

Appendix 1

Scottish Borders Council

# Devolved School Management Scheme

DRAFT

August 2022

# **Scottish Borders Council**

## **Devolved School Management Scheme 2022**

Formal Review Date: January 2025 [for implementation August 2025]

### **Contents**

- 1 Introduction**
- 2 Budget Overview**
- 3 Areas of Expenditure to be Devolved**
- 4 Key Areas covered in Scheme**

#### **General Information on Devolved School Management**

- 4.1. Financial Regulations
- 4.2. Best Value Principles
- 4.3. Local Authority Commitment to Devolved School Management
- 4.4. School Expenditure Within Wider Strategic Planning
- 4.5. Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements

#### **Publication**

- 4.6. Publication availability

#### **Training**

- 4.7. Available Training

#### **Consultation, Engagement and Transparency**

- 4.8. Consultation and Engagement
- 4.9. Transparency

#### **Collaboration**

- 4.10. Local Priorities

## **Staffing**

- 4.11. Staffing Structures
- 4.12. Legislative and Contractual Requirements
- 4.13. Staff Resource

## **Professional Support**

- 4.14. Professional support teams, functions and transparency

## **Finance**

- 4.15. Budget underspend / overspend
- 4.16. Virement

## **Scheme Review**

- 4.17. Review, methodology and Stakeholders

## **5. Appendices**

- 5.1. Primary specific
- 5.2. Secondary specific
- 5.3. All Sectors
- 5.4. NQT allocation and funding

## 1. INTRODUCTION

Scottish Borders is a rural local authority covering a large area – 1,827 square miles – taking approximately 2 hours by car to travel from East to West. There are approximately 16,000 children and young people in our early years, primary and secondary schools and centres. For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of associated primary schools.

In total there are 9 secondary schools and 59 primary schools. 49 Primary schools have Early Learning & Childcare provision and there are 4 Early Years Centres. Early Learning and Childcare places are also procured from 36 Funded Providers. There are 3 Roman Catholic primary schools, situated in Peebles, Galashiels and Selkirk. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to support children with autism. In addition, we have 4 primary and 5 secondary enhanced provisions which meet the needs of our children and young people with severe and complex additional support needs. These provisions cover all areas of Scottish Borders.

24% of children in the Scottish Borders live in families with limited resources with 10.4% of P1- S3 children in receipt of free school meals. The SBC Child Poverty Indicator (CPI) takes into account a range of measures to provide a CPI score for each school.

### Devolved School Management Overview

Devolved School Management (DSM) was first introduced in 1993 to enhance and improve the management of resources at school level. These updated DSM guidelines have been developed in collaboration with head teacher and finance colleagues to reflect the national Education Reform Programme and local financial arrangements. Compliance with these guidelines is mandatory.

The Scottish Borders scheme is based fully on the national DSM framework.  
<https://www.gov.scot/policies/schools/devolved-school-management/>

Working within an agreed national framework will support benchmarking, introduce an element of common understanding for users and support shared training. In keeping with the national guidance Scottish Borders Council intends to engage across local authority boundaries to quality assure and improve the local DSM system on a three-yearly basis.

Any changes in financial governance made by Council will be reflected through a clearly communicated refresh of this guidance following the Council budget setting meeting in February each year. A more formal and thorough evaluation and review will be undertaken on a three-yearly basis. This review will be undertaken by a group representative of all stakeholders.

## Principles of Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple**, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

Ongoing review of this scheme will be based on these principles.

## 2. BUDGET OVERVIEW

The revised DSM Guidelines have been considered in relation to the financial pressures that the public sector is experiencing and will continue to experience over the years ahead. In Scottish Councils there are around 53,500 teachers employed with approximately £6.46bn spent on school education in 2020/21.

