

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 28 November 2023**

Subject: Revised Devolved School Management Scheme

1. Purpose

- 1.1 The purpose of this report is to seek Cabinet's approval to implement a revised Devolved School Management (DSM) Scheme.

2. Recommendation

2.1 It is recommended that the Cabinet:

2.1.1 considers and approves the revised, 2024, Devolved School Management Scheme (attached as Annex 1); and

2.1.2 delegates authority to the Director of Education to amend the Devolved School Management Scheme to take account of any future Council decisions that impact on it.

3. Background

- 3.1 In June 2019 the Scottish Government and COSLA published updated [DSM Guidelines](#), which sought to build on and improve the DSM arrangements in Local Authorities, reflecting principles agreed within the [Education Reform Joint Agreement](#) of June 2018.

- 3.2 The guidelines established that improved Devolved School Management enhances the control of resources in schools, through greater management of budgets, and an ability to respond to local needs more effectively. Recommendations also concluded that Headteachers are the leaders of learning and teaching in their school, they are senior officers of the Council and have operational responsibility for the service they provide, and therefore the majority of decisions should be made at school level.

- 3.3 Following the publication of the Scottish Government's revised DSM guidelines in 2019, SAC Educational Services' current DSM Scheme was established and approved at the Council's [Leadership Panel of 18 February 2020](#).

- 3.4 The 2020 DSM Scheme included a review date of August 2023, for a new scheme to be implemented by April 2024, and as such, a working group has recently been established to review the Council's existing DSM Scheme. The working group consisted of representatives from the Educational Services team, from the

Corporate Finance team, and various Head Teachers involved in the delivery of education at all stages.

- 3.5 Informing the proposed DSM update presented to Cabinet for approval, the group discussed the main issues Head Teachers had experienced with the existing scheme, over the past three academic sessions, particularly the complexities of resource budgets allocated for supplies, services, property and administration costs, as well as issues with the Promoted Post Structure and level of Management Time allocated to primary schools.

4. Proposals

- 4.1 The revised DSM Scheme (attached as Annex 1), can be achieved within current Education budgets and reflects both the Council's educational priorities, as well as the requirements of the Scottish Government's DSM guidelines. The scheme has been simplified while ensuring transparency remains over how budgets are calculated and allocated to schools. Generally budgets are based on the size of the school but also take account of staff numbers, pupil demographics and Additional Support Needs (ASN).

- 4.2 Opportunities to improve and simplify the structure of school budgets have been taken in the new scheme proposed, informed through the discussions of the working group, with key changes for the 2024 DSM Scheme including;

4.2.1 Management Time for Depute Head Teachers (DHT) in primary schools has been increased from 0.1 to 0.6 FTE, and Management Time for Principal Teachers (PT) in primary schools has increased from 0.1 to 0.4 FTE. In a primary school where there is no DHT, the PT will receive 0.6 FTE Management time.

4.2.2 All primary school PTs will be graded as PT1 on the SNCT PT payscale. Any posts currently filled at PT2, will retain that grade until the post is vacated.

4.2.3 A primary school with a roll of less than 100 learners, that is not a Shared Headship, will now receive a 0.5 FTE PT post.

4.2.4 Where a primary school has a roll of between 90 and 175 learners, and does not receive a Nurture staffing allocation, , an additional 0.4FTE unpromoted teaching post will be allocated.

4.2.5 Guidance has been added to the primary school Promoted Post Structure, advising that the Early Years roll will be removed from calculating the PT entitlement in primary schools where the associated Early Years Centre (EYC) operates for 52 weeks of the year, and therefore already has a Depute Manager.

4.2.6 Within the primary school Promoted Post Structure, where a school has an associated ASN specialist provision/base, the base roll will be removed from their DHT and PT entitlement calculation, as schools with an ASN specialist provision are already allocated a DHT via the DSM Scheme.

4.2.7 Where previously budget has been allocated from the DSM Scheme for various, prescribed, resource costs such as supplies and services costs, employee transport costs, agency costs and other administrations costs,

a school's devolved resources budget, using the revised, 2024 DSM Scheme, has been simplified to one monetary value for 'Supplies and Services' which will be calculated as a per capita allocation based on pupil roll.

4.2.8 Additional guidance on permissible Carry-Forward of underspent budgets has been added at 4.16, and a formal process put in place for schools to request this prior to the end of each financial year.

4.3 The current budget arrangements for Early Years Learning and Childcare will remain unchanged and will be subject to a separate review, later in 2024.

4.4 A further review of the DSM Scheme will take place, at the very latest, in another three years' time.

4.5 It is proposed that Cabinet considers and approves the revised DSM Scheme and delegates authority to the Director of Education to amend the DSM Scheme to take account of any future Council decisions that impact on it.

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 The revised DSM Scheme can be delivered within current Education budgets. To support Head Teachers in the management and monitoring of their budgets, the corporate finance team will issue the annual budget for each education establishment at the beginning of the financial year, and monthly budget monitoring reports will be provided. A sample of these reports are contained in the DSM Scheme.

