



**Glasgow City Council**

**Education, Skills and Early Years City Policy Committee**

**Report by Executive Director of Education Services**

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**DEVOLVED SCHOOL MANAGEMENT SCHEME**

**Purpose of Report:**

To advise Committee of the national review of Devolved School Management (DSM) guidelines and the associated update of the DSM scheme for Education Services.

**Recommendations:**

Committee is asked to consider the updated DSM scheme in the context of the revised national guidelines and seek further updates from the Executive Director of Education Services following future stakeholder engagement and inter authority peer review.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes  No

consulted: Yes  No

## 1 Background

- 1.1 Schools operate in a devolved and empowered framework enabling the effective management of learning and teaching in a manner that is responsive to local needs, plans and priorities. This devolved management approach was originally introduced in 1993 and in 2019 the Scottish Government published new guidelines for devolved school management (DSM) schemes. Local authorities are required to comply with the new guidelines with effect from 1 April 2022, amending their existing schemes, where necessary.
- 1.2 In June 2018 the Joint Agreement between the Scottish Government and COSLA established the principles that are required for an effective Devolved School Management (DSM). These principles have been adhered to in the compilation of this for Glasgow.
- 1.3 To improve the system requires collaborative working and clarity at all layers around decisions. The majority of the decisions should be made at a local level with headteacher's being empowered to make decisions which impact on outcomes and provide strong leadership working in partnership with pupils, parents, staff and the wider community.
- 1.4 It is anticipated that empowerment principles are applied consistently across Scotland. The Joint Agreement advises that through the Headteachers' Charter, Local Authorities are to empower headteachers in areas of curriculum, improvement, staffing and funding. Regarding **funding**, it defines this further:
  - Headteachers will make decisions on the spending within that delegated budget.
  - Decisions about education spending at Local Authority and school level are made in a collegiate and transparent way paying due regard to Getting It Right for Every Child (GIRFEC) and Local Authorities' role as Corporate Parents.
  - Local Authorities have regard to updated statutory guidance setting out a clear national framework for the delegation of funding to schools.
- 1.5 The Headteachers' Charter advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources. In making best use of the school's resources, headteachers are required to manage the budgets in a fair and equitable way in accordance with best value and procurement arrangements.
- 1.6 Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority and to ensure this supports the school's curriculum and leadership requirements. Ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- 1.7 Headteacher's work with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community and to ensure that every penny spent is used effectively.

- 1.8 The DSM has been designed around a common framework that supports the empowerment of schools based on the Local Authority context, ensuring local democratic decisions can be applied whilst maintaining a broad consistency between schemes. This will support benchmarking and common understanding and increase clarity and transparency to stakeholders.
- 1.9 In light of the above and to ensure system wide improvement Glasgow has reviewed it's DSM to ensure it is more reflective of national policies and that it reflects the current arrangements for managing client contractual relationships within the Local Authority.

The revised DSM is attached at Appendix 1.

## **2 Scope of Review**

- 2.1 The changes in the national guidelines are largely on format and content, seeking a consistent framework and establishing good practice. The detail of individual schemes remains a matter for each authority.
- 2.2 The guidelines <https://www.gov.scot/publications/devolved-school-management-guidelines/> aim to secure consistency of presentation across authorities and establish a common framework and overview of expectations and requirements. This extends to publication, scheme review, training, accounting matters, consultation and engagement, transparency, professional support and staffing.
- 2.3 The guidelines were developed nationally through extensive stakeholder engagement and produced by the Scottish Government and COSLA and are issued under Section 13 of the Standards in Scotland's Schools etc Act 2000.
- 2.4 A Headteacher Working Group was established in Glasgow to consider the revised guidelines and the implications for the existing scheme with representatives from Primary, Secondary and ASL sectors. The group was supported by the Education Head of Resources and the Education HR Manager ensuring professional disciplines of finance, HR, procurement and governance were reflected in the review and update of the Glasgow scheme. The group considered the current flexibilities in resource management at school level and the associated safety nets and controls at authority level to ensure that the DSM scheme operated effectively within the confines of the overall Education Services budget.
- 2.5 Glasgow's DSM scheme is mature and well embedded since its last update in 2012. There exists a strong culture of trust and respect for the respective needs of schools and the authority. It is of little surprise, therefore, that the current scheme was found to be operating effectively at both school and authority level. Headteachers enjoy sufficient latitude to shape their staffing and financial resources in meeting local needs and value the support and protections of the local authority.
- 2.6 The pursuit of equity in the devolved system requires authority level capacity to respond to a range of resource issues which might place an individual school at risk. This typically extends to the impact of pupil roll increases, teachers' salary progression within the unpromoted pay scale, long term sickness absence and maternity leave.

