

EAST RENFREWSHIRE COUNCILCABINET10 March 2022Report by Director of EducationSCHEME OF DEVOLVED SCHOOL MANAGEMENT**PURPOSE OF THE REPORT**

1. Following consideration by Education Committee on 3 February 2022, this report is remitted to Cabinet for consideration.
2. The purpose of this report is to inform Cabinet of the collation and publication of the Education Department's Devolved School Management (DSM) scheme and for consideration of a proposed change to the DSM Scheme with regards to carry forward from underspend of an establishment's devolved budget.

RECOMMENDATIONS

3. Cabinet is asked to:
 - i. approve the proposed change to the carry forward mechanism of the Devolved School Management Scheme; and,
 - ii. note the publication of the Council's Devolved School Management Scheme.

BACKGROUND

4. Devolved School Management (DSM) was introduced in 1993 by the then Scottish Executive requiring councils to devolve 80% of school budgets to Head Teachers in order to enhance and improve the management of resources at school level. DSM provides Head Teachers and schools with the autonomy and flexibility to ensure financial decisions, which reflect local and national priorities and are in keeping with the establishments improvement planning, are made at the most appropriate level - closest to the children and young people. Early years facilities also operate under DSM.
5. Budgets within DSM are only one part of the overall financial management of the Education Department and it is important to recognise that there is a strong relationship between devolved and non-devolved budgets in maintaining a sound and robust financial strategy for the department and the Council.
6. Since 1993 the DSM scheme guidance and policy has evolved to reflect the changing landscape within which schools operate. Such changes include policy, procedural, legislative and the economic and financial climate, as well as greater levels of autonomy afforded to Head Teachers with respect to the Education Reform agenda and more specifically the Head Teachers' Charter.

7. Most recently, Cabinet approved a change to the Education Department's DSM scheme in January 2018 which reflected the objectives of the Education Reform agenda, allowing Head Teachers to carry forward any annual underspend in devolved school budgets up to a maximum level of 2% of the school's DSM budget net expenditure. This enhanced flexibility in school budgets allows Head Teachers to plan better for educational improvement strategies over a longer period of time and for wider budgetary planning, including targeted savings.

8. Nationally, the original DSM scheme guidance was reviewed in 2006 and again in 2012, taking account of the changing economic and financial climate for both local authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "Fair Funding to Achieve Excellence and Equity in Education" consultation.

9. In 2019 following extensive stakeholder engagement, the Scottish Government and COSLA updated the DSM principles, building on and enhancing the foundations and principles of the 2012 guidance. The updated DSM principles are:

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

10. These principles align with the National Improvement Framework aims of excellence through raising attainment, improving outcomes 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.

11. The 2019 guidelines were issued by Scottish Ministers under section 13 of the Standards in Scotland's Schools etc Act 2000 (the 2000 Act) and was issued to Local Authorities in relation to their functions under Section 8 of the 2000 Act in relation to delegation schemes.

REPORT

12. The updated guidance produced by the Scottish Government and COSLA is clear in the expectation that local authorities and schools continue to work in a transparent and open manner, consulting and collaborating with all stakeholders when planning for school improvement and the use of devolved budgets. The updated guidance is also clear in that all local authorities are to publish and make freely available their DSM schemes, including any details of how the allocation of devolved budgets or staffing is determined, by 1 April 2021 – this date was extended to 1 April 2022 as a consequence of Covid. There is also a clear expectation that schools similarly share details of their approaches to allocation of resources from DSM budget with all relevant stakeholders.

13. The 2019 guidance was accompanied by a DSM scheme framework which local authorities were strongly encouraged and recommended to use when creating their own DSM scheme. By each local authority publishing its DSM scheme in accordance with the prescribed DSM framework this: harmonises how schemes are published; introduces an element of common understanding for users; provides increased clarity and transparency to stakeholders; aids peer review; and supports benchmarking.

14. In accordance with the principles of DSM and the National Improvement Framework, the budget devolved to a school in any financial year should be targeted at the priorities in the School's Improvement Plan and should be for the benefit of current pupils; within East Renfrewshire Council (ERC) the general principle is held that today's resources should be for today's pupils.

15. The East Renfrewshire DSM details the Education Department's current approaches to DSM budget management and the roles, actions and responsibilities of the various stakeholders.

16. In addition, following consultation with stakeholders, a single amendment is proposed to the carry forward rule for DSM budget underspend and DSM reserve.

17. Currently, educational establishments can carry forward annually up to a maximum of 2% of their DSM budget to DSM reserves, in the case where the school has a DSM budget underspend at the end of the financial year. The 2% maximum is consistent with the approach taken by the majority of other local authorities where the reserve limit is generally a maximum of 2 to 2.5%.

18. However unlike other local authorities which do not have a time limit on the use of DSM budget carried forward, educational establishments within East Renfrewshire can only hold funds in reserve for a maximum of 3 financial years.

19. Any annual underspend greater than 2% of an establishment's DSM budget or any DSM reserve which remains after 3 financial years is returned to the Council's General Reserve fund. In addition, individual school budget underspends can only be carried forward to a school's DSM reserve in the case where the Education Department's budget is in an underspend position at the end of the financial year.

20. The current carry forward process is regarded as complex to administer and is regarded as not providing suitable flexibility to Head Teachers for financial planning in future years, including planning for targeted savings.

21. A change designed to simplify the scheme is proposed, whereby establishments could hold up to a maximum of 6% of their annual DSM budget, aligning with the current practice of a cumulative reserve maximum of 6% (3 years of 2% reserves), and the removal of the maximum three year threshold. Where an establishment's DSM reserve is greater than a maximum of 6% of the establishment's budget at the end of the financial year (31 March), any additional underspend DSM budget will be returned to the Council's General Reserve.

22. The proposed change would continue to align with the current annual 2% reserve amount, will simplify the DSM carry forward policy and reduce the administrative burden, and will provide establishments with greater flexibility for future financial planning.

CONSULTATION

23. In producing the current iteration of the DSM scheme, the Education Department formed and consulted with a DSM Working Group which consisted of stakeholders from across the education spectrum of East Renfrewshire Council including:

- Representatives of Heads of Early Learning and Childcare establishments;
- Representatives of Head Teachers of the primary, secondary and special sectors;
- Education Department Head of Education Services;
- Professional bodies representing teachers and local government staff;
- Representative of Business Support Managers;
- Human Resources Business Partner;
- Finance Business Partner.

24. Initial consultation focussed on a small number of themes from the DSM. The Education Department will continue to consult with the DSM working group on an ongoing basis, meeting regularly to consider other themes of the DSM and to make any proposals for changes where it is deemed to benefit the management of resources at school level.

25. In accordance with the national guidelines the Education Department will formally review the published DSM scheme every three years with the DSM Working Group. The department may also review its scheme with a peer local authority, or through the Regional Improvement Collaborative.

26. Where changes are proposed to the scheme by the DSM Working Group which are considered to be required in advance of the three-yearly cycle or to recognise any local authority policy decisions which may have a consequential impact on the scheme, such changes will be presented to Education Committee for noting and Cabinet for approval.

FINANCIAL AND EFFICIENCY IMPLICATIONS

27. There are no financial or efficiency implications of the collation and publication of the Education Department's DSM scheme. The proposed amendment to the DSM carry forward does not introduce new or additional funding to educational establishments. The proposal for the school DSM reserve to be a maximum of 6% broadly aligns with the current scheme which allows schools to carry forward up to 2% annually on a rolling three year period.

28. Establishments will continue to be afforded the flexibility to plan for longer term priorities in line with their three-year School Improvement Plan whilst also ensuring that today's resources are used to support today's children.

RECOMMENDATION

29. It is recommended that Cabinet:

- i. approves the proposed change to the carry forward mechanism of the Devolved School Management Scheme; and,
- ii. notes the publication of the Council's Devolved School Management Scheme.

Mark Ratter
Director of Education
3 February 2022

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Appendix 1

East Renfrewshire Council: Devolved School Management Scheme

Background Papers

Devolved School Management Guidelines and Framework: <https://www.gov.scot/publications/devolved-school-management-guidelines/documents/>

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East Renfrewshire Council

Devolved School Management Scheme – Effective from 1 April 2022

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1 Introduction

1.1 Devolved School Management – Background

Devolved School Management (DSM) was introduced in 1993 to enhance and improve the management of resources at school level. DSM provides Head Teachers and schools with the autonomy and flexibility to ensure decisions are made at the most appropriate level. This DSM scheme will provide Head Teachers with clear information about which areas of expenditure are delegated to them and will set out how the Council funds schools, and the accountability and responsibility for financial decisions

The original DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "Fair Funding to Achieve Excellence and Equity in Education" consultation.

In 2019 the Scottish Government in agreement with Fair Funding Reference Group, updated the DSM principles, building on and enhancing the foundations and principles of the 2012 guidance. The updated DSM principles are:

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

These principles reflect the National Improvement Framework aims of excellence through raising attainment, improving outcomes 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.

