

## **Item: 5**

**Education, Leisure and Housing Committee: 25 November 2021.**

**Study Support Programme for Senior Phase Students.**

**Report by Executive Director of Education, Leisure and Housing.**

### **1. Purpose of Report**

To consider the establishment of a study support programme for senior phase students in Orkney schools.

### **2. Recommendations**

The Committee is invited to note:

#### **2.1.**

That, since the outbreak of COVID-19, there has been significant disruption to students' learning in Orkney schools.

#### **2.2.**

That, during the period of disruption, almost all students have missed out on the quality and quantity of learning that would have been experienced through normal school life.

#### **2.3.**

That many students could benefit from targeted support during the statutory school day, through Study Support provision after school and through Easter Study programmes.

#### **2.4.**

The proposal to establish a study support programme for all students in the Senior Phase in Orkney schools, at a gross cost of £390,000, to be partly funded from additional grant funding received from the Scottish Government,

#### **2.5.**

That the cost of the study support programme in 2021/22, estimated at £130,000, can be met from within existing resources, with the funding source for costs in 2022/23 to be identified.

**It is recommended:**

**2.6.**

That a study support programme, for all students in Senior Phase in Orkney schools be established for the remainder of academic session 2021/22 and for academic session 2022/23, as part of the Education Service's COVID-19 recovery measures.

**2.7.**

That the Executive Director of Education, Leisure and Housing should arrange for the appropriate resources to be made available to implement the study support programme referred to above, including the establishment of four temporary posts of Study Support Teacher for a period of up to 18 months.

**It is recommended to the Policy and Resources Committee:**

**2.8.**

That additional one-off funding, amounting to £260,000, be made available for delivery of the study support programme in 2022/23.

### **3. Background**

**3.1.**

Study support usually takes place after school and is organised by individual teachers. Previously, circa 2000, support study was feasible by means of external funding (the New Opportunities Fund) which enabled more comprehensive after school programmes, including Easter Study Schools. All these programmes involved either staffing volunteers or recruiting staff as well as meeting transport costs. All activity tended to be face to face or through the use of elementary online facilities.

**3.2.**

The consideration of running Study Support programmes again to address the challenges that are presented to a generation of Orkney's young people post COVID-19 is a positive step and will be welcomed by students and parents. Staff will also welcome the additional resource to support all learners.

**3.3.**

The key challenges in running support programmes will depend extensively on the availability of staff to come forward and run these programmes. However, account must be taken of the significant changes in the development of the online environment which can contribute to making study support accessible. There is already a supported study timetable available to Orkney pupils in the evenings, provided by the national e-sgoil (e-school). It is possible this will also be provided during the Easter holidays.

### **3.4.**

Without additional staffing, existing staff will find the burden quite considerable given the demand upon the staff to implement COVID-19 mitigation and the delivery of learning. Mass access to face to face sessions at schools is expensive, time consuming and may not be practical or popular. However, schools and staff are now much more confident in using online systems with staff acting as tutors for those circumstances when students are studying from home. The main barrier to studying from home for some is still the availability of bandwidth and connectivity for using computers and online study.

### **3.5.**

The key challenge is to be able to direct support for pupils in the right way and at the right time. Some of the pupils who most need support are those least likely to engage in activity outside of school hours. It is, therefore, clear that supplementary ongoing support for students in classes or groups will have the most dramatic impact on all learners over the next 6-18 months. Additionally, after school and Easter Study schools engagement will also help many students to develop further understanding and readiness to achieve through the exam diet, assuming it takes place, in Spring/Summer 2022.

### **3.6.**

There are already significant resources for supported study available through online services such as e-sgoil, SCHOLAR and West OS learning hubs. These online resources are already available at no extra cost. However, there is a need to create a programme where these study support activities are promoted and managed with teachers, through liaising and managing effective support in all courses. Monitoring and tracking participation and success and ensuring all pupils can access study support sessions where and when they want to are also important.

