

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Cabinet
2.	Date:	15th October 2014
3.	Title:	Recruitment to Headships during school amalgamation policy
4.	Directorate:	Children and Young Peoples Services

5. Summary

This report seeks reaffirmation of previously agreed processes for the recruitment of Headteachers to newly amalgamated Schools.

6. Recommendations

It is recommended that Cabinet approves the policy in relation to the recruitment of Headteachers where schools are to be amalgamated.

7. Proposals and Details

Prior to the implementation of processes in November 2011 there had been a presumption that where separate Infant and Junior Schools were to be amalgamated that one of the current Headteachers would automatically be appointed to the post of Primary School Headteacher post amalgamation. This practice had previously led to newly amalgamated schools in some cases not making expected progress and in some cases adversely affecting the Schools OFSTED inspection outcomes.

8. Finance

Where schools are amalgamated there are savings in relation to a Headteachers post allowing the Governing Body to structure staffing and resources to best meet the needs of a through primary school.

9. Risks and Uncertainties

The principal ADVANTAGES of amalgamation arise from the continuous primary education entitlement:

- removal of the school transfer at the end of key stage 1;
- provision of a whole school curriculum across the primary age range;
- a unified management structure with a single school ethos;
- the potential to organise and arrange the staffing structure and to safeguard the staffing establishment when pupil numbers change across the key stages;
- a whole school approach to staff development across the primary phase;
- more efficient and effective use of resources, especially accommodation, when numbers fluctuate across the infant and junior phases.

The principal DISADVANTAGES of amalgamation are:

- the reduction to only one head teacher post which could impact upon accessibility to staff, parents and pupils (this may have particular relevance where schools serve areas of social and economic disadvantage);
- potential difficulties in bringing together two different sets of working practice;
- possible fear of and resistance to change amongst staff, governors and parents;
- in some (but by no means all) cases, a lack of staff expertise in teaching and management across the two key stages.

(CYD0015/018 - Corporate risk register).

10. Policy and Performance Agenda Implications

The major theme supported by the proposal is 'to ensure that everyone has access to skills, knowledge and information to enable them to play their part in society'. It is likely that amalgamation would enable more parents to access their first preference school for their child and remove the need for transfer at the end of key stage 1, therefore, increase that performance indicator.

Rotherham School Improvement Mission

- ~ All children will make at least good progress
- ~ There will be no underperforming cohorts
- ~ All teachers will deliver at least good learning
- ~ All schools will move to the next level of successful performance

11. Background Papers and Consultation

The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013

The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013

School Organisation (Maintained Schools) guidance for proposers and decision makers (January 2014)

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