The budget devolved to a school in any financial year should be targeted at the priorities in the School's Improvement Plan and should be for the benefit of current pupils; within East Renfrewshire Council (ERC) the general principle is held that today's resources should be for today's pupils.

1.2 East Renfrewshire Council

East Renfrewshire is situated to the south of the City of Glasgow. It covers an area of 67 sq miles (174 sq km). The north of the area comprises the urban areas of Giffnock, Newton Mearns, Clarkston, Thornliebank and Barrhead. Each of these settlements has a distinctive character. There is also an extensive rural hinterland to the South, within which, the villages of Uplawmoor, Neilston, Waterfoot and Eaglesham area are located. Approximately 15 per cent of the area is urban and 85 per cent rural. The Lavern Valley area includes the settlements of Barrhead, Neilston and Uplawmoor. The Eastwood area includes Busby, Clarkston and

Williamwood, Eaglesham and Waterfoot, Giffnock, Netherlee and Stamperland, Newton Mearns and Thornliebank.

In the latest mid-year 2020 estimates, the population of East Renfrewshire was 96,060, and the overall population of the area is expected to rise. This has implications for many services that cater for a broad section of the public, including education. East Renfrewshire is one of Scotland's most ethnically and culturally diverse areas with significant Muslim and Jewish communities.

Although East Renfrewshire is a relatively prosperous area, it does have pockets of deprivation. The Scottish Index of Multiple Deprivation is an accessible tool for understanding deprivation. East Renfrewshire has the highest percentage of data zones of all the Scottish Local Authorities classed as being in the 20% least deprived in Scotland. Seven of the 122 data zones (population units) in East Renfrewshire are classed as being within the 20% most deprived in Scotland, this represents 6% of data zones in East Renfrewshire. They are located within Barrhead, Auchenback and Neilston. Two of the data zones are classed as being within the 10% most deprived in Scotland and one of these is classed as being within the 5% most deprived. Reducing inequalities arising from socioeconomic disadvantage is a corporate priority. The Council, along with partners across sectors, use a 'locality' approach in these areas of East Renfrewshire. This means all those responsible for providing services and looking after assets are thinking about the unique challenges; are taking a whole neighbourhood view; and are planning together, with the people who live there, to support inclusive growth and thriving places.

1.3 Education within East Renfrewshire Council

The delivery of high quality educational experiences within East Renfrewshire's establishments is led, directed and overseen by the Council's Education Department.

East Renfrewshire Council is recognised throughout Scotland for the quality of its education provision and the high performance of its schools and early learning and childcare establishments. The Education Department's objective of ensuring high quality experiences for all children and young people leading to excellent outcomes for all learners, regardless of socio-economic background, and closing any and all attainment gaps, is clearly defined in *Advancing Excellence and Equity in Education in East Renfrewshire*¹ and its vision statement:

Everyone Attaining, Everyone Achieving, Through Excellent Experiences

Such success has contributed to a growth in the number of children and young people attending educational establishments as a consequence of inward migration to existing and new housing stock and successful placing request applications from non-East Renfrewshire residents.

With such demand for education within the local authority and following the introduction of new legislation such as the expansion of early learning and childcare, the Council has recently expanded its learning estate with the development of a joint faith primary school campus and non-denominational primary school and the creation of 6 ELC centres. The Council continues to work hard to ensure the best possible learning environments for children and young people

¹Advancing Excellence and Equity in Education in East Renfrewshire:
<https://www.eastrenfrewshire.gov.uk/Advancing-Excellence-and-Equity-in-Education-in-East-Renfrewshire>

to support establishments to provide excellent learning experiences and is continually evaluating and improving its learning estate to ensure these ambitions are met.

As of December 2021, East Renfrewshire Council currently provides education across:

- 9 family centres providing early learning and childcare;
- 24 primary schools (10 of which have an accompanying nursery class providing early learning and childcare);
- 7 secondary schools;
- 1 special school providing education for children with additional support needs.

Whilst the educational estate is varied, almost all establishments are located in residential town areas with the exception of one school classified as rural. As recorded in the school pupil census, school rolls range from 66 to 868 in the primary sector and from 632 to 1837 in the secondary sector; the Council has traditional school buildings over 100 years old to modern award winning design schools. The Council provides the choice of denominational and non-denominational education and is proud to manage the only Jewish faith school in Scotland, which is uniquely located at a faith school joint campus.

Further details of the Council's education estate can be accessed via the Council's website².

1.4 Pupil and Staff Numbers

The funding which the Council receives from the Scottish Government to provide education closely links to pupil numbers, teacher numbers and deprivation indices. Similarly the funding allocated to each educational establishment in accordance with the scheme of devolved school management also takes cognisance of pupil roll and required management and staffing full time equivalents and pupil demographic attributes. The number of pupils and staff FTE recorded within the annual school pupil census in September 2021 is detailed below:

Sector ³	Pupil Numbers	Teaching Staff FTE
Primary	9,309	620
Secondary	7,949	665
Special	134	35
Central	-	2
Total	17,392	1322

In addition to the staffing FTE for those members of staff registered with The General Teaching Council for Scotland recorded in the above table, educational establishments are also allocated staffing budget for local government employees such as administration staff, Pupil Support Assistants and Child Development Officers etc.

1.5 The role of the Parent Council

The Parent Council is a group of parents selected by the Parent Forum of a school to represent their views. Parent Councils have an important role to play in school improvement by ensuring that the parental perspective is represented and taken into account.

²Our schools: <https://www.eastrenfrewshire.gov.uk/our-schools>

³ Data taken from the school/pupil census 2021:
<https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

The Parent Council helps create an environment where all parents know that their views matter and where they feel confident and comfortable putting them forward. They work on behalf of all parents to discuss educational matters that are of importance to all. They do not get involved in individual matters relating to children or staff in the school.

Parent Councils:

- Work in partnership with the school to decide on the key priorities to take forward;
- Provide a voice for parents in schools and in their local authority on issues that are important to them;
- Improve the school's understanding of how to engage parents in their children's learning and in the life of the school;
- Support the school to develop strong home/school partnerships;
- Communicate regularly with the Parent Forum to both hear their views and keep them informed;
- Support improvement by discussing the school's strengths and areas for development from a parental perspective;
- Help make links with the wider community;
- Capture the unique and varied skills, interests, knowledge and experience that parents can offer.

The Education Department's Parental Engagement and Involvement Strategy⁴ aims to strengthen parental involvement and representation in the life and work of schools and early years settings so that parents have the information and support required to allow them to contribute to the community and improve the attainment and achievement of all learners.

Further details and resources for parent councils can be found on the Education Scotland website⁵.

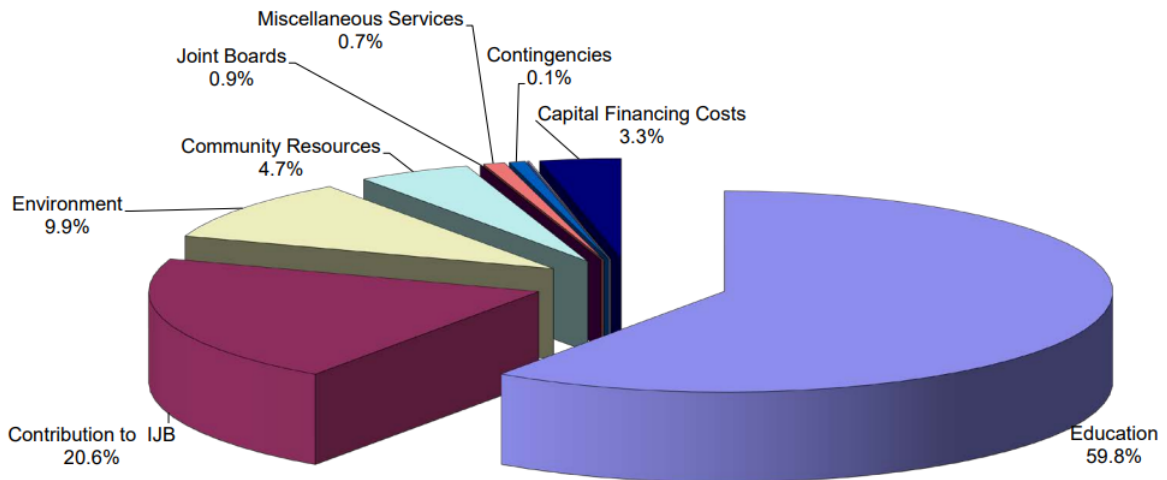
2 Budget Overview

Each year the Council undertakes the annual budget setting process for the allocation of Revenue Budget to each of the Council's departments. The Education Department is the largest department accounting for 59.8% of the Council's budget (2021-2022) equating to a total net expenditure of £157,882,000; this includes distributed budget to East Renfrewshire Council's Leisure Trust.