The breakdown of Scottish Borders Council's Education budget following realignment for 2022/23 is as follows:

Sector	Budget (£'000s)	Sum Devolved to Schools (£000s)	% Headteacher
Pre-Primary	16,909	-	-
Primary	30,860	29,919	97.0%
Secondary	46,348	35,156	75.9%
Additional Support Needs	10,972	-	-
Central (including Inspire)	4,580	-	-
Community Learning & Development	968	-	-
School Meals	1,756	-	-
School Transport	3,594	-	-
<b>Total</b>	<b>115,987</b>	<b>65,075</b>	<b>56.1%</b>

Scottish Borders Council's Education budget for 2022/23 of £115,987m accounts for approximately 36% of the total expenditure budgets of all council services. £65.075m of the Education budget will be devolved to schools in 2022/23, representing around 56% of the total Education budget for 2022/23.

School budgets are primarily based on school roll. Agreed mechanisms are in place to enable flexible spending across allocated budgets where the headteacher and school community have agreed this is appropriate.

### 3. AREAS OF EXPENDITURE TO BE DEVOLVED

Whilst headteachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution as they do not support head teachers to improve the quality of provision. The reasons for this may include, but are not limited to:

- areas outside the influence of a headteacher;
- areas that are too bureaucratic;
- areas that have unacceptable levels of risk;
- areas which benefit from economies of scale; and
- areas which require professional expertise;
- areas which are complex by their nature

#### **Non devolved budgets**

- Budgets linked to building maintenance and running costs such as rent payments and capital expenditure, property insurance and non-domestic rates as well as Local Authority contracted work on managing the school estate including grounds maintenance, window cleaning, hygiene supplies, waste collection, janitorial and cleaning staff, consequential costs from burglary or vandalism and utility costs
- Corporate support function costs for example Finance, HR, and Legal
- Education support services including Educational Psychology, Quality Improvement Teams, ASN Support Services and Music Instructors
- Grants and allowances such as School clothing grants, Education Maintenance Allowances, Home to school pupil transport, School Meals, Parent Council expenditure and premature retirement costs
- Local Authority Information Management Systems (currently SEEMIS)
- Long-term supply cover for teaching staff sickness
- Supply cover for teaching staff maternity leave
- Supply cover other (Trade Union duties etc.)
- Exam Fees
- IT & telephony costs

### **Devolved budgets**

- Staff costs – teaching and support
- Short term teaching supply cover, sickness absence and Family Leave costs
- Inspire costs for repair and replacement
- Staff development
- Supplies and Services Costs
- Curriculum and materials costs
- Travelling expenses

## **4. KEY AREAS TO BE COVERED BY SCHEMES**

### **GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT**

#### **4.1. Financial Regulations**

Financial Regulations are an integral part of the stewardship of Council Funds. Adhering to the Financial Regulations ensures that all financial transactions of the Council are conducted in a manner which demonstrates openness, integrity and accountability. They form a significant part of the governance of the Council. Headteachers must comply with these regulations at all times.

The SBC DSM Scheme will provide a transparent, fair and equitable allocation of resources to schools. Allocation formulae have been designed with relative stability in mind, providing a financial envelope in advance for headteachers to effectively plan their spend for the forthcoming academic year. This will promote the efficient and effective operation of each school, and application of resources.

Local authorities must secure best value in accordance with section 1 of the Local Government Scotland Act 2003.

<http://www.legislation.gov.uk/asp/2003/1/contents>

#### **4.2. Best Value Principles**

Each Director and Chief Officer must ensure that their Services achieve best value.

All purchasing and Orders for supplies, services and works must be undertaken in accordance with the Council's Purchasing Handbook.

Schools will have access to the council's Enterprise Resource Planning system - Business World - which will allow them to order goods and services, create forecasts and manage their budget.

In addition, schools are supported in the operation of their budgets by resources through the Business Administration team and Finance team. Each Cluster will be assigned a Business Manager and a member of the Finance team as a Finance Contact. Schools will work with their Business Manager and their administration team to ensure monthly forecasting is returned within the finance deadlines and that actual spend is reviewed and variances investigated. Schools will be obliged to hold teams meetings with their assigned Finance Contact on a regular basis throughout the financial year.

### 4.3. Local Authority Commitment to Devolved School Management

In an empowered system, headteachers, schools and Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays. This guidance was developed by a collaborative working group of head teachers and central colleagues to ensure the guidance works for all stakeholders.

**Local Authorities** have a responsibility to lead the review the DSM scheme and to review associated systems to ensure that they enable key decisions to be made by those who are closest to the educational experience of children and young people in order to maximise outcomes for children and young people.

