Alliance where it is beneficial to do so.</p> | <p>Curriculum Dev Group HSHA</p> | <p>Oct 18</p> | <p>Aug 19</p> | <p>Head of Education Curriculum Dev Group</p> | |
| <p>Ensuring that the design of the senior phase curriculum increases opportunity and choice.</p> | <p>1. Understand any factors which may have impacted on implementation of the original vision of the senior phase in Highland.</p> <p>2. Investigate how the understanding of how circumstances have changed since the original vision for the CfE senior phase curriculum was set out, and how we need to reflect these changes in Highland.</p> <p>3. Develop shared ownership of the senior phase curriculum across sectors in Highland and beyond.</p> | <p>Curriculum Dev Group HSHA</p> | <p>Oct 18</p> | <p>Oct 19</p> | <p>Head of Education Curriculum Dev Group Head of virtual school E-Sgoil</p> | |

| | | | | | | |
|--|---|------------------------------|--------|--------|--|--|
| | <ol style="list-style-type: none"> 4. Develop different curriculum structures to support increased choice as part of a core offer. 5. Look at how curriculum structures support different learning styles. 6. Look at how well Labour Market Information and the Employability Pipeline are being used in curriculum planning. 7. Minimise the curricular barriers that exist in the rural context of a school through the use of ICT to enhance delivery. 8. To investigate whether a revised vision for the senior phase is needed for Highland. 9. To link with colleagues from the Northern Alliance where it is beneficial to do so. | | | | | |
| Use of data/measuring success across sectors to improve learner journeys | <ol style="list-style-type: none"> 1. Look at how success is defined and measured in different parts of the system (the role of inspections, HGIOS HGIOC, NIF, etc). 2. Look at how data is shared to help support young people in making choices. 3. Look at how SDS regional skills assessments could be used, along with attainment data, to identify blind alleys and change provision accordingly. 4. Look at the potential development of shared performance measures across sectors. 5. Look at the roles of Insight and the NIF in supporting Learner Journey. 6. To link with colleagues from the Northern Alliance where it is beneficial to do so. | Curriculum Dev Group HSHA | Oct 18 | Oct 19 | Head of Education Curriculum Dev Group Strategic college school partnership group Data Team | |

Key Objectives 2: Delivering the key outcomes of the authority ICT strategy.

| Objective | Steps needed to achieve objective | Resource(s) required | Start date | End date | Responsible for delivery | RAG Status |
|---|--|---|--------------------------------|------------------------------------|---|-----------------------------|
| <u>What is the piece of work</u> | <u>What are the key steps or milestones essential to delivery of this objective</u> | <u>What internal and external resource is required to enable and support delivery of this objective</u> | <u>Date work will commence</u> | <u>Date work will be completed</u> | <u>Who is responsible for delivery of this objective i.e Project Manager or Officer</u> | <u>On course as planned</u> |
| To develop the skills and confidence of school staff in the delivery of L&T using digital technology. | <ol style="list-style-type: none"> 1. Encourage staff to share innovative and effective practice both face-to-face and through digital platforms. 2. Ensure that students and newly qualified staff are supported in the appropriate and effective use of digital technology. 3. Look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in the delivery of education. 4. Ensure that appropriate CPD learning opportunities are offered to all staff in the delivery of education. 5. Ensure pupils are involved in sharing their digital experiences and skills and they are given opportunities to comment on the use of digital technologies to deliver learning and teaching. 6. To link with colleagues from the Northern Alliance where it is beneficial to do so. | Curriculum Dev Group HSHA Prim HT Reps | Aug 17 | Aug 20 | Head of Education ICT Curriculum Team Curriculum Dev group | |
| To improve access to digital technology to school pupils. | <ol style="list-style-type: none"> 1. Work with schools to put in place appropriate digital hardware and software that can support learning and teaching. 2. Ensure all learners including those with additional support needs are able to access appropriate digital technology for learning and teaching. 3. Ensure that all learners can stay safe online. 4. To link with colleagues from the Northern Alliance where it is beneficial to do so. | Curriculum Dev Group | Aug 16 | Aug 19 | Corporate ICT team ICT Strategy group Curriculum ICT group | |
| To ensure that digital technology is a central | <ol style="list-style-type: none"> 1. Ensure that the use of digital technology is a central consideration in the planning and delivery of any learning and teaching. | Curriculum Dev Group HSHA Prim HT Group | Aug 16 | Aug 20 | Head of Education Curriculum Dev Group | |