6.2 Schools will continue to have the powers to agree budget transfers and carry forwards within the context of the Council's Financial Regulations and DSM guidelines. Carry forward arrangements are a key feature of DSM and will not be restricted by underspends or overspends elsewhere in the Council or Directorate.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 Risk Implications of Adopting the Recommendations

8.1.1 There are no risks associated with adopting the recommendations.

8.2 Risk Implications of Rejecting the Recommendations

8.2.1 The revised DSM Scheme has been updated on the principles of empowerment, fairness, consultation, communication, transparency and accountability. Rejecting the recommendations will require schools to continue to operate within the existing scheme which was last updated in

2020 and does not reflect current educational requirements, as established by the DSM working group.

9. Equalities

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Annex 2.

10. Sustainable Development Implications

- 10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: Education and lifelong learning.

13. Results of Consultation

- 13.1 There has been no public consultation on the contents of this report.
- 13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Educaiton, and the contents of this report reflect any feedback provided.
- 13.3 Consultation has taken place with a working group of Corporate Finance colleagues and school Head Teachers. The contents of this report reflect any feedback provided.
- 13.4 Consultation has taken place with Trade Unions and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking Purposes

- 14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Publish the revised DSM Scheme and issue to all schools	31 March 2024	Director of Education
Construct the 2024/25 school budgets using the new DSM Scheme	30 April 2024	Service Lead - Corporate Accounting

Background Papers **Report to Leadership Panel of 18 February 2020 - [Revised Devolved School Management Scheme](#)**

[Scottish Government and COSLA – Devolved School Management Guidelines – June 2019](#)

[Scottish Government and COSLA - Education Reform Joint Agreement - June 2018](#)

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South Ayrshire Council

Devolved School Management Scheme (DSM)

April 2024



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1. INTRODUCTION

South Ayrshire is one of 32 Scottish Local Authorities and comprises of eight multi-member wards, each represented jointly by three or four local Councillors.

The Council's priorities and outcomes place an emphasis on the connection between our places and the wellbeing of our communities and environment. The place-based approach recognises that every area has a different blend of physical, social, and economic characteristics that influence each other and aims to address complex problems that no service alone can solve. The priorities provide a common framework, aimed at promoting a shared understanding that encourages services and partners to work collaboratively to achieve improved outcomes and wellbeing for our communities.

Within the Council's most recent [Council Plan \(2023-28\)](#) three strategic priorities include priority two, Live, Work, Learn and an objective on Education and Lifelong Learning, in the pursuit that everyone in South Ayrshire benefits from high quality education and lifelong learning.

The Council's Educational Services team is led by the Director of Education, supported by the Assistant Director of Education and a central team of Quality Improvement Managers and support staff, working in partnership to ensure our children and young people have the very best opportunity to achieve their potential. Collectively we are working towards getting it right for every child.

1.1 DSM Overview

DSM was introduced nationally in 1993 to enhance and improve the management of resources at school level.

The most recent [Devolved School Management Guidelines](#) were published by the Scottish Government and COSLA in 2019, and sought to build and improve on the DSM Guidelines of 2012, reflecting and integrating the Education Reform Programme and priorities emerging from the Education Reform Joint Agreement of June 2018, focusing on school empowerment, collaboration, parental engagement and pupil participation.

The Guidelines were prepared through collaboration and consultation with a wide range of stakeholders and assist Local Authorities in reviewing and developing their own DSM schemes, with the aim of encouraging participation from stakeholders including, schools and parents. Collaboration is essential to a successful local DSM Scheme and this is captured within the Joint Agreement and Head Teachers' Charter to which these guidelines align and support.

DSM is already a key policy of South Ayrshire Council and operates within the Council's overarching [Scheme of Delegation](#), [Financial Regulations](#) and [Standing Orders Relating to Contracts](#). Through this process, decision-making powers and budgetary responsibilities are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment.

Principles of DSM

DSM is built upon the foundations and principles of:

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

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

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

1.2 Education Context within South Ayrshire

The quality of learning and teaching in South Ayrshire is considered to be very good and this has been highlighted in many school inspections carried out by Education Scotland.

South Ayrshire Council is responsible for the education provision of approximately 16,000 children and young people. This is delivered through 8 secondary schools, 40 primary schools, 2 special schools and a number of integrated specialist facilities for children and young people with additional support needs. Early Learning and Childcare provision is delivered through 35 Early Years Centres.

The Council's [Educational Services Recovery and Improvement Plan \(2021-24\)](#) takes account of the feedback from consultation with our stakeholders across the council and community to ensure delivery of the agreed priorities of the National Improvement Framework.

Working in close partnership with the Council, with the communities of South Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC), the plan has a clear focus on improving outcomes for all of our learners, and sets out how we will address the inequalities of outcomes that exist for different equity groups.