⁴ Parental Engagement:
<https://eastrenfrewshire.gov.uk/parent-engagement>

⁵ Education Scotland Parentzone:
<https://www.education.gov.scot/parentzone/getting-involved/parent-councils/about-parent-councils>

2021/22 GENERAL FUND REVENUE BUDGET BY DEPARTMENT



Each year details of the revenue budget allocated to the Education Department is set out in the Detailed Revenue Estimates Report⁶ by the Council's Head of Accountancy (Chief Financial Officer). The distribution of the Education Department's budget includes:

ELC	Schools (Primary, Secondary and Other)	Special Education
Psychological Services	Transport (Excl Special)	Clothing
Administration & Support	Cleaning and janitorial Services	Catering Services
School Crossing	Culture and Leisure Services	
Patrollers		

It is important to note that DSM procedures set out the rules and principles in which schools operate in normal circumstances. However in exceptional circumstances, for example the impact of changing financial circumstances during the course of a financial year requiring measures to be taken to ensure the department's overall expenditure is controlled, it may be necessary to temporarily amend the rules of DSM. Any such decisions are at the discretion of the Director of Education and discussed with the Head of Accountancy (Chief Financial Officer) and Chief Executive. Head Teachers would be advised of such intent as early as possible, with the implications of such a decision clearly identified and explained. Any such necessary action would be reported to Cabinet as part of the regular budget monitoring process.

⁶ Detailed Revenue Estimates Report:
https://www.eastrenfrewshire.gov.uk/media/4760/Council-item-04-15-March-2021/pdf/Council_item_04_-_15_March_2021.pdf?m=637510756152430000

3 Areas of Expenditure to be Devolved

Whilst Head Teachers have maximum flexibility to manage their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include, but are not limited to areas:

- outside the influence of a Head Teacher;
- that are too bureaucratic;
- which have unacceptable levels of risk;
- where there are benefits from economies of scale;
- which require professional expertise;
- overly complex by their nature.

Further detail of the budgeted areas devolved and not devolved to schools is included in [Appendix A](#).

4 The Scheme in Detail

4.1 Financial Regulations

Financial Regulations are an integral part of the stewardship of Council Funds. Adhering to the regulations ensures that all financial transactions of the Council are conducted in a manner of openness, integrity and transparency. The regulations form a significant part of the Corporate Governance of the Council and apply to every member and employee of the Council or anyone acting on its behalf.

The allocation of DSM budget to schools is mainly formulaic and is calculated on the basis of school roll demographics, educational needs of children and young people, as well as any other local/national initiatives. This approach ensures a fair, objective and transparent approach to the delegation of school budgets. A summary of the formulae used for devolved budget lines is included in Appendix B.

Further details of the Council's financial regulations and other relevant policies/procedural guidelines are available on the Council's intranet⁷.

4.2 Best Value Principles

The Local Government in Scotland Act 2003 introduced a statutory framework for Best Value for local authorities. The Best Value duties set out in the Act are:

- to make arrangements to secure continuous improvement in performance (while maintaining an appropriate balance between quality and cost); and, in making those arrangements and securing that balance, to have regard to economy, efficiency, effectiveness, the equal opportunities requirement and to contribute to the achievement of sustainable development
- to achieve break-even trading accounts, subject to mandatory disclosure
- to observe proper accounting practices

⁷ERC Financial Regulations: <http://intranet.erc.insider/CHttpHandler.ashx?id=11444&p=0>

- to make arrangements for the reporting to the public of the outcome of the performance of functions.

In addition, Best Value guidance has been in place since 2004, identifying the characteristics of Best Value to help local authorities develop arrangements to demonstrate continuous improvement in their performance.

In recognition of the changes since 2004 to the environment in which local authorities deliver services, a multi-agency steering group was tasked with reviewing and refreshing the guidance, which was published in March 2020. The steering group endorsed the continuing relevance of the substance of the original guidance, but felt that it should be revised to reflect the current public service landscape in Scotland, with an increasing emphasis on citizens and personalised services, a focus on outcomes, and the need for innovation in designing public services for the future. The steering group also identified the need for synergy and alignment, so far as possible and appropriate, between the statutory guidance and the guidance on Best Value in public services, which applies to public bodies that are accountable to the Scottish ministers.

The revised guidance produced by the steering group reflects the priorities that it identified. It replaced the previous guidance that was published in 2004, which comprised both the statutory guidance by Scottish ministers and supporting guidance by the then Best Value Task Force, so that all the relevant guidance is now contained in this single document. The guidance document is available on the Scottish Government website⁸ <https://www.gov.scot/publications/best-value-revised-statutory-guidance-2020/>

Within East Renfrewshire Council, Best Value is defined as 10 characteristics which are used to ensure we offer the best quality service available. The 10 characters are:

- Commitment and leadership;
- Responsiveness and consultation;
- Sound governance arrangements at strategic, financial & operational levels;
- Sound management of resources;
- Use of review and options appraisal;
- Competitiveness, trading and the discharge of authority functions;
- Accountability;
- Joint working;
- Sustainable development.

Further details on how the Council assesses the quality of its services and plans to make improvements in this area, as well as further details of the independent bodies which inspect our services, are available on the Council's website⁹.

4.3 Local Authority Commitment to Devolved School Management

An empowered system is one built on mutual trust, cooperation and highly effective communication. In an empowered system Head Teachers and local authorities are partners, each contributing and supporting each other and respecting the different role each plays.

⁸ Best Value: revised statutory guidance 2020: <https://www.gov.scot/publications/best-value-revised-statutory-guidance-2020/>

⁹ East Renfrewshire Council: Best Value: <https://www.eastrenfrewshire.gov.uk/best-value>

As senior officers of the Local Authority, responsible for the leadership and management of the service provided to children, young people and their families, Head Teachers are accountable to both their employer and to their learning community for the leadership and management of education within their setting. Head Teachers' responsibility extends to the resources within their delegated budget. The areas of budget which are devolved and not devolved to Head Teachers was recently consulted upon with the Council's DSM working party and is detailed in [Areas of Expenditure to be Devolved](#).

The Education Department of East Renfrewshire Council recognises the importance of empowering Head Teachers to make key decisions regarding the best use of resources to ensure the highest level of experiences and outcomes for learners. Head Teachers are closest to the educational experience of children and young people and understand the particular context of the learning community best.

The Local Authority has statutory responsibility for the provision and improvement of education in the area. This includes contractual and financial obligations that interact with, and can be dependent upon, decisions made at school level. The Local Authority can intervene in a school level decision if a statutory, contractual or financial obligation would be breached. Clear processes and mutually respectful and supportive relationships should be in place to minimise the need for such intervention.

This guidance document was created using the Education Department's various discrete policies and guidance documents which were previously developed following consultation with education leaders. Furthermore, a DSM working group was convened to consider elements of the current Devolved School Management scheme approaches in accordance with the national Devolved School Management Guidelines and Framework documents. The working group consists of a wide spectrum of education stakeholders so as to ensure that the document is fit for purpose for all, including:

- representatives for Head Teachers of early years, primary, secondary and special settings;
- Human Resources officer;
- teaching and local government trade union representatives;
- representative of Business Support Managers;
- Education Department Head of Education Services;
- Finance Business Partners.

On an ongoing basis the DSM Working Group will meet at regular points in the academic year to consider the different themes detailed within the national DSM guidelines and associated framework and where appropriate will propose changes to the Council's DSM scheme where deemed to benefit the management of resources at school level.

4.4 School Expenditure Within Wider Strategic Planning

On an annual basis the Education Department's Quality Improvement Team and service managers carry out an extensive audit to identify strengths in the department's current provision and areas where further improvement is required. The department's progress towards the impact and outcomes listed in the Local Improvement Plan is detailed in the Department's Standards and Quality Report.

Within East Renfrewshire Council, the Education Department works in partnership with Head Teachers and other partners to deliver the best possible outcomes for children and their families. In East Renfrewshire Head Teachers are empowered to lead their school's improvement journey and are best placed to assess their readiness to move on and determine a realistic pace in which to do so. They also have the autonomy and flexibility to make decisions on the best use of financial resources which are devolved to establishments in order to ensure that decisions and improvements are made closest to the learner wherever possible. This allows the application of knowledge of local needs in order to ensure best outcomes for learners, whilst maintaining participation as part of a collaborative learning community with other schools and the Local Authority. Head Teachers are responsible for the use of financial resources within their school.

Empowered schools require both strong and distributive leadership, working in partnership with pupils, parents, staff and the wider community. Head Teachers are expected to be able to manage a fair, equitable and transparent devolved budget that meets the needs and priorities of the school and local community and should ensure that they collaborate with learners, parents / carers, teachers and their representatives, support staff, and partners in identifying, taking forward and evaluating priorities and the expected impact and outcomes for their improvement plans.

