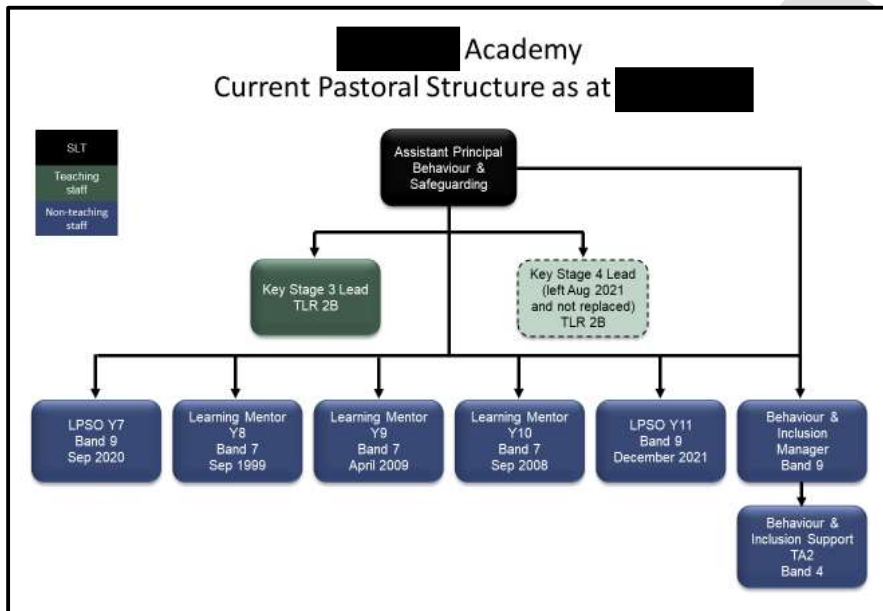


Business Case for Pastoral Team Restructure

[Date]

1. Introduction and Background

- 1.1. This purpose of this document is to propose a rationalisation of the pastoral structure at ██████ Academy, building on the changes already made to drive rapid continuing improvement in student behaviour and attitudes, and thus their academic progress and attainment.
- 1.2. The current pastoral structure at ██████ Academy is a hybrid/transitional model as shown below, with the Assistant Principal for Behaviour and Attitudes supported by a teaching Head of Key Stage 3, plus three legacy non-teaching Learning Mentor roles and two non-teaching Learning and Pastoral Support Officers (LPSOs).
- 1.3. For specific behaviour interventions, there is currently a Behaviour & Inclusion Manager, whose role is the same grade as the paid at the same rate as the new LPSOs mentioned above. This member of staff is supported by a level 2 Teaching Assistant.



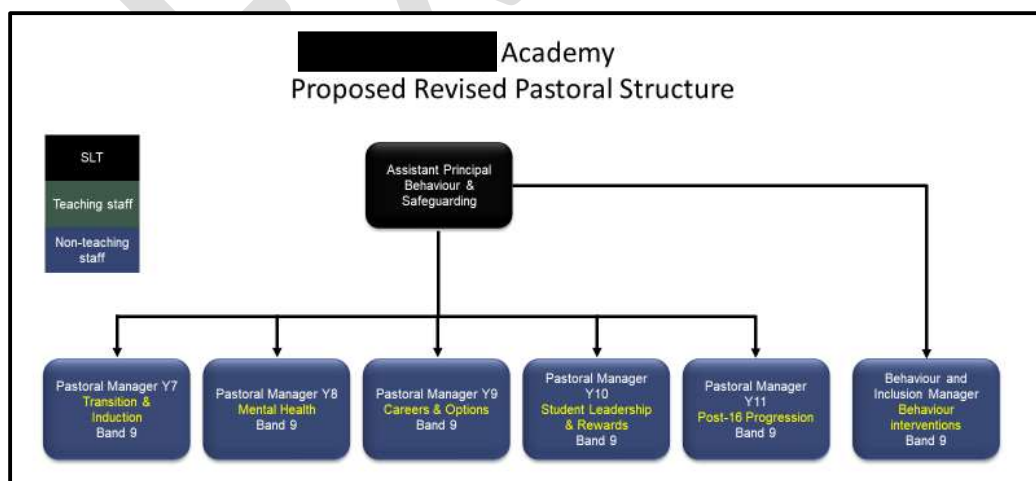
2. The Rationale for Change

- 2.1. In ██████ a Section 5 Ofsted inspection removed ██████ Academy from special measures, judging it instead as “Requires Improvement” overall, and judging Personal Development as Good.
- 2.2. The school is likely to be re-inspected in the next 18-24 months, and the clear ambition in the Academy and Trust is to achieve judgements of at least Good across the board.
- 2.3. In relation to Behaviour and Attitudes, the ██████ report identified that, to improve further, “leaders should ensure that teachers are supported effectively to apply the school’s behaviour systems consistently, so that pupils can learn without the distraction of low-level disruption in the classroom.”
- 2.4. Whilst teaching staff have responsibility for applying the behaviour policies and systems within their own classrooms, it is the pastoral team who have the responsibility for maintaining behaviour and attendance records, ensuring that trends and concerns relating to individual students and year groups are identified, and that policy is applied fairly and consistently across the academy, resulting in improved behaviour, and minimising low-level disruption in lessons.

