

Case Study

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Award granted:	Innovative Practice Award
Project title:	Remodelling the staffing structure to enhance learning and achievement.

Project summary

- The introduction of the new TLR allowances provided the School with the opportunity to step back and assess its current position and practice in terms of the deployment of staff within the School.
- After much discussion, consideration and consultation, the School drew up radical and innovative plans to completely restructure its staffing in line with the remodelling agenda. The plan involved creating new posts which were distinctly different from the former long-standing traditional posts and required, from many staff, an acceptance of a change in their roles and responsibilities.
- Also, within the new structure, some of the responsibilities which were formally carried out by teaching staff passed to non-teachers and the balance between the numbers of teaching and non-teaching staff shifted significantly, resulting in almost equal numbers of each being employed.
- The implementation of these plans, underpinned by new focussed job descriptions, has brought about both a clearer understanding of individual staff roles and responsibilities and better channels of communication. This has resulted in the overall quality of the Learning and Teaching programme across the curriculum being enhanced and also the entitlement of individual pupils being better met.

Specific aspect of practice to be accredited?

The enhancement of learning and achievement through staffing structure remodelling.

Aspect of Every Child Matters addressed:

- | | | |
|---|--|---|
| <input type="checkbox"/> Be healthy | <input type="checkbox"/> Stay Safe | <input checked="" type="checkbox"/> Enjoy and achieve |
| <input type="checkbox"/> Make a positive contribution | <input type="checkbox"/> Achieve economic well-being | |



What were you hoping to achieve?

Raised standards as a result of the changes made.

How did you identify the need for this practice?

The change in the Workforce regulations and the introduction of the new TLRs was the catalyst for this initiative. Consequently, the School decided to do something innovative which would capture the spirit of the remodelling agenda, develop the vision of distributed leadership and, at the same time, make changes which would enhance learning and achievement in an 'inclusive ethos' within the School.

What did you do?

Planning the changes to the staffing structure began in the 2005-2006 academic year. After much discussion and consultation, it was decided to move away from both the traditional HoD and HoY middle manager roles and also the long standing Form Tutor role and replace these with newly designed posts which fitted into a significantly revamped staffing structure. These new roles and responsibilities are outlined below :-

- Firstly, HoDs were replaced by Learning Managers who, individually, are responsible for the learning that takes place in one specific area of the curriculum. Their major task is to focus on and enhance this learning within their area.
- Secondly, HoYs were replaced by Progress Managers (in this case three) to manage KS4, KS3 and the KS2/3 transition, where the main focus is on Year 6 to 7 transition in terms of progress.
- Finally, Form Tutors were replaced by Progress Tutors who now track and monitor the performance of all pupils in all subject areas across the curriculum with specific emphasis being placed on the identification of underachievers.

Within this system, all behaviour support is now carried out by the new non-teaching Pastoral Managers who work with a team of Counsellors (3 part time) and they work alongside a new Inclusion Team where both the Head and Assistant Head are non-teaching staff.

At the same time, development in the roles and responsibilities of Associate Staff (non-teaching) allowed the appointment of Learning Teaching Assistants who were trained to undertake cover and significantly reduce the requirement for teachers to cover absence. This has created a 'career path' for Associate Staff from LSA to LTA and HLTA level.

To both drive these changes through and, very importantly, support the new structure, the Senior Leadership Team was also reconstructed. The two Deputies took responsibility for 'Standards and Achievement' and 'QA/Self Evaluation/Improvement' respectively and, additionally, three AHT appointments were made;

one for 'Student Well-being and Support' (formerly Care and Guidance), one for 'Learning and Teaching' and one for 'Developing the Specialist Area of the School'.

The final member of the SLT is the School Manager who has responsibility for all personnel issues and who leads the Associate Staff structure. It is worth noting that this includes both a Premises Manager and a Site Manager.

None of these changes could be implemented until Staff and Governors had been consulted and agreement to these changes reached. This was a crucial and very necessary stage in the work undertaken and the requirement to completely re-write very clear job descriptions and draft out a precise staffing structure underpinned the whole process.

The staffing structure diagrams were used to clearly show the 'new thinking' and identify how the restructuring was designed to enhance pupil outcomes. Within this structure, there are three main 'vertical strands' in terms of the deployment and roles of the staff and each strand comprises staff ranging from senior managers down to newly appointed/relatively inexperienced staff. This mix of staff allows the 'Strand Team' to get a rounded view on all perspectives of the work and also provides professional development for individual staff.