Each year Head Teachers regularly reflect upon rigorous evidence-based self-evaluation of performance, including analysis of a wide range of data on children and young people's progress, to plan and identify the actions the establishment will take to improve experiences and service delivery / provision and raise attainment and achievement. This is recorded as part of the School Improvement Plan and also takes into consideration recent evaluations resulting from an inspection by Education Scotland or a review by the authority's Quality Improvement Team.

When identifying aspects of performance in which improvement is necessary, due weight should be given to major strategic priorities, locally and nationally. In particular, account should be taken of the Education Department's Local Improvement Plan which includes clear links to: the National Improvement Framework and Improvement Plan; the department's contributions to the Council's Outcome Delivery Plan; the department's Advancing Excellence and Equity in Education in East Renfrewshire policy; and most recently the department's position paper on Building Back Better and Fairer in response to the Covid-19 pandemic. In constructing the school improvement plan, Head Teachers will be challenged and supported in their thinking by the Education Department's Quality Improvement Team and other senior officers.

Each year all establishments will clearly, succinctly and evaluatively consider the progress towards overtaking the objectives of the annual improvement plan and the impact made in bringing about the desired improvements, in the form of a Standards and Quality Report. The Standards and Quality Report will describe how the establishment is doing, how does the establishment know it is progressing and what the next actions will be to further improve.

4.5 Scottish Negotiating Committee for Teachers (SNCT) and Local Negotiating Committees for Teachers (LNCT) Agreements

Scottish Negotiating Committee for Teachers (SNCT) is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The principal purpose of the SNCT is to negotiate collective agreements on salaries and conditions of service that assist the development of a highly skilled and motivated teaching profession.

The SNCT requires there to be a Local Negotiating Committee for Teachers (LNCT) in every council. LNCTs have been given the powers to vary certain conditions of service and to reach agreement on a range of matters not subject to national bargaining¹⁰.

Where a local agreement supersedes an existing national condition, that existing condition should be removed; all local agreements must be reported to the SNCT for information and placed on the SNCT web site¹¹.

East Renfrewshire LNCT Joint Negotiating Committee for Teachers (JNCT) operates in a climate of collegiality where the views of all representatives are valued, respected, and fully considered. Whilst the LNCT does primarily provide a mechanism for bargaining and negotiating procedures between the council and the signatory unions, whereby relevant conditions of service can be determined for all appropriate staff, it is also a forum at which either side will raise matters pertaining to the operation of the Education Department and anything which has implications for teachers in their working environment. LNCT has a number of standing items such as Education Committee, teacher workload and any current matters of concern. Furthermore the LNCT also has an agreed work plan which allows both sides to contribute to that programme of work. The constitution of the East Renfrewshire LNCT JNCT is available on the SNCT website¹².

Head Teachers are required to operate within the agreed national SNCT terms and conditions for all staff who come under this scheme, and to operate within any amended devolved conditions of service as agreed by LNCT. The Pay and Conditions of Service for teachers and associated professionals employed by Scottish Councils is set out in the SNCT Handbook of Conditions of Service. The SNCT handbook is available on the SNCT website.¹³

Head Teachers are regularly advised of any amendments to staff conditions of service or operating procedures by a representative of the management side of the LNCT, whilst it is the responsibility of the trade unions who make up the joint union side to advise their members accordingly.

4.6 Publication availability

The DSM scheme will be published on the East Renfrewshire Council intranet. A summarised version of this scheme of devolved management will be made available to the

¹⁰ SNCT Devolved Matters to LNCT https://www.snct.org.uk/wiki/index.php?title=Part_4

¹¹ LNCT Agreements: <https://www.snct.org.uk/lncAgreements.php>

¹² ERC LNCT JNCT: https://www.snct.org.uk/library/107/East_Renfrewshire_LNCT-01_JNCT_Local_Framework_Agreement.pdf

¹³ SNCT website: <http://www.snct.org.uk>

public via the Council's website, to which a link will be provided via all education establishment's websites.

4.7 Available training

In a rapidly changing world, it is essential that leaders and managers are equipped with the skills to adapt to the evolving needs of schools and their communities. Leadership development is a key area on the national policy agenda in Scottish education and there is a strong commitment to the development of leadership at all levels.

The East Renfrewshire Head Teacher Induction Programme is designed to support recently appointed Head Teachers with balancing the demands of the job with their own personal and professional learning and development. The programme includes familiarisation with East Renfrewshire Council and Education Department policies and practices, but also offers opportunity to: meet with colleagues; learn from experienced Head Teacher colleagues; meet key staff of the department; consider the practical elements of leading a school; consider best practice; and build a network of support.

The Head Teacher Induction Programme aims to:

- Provide new Head Teachers with appropriate professional learning and development to enable participants to be effective senior leaders in school, cluster and the Education Department, with a focus on and bringing about improvement in outcomes for learners;
- Support Head Teachers to continually improve as leaders of learning;
- Provide a pathway for Head Teachers which enables them to progress as effective leaders, mentors and coaches and; and,
- Develop a cohort of confident, capable and knowledgeable leaders who continually strive for improvement in our service and can inspire the next generation of school leaders.

The Head Teacher induction programme focuses on leadership and management, focussing on strategic and operational aspects which will relate to effective management of the school's devolved budget. The Head Teacher Induction Programme has a more explicit focus on certain aspects of operational leadership, including: Budget and Finance; The Building Responsible Person; and Working with Trade Union Partners.

Within the induction programme of professional development for new Head Teachers, training sessions are provided by officers of the Education Department's Budget Team relating to the Council's devolved school management scheme and practices.

Additionally, training has and can be provided to Head Teachers on an ad hoc basis when requested and documentation, guidance and policies are available via the Council's website.

Head Teachers are supported in their cluster by a Business Support Manager (BSM) who oversees the school's budget and provides advice and guidance on all financial and human resource management matters. In response to consultation there is a desire from both experienced and newer Head Teachers for further training to be provided in finance/budgeting matters.

The centrally based Budget Unit team meets regularly with BSMs to offer support and any required appropriate training in financial matters. The Budget Unit team will work collaboratively with BSMs to prepare a programme of ongoing professional development for Head Teachers and appropriate school leaders on areas of financial management which have been identified. Budget Unit staff and Business Support Managers will deliver specific training in these areas to Head Teachers from across the Council, which will be accessible

via the Council's professional development platform, East Renfrewshire CPD Manager. This training will allow Head Teachers to be better informed in financial management matters and will allow Head Teachers to share their knowledge with school senior and middle leaders, other school budget holders and if appropriate, parents and pupils. A consultation on training requirements will be undertaken to direct the offer of professional development opportunities.

Furthermore, budget 'drop-in' engagement sessions will be arranged to allow HTs to meet informally with other colleagues across the Council at pertinent points in the year, following feedback from consultation. This will allow the sharing of best practice and experience.

4.8 Consultation and Engagement

In accordance with the Empowering Schools and Education Reform agenda of 2019, the introduction of the Head Teachers' Charter was to empower Head Teachers in decisions on curriculum design, improvement, school staffing structures and appointments, working collaboratively with their local authority, staff and parents, and with due regard to employment law and supporting guidance. Education Scotland identifies eight key partners who should work together in an empowered system to improve outcomes for children and young people. An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happens at all levels in an empowered system.



In an empowered system Local Authorities add value by enabling key decisions to be made by those who are closest to the educational experience of children and young people, and who best understand the particular context of the learning community. The Head Teacher is responsible for making such decisions in partnership with their learning community – staff, learners, parents and other partners. In all localities Head Teachers and Local Authorities should work in partnership with children, young people and their families to take decisions which reflect the local context. Mutually supportive and respectful relationships should be in place and maintained in order to maximise effective collaboration. Head Teachers should lead collaborative, evidence-based decision-making whilst recognising that they are an integral part of a wider education and children’s services system and open to constructive support and challenge by the Local Authority and their colleagues.

With regards to making best use of school resources, Head Teachers should:

- 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.

- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school 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 SNCT/LNCT agreements and guidance

Where appropriate, short life working groups are organised by the Education Department in order to work collegiately to create new/update policy. Such recent examples include: changes to teaching staff recruitment processes; the determination of allocated school management and support staff budgets and; the redesign of the model for management and pupil support structure in the primary sector. Staffing budgets determined by the Education Department's staffing formulae are fully delegated to Head Teachers, allowing autonomy for Head Teachers to have flexibility in their staffing and management structures which best suit the needs of the school community. Education Department staff support Head Teachers to ensure that implementation of management and staffing structures are in accordance with appropriate financial and SNCT/LNCT agreements¹².

The Education Department meets regularly with representatives of the parent body via the Parent Council Chairs, using these opportunities to share information and consult on budgetary and financial matters as appropriate. Similarly the Education Directorate meets with the Pupil Council Chairs and also shares information and consults on budgetary matters as and when it is appropriate.