Budget holders will be responsible for ensuring that the regulations referred to in this scheme are followed fully and that resource is used to directly improve outcomes for children.

How Good Is Our School 4 provides a national expectation of how headteachers will utilise resource to support improvement. School performance in the management of resources to promote equity will be evaluated based on the quality indicator and school leadership teams should be familiar with the expectations within the quality indicator. The QI has two themes:

- Management of finance for learning
- Management of resources and environment for learning

#### **Level 5 illustration:**

*'We have effective systems for financial stewardship and management to ensure best value and sustainability. We make innovative use of the finances available to allocate resources to take forward our improvement priorities and planned developments. Our available budget is used very effectively to meet the needs of all learners. Staff, pupils, parents, partners and other stakeholders understand their responsibilities for effective financial management. We are pro-active in seeking funding from a range of sources to support specific aspects of our work. We work together to ensure*



*transparency and equity in the use of our financial resources. We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.*

*'We make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning. The learning environments across the school are seen as a resource to fully support learning, teaching and inclusion. We have a wide range of appropriate resources to support and challenge learners at all levels of their learning. We encourage our learners to make independent and responsible use of a range of resources. We ensure sustainable, transparent and equitable allocation and use of resources to support the learning needs of all. We manage allocated resources proactively and efficiently to meet planned learning and development priorities. In consultation with relevant stakeholders, resources are sourced, allocated and used efficiently and effectively to meet organisational, local and national priorities and the needs of the people we work with. We use data and evaluations of the impact of previous planning priorities and learning programmes to inform future resourcing decisions. We diligently implement relevant health and safety legislation and are vigilant in ensuring the security and safety of all users and visitors. As a result, our buildings are secure and any health and safety issues are identified and addressed promptly'*

Head teachers are expected to consider the challenge questions in HGIOS4 to self-evaluate their current processes to inform improvement. This Quality Indicator will be more rigorously considered during yearly training to ensure that those with budget responsibilities are aware of national and local expectations.

Scottish Borders Council devolves the management of these budgets to schools and services, but will retain overall responsibility to ensure that total spending is kept within the resources available and that these resources are efficiently, fairly and equitably distributed.

#### 4.4. School Expenditure Within Wider Strategic Planning

Decisions are made closest to the learner wherever possible and are delegated to headteachers and schools in line with the Education Reform programme. Schools are empowered to make the decisions that affect outcomes, while being part of a collaborative learning community and the Local Authority. Decisions about education spending at Local Authority and school level are made in a collegiate and transparent way, paying due regard to wider responsibilities including GIRFEC.

**The Headteacher** is accountable and responsible for the use of financial resources within their delegated responsibility following consultation with pupils, parents, staff and the wider community and with due consideration of the Service Improvement Plan.

Strong and distributive leadership is necessary to establish effective systems to support the partnership working with pupils, parents, staff and the wider community to determine how best to utilise resource to deliver on local and school level plans.

Headteachers are accountable to both Scottish Borders Council and to their learning community for the leadership and management of resources within their settings and must comply with the financial regulations to ensure that the Local Authority is not compromised and that all legislation is adhered to. Any issues regarding adherence to financial and procurement regulations will be identified by Cluster Finance Officer and escalated to the escalated to the Chief Education Officer.

The Headteachers' Charter advises that headteachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.
- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.

Headteachers, Local Authority and LNCT have a shared role in ensuring that the SNCT code of practice on HT responsibilities regarding staffing operates efficiently.

Further guidance is available in the SNCT code of practice Appendix 2.20.

[http://www.snct.org.uk/wiki/index.php?title=Appendix\\_2.20](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.20)

#### **4.5 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements**

Headteachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available:

<http://www.snct.org.uk/>

In addition, some terms and conditions are governed by LNCT (local) agreements and there is also a requirement to adhere to these. Details of local agreements can be found on the LNCT website for Scottish Borders:

<https://www.snct.org.uk/lncAgreements.php>

### **Publication**

#### **4.6 Publication Availability**

The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority if appropriate and will be published following Committee Endorsement of the scheme.