## **4. Proposed Study Support Programme for Senior Phase Students**

### **4.1.**

There are four aspects to this proposal to achieve the delivery of Study Support over the remainder of session 2021/22 and through session 2022/23:

- Four full time Study Support teachers to be appointed to provide co-ordination, planning and input to support Kirkwall Grammar School and Stromness Academy, who will also collectively support the Junior High Schools. Study Support teachers would also be able to plan and co-ordinate study activities with staff and pupils and liaise with online providers such as e-Sgoil to plan and deliver virtual Study Schools in the Easter breaks.
- The Study Support teachers would also work across departments to support classes where additional input will help individuals and groups to undertake additional/catchup learning experiences. They would be flexible and work in partnership with class teachers.

- The Study Support teachers will be available for evening sessions to facilitate access to online learning opportunities, such as e-argoil, for example by opening up a study class in a school or community hall where broadband access is available to those students who have no access to broadband to support remote learning.
- In the wider context the Study Support t will be liaison points between subject teacher, guidance teachers and pupils. This would be both in terms of engagement in supported study activities, and also the students' overall wellbeing in relation to study.

#### **4.2.**

The study support programme will have a prime focus on Senior Phase students and preparation for achieving success in course awards.

#### **4.3.**

The programmes outlined at section 4.1 above will also require some students to gain access to broadband at home and/or in school. This will require a budget to hire transport for those who require to travel to a school to access broadband services. It will also allow access to connectivity packages for the relatively small group who have no sufficient bandwidth at home.

### **5. The cost of a Study Support programme**

#### **5.1.**

The initial requirement for session 2021/22 would be for six months. However, these officers could be retained for a further 12 months to cover recovery supported study in session 2022/23.

#### **5.2.**

The appointment of four Full Time Equivalent (FTE) Teaching secondary staff will be required to co-ordinate and run the Study Support programmes across all Orkney schools. The approximate cost to employ one FTE teacher including on-costs is £60,000, therefore four FTE teachers would have an annual outturn of £240,000.

Option1: To establish and run a study support programme for 6 months (to the end of the 2021/22 academic year) would cost £120,000 in staff costs.

Option 2: To establish and run a study support programme for 18 months (to the end of the 2022/23 academic year) would cost £360,000 in staff costs.

#### **5.3.**

Further resources to hire busses/taxis and provide connectivity packages would require a flexible budget currently estimated at £30,000 over 18 months.

## **5.4.**

The total cost of the service is calculated to be for:

Option1: For 6 months this would be £130,000.

Option 2: For 18 months this would be £390,000.

## **6. Human Resource Implications**

### **6.1.**

If approved, the Study Support programme will add 4 FTE temporary staff to the establishment, as detailed in section 5 above. Recruitment to these posts will be in accordance with the Council's recruitment and retention policy.

### **6.2.**

The standard teaching job description and person specification is attached as Appendix 1 to this report. The post has a salary of £29,763 - £43,677 (including DIA) per annum.

## **7. Equalities Impact**

An Equality Impact Assessment has been undertaken and is attached as Appendix 2 to this report.

## **8. Links to Council Plan**

### **8.1.**

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Council Plan strategic priority theme of Thriving Communities.

### **8.2.**

The proposals in this report relates directly to Priority 3.1 Extend the Orkney Offer to learners of all ages and Priority 3.3 Digital Culture – we will undertake the development and delivery of an e-School programme.

## **9. Links to Local Outcomes Improvement Plan**

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Local Outcomes Improvement Plan priorities of Connectivity, Community Wellbeing and Sustainable Recovery.

## **10. Financial Implications**

### **10.1.**

The estimated cost of running the Study Support programme as described in section 5 is £390,000 for 18 months.