- 2.5. To achieve this, it is critical that staff with pastoral responsibilities have the right experience, skills, and knowledge and experience to be able to drive up standards of behaviour and attitudes, embedding and refining existing systems and maintaining a strategic overview which informs intervention.
- 2.6. When the opportunity to move towards this model has presented itself naturally, leaders have acted by appointing Learning and Pastoral Support Officers (LPSOs) in Years 7 and 11 to positions with a revised job description and a salary two grades above than of the legacy Learning Mentor roles.
- 2.7. As a result, support for Years 7 and 11 has been highly effective. The number of behaviour incidents per student in Year 7 since September has been 19% lower than in the rest of Key Stage 3, and Year 11 incidents have been 21% lower than in Year 10.
- 2.8. In addition, attendance in Year 7 for the year to date is 5% higher than for the rest of Key Stage 3, and attendance for Year 11 (excluding students in off-site Alternative Provision) is 1% higher than Year 10. Whilst this difference is less marked, it should be noted that Year 11 experienced a high amount of instability at [REDACTED] prior to the introduction of the current leadership.
- 2.9. Due to the above, Years 8-10 have required high levels of operational involvement from leadership team members, particularly the Assistant Principal for Behaviour and Safeguarding. This in turn has an impact on the effectiveness of strategic leadership for behaviour and attendance, preventing the step-changes required to ensure consistently good behaviour and attitudes.
- 2.10. Of the three year groups above, at least two, and possibly three, will still be on roll at [REDACTED] when the next Section 5 inspection takes place. It is therefore vital that the academy has the capacity to realise and embed the highest expectations of behaviour and engagement with learning.
- 2.11. In addition, whilst the appointment of LPSOs in Year 7 and 11 has been highly effective in terms of supporting student welfare, behaviour and attendance, the inevitably reactive nature of the role means that their strategic impact on year group academic progress and attainment has not been as strong as hoped.
- 2.12. Furthermore, whilst the posts are held by experienced child welfare professionals, they are not from teaching backgrounds and do not necessarily have sufficient experience of planning and implementing raising attainment strategies, or leading on aspects of the personal development curriculum.
- 2.13. Equally, the current LPSO roles would be boosted by creating specific additional responsibilities based on current and future post-holders' existing skills sets in a wider academy context.
- 2.14. Finally, there is currently only one teaching middle leader in post with pastoral responsibilities, and these are not clearly defined or implemented at present and there is no evidence of impact in the role.

2.15. Proposed Structure

2.16. The proposed revised pastoral structure is provided in the chart below.



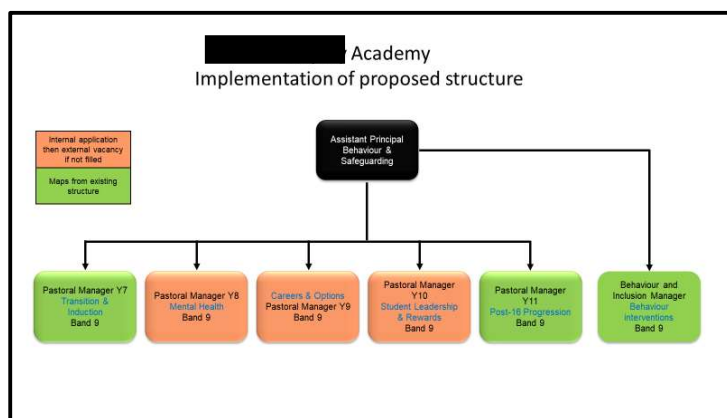
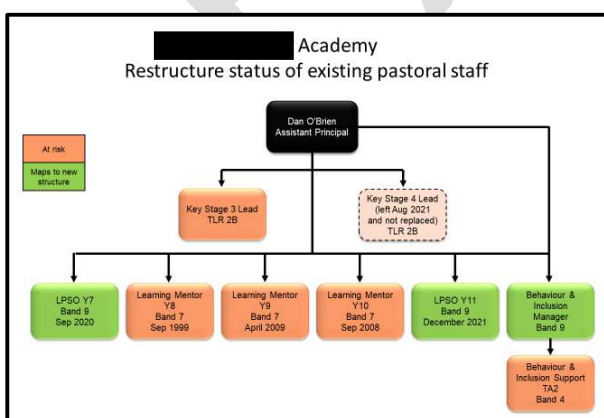
2.17. In this model, all five year groups will be overseen by a Pastoral Manager with the level of skills and experience required to ensure effective and proactive leadership of behaviour and attitudes, thus improving attitudes to

learning and increasing engagement and progress. These expectations are reflected in the change in the job title from Support Officer to Manager.