OFFICIAL

| | | | | | | |
|--|---|---|--------|--------|--|--|
| consideration in curriculum planning and assessment planning. | <ol style="list-style-type: none"> 2. Provide a range of opportunities for pupils to develop their digital skills. 3. Work to identify opportunities to enhance assessment using digital technologies. 4. To link with colleagues from the Northern Alliance where it is beneficial to do so. | | | | QIT Head of Virtual School E-Sgoil | |
| To empower Headteachers to drive innovation in digital technology for learning and teaching in their schools | <ol style="list-style-type: none"> 1. Ensure that the use of digital technology within their establishment aligns closely with evolving self-assessment and improvement guidance such as 'How Good is Our School' 2. To seek to identify existing expertise within the staff complement and ensure that their knowledge is shared with Headteachers. 3. Ensure that cyber resilience and internet safety is central to all digital technology use in schools. 4. Involve parent councils and parent/carer groups in discussions around the use of digital technology to help realise anytime/anywhere learning. 5. To link with colleagues from the Northern Alliance where it is beneficial to do so. | Curriculum Dev Group HSHA Prim HT Group | Aug 16 | Aug 20 | Head of Education HSHA QIT | |

| | |
|---------------------------------------|--------------------------------|
| Action Plan Communications | Date of steering group: |
| | 1 st October 2018 |

| Objective | Steps needed to achieve objective | Resource(s) required | Start date | End date | Responsible for delivery | RAG Status |
|---|--|---|--------------------------------|------------------------------------|--|--|
| <i>What is the piece of work</i> | <i>What are the key steps or milestones essential to delivery of this objective</i> | <i>What internal and external resource is required to enable and support delivery of this objective</i> | <i>Date work will commence</i> | <i>Date work will be completed</i> | <i>Who is responsible for delivery of this objective i.e. Project Manager or Officer</i> | <i>On course as planned</i> |
| Programme Reflection | Analysis of the role of communications in the SEiHC Programme to date <ul style="list-style-type: none"> A communications strategy is typically prepared in advance of programme commencement This programme has been in motion for some time | Looking back to move forward <ul style="list-style-type: none"> Identify and address gaps in the communications process to end September 2018. | 24.9.18 | 2.11.18 | Communications Officer | |
| Change Management Acknowledging & understanding the need for change | 1. Embed formal case for change Delivering cost effective and sustainable school infrastructures to facilitate quality and equity in learning and teaching outcomes; <ol style="list-style-type: none"> Reduce costs Overcome demographic challenges <ul style="list-style-type: none"> Placing delivery point of education within ASGs Having non-class committed head teachers Reviewing office support structures [centralising support services, team leaders & business manager proposal] | Area Status Updates Regular interface with Area Managers to determine Communications requirements at a local level [imperative with Areas at different stages of programme delivery]. <ul style="list-style-type: none"> Creation of Communications Calendar to note key engagement and activity dates per Area to support Communications effort Identify internal & external Communications opportunities e.g. Media Relations | 24.9.18 | Ongoing | Communications Officer | Email introductions. Facilitate initial meetings/visits after October Steering Committee. Initial meeting with Corporate Communications 24.9.18; facilitated regular meetings going forward. |

| | | | | | | |
|--|---|--|--|--|------------------|---|
| | | <p>The SEiHC Programme will touch many stakeholders at a very personal level as such the Communications approach must take cognisance of Area-based cultural and socio-economic conditions.</p> <p>Work Stream Collaboration Regular interface with Work Stream Leads to manage Change Communication outcomes ensuring stakeholders receive the right information at the right time.</p> | | | | |
| Facilitating a Receptive Atmosphere | <p>2. Clarify change options</p> <p>Communication is most effective in a receptive atmosphere. When introducing change preparedness and factual accuracy is key to influencing commitment, motivation and productivity.</p> <p><u>Highland All Through Schools (3-18) Model</u></p> <ol style="list-style-type: none"> 1. Facilitate a clear understanding of what an effective All Through School is and looks like. 2. Facilitate clear support [staffing] structures for schools identified for this model. 3. Establish savings projections. 4. Create model and guidance. | <ul style="list-style-type: none"> • Facilitate a framework for discussion where existing leaders will share their experiences of leading an all-age school. • Research effective 3-18 models both nationally and across Europe. • Embed approach to developing the next generation of all-through leaders [induction into an all-through context]. • Identify relevant training programmes for staff effected [knowledge, skills and behaviours | | | All Work Streams | Background, Rationale & Framework for All Through Schools in place (updated July 18). |