The service plan builds on the very strong teamwork demonstrated by all staff working across Educational Services. It highlights our commitment to improvement and for ensuring the very best for all our learners.

1.3 Parent Council's

Parents and carers are the most important influence throughout a child's education and parental involvement in learning makes a real difference to children's achievements.

Parent Councils help parents and carers to become more actively and effectively involved in their children's learning. They were established under the Scottish Schools (Parental Involvement) Act 2006 in recognition of the important role that parents can play, both in their own children's learning, and in the life of a school. Parent Forum is the collective name for every parent, carer or guardian at a school. The Act gives each school's Parent Forum the right to set up a Parent Council. More information can be found on the Parents' page of the Scottish Government website at www.scotland.gov.uk/parents.

The role of the Parent Council is to:

- Support the school in its work with children and young people
- Represent the views of parents and carers
- Encourage links between the school, parents and carers, children and young people, pre-school groups and the wider community

Parent Councils play an important part in providing opportunities for parents to get involved in ways that suit them and to support their school in getting the best education for their children and young people. Under the Council's DSM Scheme, Head Teachers will be required to update their Parent Council's on their school budget throughout the school year.

2. BUDGET OVERVIEW

The Council receives the majority of its funding from the Scottish Government through Aggregate External Finance (AEF). The Council agrees its budget annually in March and financial plans are aligned with the delivery of the priorities outlined in the Council Plan.

School budgets are primarily based on the school roll and the specific responsibilities of Head Teachers in relation to the administration and management of school budgets are clearly identified within the DSM Scheme.

The Scheme ensures that there is transparency throughout the process and that budgets are allocated on a fair and consistent basis.

The Scheme in general covers two main budget areas. These are:

- Employee costs; and
- Supplies & Services costs.

In Appendix 1 a brief title or description for each delegated budget line is detailed. The basis of allocation is then described (for example, a fixed rate plus a per pupil allocation).

The actual amount allocated to each budget line in cash terms is not detailed in this document, as it will change each year, to take into account factors such as changes in pupil numbers or Council policy. Information on detailed amounts is made available to each school at the start of a new financial year.

The ability to move monies from one budget line to another is known as virement and is permitted on most budget lines subject to the provisions in the Financial Regulations. Virement will be available to Head Teachers in certain budget lines, although financial support staff will closely monitor the amounts of virement and raise any issues if necessary. Permissible virements are detailed in Appendix 1.

3. AREAS OF EXPENDITURE DEVOLVED TO SCHOOLS

Whilst Head Teachers are given maximum flexibility over 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; areas that are too bureaucratic such as property maintenance costs; have unacceptable levels of risk e.g. insurance costs; benefit from economies of scale e.g. school transport; require professional expertise e.g. corporate support functions.

The areas that will be devolved to schools under this scheme and subject to its conditions are:

3.1 Employee Costs

All employee budgets are devolved under the scheme. The budgets for staff have been broken down into teaching and school support staff most of which are allocated on a formula basis. Head Teachers will continue to appoint and manage employees in accordance with the Council's policies and procedures.

Although the scheme gives greater flexibility for the management of employee budgets, Head Teachers should always consider the wider implications of any proposals, for example, staffing standards, employment rights etc; and therefore, Head Teachers should contact relevant central education staff who can assist/advise them with any such decisions.

All staffing entitlement detailed within the scheme, that is based on roll band, will only be changed if the school roll has remained within the new band for two academic sessions. Changes to staffing entitlement will be implemented in the third academic session. However, where the roll band has changed within a school, if an LGE vacancy becomes available, the post will be advertised based on the roll band of the current academic year.

3.1.1 Primary Staffing Entitlement

Teaching

Staffing component	
Basic staffing formula (incl. pupils in ASN bases/units):	
1 to 19 pupils	2.0 posts - inclusive of reducing class contact time
20 to 150 pupils	$(1.5 \text{ posts} + (0.039 \times \text{pupils})) \times 1.035$
over 150 pupils	$(1.67 \text{ posts} + (0.0377 \times \text{pupils})) \times 1.035$

Additional staffing formula (incl. pupils in ASN bases/units):	
Reducing Class Contact Time	Promoted 0.06 Unpromoted 0.1
Management Time	Depute head teacher fte *0.6 + Principal teacher fte *0.4 Where a school has no DHT, PT will receive 0.6 management time. In Shared Headships, or schools with a roll of less than 100, 0.5 PT will receive 0.3 management time.
Mid-Size School Enhancement	Where a school has a roll of between 90 and 175, is not a shared headship, and does not receive additional teaching entitlement e.g. Nurture Allocation, an additional unpromoted 0.4 will be allocated.
Class Sizes	Allocated based on number of classes required to reduce class size maxima in P1 to 3
Plus Year Enhancement	Allocated based on Amalgamations or Closures agreement

Promoted Post Structure *(allocated in accordance with JNCT 2.5)*

Promoted posts are included within a school’s basic entitlement in terms of FTE

Head Teacher Entitlement

Roll Band (includes learners in ASN bases and EY Settings)	HT Post (Excluding Shared Headships)
0 – 50	1
51 – 100	1
101 – 200	1
201 – 300	1
301 – 400	1
401 – 500	1
501 – 600	1
601 – 700	1

Depute Head Teacher Entitlement

Where a school has an ASN base (Dalmilling Primary, Doonfoot Primary, Girvan Primary), the roll of the base is not included in the formula to determine DHT entitlement.

