

Workforce Plan**2022 - 2025****1) Introduction and Background**

The purpose of this plan, is to outline the key strategic drivers for Education Resources workforce to the current and future challenges.

2) Resource Overview

The Education Resource Plan sets out the priorities for all schools, education settings and services with the aim:

To inspire all learners, transform their learning experiences and strengthen the partnership with parents / carers and agencies and services who support the learning and wellbeing of children and young people.

Resource Structure

Executive Director oversees the following areas:

Head of Education (Inclusion) – Cambuslang / Rutherglen area, Inclusive education service, Safeguarding and child protection, Youth Family and Community Learning Service, Psychological Services, Partnership Planning

Head of Education (Broad General Education) – Clydesdale Area, Broad General Education, Curriculum Quality Improvement Service, School Improvement, Closing the Gap (SAC/PEF), Quality Improvement, Leadership Development.

Head of Education (Support Services and School Estates) – East Kilbride Area, Education Resources Estate, School Support Staff and services, capacity planning, risk management, health and safety.

Head of Education (Senior Phase) – Hamilton Area, Senior Phase, Employability, Early years, Instrumental Music Service, Digital Learning and infrastructure, workforce planning and employee relations

Resource Overview

The Education Resource Plan (2022/23) outlines that practitioners are empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead.

Key areas of focus are:

- Covid recovery and renewal
- Health and wellbeing for learning
- Equity
- Curriculum, learning, teaching and assessment
- Digital learning and inclusion
- Climate change and sustainability
- Communication and engagement

Strategic Drivers

The Resource plan sets out the key areas of focus, there are a number of strategic drivers and policy frameworks that will have an impact on Education and the workforce, and these are detailed below:

- ◆ National Improvement Framework
- ◆ The national improvement plan and framework for Scottish education aims to deliver excellence and equality in education across Scotland, this is the single definitive plan for securing educational improvement.
- ◆ Education Reform
- ◆ In August 2021 an independent review of the SQA and Education Scotland commenced the outcome of the review was an education reform program which will lead to the creation of a new qualifications body, a new agency for Scottish education and independent inspectorate body. This will replace the SQA and Education Scotland
- ◆ CfE (Curriculum for Excellence)
- ◆ The schooling system in Scotland which covers all learning from 3 – 18 years.
- ◆ GIRFEC
- ◆ Getting it Right for Every Child (GIRFEC) is the national approach to improving the wellbeing of children and young people.
- ◆ Young person's Guarantee /Developing the Young Workforce
- ◆ The young person's guarantee aims to bring together employers, partners and young people and connect every 16 – 24-year-olds to an opportunity. Developing young Workforce connects employers with young people schools and colleges as part of the young person guarantee.
- ◆ Morgan review
- ◆ The outcome of this review sets out an Additional Support for Learning action plan to improve the experiences of children with additional support needs.
- ◆ The Promise
- ◆ The Promise implementation plan sets out actions and commitments to Keep the Promise for care experienced children, young people and their families.
- ◆ Lead teacher
- ◆ In June 2021 SNCT agreed the establishment of Lead Teacher posts to support the career pathway for teachers.
- ◆ Covid recovery
- ◆ A continued response to the impact of COVID pandemic and ensure resilience in the workforce to respond to future outbreaks
- ◆ Recruitment and retention
- ◆ There is increased number of retirements, flexible working requests and turnover which results in a reduced workforce availability.
- ◆ Pay and reward
- ◆ Increased demands to ensure that pay and reward remains competitive and attractive to employees

Strategic Plans

All of the above is factored into the key strategic plans which Education Resources is a key contributor or partner to. The main plans covering each of these areas are:

- ◆ South Lanarkshire Community Plan 2017-27
- ◆ South Lanarkshire Council Plan 2022-27

- ◆ South Lanarkshire Children's Services Plan 2021-23
- ◆ Input to the Sustainable Development and Climate Change Strategy
- ◆ Education Resource Plan and associated Service Plans

3) Current Workforce and People Skills Required

The Resource has 6,772.16 FTE employees which are broken down as follows:

Teaching 3431.1FTE and non-teaching 3340.86 FTE.

Teaching 2022-23 core staffing allocations are as follows:

- ◆ Secondary 1610.5 FTE
- ◆ Primary 1518.5 FTE
- ◆ ASN 149.3 FTE
- ◆ Permanent additionality from recovery funding of 146 FTE across primary, secondary and ASN. Fixed term additionality of 46 FTE.
- ◆ There are 181 FTE probationer teachers.

Support staff

This consists mainly of school support assistants, technicians, and administration support. Most school support assistants and technicians are on term time contracts.