Head Teachers are expected to consult with staff, the Parent Council, pupils and wider community on budgetary matters as appropriate, which may include areas such as staffing, resources, professional learning for staff and experiences and outcomes for learners which focus on raising attainment for all whilst closing any poverty related attainment gaps.

Head Teachers should make arrangements for sharing and discussing local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate. It is recommended that at school level this includes methodology and distribution of budgets and resources.

A local DSM Consultative Group should be established including representatives from both teaching and other staff groups within each establishment as a forum for engagement and consultation on budget matters throughout the year.

Further requests for budgetary information is provided by the Education Department and educational establishments when requested.

Moving forward East Renfrewshire's schools should consider a greater use of Participatory Budgeting¹⁴ processes where appropriate.

Participatory Budgeting (PB) is part of a movement which has grown up across the world over the last thirty years which is helping to strengthen and deepen deliberative democracy, supporting high quality decision-making with public funds and rebalancing power. Over the last decade there has been interest, energy and investment across Scotland in PB as part of a broader commitment to democratic and community renewal and tackling inequalities. The 2021 revised Framework Agreement¹⁵ sets forward the joint ambition for mainstream

¹⁴ Participatory Budgeting: <https://www.gov.scot/policies/community-empowerment/participatory-budgeting/>

¹⁵ Participatory Budgeting Framework: https://www.cosla.gov.uk/_data/assets/pdf_file/0017/26234/COSLA-SG-Participatory-Budgeting-Framework-Agreement-June-2021.pdf

Participatory Budgeting to be an essential part of recovery and renewal from the pandemic. Furthermore, by implementing Participatory Budgeting, schools will support and reinforce the United Nations Convention on the Rights of the Child.

4.9 Transparency

The Education Department will engage with members of the DSM working group on an ongoing basis to consider the DSM guidance and any changes which are required. Further details are included in [section 4.17](#).

Annually details of the revenue budget allocated to the Education Department is outlined in the Detailed Revenue Estimates Report¹⁶ by the Council's Head of Accountancy (Chief Financial Officer), which provides a comprehensive analysis of the various elements which contribute to the overall department's revenue estimate at sector and service levels, and is available on the Council's website¹⁷. Furthermore the Council annually publishes its updated long term Capital Investment Strategy¹⁸ which provides details of the Council's long term capital ambitions including the learning estate strategy, as well as the Councils' ten year General Fund Capital Plan¹⁹ which provides details of the planned capital investments programme for the coming year along with figures for future years so that long term capital investment plans and their associated financial impacts can be recognised. Planned education estate capital investment is detailed in these plans.

Following approval of the revenue budget at Council level, officers within the department work collaboratively with accountancy colleagues to allocate the Education Department budget to all cost centres ensuring Head Teachers and other budget holders have access to the detailed budget under their control by the start of the financial year. The full functionality of the corporate financial system Integra, is used across the department and schools in this regard. AS previously indicated, Head Teachers share this information with the DSM Consultative Group, Parent Council and others as appropriate; further requested budgetary information is provided when requested. Further details are included in [section 4.8](#). Details of the how DSM budgets are allocated is included in [Appendix B](#).

Business Support Managers will produce variance reports each accounting period and will present these to the Head Teacher for consideration. This will allow the Head Teacher and periodically the DSM Consultative Group, to consider:

- Comparison of actual expenditure against budget levels;
- Identify and agree actions to meet savings targets each year;
- To consider spending trends / patterns highlighted (e.g. teachers' absence cover) in order that corrective action may be taken; and
- Draw attention to areas of the budget which merit special consideration for forward planning which may also result in further consultation with wider stakeholders.

¹⁶ Detailed Revenue Estimates Report: https://www.eastrenfrewshire.gov.uk/media/4760/Council-item-04-15-March-2021/pdf/Council_item_04_-_15_March_2021.pdf?m=637510756152430000

¹⁷ Budget Setting 2021/22: <https://www.eastrenfrewshire.gov.uk/article/3552/Detailed-2021-22-budget-set-for-East-Renfrewshire>

¹⁸ Capital Investment Strategy: https://www.eastrenfrewshire.gov.uk/media/4761/Council-Item-05-15-March-2021/pdf/Council_Item_05_-_15_March_2021.pdf?m=637510756156430000

¹⁹ General Fund Capital Plan: https://eastrenfrewshire.gov.uk/media/4762/Council-item-06-15-March-2021/pdf/Council_item_06_-_15_March_2021.pdf?m=637510803544330000

Additionally, within each school a copy of the school fund procedures manual (SC23) should be made available to all who administer the school fund and it is each member's responsibility to ensure they are aware of and act in accordance with the circular. The Council's Internal Audit team also support schools to consider areas for improvement in regard to financial management with periodic reviews of school practices and subsequent recommendations where required.

In July 2021, the Scottish Government removed charges for music tuition as well as core curricular charges for such areas as ingredients for home economics, materials for technical studies and trips to the theatre associated with drama qualifications. However charges will still exist for such matters as extra-curricular activities, school uniform, school trips etc, wherever possible these should be detailed at the start of the school year in each school's handbook, or highlighted in the school's website on an ongoing basis.

Educational establishments across East Renfrewshire should continue to consider the cost of the school day for pupils, and actions and strategies which can be implemented to ensure that the cost of the average school day for a child is as low as possible. Careful consideration should be given to the use of resources to support children in their experiences where financial hardship is a barrier, with specific consideration to the use of awarded funds to support such actions, such as the Pupil Equity Fund and Scottish Attainment Challenge. These actions will support the closing of the poverty related attainment gap, raising the attainment and achievement of children and young people from the most deprived areas.

The Council provides a free school meal to all primary school children across the P1-P5 stages. Plans are being made for the extension of free school meal provision to all children across the primary sectors over the remaining period of the current parliament. Any parent/carer who requires financial assistance for school meals or school clothing, or young people requiring support in the form of Education Maintenance Allowance, can find more details on the Council's website²⁰.

4.10 Local Priorities

4.10.1 Community Planning Partnership²¹

East Renfrewshire's Community Planning Partnership (CPP) works for and with communities to ensure everyone has the best possible quality of life. East Renfrewshire CPP is made up of a range of organisations, with the Community Plan in place for a 10 year period. It sets out the activities and outcomes to make East Renfrewshire fairer and reduce inequalities.

4.10.2 Fairer East Ren Plan²²

This is our Local Outcomes Improvement Plan as required under the Community Empowerment Act. It focuses on reducing inequality across groups and communities in East Renfrewshire. The plan has 10 year outcomes, with 1 and 3 year targets, where we can make the biggest difference to people's lives. Each outcome area will have a detailed strategy, published separately.

²⁰ Educational Grants: <https://www.eastrenfrewshire.gov.uk/article/3792/Educational-grants>

²¹ Community Planning Partnership Plan: <https://www.eastrenfrewshire.gov.uk/community-planning-partnership>

²² Fairer East Ren Plan: <https://www.eastrenfrewshire.gov.uk/fairer-east-ren>

4.10.3 Outcome Delivery Plan²³

The Outcome Delivery Plan (ODP) is a 3 year plan, updated annually, which focuses on our activities, performance measures and targets. It also explains what we're doing to ensure delivery of the agreed local outcomes.

4.10.4 The Education Department's Local Improvement Plan and Standards and Quality Report²⁴

As noted in [section 4.4](#), on a yearly basis the Education Department's Quality Improvement Team and service managers carry out an extensive audit to identify strengths in the department's current provision and areas where further improvement is required. The department's progress with the impact and outcomes listed in the Local Improvement Plan is detailed in the Department's Standards and Quality Report.

The Local Improvement Plan outlines the high level areas for improvement for all services and schools and is informed by the Council's Outcome Delivery Plan which details the targets and indicators that will be used to measure the impact of our work

The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend schools and use centres and services.

4.10.5 Getting it Right for Every Child (GIRFEC)

The Education Department has as its vision 'Everyone Attaining, Everyone Achieving through Excellent Experiences' and is committed to delivering the best possible outcomes for its children and young people, ensuring they have developed the skills they need for learning, life and work. It is responsibility of everyone to ensure that East Renfrewshire's children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included. This will enable them to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The GIRFEC approach is based on solid foundations. There are ten core components and a set of values and principles which bring meaning and relevance at a practice level to single agency and multi-agency working across the whole of children's services.

The GIRFEC approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families;
- enables children and young people to get the help they need when they need it;

²³ Outcome Delivery Plan

https://www.eastrenfrewshire.gov.uk/media/5827/Outcome-Delivery-Plan-2021-24/pdf/ODP_2021-24_for_web.pdf?m=637620337256900000

²⁴ Local Improvement Plan & Standards and Quality Report

<https://www.eastrenfrewshire.gov.uk/department-performance-information>

- supports a positive shift in culture, systems and practice;
- involves working better together to improve the life chances for children, young people and families.