Roll Band (incl learners in EY)	DHT Post
0 – 50	-
51 – 100	-
101 – 200	1
201 – 300	1
301 – 400	1
401 – 500	1
501 – 600	2
601 – 700	2

Principal Teacher Entitlement

Where a school has an ASN base (Dalmilling Primary, Doonfoot Primary, Girvan Primary), the roll of the base is not included in the formula to determine PT entitlement.

Where a school has a 52-week EYC, the EY Roll will not be included in the formula to determine PT entitlement.

Roll Band (incl learners in TT EY establishments)	PT Post (Excluding Shared Headships)
0 – 50	0.5
51 – 100	0.5
101 – 200	0
201 – 300	0
301 – 400	1
401 – 500	2
501 – 600	2
601 – 700	2

Promoted post structures will only be changed if the roll has remained within the new band for 2 academic sessions i.e. for a DHT Post, in 2023/24 actual school roll drops below 101 and therefore school is no longer entitled to a DHT, this is Year 1. 2024/25 actual school roll remains below 101, this is Year 2. Therefore, DHT would be declared surplus and invited to the surplus meeting in May 2025.

The following will be in addition to the basic complement of promoted posts shown above:

- Shared-headship will receive 0.5 fte PT (Promoted Element Only)
- Schools with the highest levels of deprivation will receive an additional PT. This will be based on the annual SIMD data and will be allocated to the 10 primary schools with the highest number of primary children living in deciles 1 and 2 (combined).
- All PT posts will be graded as PT1.
- Schools with a base will receive a DHT (Promoted Element Only).

Absence Cover

Basic staffing formula * (incl. staff in ASN bases/units):	
Fixed Primary	daily rate x 2 days
Variable Primary	(1.5 days x fte of class committed staff*) x daily rate (*no absence cover is provided for promoted post management time)

Clerical

Combined Primary and Early Years Roll Band	Fixed Hours Per Week	Combined Primary and Early Years Roll Band	Fixed Hours Per Week
0 - 40	25	301-350	70
41 - 65	27.5	351-400	80
66-100	32.5	401-450	90
101-150	37.5	451-500	100
151-200	45	501-600	110
201-250	52.5	601+	120
251-300	60		

- Total weekly hours entitlement calculated on roll bands. The table above shows roll bands. All hours are term time at grade 1 level 4.

School Assistants

School Pupil Roll Roll Band <i>incl. pupils in ASN bases/units</i>	Fixed number of hours per week [term-time]	Basic allocation per school
Up to – 150	27.11	1
151 – 300	27.11	2
301 – 450	27.11	3
451 +	27.11	4

Braehead PS, Dalmilling PS and Newton PS will be allocated an additional school assistant to reflect the high levels of deprivation in their school.

Additional allocations to schools will be made following the annual ASN audit.

3.1.2 Secondary Staffing Entitlement

Teaching

Staffing component	
Basic staffing formula (incl. pupils in ASN bases/units):	
All schools	Fixed element of 10.24 posts + 0.056 x pupils
Additional staffing formula (incl. pupils in ASN bases/units):	
Reducing Class Contact Time	(Unpromoted fte within basic staffing formula * 0.04)
Plus Year Enhancement	Allocated based on 'Amalgamations or Closures' agreement

Promoted Post Structure *(allocated in accordance with JNCT 2.5)*

Pupil Roll	Entitled Points	Pupil Roll	Entitled Points
301 - 400	38	901 – 1000	66
401 - 500	43	1001 - 1100	80
501 - 600	45	1101 - 1200	82
601 - 700	52	1201 - 1300	84
701 - 800	58	1301 - 1400	100
801 - 900	63	1401 - 1500	110

QMA will be allocated an additional four points for the SLC

A school's establishment of promoted posts below the level of Head Teacher will be determined in accordance with a pointage system.

Under the DSM arrangements Head Teachers have the authority to exceed their entitlement pointage provided they have an appropriate plan and the necessary funding in place. Any such arrangement will require the approval of the Director of Education.

The points value for the varying grades of promoted post are shown below.

