

WDC LOGO

**Devolved School Management
2022/23
Primary , Secondary & ASN
Schools**

Educational Services

Revised March 2022

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SECTION 1: INTRODUCTION TO DEVOLVED SCHOOL MANAGEMENT

1.1 Objectives of Devolved School Management

The underlying objective of Devolved School Management is to enable decisions, relevant to the day to day management and provision of school education, to be made at local level. The Scheme of Devolved School Management provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria.

Responsibility for determining how this budget will be allocated within the school however, rests with each Head Teacher, and the Scheme does not provide a prescriptive guide to how resources will be used within each school.

This approach will ensure that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school.

The Finance Manuals will continue to evolve in light of national developments regarding the governance of education.

1.2 Devolved School Management Overview

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.

The updated DSM guidelines, published in summer 2019, seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found here <https://www.gov.scot/policies/schools/devolved-school-management/>.

The Guidelines have been devised to help Local Authorities develop their own Devolved School Management (DSM) schemes. The new Guidelines aim to encourage participation from Local Authority wider teams, schools and parents.

They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key 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.

1.3 Principles of Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- 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

SECTION 2: BUDGETS AND ACCOUNTING

2.1 INTRODUCTION

2.1.1 Financial Year and Issue of Budget Statements

The financial year runs from 1st April to 31st March and spans two academic years. Budget statements are issued to schools at the commencement of the financial year and thereafter monthly budgetary control reports are prepared and issued

Following completion of the council's final accounts, carry forward figures are confirmed with schools prior to the summer holidays.

2.1.2 Budget Statements and Pupil Rolls

A significant number of budgets within all school sectors are based on pupil roll numbers. Budget allocations for the period April to July are based on actual pupil rolls, per Scottish Government census figures from the previous September and confirmed as part of the annual staffing exercise.

Projected pupil rolls (based on information from Pupil Placement) are used at the start of the financial year to prepare August to March staffing budgets. Staffing budgets are revised in October to reflect Scottish Government census figures and where there is movement between projected and actual numbers, the following applies:

- Promoted teaching budgets are only increased where the roll has been sustained for two years or more. The initial increase will be on a temporary basis for the academic year and will only be made permanent if the increased roll continues for two years or more. When the pupil roll drops, there will be a transition period for one year and entitlement will be retained for that period only. Schools wishing to retain promoted staff posts after the transition period has lapsed will be required to self-finance these posts or promoted elements.
- Administrative, clerical, visiting specialists, playground and dining supervisor budgets are automatically adjusted to reflect the new roll banding.

Budgets for educational supplies are calculated using the Scottish Government census figures from the September prior to the financial year. No adjustment is applied following the September census.

2.1.3 Expenditure Records

Records of expenditure must be maintained in each school for all delegated budgets. Within schools, the bespoke spreadsheet, in operation since August 2021, records all relevant income and expenditure items.

2.1.4 Staff Costs

Staff costs are prepared using a zero based budget approach. Staffing budgets are based on current staffing structures (April to July) and indicative staffing structures, based on pupil projections prepared by Pupil Placement, for (August – March). Staffing budgets are reviewed each year and updated to take account of job sizing criteria, pay indexation,

increments and relevant changes to National Insurance or Superannuation. This approach essentially means that each school pays for the teaching and non-teaching staff that it employs and is consistent with the principles of the Head Teachers Charter and governance of the Pupil Equity Fund

2.1.5 Ad hoc Adjustments

Ad hoc adjustments are agreed at the discretion of the Chief Education Officer and are reviewed on an annual basis.

2.1.6 Budget Virement

Previously Head Teachers were permitted to divert monies between fully delegated budgets. Such budget transfers were known as virements. However, under the current bespoke spreadsheet system the Head Teachers are given a total sum for devolved budgets to be used as they wish across a number of devolved budget lines so virements as such are no longer required.

2.1.7 Carry Forward of Year–End Balances

Under the DSM scheme, schools may carry forward over or under spends at the end of each financial year. The carry forward is calculated by determining the net expenditure position on all devolved budget headings at as 31st March and determined by the balances recorded in the authority's financial ledger.

The maximum under-spend that may be carried forward is set at 10% of all fully devolved budget headings and any balance greater than this can be added to the individual school's capital items replacement fund (CIRF) up to a maximum of £10,000.

Any overspend is carried forward in full and no maximum threshold is applied. Head Teachers are advised to avoid material overspends and to ensure that resources are managed effectively.