| | | | | | | |
|---|--|---|---------|---------|---|--|
| | | required]. | | | | |
| | <p>3. Case for Change Guideline & Templates</p> <p>Facilitate collation of guidelines and templates as a reference for Area Managers when preparing to engage with communities.</p> | <ul style="list-style-type: none"> • Factual data collation <ul style="list-style-type: none"> ○ Accurate financials per school/ASG ○ Accurate school roll figures ○ Projected cost savings per school/ASG ○ Area demographics overview • Speaking points & key messaging • Model sampling • Community take away | 27.9.18 | Ongoing | All Work Streams | |
| <p>Communications Strategy Promoting support for the SEiHC Programme</p> | <p>SEiHC Listening Tour</p> <p>The Communications Strategy aims to ensure that all stakeholders (both internal and external) are fully informed with consistent and accurate information about the Programme [regardless of which stage of the Programme each Area is at].</p> <p>Timely, constant, practical communication will support the progression of the Programme going forward.</p> <p>Safeguarding message delivery</p> <ul style="list-style-type: none"> • Express boundaries and parameters upfront i.e. reducing costs. • Consistency [avoid dilution of messages]. | <ul style="list-style-type: none"> • Regular status updates with Area Managers, Work Stream Leads & Ward Managers. • Insight into ongoing strategic support for transformed schools. • Continual refinement of the programme; measuring and reviewing progression of projects within the programme and outlining future recommendations. | 25.9.18 | Ongoing | <p>Programme Manager /Communications Officer</p> <p>Programme Manager/Area Managers</p> <p>SEiHC Programme Team</p> | <p>Corporate Communications Strategy ready for implementation once status update is complete</p> |

| | | | | | | |
|--|---|--|---------|---------|---|---|
| | <ul style="list-style-type: none"> Reach a broader network. | <ul style="list-style-type: none"> Overview of Education Service projects. | | | Communications Officer | |
| Wider HC & Community Engagement | <p>Cross directorate engagement</p> <p>Taking advantage of the strengths presented in HC combined services. Putting in place the best structure, culture and processes to meet the needs of the future.</p> <p>Outcome: One HC approach to capture community engagement.</p> | <p>Integration & collaboration of the 5 Directorates</p> <p>Establish shared awareness of sustainable service delivery programmes</p> <p>Third and Private Sector</p> <p>Explore endorsements and partnerships</p> | 18.9.18 | Ongoing | Project Manager/ Community Engagement Officer / Communications Officer | <p>Initial meeting with AC 18.9.18</p> <p>Meeting with Community Partnership Chairs 4.10.18</p> |

OFFICIAL

| | ASG phase implementation. | | | | | |
|----------------------|--|---|--|---|-----------------|--|
| Training and Support | <ul style="list-style-type: none"> • Work with Learning and Development Unit to develop suitable training and support materials. • Ensure that proposed structure delivers suitable Professional and management support to staff • Ensure suitable change management / time management training and support in place. • Ensure that PRD's and ongoing training are embedded within new structure • Resources – develop and ensure a legacy for ongoing maintenance of training resources is in place • Provide ongoing engagement and support from the workstream to schools, and provide scrutiny and challenge to ensure outcomes and benefits achieved. | <p>Workstream Team, L&D Team</p> <p>Workstream Team</p> <p>Workstream Team, Head Teachers</p> <p>Workstream Team, Head Teachers</p> <p>Workstream Team</p> <p>Workstream Team</p> | <p>??</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>??</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | Workstream Team | |
| Financials | <ul style="list-style-type: none"> • Costing of roles and structures to be completed. • Scenario modelling and affordability assessment to be completed, including links to other workstreams • Financial implications to be linked into the Council's budgeting process | <p>Workstream Team, Accounting Team</p> <p>Workstream Team, Accounting Team</p> <p>Workstream Team, Accounting Team</p> | | <p>03/2019</p> <p>Aligned with Phases. On Annual Basis.</p> | Workstream Team | <i>Financial assumptions and impact of current budget process to be clarified e.g. will saving targets be set?</i> |
| Workstream tie-in | <ul style="list-style-type: none"> • Ensure close collaboration with regard to management changes progressed in other workstreams • Early engagement with Phase Two ASG workstream • Close engagement with communication and engagement leads | <p>Workstream Team</p> <p>Workstream Team</p> <p>Workstream Team, Communication and Engagement Leads</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Ongoing</p> <p>03/2019</p> <p>Ongoing</p> | Workstream Team | <i>Current phase milestone decision dates still to be established.</i> |
| Communications | <ul style="list-style-type: none"> • Develop a communications strategy for key stakeholders | Workstream Team, communication and | 10/18 | 12/2018 | Workstream Team | <i>At early stage work will now</i> |