This endorsement will trigger the publication of the DSM scheme and summary document will be published on the Scottish Borders website with a link provided on all school websites to ensure all stakeholders can easily access the scheme.

### **Training**

#### **4.7 Available Training**

Finance and education service colleagues will provide a minimum of twice yearly training on the strategic management of budgets. This will include all of the features of DSM scheme, will explore expectations around management of Resources to promote equity and exemplify how data should drive allocation of budgets. All new senior leaders and business managers will be expected to attend the first available session, it is

expected that all staff managing budgets will have the knowledge and confidence to do so and be familiar with this document.

Aspiring leaders and LNCT Trade Union representatives will also be invited to attend the training. On-going support and guidance in implementing the DSM scheme will be available initially from the Finance Team including regular drop in Teams sessions and thereafter from school business managers.

## **Consultation, Engagement and Transparency**

### **4.8 Consultation and Engagement**

The Chief Education Officer and the Director chaired working parties comprising head teachers and colleagues from HR and Finance, to oversee the development of this guidance. Meaningful consultation was central to decision making at Local Authority level with collaborative decision-making being led on areas such as budget allocations, staffing models and any redesign or savings options.

Separate staffing working groups reviewed the impact of the separate staffing formula across sectors, these sector specific working groups made recommendations.

Each parent and pupil council will have the opportunity to hear about the scheme through their headteacher. Head teachers are also expected to share details of how the scheme will be applied (and allocation of resource) with staff and members of the wider community. Officers will continue to engage with the Parent Council Chairs Forum and the LNCT.

### **4.9 Transparency**

The DSM scheme is written in plain English in order to maximise engagement and support transparency.

Headteachers are expected to ensure that any costs on families are minimised to ensure equality of access. Where charges are deemed unavoidable, such as school trips or school uniform, it is recommended that these are clearly detailed in school information published at the start of the academic session. Opportunities available to the pupil/families, or any discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.

## Collaboration

### 4.10 Local Priorities

Allocations of resource are informed by the DSM formulae and Improvement Priorities. Schools are expected to consider these priorities as well as local needs when deciding how to utilise resources.

Improving the wellbeing and attainment of children and young people is increasingly multi-agency in approach and it is important that decisions are taken with other key stakeholders wherever possible. This will include close collaboration with Cluster schools and wider partnership forums to enable them to contribute towards shared agendas and allowing stronger partnership working between schools and with other agencies and stakeholders.

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents. Budgets require a collaborative approach to decision making to ensure that all multi-agency resources and supports achieves intended outcomes and Best Value. Schools are encouraged to pool resources in order to access a shared service/resource across a locality and this innovation is encouraged to make best use of resource.

Local Authorities are expected to ensure that at least 1% of their council budget is subject to participatory budgeting, it is expected that Scottish Government will increase this percentage as the practise becomes embedded in council processes. Schools are expected to look at all their budgets and identify areas where they can work with their communities to identify, discuss and prioritise projects giving the community the power to make real decisions (through a voting mechanism) about how the budget is spent.

## Staffing

### 4.11 Staffing Structures

A formula is used to allocate devolved resource to schools with the size of the school being a significant factor. Headteachers are expected to empower school communities to consider how best to utilise the resource available to them and to consider the need to amend their staffing structure to better serve local need, subject to the local agreement on staffing structures.

If the community deem that changes are required a business case should be developed for consultation and shared with the relevant education

officer, HR and Finance to ensure that all parties are assured that the proposal will enable to the school to deliver on all statutory duties and that risks have been identified and mitigated. A statutory two-week consultation is then held where members of the school community including staff, trade unions, parents and children and young people have the opportunity to ask questions and comment. Finalised business cases are then sent to the relevant education officer where appropriate, and with Finance and HR for approval. Guidance/protocol is being developed and will be issued to Headteachers in due course.

Any further allocations of staffing (outwith devolved budgets) will be shared in a clear and transparent fashion. Finance will keep a record of all ad-hoc arrangements and the budget from which the funding was obtained. Further guidance on this will be published in due course.

The latest “Calculator with Forecast 202x-2x” spreadsheet will be provided in advance of each new financial year to support decision making in relation to staff costs.