### **10.2.**

The cost of £130,000 for the first 6 months could be funded through the education (secondary schools) budget where there is anticipated to be sufficient capacity arising from the Council's allocations of education recovery funding and a separate allocation of additional teachers funding. This funding which amounts to £487,000 in total and will be paid as a redetermination in March 2022 is being committed in the service, but delays in recruitment will result in an underspend at 31 March 2022 that will cover the £130,000 for the first 6 months of running the Study Support programme.

### **10.3.**

The Government has intimated that the additional teacher funding will be baselined into General Revenue Grant from 2022-23 to meet the full-year on-going costs of maintaining additional staff in the system.

### **10.4.**

The funding for the proposed second full year of the Study Support programme amounts to £260,000 and would require additional one-off funding to be identified. A spending recommendation to the Policy and Resources Committee has therefore been recommended.

## **11. Legal Aspects**

As Study Support is additional to the provision of statutory education, there is no legal requirement to provide it. The requirement for the Study Support arises as a result of guidance and identified need to provide educational recovery services to address the deficit in learning as a result of COVID-19 disruption to learners.

## **12. Contact Officers**

James Wylie, Executive Director of Education, Leisure and Housing, extension 2477, Email [james.wylie@orkney.gov.uk](mailto:james.wylie@orkney.gov.uk).

Peter Diamond, Head of Education, extension 2436, Email [peter.diamond@orkney.gov.uk](mailto:peter.diamond@orkney.gov.uk).

Graham Bevan, Service Manager, Secondary and Tertiary Education, extension 2419, [graham.bevan@orkney.gov.uk](mailto:graham.bevan@orkney.gov.uk).

## **13. Appendices**

Appendix 1: Job Description and Personal Specification – Teacher.

Appendix 2: Equality Impact Assessment.

|                        |  |
|------------------------|--|
| <b>1. Service</b>      | Education, Leisure and Housing                             |
| <b>2. Service Area</b> | Education and Improvement                                  |
| <b>3. Job Title</b>    | Teacher  |
| <b>4. Location</b>     | All Schools  |
| <b>5. Reporting To</b> | Principal Teacher /Depute Head Teacher/Head Teacher        |
| <b>6. Grade</b>        | In accordance with the SNCT plus Distant Islands Allowance |

**7. Job Purpose**

The initial role of class teacher will include the following focus areas in line with the school's Improvement Plan:

- Provide a high standard of effective teaching and learning.
- Plan and develop 'Curriculum for Excellence' across the primary phase to match the needs of all pupils.
- Provide suitable pace and challenge.
- Develop and maintain a safe and happy learning environment.
- To encourage each individual to achieve their full potential in learning for life.
- To take an active and enthusiastic part in a positive learning community.

**8. Job Specific Duties and Responsibilities**

In accordance with "A Teaching Profession for the 21<sup>st</sup> Century" (the McCrone Agreement) the post holder will be expected to fulfil the following role:

Teaching assigned classes together with associated preparation and correction.

Developing the school curriculum.

Assessing, recording and reporting on the work of pupils.

Preparing pupils for assessments and assisting with their administration.

Providing advice and guidance to pupils on issues related to their education.

Promoting and safeguarding the health, welfare and safety of pupils.

Working in partnership with parents, support staff and other professionals.

Undertaking appropriate and agreed continuing professional development.

Participating in issues related to school development planning, raising achievement and individual review.

Contributing towards good order and the wider needs of the school.

**9. General Duties and Responsibilities**

In carrying out the duties listed above you will be required to act in accordance with prevailing management policies and as directed by the Education Authority, Head Teachers



and/or promoted staff, as appropriate.

Changes in school rolls or in national or Education Authority policies may necessitate change in staffing arrangements, and the Education Authority reserves the right to transfer teachers, subject to prior consultation. The Education Authority also reserves the right to ask you to teach in any subject area in which you are qualified.

#### **Responsibility for Employees**

No responsibility for employees, may be requested to provide advice/guidance/support to Student/Probationary Teachers.