Early Years

The following roles are required across early years establishments:

Early Years assistants, early years practitioners, team leaders, there are also Heads of Establishment and Deputies.

Youth Family and Community Learning

A team of co-ordinators, officers and workers deliver a number of initiatives to young people. The nature of the service requires working in the evening and weekend and therefore there are a mix of part time and full time roles.

General Workforce information:

For 21/22 the absence rate was 4.9% and the turnover was 7.07%

29.2% workforce is 50 years old or over.

In 2021/22 there have been an increase in the number of retirements, particularly headteachers, requests for flexible working and reduction in hours.

Workforce Challenges

At present, there are a number of workforce challenges for Education Resources directly impacting on the ability to fully meet current demand, as summarised below:

- ◆ Workforce availability – for support staff there are not sufficient applications being made to fill all roles, in particular and this has led to increased pressure on the existing workforce due to vacancies.
- ◆ Newly qualified teacher posts – there is a current over supply of newly qualified teachers in the primary sector across some geographical locations meaning that the Resource is

unable to guarantee an offer of a permanent post to all applicants deemed appointable through our recruitment processes.

- ◆ Competition– all Council areas are competing for the same pool of staff, with the pool not being sufficient in numbers. This will become more of an issue as we progress towards the implementation of the reduction in teachers' contracted contact time.
- ◆ Ageing workforce – the profile of the workforce in South Lanarkshire is working against demand, with a significant proportion of the workforce being in the 50-70 age bracket (52%). As a result of the COVID pandemic people are re-evaluating priorities with a potential increase in earlier retirements
- ◆ A potential reduction in new entrants to the workforce as a consequence of the restricted access to school experience for student teachers/NQTs over the past 3 sessions because of COVID

4) Objectives of the Plan

The objectives of this workforce plan are to consider how the above strategic priorities and areas of service demand can be mitigated against and managed over the course of the next 5 years. Delivering more of the same will not necessarily solve these challenges, and the service will have to consider new ways of working, inclusive of transformational change. Some of the principles underpinning how this will shape the workforce moving forwards have already been set out in the strategic plans referred to above.

5) Actions and Recommendations

From the above, a number of key actions require to be taken forwards in a workforce planning context to manage the demands and challenges of today and tomorrow. Notably, the main ones are:

- ◆ Undertake projections of demand and establish the baseline of staff required to meet this demand in the future
- ◆ Review existing recruitment practices inclusive of adverts, use of social media and refreshed and updated job descriptions, where applicable
- ◆ Look at the existing structures and skill – mix required to deliver the services moving forwards across all areas
- ◆ Project/model requirements based on anticipated SNCT advice relating to the implementation of the reduction in teachers' contact time. Potentially a phased model.
- ◆ Review staffing allocations to include 'recovery' additionality
- ◆ Succession planning and building leadership capacity
- ◆ Optimise the efficiency of the existing workforce including staff absence cover: application of employee supports/wellbeing; application of Maximising Attendance processes; maintaining a solution-focussed approach to complex issues.
- ◆ Implement the Lead Teachers model
- ◆ Complete backfill for ELC following review of nursery teachers
- ◆ Monitor ELC applications – forward plan ELC including opening new nursery (Bothwell)
- ◆ Future vision for Scottish Education
- ◆ The Promise Scotland – report on the independent care review. Implications for training of staff across the workforce.
- ◆ The Morgan Review – report on review of implementation of additional support for learning. Implications for training of staff across the workforce.
- ◆ Impact of funding - ESF/National Shared Prosperity Fund, SEF

Education Resources

Workforce Action Plan 2022 - 2025

Appendix 1

Priority/Identified Needs. What are the future workforce priorities based upon your supply and demand analysis?	Actions What specific actions that are needed to deliver each priority?	Anticipated Outcomes	Lead Officer Who is responsible for delivery?	Support What support do we need? Who else needs to be involved?	Timescale What are the timeframes for delivery?	Financial Implications
Workforce / HR						
increased demand and reduced workforce pool	Revised recruitment practices, greater use of social media and campaign approach;	Fill vacancies	Heads of Education / HR Business Manager	HR advisers	Annual	none
Pay and reward	Promote benefits of working in SLC Continue permanent Area Cover approach	Recruitment and retention	Heads of Education / HR Business Manager		Ongoing	
Savings requirements	Identify savings requirements and continue to make efficiencies	Efficient deployment, compliant with national agreements and sufficient to deliver service	Executive Director	Finance Manager, Heads of Education and HR Business Manager	Annual	
Increased number of retireals	Quantify likely turnover Succession Planning in schools	Recruitment to maintain agreed staffing levels	Head of Education	HR Business Manager	Annual review	
Increased flexible working requests	Monitor impact Review criteria Backfill Area Cover with FT contracts	Reduce impact on service delivery	Heads of Education / HR Business Manager	HR Business Manager	2022/23	