#### **4.12 Legislative and Contractual Requirements**

Although staffing budgets are devolved to schools, Scottish Borders Council remains the employer and all major conditions of service continue to be negotiated at national level.

Within the devolved scheme, schools must adhere to SNCT/LNCT national and local agreements in areas such as class sizes, staff structures, length of the school day etc.

Pupil numbers will be the major factor in determining budget allocations, however account will also be taken of individual circumstances which may not be capable of adequate determination by a simple roll-based formula.

#### **4.13 Staff Resource**

Devolved budgets are issued to establishments at the beginning of the financial year (April) and specific budgets which are affected by pupil and teacher numbers will be subsequently adjusted in September / October once the census figures have been compiled if pupil roll changes by +/- 10%. Otherwise, allocations will be reviewed every 3 years to tie in with the scheme review. In Primary schools the number of class teachers will change in August to ensure that the number of classes in the school meets the national criteria for class sizes.

Additional budget provision may be issued to establishments in the course of the year as a result of:

- ✦ Receipt of additional budget by the authority in the form of a central government grant for dedicated additional school expenditure.
- ✦ The transfer of elements of central budgets prior to the end of the financial year.

Any changes as referenced above will be recorded for audit and monitoring purposes and subject to regular review.

Teaching and support staff, including technical staff, are allocated to schools on a formula basis.

Further work is needed in respect of the proposed pupil support assistants are allocated on a needs basis. For the initial year of the revised scheme, schools will retain their current allowance of SJC staff. An amendment to the scheme will be proposed once the job description has been approved, the scale point confirmed, further work has been undertaken on the impact of the new role and the appropriate consultation undertaken.

Staffing of Early Learning and Childcare settings is allocated annually by the Early Years team based on the model of delivery and pupil capacity of the setting and does not form part of the revised scheme.

Headteachers are involved in the design of recruitment processes, both for their own schools and for the Local Authority. Working collegiately with all stakeholders, headteachers can design a staffing structure that best supports learning and teaching in the school, within the budget delegated to the school by the Local Authority. Headteachers must comply with employment law and other relevant legislation, and the contractual obligations and policies of their Local Authority. Local Authorities and headteachers must have regard to supporting guidance and agreements developed by SNCT and LNCT (where appropriate).

The local authority is proactive in addressing teacher shortages which have been a feature of the staffing landscape for several years. The *Grow our Own teacher* Initiative supports workforce needs as well as offers local graduates the opportunity to train and remain in the Borders. Headteachers are involved in the recruitment of the current year's probationer teachers which takes place in March. Successful candidates are offered a permanent post with Scottish Borders Council, subject to the relevant checks.

Headteachers are also involved in recruiting to the supply registers for teaching and support staff, with the recruitment process for these posts ongoing throughout the year.

## Professional Support

### 4.14 Professional Support teams, functions and transparency

Schools are provided with professional teams to support head teachers. This may be in the form of business managers in the cluster, as well as central finance, human resources and facilities teams. Headteachers should contact the appropriate team for advice and guidance.

Additional information on staffing and financial processes for schools and services will be available in a central location so that all Headteachers can easily access it.

## Finance

### 4.15 Budget underspend / overspend

Carry forward is the facility to transfer surpluses and / or deficits into the next financial year. All devolved budgets have this carry forward facility.

Schools are limited to carry forward a maximum underspend of 1% or £10,000 whichever is lower of the total of the devolved budgets into the following financial year.

Intended use of carry forward should be identified in School Improvement Plans.

There is no limit to the carry forward of overspends. Finance contacts have regular meetings with schools and will identify potential overspends to the school's headteacher and relevant education officer at the earliest opportunity so the relevant education officer can work with the headteacher to mitigate these.

### 4.16 Budget Flexibility and Alternative Spending

Headteachers have the flexibility to manage and determine the best use of the resources devolved to schools. Headteachers can overspend across devolved budget lines if they underspend on an equivalent basis across other devolved budget lines.

Where a headteacher wishes to use underspend arising from staffing vacancies flexibly, they are required to complete a Staff Vacancy Alternative Spend form and submit this to their Finance contact for costing, HR to ensure no issues with staff for whom the post is their substantive post and the relevant education officer for approval before the funds are committed.