#### **Financial Resources**

No responsibility for financial resources

#### **Information Systems**

The post holder will be required to use a range of computer packages, including Microsoft Office, e-mail and similar related software.

#### **Working Environment**

The post holder will predominately be office based/based indoors.

#### **Communication**

The post holder will be required to deal with members of the public / service users / external agencies / elected members / senior management / internal / external.

### **10. Corporate Responsibilities**

As an employee of Orkney Islands Council the postholder is required to:-

Observe the Council's policies with regard to the data protection and confidentiality of information.

Observe the Council's Health and Safety and Risk Management policies particularly in relation to being a VDU operator.

Be aware and adhere to the Council's policy on Equal opportunities and Diversity.

Undertake any training as necessary to carry out the duties of the post.

Participate in the Employee Review and Development Scheme as appropriate.

Undertake any other work as required up to and commensurate with the grade for the post.

The post holder may be called upon to support the response required to an emergency in line with the Civil Contingencies Act 2004.

### **11. Criminal Records Checks**

This post does not require a check on criminal conviction history

Under the Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Amendment Order 2015 you are required to disclose all criminal convictions from the 'offences which must always be disclosed' list and non-spent convictions from the 'offences which are to be disclosed subject to rules' list.

This post requires a satisfactory Basic Police Act Disclosure check.

This post requires a satisfactory Standard Police Act Disclosure check.

This post requires a satisfactory Enhanced Police Act Disclosure check.

This post requires PVG Scheme membership in respect of regulated work with Children.

This post requires PVG Scheme membership in respect of regulated work with Adults.

| <b>12. Significant/Regular Demands Associated with the Role</b> |                                     |                                       |                                     |
|---|-------------------------------------|---------------------------------------|-------------------------------------|
| <b>Task</b>   | <b>Relevant<br/>(please tick) ✓</b> | <b>Task</b>                           | <b>Relevant<br/>(please tick) ✓</b> |
| Driving (Car/Van)   |                                     | Exposure to Excessive noise           |                                     |
| Driving (HGV/PCV)   |                                     | Use of vibrating tools                |                                     |
| Display screen use  | ✓                                   | Contact with skin irritants           |                                     |
| Food handling   |                                     | Contact with lung irritants           |                                     |
| Lone working  |                                     | Work involving strenuous effort       |                                     |
| Shift working   |                                     | Working at height                     |                                     |
| Night working   |                                     | Working in static/awkward positions   |                                     |
| Working with people requiring physical assistance               |                                     | Working in confined spaces            |                                     |
| Working with people with challenging behaviour                  |                                     | Sea going post                        |                                     |
| Working with vulnerable adults                                  |                                     | Wearing breathing apparatus           |                                     |
| Working with children   | ✓                                   | Working in close proximity to traffic |                                     |
| Administration of prescribed medication                         |                                     | Other (please specify)                |                                     |

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| <p><b>13. Politically Restricted Post</b> <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span></p> <p>This post is classed as a politically restricted post under the provisions of the Local Government and Housing Act 1989.</p> |
|--|

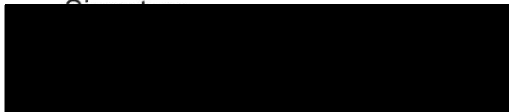
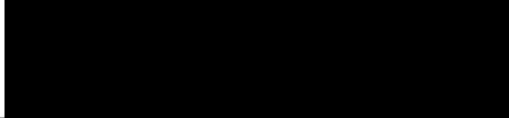
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| <p><b>14. Contractually Required Professional Registration</b></p> <p>Holding, maintaining and evidencing as requested registration with the identified professional body/organisation is a contractual requirement of working in this post. The specific level of registration required to be held is specified in the Person Specification under Qualification/Attainments.</p> <p><input checked="" type="checkbox"/> General Teaching Council for Scotland (GTCS)</p> <p><input type="checkbox"/> Scottish Social Services Council* (SSSC) * or other relevant professional accepted by the SSSC.</p> <p><input type="checkbox"/> The Law Society of Scotland</p> <p><input type="checkbox"/> The Chartered Institute of Personnel and Development (CIPD)</p> <p><input type="checkbox"/> Other, please specify below: _____</p> |
|--|