Further details of East Renfrewshire's approaches to GIRFEC can be found on the Council's website²⁵ with further information on the underpinning principles, available in the United Nations publication *UNCRC: The Foundation of Getting it Right for Every Child*²⁶.

All East Renfrewshire staff fulfil the role of Corporate Parent. As a Corporate Parent, East Renfrewshire Council works collaboratively with other agencies such as the Scottish Government, NHS and Emergency Services to provide the same level of care, support, security and opportunities to children and young people as an effective and supportive parent would. They have a responsibility to do what is needed to make sure children and young people are properly cared for, safe, healthy and encouraged to succeed. In addition a Champions Board oversees key decisions regarding support to our care experienced children and young people. The Champions Board consists of children and young people and key decision makers in the Council. Decisions by the Council on education spending are made in a collegiate and transparent way with due regard to Getting it Right for Every Child (GIRFEC).

There are some specific legislative duties required to be undertaken by East Renfrewshire Council, such as assessing children's needs in order to support children to be successful in their education or to determine what children and young people need to be happy and healthy at home. It is then the Council's responsibility to identify actions which it can undertake to provide further support.

Getting it Right for Every Child (GIRFEC) reflects East Renfrewshire Council's key local outcomes:

- All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed;
- East Renfrewshire residents are fit and active and have the skills for learning, life and work.

4.10.6 Planning for East Renfrewshire's Future²⁷

This information allows us to better plan for the future and will inform key decisions on policy. The council regularly updates and refines the information in this report as more up-to-date information becomes available.

4.11 Staffing Structures

East Renfrewshire Council's school teaching staff budget allocation process commences in January each year with the completion of the P1 catchment application and the P7-S1 transfer

²⁵ ERC GIRFEC: <https://blogs.glowscotland.org.uk/er/meetinglearnerneeds/girfec-guidance/>

²⁶ UNCRC The Foundation of Getting it Right for Every Child: <https://blogs.glowscotland.org.uk/er/public/meetinglearnerneeds/uploads/sites/16100/2018/08/UNCRC-The-Foundation-of-Getting-it-Right-For-Every-Child-SG.pdf>

²⁷ East Renfrewshire: Planning for the Future Report https://www.eastrenfrewshire.gov.uk/media/688/Planning-for-the-future-2019/pdf/Planning_for_the_future.pdf?m=63737153930620000

processes. The information from the catchment application processes, along with current school roll analysis, allows the Education Department to project the school roll for each establishment for the commencement of the following academic year.

The allocation of staffing budget for primary school teaching staff is calculated on the basis of a school's roll and the classification of classes determined as being required to meet demand. With regards to best value principles, the most efficient classification for a primary school is determined by the Education Department and shared with Head Teachers who have the opportunity to provide feedback on the proposed classification. Once confirmed, a primary school's designed classification must only be altered following agreement with the Head of Education Services (Performance and Provision); this ensures that the Education Department and school are aligned with regards to the number of places available within a school and at each stage, in order to manage future catchment and placing request applications. In allocating teaching staff budget, consideration is also given to other factors, for example, non-class contact time and staff absence cover.

The allocated budget for management staff and pupil support teachers to primary schools is determined using a formulaic approach which takes into consideration:

- the projected school roll for the following academic term;
- any associated nursery class provision; and
- demographic information relating to the school's cohort such as the proportion of children with additional support needs, the proportion of children residing in areas of low social and economic affluence as determined by the Scottish Index of Multiple Deprivation and ethnicity.

Further details of the allocation of teaching staff budget to primary schools is included in Appendix B.

Secondary schools are allocated a fixed amount of full time equivalent staffing budget which is then increased on the basis of each school's projected roll for the next academic year, which takes account of school leavers at S4-S6 year stages and the new S1 intake. Additional budgeted staffing allocation is made to each school for other teaching staff based on equity, i.e. additional support needs, behaviour support and language support. Although staffing budgets are allocated to secondary schools, it is not prescriptive in determining the total teaching FTE or the promoted structure within the school. Head Teachers have flexibility, within available resources, to determine the appropriate staffing structure to meet the needs of pupils. Head Teachers in the secondary sector have autonomy (in keeping with SNCT and LNCT agreements) to determine the staffing required within their school to meet the curricular demands of the school community; this supports Head Teachers, in partnership with stakeholders, to deliver a curriculum which meets the needs of the learners within the school community. Head Teachers do have flexibility with regards to the senior and middle management structure (including faculty composition) within a school and the allocation of management time to staff. When considering staffing composition and the design of the curriculum to be delivered, Head Teachers must take a holistic view of the possible implications of such staffing changes with regards to children and young people's entitlements and to ensure a breadth of curricular areas and progression is catered for. Furthermore, any management structure changes may have wider implications with regards to the factors highlighted in other areas of this DSM scheme. Therefore when considering any changes to management structure a business case which details the current and proposed management structure and rationale/benefits of such a change (along with budgetary implications) should be undertaken and submitted to the school's pastoral Head of Education Services for further

consideration. The pastoral Head of Service will work with the Head Teacher to ensure that any management structure changes do not have a wider consequential impact.

With the aim of allowing a flexible approach and recognising the very individual and specialised needs of the Council's special school, the delegated budget is constructed in a different way from primary and secondary schools. Rather than applying a formulaic model, staffing budgets are allocated on a needs basis which supports the school's flexibility to target areas of particular need, all the while ensuring appropriate legislation, such as pupil-teacher ratios for children in the special sector, are adhered to.

Following the annual school pupil census collection, which takes place in September each year, a review of the allocated staffing budget is made using the actual school roll data published by the Scottish Government annually in December/March.

Promoted posts within East Renfrewshire Council are job sized using the Council's job sizing toolkit. The toolkit takes consideration of various factors such as roll, levels of responsibility, nursery class, specialist units and demographic information. The whole establishment data which contributes to promoted post job sizing, is monitored on an ongoing basis to determine if a trigger for re-evaluation has been met.

Staffing budget is also devolved to Head Teachers for other local government employees such business support staff, pupil support assistants and child development officers etc; Appendix B provides a summary of how these budgets are allocated.

Across East Renfrewshire there are seven clusters of schools comprising of a secondary school and associated primary schools and early learning and childcare establishments, with one cluster also having a special school as part of its community. Each cluster is allocated a Business Support Manager whose role it is to:

- Advise Head Teachers on the processes and procedures of DSM;
- Finance and budgetary control;
- Assist with property and facilities management issues;
- Contracts and supplies provisions;
- Be aware of and ensure adherence to all appropriate standing orders and financial regulations;
- Provide guidance on efficiency savings;
- Any other associated DSM duties.

It is the responsibility of the Head Teacher, supported by Business Support Managers to ensure effective management of financial and other resources for learning and teaching. This includes ensuring effective budgetary control.

4.12 Legislative and Contractual Requirements

Although staffing budgets are devolved to schools, East Renfrewshire Council is the employer and all major conditions of service continue to be negotiated at national level via the SNCT, and with those devolved to LNCT determined locally.

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

Where finances (grant awards) have been allocated to the local authority or schools, where restrictions on the use of the award exist, it is the responsibility of the local authority and

schools to ensure that the allocated funds are used for this specified purposes and that any reporting of outcomes be completed and submitted to the awarding body.

In accordance with the Standards in Scotland's Schools etc. Act 2000, education authorities must have due regard to the need to carry out school education functions in a way designed to reduce inequalities of outcome for those pupils experiencing them as a result of socio-economic disadvantage, where:

- an education authority is making a decision of a strategic nature about the carrying out of its functions relating to school education;
- an education authority is considering what steps to take to implement such a decision.

The duty applies to all children in early learning and childcare education and those in receipt of primary or secondary education provided by an education authority, including those placed in an independent or grant aided school by an education authority, and covering education delivered in partnership with colleges, employers and Community Learning Development Partners. When making decisions of a strategic nature, the Education Department must fulfil its requirement for due regard by seeking and having regard to the views of various stakeholders.

The Education Department, schools and ELC centres take a wide range of decisions relating to individual learners and other day-to-day operational matters within the establishments they operate, including the support required to overcome barriers to children's learning without the need for consultation. The Education Department will consult with appropriate stakeholders on high level strategic decisions which influence the way in which education is provided across the Council. The Education Department and education establishments will frame local policies within strategic decision making processes. Therefore, strategic decisions can ultimately impact on the operational matters within individual schools and classrooms.

4.13 Staff Resources

Head Teachers across East Renfrewshire are actively engaged in designing the recruitment process for teaching staff across the Council. Head Teachers are consulted on current arrangements and changes which can be made to improve the processes. Procedures on the processes for recruitment of teaching staff (promoted & un-promoted) is a matter devolved to LNCT and as such, Head Teachers may also be consulted by their trade union representatives on the LNCT. East Renfrewshire's LNCT 19 agreement details the processes of recruitment for staff in accordance with SNCT and must be followed at all times by Head Teachers when recruiting.