- 2.18. The focus of each Pastoral Manager will be on student welfare, behaviour and attendance in their allocated year groups. As they will no longer have a role in monitoring student progress and attainment, each Pastoral Manager will have a wider responsibility within the Academy (highlighted in yellow text on the diagram below), linked to their year group where appropriate.
- 2.19. A draft Pastoral Manager job description and person specification is provided in Appendix 1.

3. People Implications

- 3.1. The proposed new structure contains fewer people than the current structure, and requires potentially different levels of skills and personal qualities, especially given the emphasis on managing year groups and wider initiatives.
- 3.2. It is important to note that the revised structure is simply a proposal at this stage, and that, if approved in principle by the Local Governing Committee and Trust Board, there would be a period of consultation with the opportunity for all staff concerned to feed back, with potential revisions to the structure if appropriate. At this stage, therefore, the implications for existing staff described below should be viewed only as the likely position.
- 3.3. The potential implications for current post-holders within the pastoral team can be summarised as follows.
- 3.4. The two LPSO post-holders in Year 7 and Year 11 have already been appointed to perform largely similar roles at Band 9 level, and it is likely that, following the formal consultation period, they would be mapped straight across to two of the Pastoral Manager positions.
- 3.5. The three existing Learning Mentors are two pay bands below the new Pastoral Manager positions. They are therefore likely to be identified as at risk of redundancy.
- 3.6. Whilst the position of Behaviour and Inclusion Manager is retained within the new structure, the TA role is not, and the post-holder is likely to be at risk of redundancy or redeployment.
- 3.7. Following the formal consultation period, therefore, it is likely that these staff would be given the opportunity to apply internally for the new roles before any external advertisements are placed. However, the transfer would not be guaranteed, with their success or otherwise depending upon whether they can demonstrate in the selection process that they are able to meet the requirements of the new positions.
- 3.8. The proposed new structure does not include the TLR for KS3 which exists in the current structure, and the current TLR post-holder will therefore be included within the consultation process. The likely outcome of this would be that their TLR would be protected for three years and/or re-allocated to other duties at a commensurate level in the academy.
- 3.9. The staffing implications of the structure change are summarised in the diagrams below:-



4. Financial Implications

- 4.1. The difference between the annual cost of the existing structure and the estimated annual cost of the proposed new structure is summarised in the table below, with more detail provided in Appendix 2.
- 4.2. It should be noted that, in the case of non-teaching staff, Year 1 salaries reflect the current April 22 NJC offer plus with 2% p.a. from April 2022. In the case of teaching staff, they reflect the current 21-22 pay range plus 2% p.a. from September 2022.
- 4.3. The assumption has been made that the new structure will be in place from September 2022. If it is agreed to implement this more rapidly, then there will be additional salary costs in the current year alongside the restructuring costs.

Item	Current Year	Year 1	Year 2	Year 3	TOTAL
Salary savings		(30,005)	(30,605)	(31,217)	(91,828)
Restructuring costs	32,037	6,549	6,680	6,814	52,081
FOUR YEAR TOTAL	32,037	(23,456)	(23,925)	(24,403)	(39,747)

- 4.4. It should be noted that, at present, two members of the Senior Leadership Team currently have their teaching timetable covered so they can fill the gaps within pastoral leadership, and other SLT members also undertake a high number of break and lunch duties, as well as “on call” periods. A cautious estimate of the notional costs of this is provided below

Item	Current Year	Year 1	Year 2	Year 3	TOTAL
Costs / (savings) from pastoral restructure	32,037	(23,456)	(23,925)	(24,403)	(39,747)
Notional savings in leadership time - teaching periods covered		(30,547)	(31,310)	(31,937)	(93,794)
Notional savings in leadership time - pastoral & supervision		(33,351)	(34,334)	(35,176)	(102,861)
NET NOTIONAL COST/(SAVING)	24,392	(87,264)	(89,569)	(91,516)	(236,402)

- 4.5. Whilst these are notional rather than tangible financial savings, they nonetheless provide a fair and considered representation of the value of high-quality teaching time and capacity for academy improvement that would be released by the proposed new structure.

5. Timescales

- 5.1. The proposed draft timetable for approval and implementation, including the statutory consultation period, is provided below.

Mar / Apr	Seek approval of Business Case and consultation from Local Governing Committee & Trust Board.
Apr / May	8 week consultation period, starting with 1:1 meetings with all potentially affected staff, including offers of voluntary redundancy for at-risk posts.
Jun	➤ Feed back on consultation process to LGC / Trust Board & seek approval to implement. ➤ Initial internal recruitment for Pastoral Managers
Jul	External recruitment to remaining posts, and finalisation of redeployment / redundancies if required
Sep	New structure in place

6. Recommendations

- 6.1. It is recommended that the Local Governing Committee and Trustees review this Business Case and take a decision on whether it should proceed.