**15. Allowances Payable**

In accordance with SNCT Conditions of Service the following allowances are payable in respect of this post (please mark all that apply):

- Distant Island Allowance in line with rate agreed by SNCT.
- Remote Schools Allowance – higher level in line with rate agreed by SNCT payable in addition to Distant Islands Allowance where your normal place of work is either Hoy (North Walls), Shapinsay, Rousay, Stronsay, Sanday, Westray, Papa Westray or Eday.

**16. Agreement of Job Description**

|                  | Signature   | Date             |
|------------------|---|------------------|
| Manager:         |  | 14 February 2018 |
| Human Resources: |  | 14 February 2018 |

**17. Employee Acceptance of Job Description**

Signature: ..... Date: .....

**PERSON SPECIFICATION**

|  |   |  |
|--|---|--|
| <b>Service: Education, Leisure &amp; Housing</b> |   | <b>Service Area: Education and Improvement</b>   |
| <b>Post Title: Teacher</b>                       |   |  |
| <b>Factor</b>                                    | <b>Essential</b>  | <b>Desirable/Beneficial</b>  |
| <b>Knowledge and Experience</b>                  | <p>Experience of ensuring consistent, high quality teaching and learning within the framework of Curriculum for Excellence for a range of ages to ensure high standards of pupil achievement and attainment.</p> <p>Experience of implementing Assessment for Learning and Curriculum for Excellence.</p> <p>Experience of delivering high standards for pupil achievement and attainment.</p> <p>Ability to demonstrate knowledge of current issues and developments in the teaching of the curriculum and responsibility for all as part of Curriculum for Excellence</p> <p>Experience of preparing detailed differentiated programmes of study to support effective learning.</p> <p>Experience of effective communication skills with a range of audiences including pupils, communities, and colleagues.</p> <p>Experience of building and sustaining partnerships with learners, families and relevant partners to meet the identified needs of all learners.</p> <p>Experience of dealing with challenging situations.</p> <p>Experience of a positive approach to discipline.</p> <p>Experience of delivering an inclusive approach to education.</p> <p>Ability to evidence excellent organisational and administration skills.</p> | <p>Experience of curriculum development, evidencing a real commitment to Curriculum for Excellence</p> <p>Experience of leading areas of the curriculum.</p> |

|   |   |  |
|---|---|--|
|   | Experience of using ICT skills to support and enhance the quality of learning.  |  |
| <b>Qualifications/ Attainments</b>                        | Degree or PGCE and General Teaching Council for Scotland registration   | Evidence of continued learning and development with an impact on learners. |
| <b>Job Aptitudes</b>                                      | Commitment to developing professional knowledge and understanding.<br>Ability to demonstrate political insight.                                 |  |
| <b>Personal Requirements</b>                              | Ability to travel efficiently and effectively between various work locations within Orkney to meet the operational requirements of the Service. |  |
| <b>Document Created/Last Amended on: 14 February 2018</b> |   |  |



## Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

| <b>1. Identification of Function, Policy or Plan</b>   |  |
|--|--|
| Name of function / policy / plan to be assessed.   | Study Support Programme  |
| Service / service area responsible.  | Education  |
| Name of person carrying out the assessment and contact details.  | Graham Bevan   |
| Date of assessment.  | 11-11-21   |
| Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly). | New temporary service  |
| <b>2. Initial Screening</b>  |  |
| What are the intended outcomes of the function / policy / plan?  | Establish a Study Support programme for all Senior Phase students in Orkney.   |
| Is the function / policy / plan strategically important?   | Yes – it would be expected that the Study Support programme adds capacity to the overall offer of support for young people in preparing for their course exams.    |
| State who is, or may be affected by this function / policy / plan, and how.  | Key impact will be on young people in Orkney secondary schools; secondary impact on staff who seek additional input to help young people prepare for examinations. |