Points Values

Post Title	Job Size	Points Value	Post Title	Job Size	Points Value
Head Teacher	DHT 1	0	Principal Teacher	PT 1	1
Depute Head	DHT 1	3	Principal Teacher	PT 2	1.5
Depute Head	DHT 2	3.5	Principal Teacher	PT 3	2
Depute Head	DHT 3	4	Principal Teacher	PT 4	2.5
Depute Head	DHT 4	4.5	Principal Teacher	PT 5	3.5
Depute Head	DHT 5	5	Principal Teacher	PT 6	4
Depute Head	DHT 6	5.5	Principal Teacher	PT 7	4.5
Depute Head	DHT 7	6	Principal Teacher	PT 8	5
Depute Head	DHT 8	6.5			
Depute Head	DHT 9	7			
Depute Head	DHT 10	7.5			

Promoted post structures will only be changed if the roll has remained within the new band for 2 academic sessions.

Absence Cover

Basic staffing formula (incl. staff in ASN bases/units):	
Variable Secondary	(1.5 days x fte) x daily rate

Clerical

Roll Band	Grade 2 level 5 Full Time 52 weeks	Grade 1 level 4 Full Time 52 weeks	Grade 1 level 4 Term time 39 weeks	Total Hours
Up to 500	35	35	55	125
501-700	35	35	70	140
701-900	35	35	95	165
901-1100	35	35	125	195
1101-1300	35	35	155	225
1301+	35	35	185	255

Total weekly hours entitlement calculated on roll bands. The table above shows the structure for these hours.

School Assistants

School Pupil Roll (incl. pupils in ASN bases/units)	Fixed number of hours per week [term-time]	Basic allocation per school
Up to 800	27.11	3
801+	27.11	4

Additional allocations to schools will be made following the annual ASN audit.

Library Staff

School Pupil Roll (incl. pupils in ASN bases/units)	Fixed number of hours per week	Grade
Up to 800	17.00	39 weeks term time Library Assistant / Grade 1 level 4
801 - 1000	25.00	39 weeks term time Library Assistant / Grade 1 level 4
1001+	35.00	40 weeks term time Librarian / Grade 2 level 8

Technicians

Roll Band (incl. pupils in ASN bases/units)	Science Technicians - Core Allocation	Technical Technician - Core Allocation	Flexible FTE Allocation - At School Discretion to meet curriculum needs
Up to 600	1 fte	0.5 fte	0
601 - 1000	1 fte	0.5 fte	1 fte
1001+	1 fte	1 fte	1.5 fte

Snr technicians will be appointed from the overall technician entitlement. 1 Snr Technical and 2 Snr Science.

3.1.3 Special Staffing Entitlement

Teaching (Special Schools)

Staffing component	
Basic staffing formula:	
All	Head Teacher + a ratio of 1 teacher: 5 pupils
Additional staffing formula:	
Reducing Class Contact Time	(Primary school roll * 2.5 hours/22.5 hours) + (Secondary school roll * 5 hours/22.5 hours)
Management Time	(Depute head teacher fte + Principal teacher fte) * 0.1

Teaching (ASN Bases/Units and SLC)

Staffing component	
Basic staffing formula:	
Primary	Ratio of (1 teacher: 7 pupils)
Secondary	Ratio of (1 teacher: 8 pupils)
Communications Facility *	Ratio of (1 teacher: 4 pupils)
Where there is mix of pupil need the formulas above will be applied as appropriate.	
Additional staffing formula:	
Reducing Class Contact Time – Primary	Promoted 0.06 Unpromoted 0.1
Reducing Class Contact Time – Secondary	Unpromoted fte within basic staffing formula * 0.04
DHT Management Time	Depute Head Teacher fte * 0.1

The above ratios are in addition to any increase in a school’s mainstream staffing brought about by the inclusion of pupils within the ASN Bases/Units etc. in the mainstream school roll.

Promoted Post Structure

School	HT Post	DHT Post	PT Post
Invergarven School	1	1	0
Southcraig School	1	2	2

Schools with a base will receive an additional DHT.

Absence cover

Basic staffing formula * (incl. staff in ASN bases/units):	
Fixed Special	daily rate x 2 days
Variable Special	(1.5 days x fte) x daily rate

Clerical

Roll Band	Grade 2 level 5	Grade 1 level 4	Total Hours
1-50	0	27.5	27.5
51 and above	35	30	65

Total weekly hours entitlement is calculated on roll bands. The table above shows the structure for these hours.

Specialist Support Assistants

Special Schools	Specialist Support Assistants
Invergarven School	1 fte
Southcraig School	7.7 fte

3.2 Supplies and Services Budget Allocations (non-employee costs only)

The Supplies & Services budget devolved to schools is calculated on a per capita basis, using pupil census data, and will be downloaded to the Initial DSM Allocation budget line 261000. Details as follows:

Sector	Calculation – Ave Pupil Roll (rolling 3-year census)
Primary	Ave Pupil Roll x £72
Secondary	Ave Pupil Roll x £100
Special/ASN	Ave Pupil Roll x £150

An additional sum will be devolved to schools, as follows, to ensure their unique circumstances are taken into account i.e. small/rural:

Sector	Ave Pupil Roll (roll 3-year census)	Additional Sum £
Primary	1 to 99	4,000
	100 to 149	2,000
Primary ASN Base	ALL	1,000
Secondary	ALL	5,000
Secondary ASN Base	ALL	5,000
Special	1 to 49	11,000
	>49	18,000

3.3 Budget Line Allocations

Head Teachers are required to carry out a Budget Transfer Request (BTR), moving the allocated budget to the relevant budget lines, in accordance with their planned spend for the financial year. Head Teachers should report their allocated budget lines (budget transfer request) to their Finance contact by 30 June each year. These non-employee budgets will not be adjusted for roll changes during the financial year.