There are currently robust procedures in place to ensure that schools are provided with the resources and support required to meet the needs of all learners. This includes processes and specialist groups for considering allocation of additional resources, including staff, such as:

- Early Years Interventions Group
- Education Resource Group
- Inter-Agency Consultative Group
- Annual PSA audit and allocation

- Healthier Minds Referral Hub
- Staffing structures which take account of equity

Bilingual Support Assistants are allocated to schools in accordance with the language acquisition level of the pupils. Furthermore, if a Head Teacher believes that the school has not been allocated appropriate levels of bilingual support assistant time, a referral system is in place whereby Head Teachers can request additional support which will be considered by the Quality Improvement Officer with responsibility for Equalities.

Other services such as Teachers of the Deaf (TOD), Prevention and Intervention Officer Support and Outreach Service are supports which are allocated by the direction of the Educational Psychology Team and the Education Resource Group.

Pupil Support Assistants (PSA) are allocated to schools on the basis of need. Schools are asked to submit annually details of pupils who require additional support, their wellbeing level and support hours requested. The allocation of PSA support is undertaken by Head of Education Services (Equality and Equity) and the Quality Improvement Officer (ASN) on an equitable needs basis.

Educational Psychologists are allocated on a cluster basis. If a school wishes a child to be added to the Ed Psych caseload they need to complete a referral form. Ed Psych has an allocation board where they review referrals and sometimes it is not the school cluster Education Psychologist who is allocated as there may be someone who has been trained in a specific intervention who is more suitable.

The Educational Psychology Service is committed to realising the Education Department's vision of 'Everyone Attaining Everyone Achieving Through Excellent Experiences' and to *Getting It Right* for all children and young people in East Renfrewshire. The service strives to provide the community with a high quality, accessible service that applies evidence-based psychology to improve experiences and outcomes for the most vulnerable children, young people and families.

Further details on East Renfrewshire's Educational Psychology Service is available on the service's website.²⁸

4.14 Professional Support teams, functions and transparency

Details of staffing budget allocated to schools as part of the DSM for support staff such as local government employees and Business Support Managers is included in previous sections of this DSM scheme.

Council Department	Functions Supported
Education Department	<ul style="list-style-type: none"> • All educational matters (early years, school and adult learning), pedagogy, curriculum, quality improvement and self-evaluation; • Educational Psychology;

²⁸ East Renfrewshire Educational Psychology Service:
<https://blogs.glowscotland.org.uk/er/PsychologicalService/>

	<ul style="list-style-type: none"> • Performance analysis; • Local and national priorities and initiatives; • Legislative matters; • SEEMIS school management information system • Administration; • Human resources in partnership with corporate colleagues; • Risk and Health & Safety; • Budgeting, staffing and financial matters, including DSM in partnership with corporate colleagues; • Early years, school admissions and placing requests; • School transport; • Complaint handling; • Parental engagement; • Consultation.
Facilities Management	<ul style="list-style-type: none"> • Janitorial services; • Catering services; • Cleaning services; • School crossing.
Environment/Property Technical Services	<ul style="list-style-type: none"> • Education estate/building repairs and maintenance; • Support with new school estate; • Grounds maintenance.
Health and Social Care Partnership	<ul style="list-style-type: none"> ○ Social work functions to support children and families.
Business Operations and Partnerships	<ul style="list-style-type: none"> ○ All aspects of HR including recruitment, supply staff etc.; ○ IT services; ○ Public Relations/Communications
Chief Executive's Office	<ul style="list-style-type: none"> ○ Support with Legal issues; ○ Accountancy; ○ Internal Audit ○ Support with procurement.

4.15 Budget underspend / overspend

East Renfrewshire Council recognises that a range of factors need to be considered in determining the optimum model for the devolvement of budgets to schools to ensure that best value is achieved and to empower Head Teachers to achieve the best possible outcomes for children and young people.

Following discussions with Head Teachers in 2017/2018 on budgetary matters and in particular with regard to savings requiring to be achieved, Head Teachers indicated that they would rather decide themselves how they deal with a reduction in their school budgets. Providing Head Teachers with the ability to carry-forward unspent devolved budget, recognising that the academic year runs from August-June, transcending the financial year-end of 31 March, provides Head Teachers with greater budget flexibility and maximises best value to align with the School Improvement Plan, recognising that expenditure commitments operate on an academic year and not on a financial year basis. In order to facilitate this approval was granted for the establishment of a DSM Reserve for each school/centre.

The Education Department is clear that budget devolved to a school in any financial year should be targeted at the priorities in the School's Improvement Plan and should be for the benefit of current pupils. Head Teachers must therefore ensure that all carry forwards are planned and should not be used as a means of setting aside resources for the future with no identified plans for the carry forward. All carry forwards must be entirely used within a three year period aligning with the School Improvement Plan and its timeframe.

Head Teachers in East Renfrewshire have the facility to carry forward underspent devolved school management resources only. In determining if any underspend can be carried forward the following condition must be met:

- the overall Education Department budget (excluding central support recharges and the service payment to East Renfrewshire Council Leisure Trust) is underspent (as verified by external audit of the annual report and accounts of the Council).

Provided the above condition is met, Head Teachers on behalf of schools are able to carry-forward a proportion of unspent DSM budget into the DSM reserve subject to the following threshold:

- the maximum amount held in each school/centre DSM Reserve at the end of the financial year is no greater than 6% of the total devolved budget for that financial year

The actual carry-forward into the DSM Reserve each year is calculated by determining the overall variance on the school/centre DSM budget as part of the year-end procedures and is overseen by Accountancy colleagues.

Where a school's underspend would lead to an overall DSM reserve balance greater than the maximum 6% allowable of the school's budget at the end of the financial year the excess funds are returned to the Council's reserves.

Where an overspend occurs, the shortfall in budget will be deducted from the school's DSM budget via an increased savings target in the following financial year and the Head Teacher will be required to provide an action plan to evidence how they will deliver a balanced budget by the end of that same financial year. If a school's DSM budget outturn position is unreasonably or persistently overspent, despite strong budget monitoring and support, then such action could be considered by the Director of Education as grounds for disciplinary action.

4.16 Virement

Virement is defined by CIPFA as “the transfer of an underspend on one budget head to finance additional spending on another budget head in accordance with the Financial Regulations”. In effect virement is the transfer of budget from one main budget heading (employee costs, supplies and services etc) to another, or a transfer of budget from one service to another.

Prompt and well controlled virement is crucial to budget management and in-year planning. Within East Renfrewshire, Head Teachers may vire funds. Virements up to the limits detailed in Appendix B are at the discretion of the Head Teacher, without the need for further external reference, albeit discussion will take place with the school’s Business Support Manager and may be discussed with other stakeholders where appropriate. If funds are being vired for the purpose of meeting required savings, there is no limit to the amount of funds which can be vired.

Virements will only be processed by the central budget unit when savings are clear on financial systems at the point the virement is requested. When savings are expected to be made after this point, further evidence will be required to the workings of the projected savings. Further details relating to virement under the DSM scheme include:

- Following relevant consultation via the local DSM Consultative Group any approved virement of funds from one expense head to another must be properly recorded and actioned;
- Virement of funds applies to devolved expense heads only;
- Adherence to legislation and national agreements on conditions of service;
- Virement must not create additional overall future budget liability. One off savings or additional income should not be used to support recurring expenditure or to create future financial year commitments for increased expenditure, including full year effects of decisions made part way through a year, for which budget provision may not be available in future years;
- The financial cost of any variance to the promoted and unpromoted staffing structure must remain within allocation and effective school management must be ensured;
- Virement may not be possible on any grant allocated budget lines until conditions of the grant have been fully met.

4.17 Review, methodology and Stakeholders

The DSM scheme will be subject to a formal 3-yearly review involving stakeholders and a peer Local Authority if appropriate and will be published following Education Committee/Cabinet approval of the scheme. Ongoing review of the scheme will take place in the intermittent years between publications with various stakeholders, reviewing key areas/themes on an ongoing basis.

Any minor changes which are required during intermittent years will be presented to the Education Leadership Team for consideration and approval, and the scheme updated and republished. More significant changes can also be made during intermittent years however these changes will require to be presented to Education Committee/Cabinet.