OFFICIAL

| | | | | | | |
|----------------------------------|---|---|---------|--|-----------------|---|
| | <ul style="list-style-type: none"> As part of the above, develop suitable mediums to communicate to and engage with school office staff on an ongoing basis (during and post-project). Ensure Communications also have appropriate links to other parts of the Service, the Council and beyond (Northern Alliance) | Engagement Leads | 10/18 | 12/2018 | | <i>commence with new communication lead</i> |
| | | | 10/18 | Ongoing | | |
| Governance | <ul style="list-style-type: none"> Refresh Project Board membership Refresh working group membership Regular reports to Programme Board, CLH Committee and elsewhere, as required Develop a register of key risks and issues | Head of Resources Head of Resources Workstream Team <u>Workstream Team</u> | | 10/2018 10/2018 Ongoing 10/2018 | Workstream Team | |
| Looking Beyond the school office | <ul style="list-style-type: none"> Work with others to consider benefits and opportunities from how improved school office structures can relate to other aspects of school support e.g. FM, Property Maintenance Officers, HLH, etc | Workstream Team, Project Board | Ongoing | 03/2019 | Workstream Team | |
| Measures and Benefits | <ul style="list-style-type: none"> Document expected outcomes and realisable benefits from new structures. Establish, where appropriate, quantitative measures of benefit. Baseline and monitor. Ingather qualitative measures of progress and outcomes. Ensure, through links to Financial aspects, all financial costs and savings are captured | Workstream Team | Ongoing | Ongoing | Workstream Team | |

| | |
|---|--------------------------------|
| Action Plan Workforce Planning & Development | Date of steering group: |
| | 01 October 2018 |

OFFICIAL

| Objective | Steps needed to achieve objective | Resource(s) required | Start date | End date | Responsible for delivery | RAG Status |
|--|--|---|--|------------------------------------|---|-----------------------------|
| <u>What is the piece of work</u> | <u>What are the key steps or milestones essential to delivery of this objective</u> | <u>What internal and external resource is required to enable and support delivery of this objective</u> | <u>Date work will commence</u> | <u>Date work will be completed</u> | <u>Who is responsible for delivery of this objective i.e Project Manager or Officer</u> | <u>On course as planned</u> |
| WFPS & Development Workstream working group | Key stakeholders in the teacher workforce planning and development process to meet regularly throughout the life of the programme | | 25/09/2018 | NA | Workforce Planning & Staffing Manager | Green |
| Teacher Recruitment (ASGs currently under review) | <ul style="list-style-type: none"> Work with Area C& L Managers to ensure that current Head Teachers feel valued and secure during this process. This includes making them aware of the existing LNCT Agreements (33 & 34) which includes ring-fencing of vacancies and conservation as per national conditions. This may include surveying Head Teachers to seek views on those who wish to remain in leadership roles. | Allocation of appropriate staff resource to job-size new posts in partnership with union colleagues and develop action plan for each ASG in the current phase of reviews. | As and when structure for current phase ASGs is agreed | | Planning, job-sizing and implementation plan - WFPS Appointments to be made in area by CAL area team | Green |
| University Partnerships (D-lite, Gift, STEM, UHi PGCE) | Continue the development of our university partnerships with Aberdeen, UHI and Dundee to deliver teacher education to Highland based people | There are currently 2 part-time teaching staff supporting these programmes, with input from a Head Teacher one day a week. Significant commitment will also be required from schools in terms of student placements | On-going | | The Head Teacher who is leading on these programmes along with our partners, supported by Workforce Planning. | Green |
| Primary Generic Recruitment | <ul style="list-style-type: none"> Carry out a review and evaluation of the generic recruitment campaign undertaken last session with stakeholders. | The review working group will include Head Teacher from all areas, QI Managers, Workforce Planning Staff as well as teachers | Oct 2018 | June 2019 | Workforce Planning Manager | Green |

OFFICIAL

| | | | | | | |
|-----------------------------------|--|---|----------|-----------|--|-------|
| | <ul style="list-style-type: none"> Make amendments to the programme as required and undertake an early advertising campaign to retain probationer teachers trained in Highland. | who have been appointed through the process. | | | | |
| Secondary Recruitment | Consider Highland-wide approach, possibly in collaboration with Northern Alliance Partners | Head Teachers, Workforce Planning and Business Support | Nov 2018 | June 2019 | Workforce Planning Manager | Amber |
| Secondary Management Structures | Continue to support Head Teachers to undertake Principal Teacher Management Reviews/resizing to ensure that structures meet school needs and are within entitlement. | Workforce Planning Team, in partnership with Head Teachers and our LNCT partners. | On-going | | | Green |
| Teacher Retention and Development | <ul style="list-style-type: none"> Develop training plans for Senior Management teams in new staffing structures as and when new structures are implemented. Review teacher career pathways. Northern Alliance collaboration. Best practice from other authorities. Mentor support and Induction programme. Informed professional development review supported by career pathways guidance | Dedicated QIO resource working to develop strategies for leadership. | On-going | | Ainsley Burns, Quality Improvement Officer | Green |