## 4.17 Review, methodology and Stakeholders

Any changes in financial governance made by Council will be reflected through a clearly communicated refresh of this guidance following the Council budget setting meeting in February each year.

A more formal and thorough evaluation and review will be undertaken on a three-yearly basis with a key element of this formal review being a peer review with a neighbouring Local Authority

## 5. APPENDICES

### 5.1 Appendix A Primary Specific

#### 5.1.1 Primary Management Posts Allocation Model

SBC Primary School	Pupil Numbers		Management Structure			Management Time		
	From	To	FTE HT	FTE DHT	FTE PT	FTE HT	FTE DHT	FTE PT
Joint	1	100	1	0	1	1	0	0.22
	101	150	1	0	1	1	0	0.44
	151	200	1	0	1	1	0	0.50
	201	300	1	1	0	1	1	0.00
	301	350	1	1	1	1	1	0.22
	351	450	1	2	0	1	2	0.00
	451+		1	2	1	1	2	0.22
Single	1	100	1	0	0	0.22x class*	0	0.00
	101	150	1	0	1	1	0	0.22
	151	200	1	0	1	1	0	0.50
	201	300	1	1	0	1	1	0.00
	301	350	1	1	1	1	1	0.22
	351	450	1	2	0	1	2	0.00
	451 +		1	2	1	1	2	0.22

\* class includes ELC and the headteacher will teach a maximum of 2 days per week

Where a Headteacher manages 3 or more schools, the management model will increase by a PT with 0.22 management time.

5.1.2 Class teachers will be allocated to each school to ensure national requirements for class sizes by age and for composite classes are met.

### 5.1.3 Allocation in respect of Early Learning Childcare Provision

Where a primary school has an ELC provision, an additional staff allocation will be given as per the table below

<b>ELC Provision</b>	<b>FTE at TCH005</b>
Term time	0.1
Hub <100 children	0.2
Hub >99 children	0.3
OOSC - Selkirk	0.3
EY Centre	0.2
EY Centre and Hub	0.3

### 5.1.4 Travel expenses

Claims for all school travel should follow the latest published Employee Travel and Mileage Policy.

### 5.1.5 Supply

An allowance for supply will be given at 2 days per FTE teacher. The rate will be the equivalent of the overall average salary for primary school class teachers

### 5.1.6 Sickness

5.1.6.1 Primary schools will be expected to cover the first 2 weeks of a teacher's sickness. Thereafter, the cost will become a non-devolved item.

5.1.6.2 Some primary schools are currently in a Consortia arrangement whereby teacher's sickness is a non-devolved item from the first day of absence. Consortia arrangement will be reviewed in the first year of the new scheme.

## 5.2 Appendix B Secondary Specific

5.2.1 All secondary schools have a Headteacher

5.2.2 Depute Headteachers and Principal teachers are allocated as below:

### 5.2.2.1 Deputy Headteachers

School Roll	No of DHTS
Up to 749	2
750 to 999	3
1,000 and above	4

### 5.2.2.2 Principal teachers - Curriculum

School Roll	No of PTS	Scale Point
Up to 699	6	6
700 to 899	7	6
900 to 1,099	8	7
1,100 to 1,299	9	7
1,300 and above	10	7

### 5.2.2.3 Principal teachers – Other

Type	Allocation	Grade
Pastoral	1 per 200 pupils	3
Support for Learning	1 per school	6

### 5.2.3. Class Teachers

Class teachers will be allocated at 9.24FTE per school plus 0.053 based on the school roll less the number of Curriculum PTs allocated in 5.2.2.2 above.