Schools may wish to use this carry forward of underspend not only for ongoing revenue expenditure but may also wish to save towards a longer term planned objective such as school refurbishment etc.

2.2 TEACHING

2.2.1 Basic Staff Complement: Indicative Primary Staffing Model

On an annual basis Pupil Placement will determine an indicative staffing model based on projected school rolls for the new academic year and budget allocations will be provided to schools on this basis. Under this model, the core teaching entitlement is determined by the number of classes operational within an establishment. The total number of classes, including Early Learning & Childcare and classes for pupils with Additional Support Needs (ASN) determines the appropriate management structure for the school.

The basic staff complement is made up of the core teaching establishment at a school encompassing Head Teacher, Depute Head Teacher, Principal Teacher and Teacher posts. Ad hoc arrangements remain in a few small schools that are in a shared headship situation. These Schools are moderated by the Chief Education Officer to mirror closely the current

staffing model. This is in line with agreed management structures within primaries and secondary schools.

Current – Primary Schools

Pupils	Basic Staffing Formula
Less than 10	1.2 posts
10-19	0.5 posts + (0.07 x pupils)
20-150	(1.5 posts + (0.039 x pupils)) x 1.035
150+	(1.67 posts + (0.0377 x pupils)) x 1.035

Non Class Contact Time

An additional allowance of 2.5 hours per FTE (excluding management time) is added to basic staffing.

Current - Secondary Schools

Pupils	Basic Staffing Formula
Less than 301	Staffing entitlement agreed with Chief Education Officer
300+	Fixed elements of 10.24 posts + (0.0587 x pupils)

Additionalities	
Deprivation Allowance	Additional allocation of a fixed number of posts (7.58) shared across qualifying schools on a ratio basis, based on all pupils in receipt of Clothing & Footwear Grants.
Divisional Flexibility	Additional resources held centrally and allocated at the discretion of the Chief Education Officer to address specific needs.

Promoted Staff Structure and Management Time – Primary Schools

Staff Structure

Roll	HT	DHT	DHT	PT	PT
0-89	1				
90-149	1			1	
150-220	1	1			
221-325	1	1		1	
326-434	1	1	1	1	
435+	1	1	1	1	1

Management Time

Allocated Management Time (FTE)					Total Management Time
HT	DHT	DHT	PT	PT	
1					1.0 FTE
1			0.2		1.2 FTE
1	0.4				1.4 FTE
1	0.6		0.2		1.8 FTE
1	0.8	0.4	0.2		2.4 FTE
1	0.8	0.6	0.2	0.2	2.8 FTE

Secondary (as at August 2016)**Staff Structure**

Roll	HT	DHT
1-999	1	3
1000+	1	4

If the pupil roll increases resulting in a change in the band, and this is evidenced by a 2 year trend of remaining within that band, and the future projected school roll indicates the trend will continue, the Chief Education Officer will consider whether an increase or reduction in DHT posts is required.

Secondary school management models for Curriculum Leader/Subject Leader posts are based on covering the 8 curriculum areas, and 2 flexible posts within each school. Where a single post would exceed job sizing bandings, or where a subject area is not appropriately covered, a subject leader post will be introduced. The agreed model at 1st August 2016 is detailed below.

CURRICULUM AREAS	POST	Dumbarton Academy	Our Lady & St. Patricks	Vale of Leven Academy	Clydebank High School	St. Peter the Apostle
LANGUAGES	CL	x	x	x	x	x
	CL		x	x	x	x
	SL	x				
MATHEMATICS	CL	x	x	x	x	x
	SL					
SCIENCES	CL	x	x	x	x	x
	CL				x	x
	SL		x			x
SOCIAL STUDIES	CL	x	x	x	x	x
	CL				x	x
	SL				x	

TECHNOLOGIES	CL	x	x	x	x	x
	CL		x	x	x	x
	SL	x				x
HEALTH AND WELLBEING	CL	x	x	x	x	x
	CL				x	x
	SL	x	x	x		
EXPRESSIVE ARTS	CL	x	x	x	x	x
	SL		x	x	x	x
RME	CL		x	x	x	x
ASN	PT	x	x	x	x	x
FLEXIBLE	PT	x	x	x	x	x
RAISING ATTAINMENT	PT			x		

Principal Teacher - Pastoral

Roll	Principal Teacher Pupil Pastoral
1-200	1 FTE
201-400	2 FTE
401-600	3 FTE
601-800	4 FTE
801-1000	5 FTE
1001-1200	6 FTE
1201-1400	7 FTE
1401-1600	8 FTE

The agreed principle is that every 200 learners on the school roll entitles the school to a Pastoral Support PT. If the roll increases such that an additional post is required, the increased roll would require to be evidenced by a 2 year trend and the projected roll indicating the trend would continue, before the Chief Education Officer would consider whether an additional post is required.