3.4 Budget Transfer Request

Head Teachers can carry out a BTR up to a maximum of £25,000 between devolved budget lines in a financial year, with the Finance Co-ordinator's approval, without the need for further approval from the Director/Assistant Director.

3.5 Carry Forwards

Head Teachers can request carry forward of underspent budget from one financial year to the next. Requests to carry forward underspent budget must be submitted to the Service Lead – Education Support Services for approval, using the Request to Carry Forward Underspent Budget Form provided at Appendix 2. Requests must be supported by a sound business case and submitted by 31 January each year. Head Teachers should include the intended use of any approved carry forward budget within their school improvement plans.

3.6 Areas not Devolved to Schools

It has been agreed that the following budget areas will not be devolved to school under the Scheme.

- Rent in relation to school premises
- Capital expenditure, including PPP/PFI costs
- Property Insurance
- Non-Domestic Rates
- Statutory Local Authority contracted work on managing the school estate
- Corporate support function costs for example Finance, HR, and Legal functions
- School clothing grants
- Education Maintenance Allowances
- Home to school pupil transport
- Premature retirement costs
- Local Authority Information Management Systems (currently SEEMIS)
- School meals
- Waste collection
- Energy costs
- Janitorial and cleaning staff costs
- Central support services e.g. Educational Psychology, Quality Improvement Teams
- Examination fees
- Long Term Sickness Absence
- Family Leave Costs
- Visiting Teachers
- Music Instructors

3.7 Budget Reporting

At the start of each financial year Head Teachers will be provided with their total school budget and a separate budget report detailing the devolved elements. To assist Head Teachers in managing their school budget, monthly budget monitoring reports will be issued to schools for the devolved elements only.

4. KEY AREAS TO BE COVERED BY SCHEMES

GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT

4.1 Financial Regulations

The DSM Scheme forms part of the Council's approved Financial Regulations.

4.2 Best Value Principles

The Council's DSM Scheme demonstrates best value by following the characteristics of:

- commitment and leadership;
- sound governance at a strategic and operational level;
- accountability;
- sound management of resources;
- responsiveness and consultation;
- use of review and options appraisal;
- a contribution to sustainable development;
- equal opportunities arrangements and joint working.

Head Teachers are expected to deploy the school's budget in accordance with best value principles. School expenditure should align with the School Improvement Plan supporting both Council and national priorities and frameworks. In considering the above Head teachers should also take into account any relevant SNCT and JNCT agreements.

Value for money is a key aspect of Best Value and all decisions regarding resource use at school level should provide this. This should be managed within the Council's [Procurement Strategy](#).

4.3 Local Authority Commitment to Devolved School Management

DSM is a key policy of South Ayrshire Council and operates within the Council's overarching Scheme of Delegation, Financial Regulations and Standing Orders Relating to Contracts. Through this process decision-making powers and budgetary responsibilities are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment.

4.4 School Expenditure within Wider Strategic Planning

Head Teachers should ensure that school expenditure is in line with their School Improvement Plan which reflects the Council's strategic plans, priorities and the National Improvement Framework.

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

The DSM Scheme has been developed in consultation with South Ayrshire Council's JNCT for Teachers and JCC for Local Government employees, and is consistent with the Council's HR policies and procedures and national SNCT and local JNCT agreements.

PUBLICATION

4.6 Publication Availability

The Council's DSM Scheme will be published on the Council's website at www.south-ayrshire.gov.uk. Head Teachers should also arrange for their school DSM budget to be published on the school website and inform parents and other interested parties of its availability.

4.7 Training

Training on the devolved arrangements contained in this scheme will be essential to Head Teachers, school staff and other stakeholders. This is to ensure that individuals have a clear understanding of the context of the scheme, its aims and objectives and how DSM can be used to meet the needs of staff and learners at a local level.

Training will take various forms such as Coast and induction training (financial regulations and the Council's policies and procedures relating to standing orders, contracts and procurement) DSM training sessions, job shadowing, presentations at staff meetings and one to one meetings with relevant staff will also be offered where appropriate.