5 Appendices

5.1 Appendix A: Budget Areas Devolved / Non-Devolved to Schools

Budget Category	Devolved	Not Devolved
Staff Costs	✓	
Property Costs (Inc Insurance) - with the exception of the following lines :-		✓
Cleaning and Hygiene Supplies	✓	
Furniture and Fittings	✓	
Other Property costs	✓	
Transport Costs - with the exception of the following lines:-		✓
Consortium Transport	✓	
Supplies and Services - with the exception of the following lines :-	✓	
PFI/PPP costs		✓
School Meal Costs		✓
Cash Uplift Costs		✓
Third Party Payments - SQA Costs	✓	
Corporate Support Services		✓
Income - with the exception of the following line :-		✓
Easter School income	✓	
Management Information System (SEEMIS)		✓
School Clothing Grants		✓
Education Maintenance Allowance		✓
Music Instruction, Other Visiting Teachers (LA Employed)		✓
Parent Council Expenditure		✓
Premature Retirement Costs		✓
Health and Safety		✓

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5.2 Appendix B Summary of Devolved Budget Lines

Budget Category	Description	Basis of Allocation of Resources to Schools	Amount of School Virement Level per Financial Year (1st stage) £	Comments
Staff Costs	Teaching Staff Salaries (Including Promoted Staff Structure)	Approved staffing formulae for ELC, Primary and Secondary schools and approved needs based allocation for Special schools and other specialist provision.	Total of £20,000 for Basic Pay + Average NI and Super and App Levy rates for the financial year.	Virements to clear savings are exempt from 1st stage virement threshold. Virements over and above £20,000 Basic can be approved at Head of Service level. When this is required the 2nd stage budget journal template should be completed and submitted for Head of Service approval detailing the spending plan. Following approval by the Head of Service the virement can be processed via the Integra financial system.
	Teaching Staff Salaries - Easter School	Budget formulae based on S4, S5 and S6 school roll	See Comments	Depending on applicable charging policy, Easter School income should be taken into consideration, any overspend must be covered by the school, similarly any underspend virement is permitted.
	Probationers Basic	Subject to annual bid and allocation of posts/funding from Scottish Government. Bids and allocation of fully funded posts subject to approval of the Education Leadership Team.	Nil	Where applicable part-funded via school's core teaching staff budget. Note ERC's financial settlement assumes a minimum number of part-funded probationer posts for primary and secondary sector each year.
	Devolved Replacement Teaching budget	Number of days per FTE allocated to each school	Up to 20% of original budget	Teaching Staff Salaries rules apply in terms of savings exemption and restriction of virements until grant conditions are met. Absence cover arrangements are subject to variation by local LNCT agreement.
	Teaching Staff Travel	Primary and Secondary Schools - allowance per FTE	Up to full budget amount	

Business Support Staff	Approved staffing formulae for business support staff based on number of pupils on school roll and SMID % for school.	£5,000 basic pay in total for all Local Government Staff groups + Average NI, Super and App levy rates for the financial year.	Virements to clear savings are exempt. If further virements over and above £5k basic are required then the 2nd stage virement process should be followed. When this is required the 2nd stage budget journal template should be completed and submitted for Head of service approval detailing the spending plan. Following approval by the Head of Service the virement can be processed via the Integra financial system.
Early Years centres (excluding business support/PSAs etc)	Per annually approved staffing model required to maintain staffing ratios based on projected number of children each year and preferred delivery model.		
Pupil Support Assistants	ASN allocation based on school roll and individual ASN levels within school Behaviour Support allocation within secondary schools		
School Technicians	Approved staffing formulae in secondary schools based on roll banding and the allocation of various Technicians to each Secondary School		
Social Justice Manager	Agreement with Head Teacher and Education Leadership Team.		
Bus Escort	Supervisory Asst as part of staffing formulae. Bus escorts in special sector as approved		
Modern Apprentice	Part of approved Business Support staffing formulae in secondary schools - 1 FTE per school.	Nil	

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Property Costs	Cleaning & Hygiene Supplies	An allowance per pupil based on projected school roll at August following start of financial year. Specialist provision receive a fixed amount only.	£5,000 or up to full budget if lower amount.	Purchase of janitorial and additional cleaning hygiene supplies. Budget adjusted for PFI schools given covered by contract.
	Furniture & Fittings	An allowance per pupil based on projected school roll at August following start of financial year plus a fixed amount for primary and secondary only. Specialist provision receive a fixed amount only.	Up to full budget amount	
	Other Property Costs	ELC family centres only - variable fixed amount depending on age profile of children attending.	Up to full budget amount	
Transport Costs	Pupil Transport Consortium	Allocation as per Head of Service	Up to full budget amount	Budget for transport costs of pupils travelling to other educational establishments for studies
Supplies and Services	Purchase Equipment (office)	Fixed amount per school plus an allowance per pupil on projected school roll at August following start of financial year. An additional fixed amount for schools with roll over 1,200 pupils at August following start of financial year. For ELC - no fixed amount provided.	£5,000 or up to full budget if lower amount.	
	School Library books	Fixed amount per primary school. Fixed amount per secondary school plus an allowance per pupil on projected school roll at August following start of financial year	Up to full budget amount	

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	Materials (Classroom resources)	Fixed amount per school plus an allowance per pupil on projected school roll at August following start of financial year. SMID is taken into account in the formula for this expense head. ELC and Special - allowance per child/pupil based on projected roll at August following start of financial year.	Up to full budget amount if allocating to departments within school under same expense head, otherwise £5,000 or up to full budget if lower amount.	
	Printing & Stationery	Fixed amount per school, plus an allowance per pupil on projected school roll at August following start of financial year. For ELC - no fixed amount provided.	Up to full budget amount	
	Telephones	Fixed amount per school, plus an allowance per pupil on projected school roll at August following start of financial year. In addition fixed amount for line rental based on lines per establishment.	Up to full budget amount	
	Postages	Fixed amount per school, plus an allowance per pupil on projected school roll at August following start of financial year. For ELC - no fixed amount provided.	Up to full budget amount	
	Television Licences	Based on cost of TV Licence and allocated to relevant centres only.	Up to full budget amount	
	School Activities	Fixed amount per school, plus an allowance per pupil on projected school roll at August following start of financial year.	£5,000 or up to full budget if lower amount.	

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	Outdoor Education	Fixed amount per school plus a formula based on school roll with deprivation (PEF) incorporated.	Nil	
	Work Experience Travel & Subsistence	Transport allowance per S4 pupil based on projected school roll at August following start of financial year.	Up to full budget amount	
	Support for Quality Education Experiences	Allowance per pupil on projected school roll & Teachers FTE (primary and secondary) at August following start of financial year. ELC - fixed amount and allowance per pupil. Special - allowance per pupil.	£5,000 or up to full budget if lower amount.	To enhance curriculum within schools
	Framework For Learning Resources	Allocation to Special sector only as per Head of Service / Quality Improvement Officer (QIO)	£5,000	
	Devolved Efficiency Savings / Managed Savings	Budget savings allocated pro-rata to teaching staff budget for primary and secondary schools. Fixed efficiency saving amount for ELC and Special	N/A	Negative Budget Entitlement, virement required to clear savings target
Third Party Payments	Scottish Qualifications Authority	Allocation based on number of presentations	Nil	Budget provided for all eligible pupils

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5.3 Appendix C: Staffing Allocation (Teaching & Management): Primary and Secondary Schools

Staffing Formula – Primary Sector

FTE by Class - 1.11 FTE allocated for every class to be formed (i.e. 1 FTE teacher plus associated non-class contact time). *An annual exercise is undertaken to project pupil roll and classification for each school taking account of class size legislation and any accommodation restrictions.*

PLUS

FTE allocation for nursery class (where appropriate)

PLUS

Management time FTE based on the following roll band model

BAND	SCHOOL ROLL INCLUDING NURSERY	HT	DHT	PT	MGT TIME ²⁹
1	0-100	1	0	0	1
2	101-209	1	0	1	1.2
3	210-309	1	1	0	1.5
4	310-419	1	1	1	1.7
5	420-519	1	1	2	1.9
6	520-629	1	2	1	2.2
7	630-729	1	2	2	2.4
8	730-839	1	2	3	2.6
9	840+	1	3	2	2.9

MANAGEMENT TIME (FTE)	
HT	1.0
DHT	0.5
PT	0.2

²⁹ Note In addition: PT allocation for equity (average SIMD); PT allocation for large nursery classes

PLUS

FTE allocation for cover (equates to 3% of class and management FTE total).

Note this is separate from devolved replacement teaching budget allocation.

PLUS

Allocation of Pupil Support Teachers – 1 FTE per school plus further allocation in recognition of levels of:-

- ASN
- SIMD (1-3)
- Ethnicity

Total additionality in terms of Pupil Support ranges from 1.0 FTE to 1.9 FTE

PLUS

Allocation of additionality to support particular priorities e.g. improvement in the attainment of the lowest performing 20% of pupils or recovery/building back better following the COVID pandemic.

Such additionality is dependent on funding being made available either locally within ERC or ring-fenced via the Scottish Government.

Staffing Formula – Secondary Sector

Roll entitlement FTE = (Fixed element of 9.7 FTE plus per pupil tariff of 0.0611) X 99%

PLUS

Specific agreed additionality in respect of:-

Equity/Raising attainment of lowest performing 20% of pupils

Reduced class sizes for English and Maths

Behaviour support

Recovery/Building back better after the COVID-19 pandemic

ASN

Bi-lingual support