Increased career break requests	Monitor impact Review criteria Backfill Area Cover with FT contracts	Reduce impact on service delivery	Heads of Education / HR Business Manager	HR Business Manager	Ongoing	
Employee Health and Well being	Maintain support and explore additional support methods	Improved attendance, retention	Heads of Education / HR Business Manager	HR Business Manager	Ongoing	
Teaching and learning						
Reduction in class contact time	Funding arrangements to be confirmed – plan for Aug 2024 implementation Implementation planning: efficient delivery/deployment modelling; Phased recruitment – depending on funding	Increased teacher numbers: approx. Review staffing methodology	Head of Education.	Finance manager / HR Business Manager	Aug 2023 – Primary Aug 2024 – Secondary Dependent on publication of SNCT agreement	Significant additional funding requirement from Scottish Government. Implications of implementation model: a phased introduction requires earlier investment.
Future vision for Scottish Education	Quantify funding and staffing impact	Current numbers vs projected	Head of Education.	Finance manager / HR Business Manager	Post 2024	
Pupil Growth	Increased staffing requirements identified through support services projections. Annual implications identified through secondary staffing exercise and primary configurations exercise	Recruitment requirements anticipated by sector	Head of Education.	Finance manager / HR Business Manager	Annual Annual: Jan - March	

Lead teacher roll out	Agree implementation and roll out with Tus Quantify demand	Specified number of Lead teacher in post	Head of Education (BGE)	Trade Unions and HR adviser	2022/23	
School support recruitment and retention	Focussed recruitment campaign	Required staffing in post	Head of Education (Support Services)	HR Business Manager	ongoing	
Early Years recruitment and retention	Complete recruitment for new nursery (Clyde Terrace, Bothwell) Monitor number of places through the admissions process – noting early entry for 3-y/olds: project requirements based on CI ratios	All establishments staffed to CI ratio Adequate cover arrangements to maintain ratios: EYW/EYSW	Early Years' Service Manager	Finance Personnel Services	2023/4 Ongoing admissions process	SQ revenue allocation (Post- 1140hrs implementation)
Inclusion						
The Promise Scotland – the independent care review. Implications for training of staff across the workforce.	Maintain Education Resources representation on The Promise Board and associated Children's Services Groups. Work collaboratively across Children's Services to deliver the actions defined in the Corporate Parenting Strategy in line with the aspirations of The Promise Scotland, in	See Corporate Parenting Action Plan 2022-23.	Head of Education (Inclusion)	Inclusion Services (IES, YFCL, EPS) Curriculum and Quality Improvement Service (Employability) Early Years Service Other Council Services and Partners	Corporate Parenting Strategy – 1 year	

	relation to impact and outcomes for care experiences children and young people.					
The Morgan Review –review of implementation of additional support for learning. Implications for training of staff across the workforce.	Establishment of Support for Learning Reference Group with representation from all sectors. Three workstreams identified: CPD Framework for Teaching Staff, Parents as Partners and the role of School Support Assistants. Work ongoing.	<p>Establishment of a professional learning framework for Support for Learning.</p> <p>Establishment of a formal, strategic communication mechanism for parents of children with additional support needs.</p> <p>Clarity on the role of School Support Assistants in supporting learners with additional needs.</p>	Head of Education (Inclusion)	<p>Senior school and central staff representation.</p> <p>Parent/carer representation.</p> <p>Education Scotland.</p> <p>West Partnership.</p> <p>Association of Support for Learning Implementation Group (ASLIG) (national)</p> <p>ADES</p>	Session 22/23	<p>Production of resources.</p> <p>Development of CPL activities and delivery of training.</p> <p>Staff time to attend working group and subgroups.</p>
Funding						
Brexit – ESF funding replacement	Monitor impact Access UK Prosperity fund		Youth Employability Service		2022/23	Replacement of ESF
Attainment challenge funding	Clear plans and governance structure with inbuilt evaluation and reporting mechanisms Systems for financial management	Reduction in poverty-related attainment gap	Head of Education (Quality and Improvement)	Quality Improvement Manager CQIS team Finance	4 year plan beginning 22/23	SG funded project

	Staff training integral to each workstream					
Permanent Recovery funding	<p>Review and finalise allocation rationale.</p> <p>Establish whether this will be included in the allocation for the reduction in contact time</p>	Permanent additional posts allocated and filled	Head of Education	Finance Personnel Services	Ongoing from 2022/23	Scottish Government Funding arrangements to be confirmed