- Firstly, there is the Learning Support Team (LST) which looks at the ECM agenda, including checking and monitoring progress, and the environment. The most interesting feature of this Team is the fact that both teaching staff and non-teaching staff work collaboratively to provide the support structure for the pupils. This situation highlights a major change in roles and responsibilities compared to previous practice. Many of the staff within this Team are Associate Staff (i.e. Pastoral and Inclusion Managers, HLTAs, LTAs etc.) and they work collectively with Progress Managers and the Inclusion Team to support identified pupils who are underachieving by providing a 'wrap-around' support strategy which brings different support mechanisms as required into an effective package. The role of the Learning Support Assistant has also expanded and each one is attached to a specific Department to provide subject support for the Learning Managers.
- The second team is the Learning Enhancement Team (LET) which is responsible for the delivery and quality of the Learning and Teaching and the nature of the curriculum. Their key task is to ensure that all learners are able to maximise their potential through subject teachers providing for the individual needs of the pupils. This team consists of NQTs through to experienced teachers and continuously develops Learning and Teaching strategies to enhance learning.
- The third strand is the School Development Team (SDT) whose role is to evaluate both what the LST and LET Teams are doing and the impact that they are having on raising achievement to ensure that expectations are met.

As part of their vital, overarching role, the SDT checks and monitors progress and identifies those groups or subjects which need help and support and this information is then fed to the LST and LET for actioning. Each chair of a management team reports directly to the SST (Senior Strategy Team) who evaluate improvements against the agreed and approved 3 Year Strategic Plan.

This new staffing structure was implemented in September 2006 and, quite clearly, without the introduction of the new TLR allowances, none of this work would have been undertaken. The overall effect has been to ensure that best use is made of the expertise and skills of individual staff and this has seen a change in the balance of the numbers of teachers and non-teachers at the School resulting in a situation where there are now nearly as many non-teachers as teachers.

Which members of the establishment and/or wider community have been involved and what was their role?

- All members of staff were involved in this change process and their thoughts and views were actively sought and considered through consultation. This was seen as an integral part of the process and was of paramount importance to gaining agreement to the changes which were proposed and subsequently made. Overall, the SLT had a major role to play in managing the change.
- Equally, the School Governors were consulted in a similar way with the 'thinking' behind the proposed changes being explained in terms of projected positive outcomes, thus allowing the Governors to make clear and considered judgements.
- Finally, the LA Personnel Department was involved providing support and advice as necessary.

Overall, all those who have been involved in implementing the new structure and delivering its projected outcomes have gained a feeling of 'ownership' of the new system. This is of particular importance as it has involved a complete culture change for the staff.

How has the practice been modified or improved during development?

Current practice is kept under constant review and, in the early stages, it was necessary to remind staff that their roles had changed and that either they were no longer responsible for a certain aspect of the School's work or that they had new and different responsibilities. Time has proved to be a necessary commodity to allow staff to settle into their new roles and gain a full understanding of other people's areas of responsibility but the new situation is embedding well. A change in the membership of the LST and the reduction from four to three teams from September 2007 to enhance communication and subsequent action reflects the on-going evaluation of this initiative.

Equally, it has proved vital to ensure that all newly appointed staff are inducted into the School's new way of working and processes to accommodate this have been improved.

What has been the impact of the project on pupils' learning, achievement or enjoyment and how has this been measured?

- The whole education process has become more effective and efficient with the individual child placed more firmly at the centre of all the School's work.
- There is also a very clear focus on achievement and progress, underpinned by a huge drive towards improving the quality of Learning and Teaching.
- With the restructuring, there is now less chance of pupils 'slipping through the net' due to the introduction of more rigorous monitoring routines and the deployment of staff which allows areas of expertise to be better utilised.
- Whilst it is too early to totally judge the overall impact on pupils' learning, initial signs are promising and there are clear indications that pupil enjoyment and engagement has increased as attendance has improved and exclusions have diminished.
- During the School's recent inspection in November, 2007, Ofsted concluded that these new arrangements were having a positive impact on the School and the following quotes, taken from their Report, underpin this fact: -
 - *'effective teamwork and the successful restructuring of roles and responsibilities ensure high quality care and education'. 'Senior Leaders are well supported by a newly created middle management team that is playing a key role in raising achievement and standards'*

What are the next stages in the development process?

The whole purpose of restructuring the staff of the School was to enhance learning and achievement. Therefore, as we move forward with this process we will continue to monitor and evaluate outcomes and, if areas for improvement are identified, they will be addressed with current practice being modified to bring about enhanced outcomes.

What aspects of this practice may be useful for other establishments to consider?

If other establishments wish to consider embarking on such an initiative, it is crucial that they consult widely and thoroughly and also that they have a very clear restructuring plan to present to both staff and Governors. It is also important to plan for the training needs of staff and build these into CPD and induction programmes