- 2.7 Whilst no changes were sought to the detail of the existing scheme, the opportunity was taken to remove references to budgets which are no longer within the Education service following Council structural changes with the centralisation of property with NRS and ICT within Corporate Services.

### **3 Current flexibilities and controls**

#### **3.1 Virement**

Virement is the ability to transfer funds from one budget line to another. Schools may, for example, save on one area of budget in order to increase spend elsewhere. Virements are limited in percentage terms or in cash terms and a prudent approach is taken to manage risk and ensure service continuity. Particular focus is placed on virement from staffing budgets, where, for example, secondary directorate level approval is required. Headteachers are authorised to vire up to 10% of their initial school based absence cover budget to any other area. This is restricted to 2 instalments (i.e. 5% April – June and 5% after the Christmas break). Virement flexibilities on staffing remain subject to Directorate approval in the context of the prevailing Education Services budget position.

#### **3.2 Year End Carry Forwards**

This allows schools to carry forward an element of their budget in to the ensuing year. This would typically relate to a need for planned expenditure for example to support a school improvement plan initiative or provide financial capacity for large items of expenditure. Authority level approval is required in order to ensure that this does not impact on the overall budgetary position of the service as a whole

#### **3.3 Staffing**

Whilst the staffing entitlement for schools is driven by national standards and the local roll related staffing entitlement, schools have flexibility over their staffing structures and classifications. The range of promoted posts across Principal Teacher grades, Pastoral or Faculty Heads and Deputes is governed by a management points system and schools have flexibility to align their structures to their local needs and priorities within their management point envelope. New structural proposals from schools are considered by the Education Services Workforce Planning Board to ensure compliance with employment conditions and consequences of change.

### **4 Other Funding Devolved to Schools**

The DSM scheme applies to the core service budget. Other funding sources such as Pupil Equity Funding (PEF), Counselling or digital inclusion which are allocated to schools come with their own particular grant conditions. These grant conditions govern what the funds may spent on, their purpose and the financial / academic year that funds must be used.

### **5 Consultation and Engagement**

Following committee consideration, the revised DSM scheme will be subject to further stakeholder engagement which will include trades unions, the Glasgow Parents Forum, and the Glasgow Pupil Forum on a city-wide basis and the scheme also seeks engagement and participation at individual school level.

## 6 Policy and Resource Implications

### Resource Implications:

*Financial:* None

*Legal:* None

*Personnel:* None

*Procurement:* None

**Council Strategic Plan:** Excellent and inclusive Education  
A well governed City that listens and responds

### Equality and Socio-Economic Impacts:

*Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.* N/A

*What are the potential equality impacts as a result of this report?* N/A

*Please highlight if the policy/proposal will help address socio-economic disadvantage.*

### Climate Impacts:

*Does the proposal support any Climate Plan actions? Please specify:* N/A

*What are the potential climate impacts as a result of this proposal?* N/A

*Will the proposal contribute to Glasgow's net zero carbon target?* N/A

**Privacy and Data Protection Impacts:** None

## **7 Recommendations**

- 7.1 Committee is asked to consider the updated DSM scheme in the context of the revised national guidelines and seek further updates from the Executive Director of Education Services following future stakeholder engagement and inter authority peer review.