Example

School roll = 789

$$\begin{aligned}
 \text{Class teachers} &= 9.24 + [(789 \times .053) - 7 \text{ Curriculum PT}] \\
 &= 9.24 + [41.82 - 7] \\
 &= 9.24 + 34.82 \\
 &= \mathbf{44.06}
 \end{aligned}$$

### 5.2.4. Support Staff

#### 5.2.4.1. Technicians

Type	Allocation	Terms
Information Technician	1 per school	Grade Term time + 2 weeks
Science Technician	1 per 6 FTE Science teachers	
Technical Technician	1 per 6 FTE Technical teachers	

#### 5.2.4.2. Support for Learning Teachers

Type	Allocation	Number
Support for Learning Teacher	1 per 200 pupils	X
LESS Support for Learning PT		(1)
Number of Support for Learning Teachers		X-1

#### 5.2.4.3. Additional Needs Assistants

Currently ANAs will still be allocated by the ASN team. This is to be reviewed and may form an amendment to the scheme in the future.

#### 5.2.5. Exam Fees and Invigilation

##### 5.2.5.1. Exam Fees

The actual cost of exam fees will be a non-devolved item

##### 5.2.5.2. Invigilation

Base	Allocation	Amount (£)
Whole school roll	Per pupil	6

#### 5.2.6. Curriculum Costs

	Allocation	Amount (£)
Whole school roll	Per pupil	80

No charges are to be made to parents for curricular materials etc.

#### 5.2.7. Supply

An allowance for supply will be given at 2 days per FTE teacher. The rate will be the equivalent of the overall average salary for secondary school class teachers

#### 5.2.8. Sickness

Secondary schools will be expected to cover the first 3 weeks of a teacher's sickness. Thereafter, the cost will be picked up by the central sickness code

## 5.3 All sectors

### 5.3.1 iPads

Category	Base Roll	% to apply to Roll	Amount (£)
Repair	Pupil roll P4-P7 and S1-S6	10	32
Replacement	Pupil roll P4-P7 and S1-S6	3	125

### 5.3.2 Training

Category	Base	Amount (£)
Teacher	Per FTE	50.00
Non -Teaching staff	Per FTE	50.00

### 5.3.3 Staff Travel & subsistence

Category	Base	Amount (£)
Teacher	Per FTE	20.00

### 5.3.4 Recruitment

5.3.4.1 No interview expenses will be paid

### 5.3.5 Keeping in Touch Days

5.3.5.1 The process around Keeping in Touch Days is as per the HR Policy Family Friendly Policy revised May 22 6a.

5.3.5.2 The payment to the individual will be costed to the school's DSM budget. The relevant cost centre should be given to payroll when they are notified of the dates and hours to be paid by the line manager.

### 5.3.6 NQT Mentoring Allowance and Waiver Payment

5.3.6.1 A budget amount equivalent to 0.1 of the base salary of an NQT will be given to schools for each 1FTE NQT they have placed in the school

e.g. Base Salary at 01/01/2022 of £28,113 gives an allowance of £2,811.

This will be allocated pro-rata where relevant.

5.3.6.2 Where a NQT is entitled to a waiver payment, the equivalent budget will be given to schools.

#### 5.3.7 Equipment purchase & replacement

5.3.7.1 There will be an annual allowance from the Education & Lifelong Learning capital block.

5.3.7.2 Schools will be notified of the timeframe(s) in which they need to submit their request for either new or replacement equipment

5.3.7.3 Items notified outwith this timeframe will be held until the next one.

#### 5.3.8 First Aid staffing and equipment / consumables

5.3.8.1 Uplift will be provided for staff who were First Aiders at the end of July 2022

5.3.8.2 Schools should submit a co-ordinated bulk order annually which allows for a stock element. Ensure that don't over purchase especially for items that have short use by dates.

### 5.4 NQT Allocation and Funding

5.4.1 Headteachers in discussion have identified permanent NQT posts in both Primary & Secondary schools.

5.4.2 For these posts, budget will be allocated at the NQT rate. If the NQT is in receipt of a waiver payment, the appropriate budget will also be allocated.

5.4.3 As noted in 5.3.7.1, budget amount equivalent to 0.1 of the base salary of an NQT will be given to schools for each 1FTE NQT they have placed in the school. This will be allocated pro-rata where relevant.

5.4.4 Where an NQT is allocated to a school to cover maternity leave or long term sickness the financial implications must be looked at on a case by case basis and the ELL finance team must be involved. The source and re-allocation of any additional budget required MUST be calculated and agreed by finance, school, and the relevant QIO and signed off by ELL SLT BEFORE the arrangement is put in place.