CONSULTATION, ENGAGEMENT AND TRANSPARENCY

4.8 Consultation and Engagement

In exercising their delegated powers Head Teachers should ensure that a collegiate approach is taken to planning and managing the school devolved budget. Head Teachers are required to establish formal consultative procedures with all school staff. This will include, in all but very small schools, the establishment of a consultative committee, with representatives from both teaching and support staff. The consultative committee is a mechanism that ensures close staff involvement in more detailed DSM decision making, which would be impractical on a whole school basis. Meetings of the consultative committee should be recorded and made available to staff, who must be subsequently advised of the decisions finally taken by the Head Teacher.

It is expected that Head Teachers should consult with staff, parent councils and children and young people on appropriate matters. This may include the schools DSM budget and the Head Teacher's spending proposals.

All staff must be given access to the full details of any spending proposals including the allocation of departmental resources and the methodology used to allocate budgets. Where possible staff should be given an opportunity to comment on any budget transfers or virement proposals prior to them being processed.

4.9 Transparency

Full details of the South Ayrshire Council's budget are published on the Council web site at www.south-ayrshire.gov.uk. This includes details of the budget allocated to Education and schools, as explained in the DSM Scheme. This information should also be published on each school website for parents and other interested parties to access.

In the spirit of genuine collaboration and consultation Head teachers should also discuss the school budget and their spending proposals with their Parent Council and encourage meaningful discussion.

Head Teachers should ensure that any costs related to the curriculum are minimised to ensure equality of access. It is recommended that where charges exist for children and young people, including both curriculum and extra-curricular activities (e.g. for class materials, school trips, school uniform, etc) they should be clearly detailed in school information published at the start of the academic session.

COLLABORATION

4.10 Local Priorities

The Council Plan sets out its vision with a focus on placing people at the centre of everything the Council does, with the aim of delivering the best possible outcomes for South Ayrshire communities. The ambitious priorities set will have a positive impact on the wellbeing of our communities, our local economy, and our environment.

The Council Plan 2023-28 priorities and outcomes are:

Priority & Outcomes
<p><u>Priority One – Spaces and Places</u></p> <p>Moving around and the environment Everyone can access streets, places and spaces that make a positive contribution to wellbeing, are well connected, well designed, and maintained.</p> <p>Play, Sport and Recreation Everyone can access a range of high quality, safe, well maintained, accessible places with opportunities for play, sport and recreation.</p>
<p><u>Priority Two – Live, Work, Learn</u></p> <p>Education and lifelong learning Everyone benefits from high quality education and lifelong learning and is supported to learn and fulfil their potential.</p> <p>Work and Economy Everyone benefits from a local economy that provides opportunities for people and helps our businesses to flourish.</p> <p>Housing Everyone can find a good quality home that they can afford, that meets their needs and is in an area where they feel safe and connected.</p>
<p><u>Priority Three – Civic and Community Pride</u></p> <p>Pride in South Ayrshire Everyone (residents, visitors, and tourists) can enjoy attractive destinations and people are proud to live in our towns and villages and celebrate our culture and heritage.</p>

Community Engagement

Everyone has the opportunity to influence and contribute to what happens in their local area.

The Council Plan is supported by Directorate Plans for Education, as well as our Health and Social Care Partnership, all of which detail what we will do to deliver our objectives.

These plans are key documents that will provide the basis for how our services and budgets are planned and managed.

The plans are monitored on an ongoing basis, through our Service and Partnerships Performance Panel, and their reports will identify the difference the Council and our partners are making for our communities.

The voices and feedback of service users will feature strongly in this performance reporting and will be used to assess the effectiveness of service delivery and help drive further improvement where necessary.

The performance of schools will be planned and monitored using school improvement plans, self-improvement visits as well as the Service and Partnerships Performance Panel.

STAFFING**4.11 Staffing Structures**

All staffing budgets are devolved under the scheme. The budgets for staff have been broken down into teaching and school support staff most of which are allocated on a formula basis. Head Teachers will continue to appoint and manage employees in accordance with the Council's policies and procedures, and in line with SNCT and JNCT agreements.

Although the scheme gives greater flexibility for the management of employee budgets, Head Teachers should always consider the wider implications of any proposals, for example, staffing standards and employment rights etc. Therefore, Head Teachers should contact appropriate staff within the central office, who can assist them with any such decisions.

4.12 Legislative and Contractual Requirements

The legislative context of the Scheme forms part of the wider framework of documentation which relates to local government and schools e.g. Financial Regulation, Standing Orders, Employment legislation and policies and procedures including SNCT and JNCT agreements. It is important that Head Teachers adhere to the legislation and agreements.

4.13 Staff Resource

Head Teachers will be given opportunities to participate in the development and review of recruitment and staffing approaches, both for their own school/s and for the Council. On all staffing matters, Head Teachers must adhere to the appropriate legislation and Council, SNCT and JNCT agreements and guidelines.