|   |  |
|---|--|
| <p>How have stakeholders been involved in the development of this</p>   | <p>Stakeholders have not been consulted directly, however there is a consistent message from Head Teachers to increase the staffing capacity to address the learning deficit caused through disruption arising from COVID19.</p>   |
| <p>Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise.<br/>E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).</p> | <p>National guidance on the establishment of Study Support opportunities for all Students as they prepare for exams.</p>   |
| <p>Is there any existing evidence relating to socioeconomic disadvantage and inequalities of outcome in this policy area? Please summarise.<br/>E.g. For people living in poverty or for people of low income. See <a href="#">The Fairer Scotland Duty Interim Guidance for Public Bodies</a> for further information.</p> | <p>In general terms a well-documented research that demonstrates the link between educational outcomes and socio-economic advantage.</p> <p>Given that it is expected that the Study Support programme will have a positive impact on educational outcomes, it should be expected that there will be a related impact on socioeconomic advantage (and reduction in socioeconomic disadvantage).</p> <p>The availability of support staff will be of particular benefit for students experiencing stress, anxiety and mental illness:<br/><a href="https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/">https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/</a></p> |
| <p>Could the function / policy have a differential impact on any of the following equality strands?</p>   | <p>(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).</p>  |
| <p>1. Race: this includes ethnic or national groups, colour and nationality.</p>  | <p>No differential impact anticipated.</p>   |
| <p>2. Sex: a man or a woman.</p>  | <p>No differential impact anticipated.</p>   |

|  |  |
|--|--|
| 3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. | No differential impact anticipated.  |
| 4. Gender Reassignment: the process of transitioning from one gender to another.   | No differential impact anticipated.  |
| 5. Pregnancy and maternity.  | No differential impact anticipated.  |
| 6. Age: people of different ages.  | This is a programme specifically designed to support all young people in Senior Phase so there is no differential impact anticipated within the target group.  |
| 7. Religion or beliefs or none (atheists).   | No differential impact anticipated.  |
| 8. Caring responsibilities.  | No differential impact anticipated.  |
| 9. Care experienced.   | Study Support can provide significant support for young people who are care experienced.   |
| 10. Marriage and Civil Partnerships.   | No differential impact anticipated.  |
| 11. Disability: people with disabilities (whether registered or not).  | No differential impact anticipated as the delivery by Study Support will support all students needs by following existing guidance on 'assessment arrangements' and approaches to young people with disabilities.<br><a href="https://www.sqa.org.uk/sqa/74922.html">https://www.sqa.org.uk/sqa/74922.html</a> |
| 12. Socio-economic disadvantage.   | Access to online services are to be addressed so no differential impact anticipated.   |

|   |  |
|---|--|
| <b>3. Impact Assessment</b>   |  |
| Does the analysis above identify any differential impacts which need to be addressed?       | No   |
| How could you minimise or remove any potential negative impacts?                            | Ensure all students have suitable access to suitable broadband services to facilitate online learning. |
| Do you have enough information to make a judgement? If no, what information do you require? | Yes  |



#### 4. Conclusions and Planned Action

|   |     |
|---|-----|
| Is further work required?                               | No  |
| What action is to be taken?                             | N/A |
| Who will undertake it?                                  | N/A |
| When will it be done?                                   | N/A |
| How will it be monitored? (e.g. through service plans). | N/A |

|            |   |       |          |
|------------|---|-------|----------|
| Signature: |  | Date: | 11-11-21 |
|------------|---|-------|----------|

Please sign and date this form, keep one copy and send a copy to HR and Performance. A Word version should also be emailed to HR and Performance at [hrrsupport@orkney.gov.uk](mailto:hrrsupport@orkney.gov.uk)