PROFESSIONAL SUPPORT

4.14 Professional Support Teams, Functions and Transparency

In carrying out their functions, schools are supported by a wide range of professional support teams. These include:

- Quality Improvement Teams
- Education Support Services
- Corporate and Service Finance
- Organisational Development and Customer Services
- Procurement Services
- Legal Services
- Property Officers
- Professional Design Services
- Risk & Safety Officers
- Facilities Management

ACCOUNTING

4.15 Budget Underspend / Overspend

The Scheme gives Head teachers the flexibility to manage and determine the best use of the resources devolved to their school. To facilitate this, Head Teachers are permitted to move budgets between devolved budget headings (referred to as budget transfer requests), subject to the Council's accounting principles, schemes of delegation and financial regulations.

The budget transfer requests criteria, including any maximum percentage and financial limits are detailed in Appendix 1.

4.16 Permissible Carry-Forwards

Head Teachers should identify the purpose of any carry forward requests and reflect this in their School Improvement Plans or budget spending plans. The extent of the carry forward facility for each budget area is detailed in Appendix 1 and requests to carry forward underspent budget must be submitted to the Service Lead – Education Support Services for approval by 31 January each year, using the Request to Carry Forward Underspent Budget Form provided at Appendix 2.

SCHEME REVIEW

4.17 Review, Methodology and Stakeholders

The Scheme will be reviewed by the DSM working group every 3 years. The group will consist of representation from schools, central education, corporate finance and trade unions and other stakeholders where appropriate. Elements of the scheme may be reviewed separately on occasions such as the annual budget process.

It may be necessary to update the DSM scheme if required following formal agreement of the Council's budget, or to recognise any Council policy decisions which may have an impact on the scheme.

Appendix 1 – Core School Budgets

EMPLOYEE COSTS (TEACHING)

BUDGET LINE DESCRIPTION	BASIS OF ALLOCATION OF RESOURCES TO SCHOOLS	PERMISSABLE VIREMENT	PERMISSIBLE CARRY FORWARD BALANCE £	COMMENTS
Salaries – Short Term Sickness Cover	Number of days allocated to school in terms of staffing formulae for primary, secondary and special schools and EY establishments.	Unlimited virement in accordance with the financial regulations.	100%	Reason codes to be used for replacement teachers. Minimum standards include adherence to national and local agreements.

SUPPLIES & SERVICES COSTS

BUDGET LINE CODE	BUDGET LINE DESCRIPTION	BASIS OF ALLOCATION OF RESOURCES TO SCHOOLS	PERMISSABLE VIREMENT	PERMISSIBLE CARRY FORWARD BALANCE	COMMENTS
261000	Supplies & Services	Variable amount per primary/secondary & special school, based on 3-year average pupil numbers. Plus, a fixed amount per primary/secondary & special school to ensure unique circumstances are taken into account.	Unlimited virement in accordance with the financial regulations.	100%	

Appendix 2 – Request to Carry Forward Underspent Budget Form

CARRY FORWARD DETAILS			
School Name			
Projected Underspend Amount	(£)	Carry Forward Requested	(£)
Reason for Underspend			
Business Case for Carry Forward (what do you intend to spend this money on and how will this support School improvement plans?)			
Request Completed by:		Projected Underspend Confirmed by SAC Corporate & Service Finance:	
Print Name:		Print Name:	
Designation:		Designation:	
Signed:		Signed:	
Date:		Date:	
Email a completed version of this form to Service Lead, Education Support Services by 31 January each year for consideration			
Request Considered by:			
Print Name:		Approved / Not Approved	
Designation:			
Signed:			
Date:			

**South Ayrshire Council
Equality Impact Assessment
Scoping Template**

1. Policy details

Policy Title	Revised Devolved School Management Scheme
Lead Officer (Name/Position/Email)	Lyndsay McRoberts, Director of Education lyndsay.mcroberts@south-ayrshire.gov.uk

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	n/a	n/a
Disability	n/a	n/a
Gender Reassignment (Trans/Transgender Identity)	n/a	n/a
Marriage or Civil Partnership	n/a	n/a
Pregnancy and Maternity	n/a	n/a
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	n/a	n/a
Religion or Belief (including lack of belief)	n/a	n/a
Sex – (issues specific to women & men or girls & boys)	n/a	n/a
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	n/a	n/a
Thematic Groups: Health, Human Rights & Children's Rights	n/a	n/a

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	n/a	n/a
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	n/a	n/a
Material Deprivation – being unable to access basic goods and services i.e. financial products	n/a	n/a

like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies		
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	n/a	n/a
Socio-economic Background – social class i.e. parent's education, employment and income	n/a	n/a

4. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes Consider the 'Three Key Needs' of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
Eliminate unlawful discrimination, harassment and victimisation	Low
Advance equality of opportunity between people who share a protected characteristic and those who do not	Low
Foster good relations between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

5. Summary Assessment

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)	YES NO
Rationale for decision: The report requests approval to publish and implement SAC Educational Services revised Devolved School Management Scheme (DSM) and does not form a policy which would impact any protected groups.	
Signed : Lyndsay McRoberts Date: 24 October 2023	Title: Director of Education