Management Time – Secondary

The overall contact and non-contact time of a manager will be determined by the Head Teacher, in line with the requirements of the posts and priorities of the school. The full remit of the post will be assessed through the job sizing toolkit and a grade will be determined. However the table below outlines minimum management time (Head teachers have the flexibility to give additional management time to accommodate priorities within the school).

	Teaching hours (contact Time (hours))	Contact periods	Non-contact
PT1	20.8	25	7
PT2	20	24	8
PT3	19.1	23	9
PT4	18.3	22	10
PT5	17.5	21	11

PT6	16.7	20	12
PT7	15.8	19	13
PT8	15	18	14
Pupil Support			
PT Pupil Support	15	18	14
PT (Support)	19.1	23	9

The above table is based on 32 hours, however promoted teachers will not usually have registration so this provides an additional period a week for management time. Contact time is all teaching activities / contact with children and anything other than this is non-contact.

2.2.2 Class Organisation

A notional class organisation will be prepared for each establishment for each academic year following discussion between the Head Teacher and Education Staffing Team on behalf of the Chief Education Officer as part of the annual staffing exercise. This notional class organisation will balance educational need and efficiency, to ensure the discharge of the education authority's statutory duty to secure adequate and efficient provision of school education. Head Teachers may put in place a different class organisation within the resources available to them, but must have regard to the future financial impact and sustainability of potential class organisations. Head Teachers must seek advice on alternative class organisations from the Education Staffing Team, and must not put in place a class organisation which will lead to unsustainable growth of their school or constrain admission in future years.

Head Teachers must inform the Head of Service of any alternative class organisation they put in place.

2.2.3 Exceptional Circumstances

In exceptional circumstances, the basic staff complement may be enhanced for management of other units (for example, an ASN base) and for staff members who are elected Local Authority Members or are appointed Regional Secretaries of their Trade Union. Such allocations are subject to approval by the Chief Education Officer.

2.2.4 Reduced Class Contact Time

The maximum class contact time for a teacher is 22.5 hours. For each full time equivalent teacher (including learning support) a further 2.5 hours is allocated for reduced class contact time. The Reduced Class Contact Time allocation provides sufficient resource to provide 2.5 hours non-class contact time for each class and learning support teacher. It is anticipated that from August 2024 the maximum class contact time will reduce to 21 hours.

The calculation for RCCT budget is as follows:

$((\text{Total number of classes} + \text{Nurture/Additional Allocation FTE} + \text{Learning and Teaching FTE}) \times 2.5 / 22.5) \text{ less specialist FTE} = \text{RCCT FTE allocation}$

Class Contact Hrs	Contract Hrs	Wks Worked	Holiday Wks	Total Wks	FTE
22.5	35	39	13	52	1

2.2.5 Probationer Class Contact Time

In line with teachers' terms and conditions agreement, probationer teachers must have a maximum class contact time equivalent to 0.82 of a full time teacher. Based on a class contact time of 22.5 hours, this equates to 18.45 hours per week with 0.4fte funded by Scottish Government and 0.6fte contribution charged to schools devolved budget. However, if a probationer is determined as "core" where a school has a teaching vacancy the contribution by the school will be discussed with the Head Teacher, Education Staffing Team and agreed by the Chief Education Officer.

2.3 TEACHERS ABSENCE COVER

2.3.1 Sickness Absence

Devolved funded absence cover is defined as up to and including the first 10 working days of absence for primary schools and ASN, and 21 working days for secondary schools. After this period, the absence becomes a cost funded from the non-devolved funded absence cover. Where a teacher is absent for a period of 10 days / 21 days or greater, the entire period can be backdated to non-devolved funded absence cover once the period of absence exceeds 10 / 21 days. Supply claim forms should be completed accurately to ensure cover costs are charged to the appropriate code. Finance Assistants should make any corrections between devolved and non-devolved funded cover by journal entry.

School Funded Cover	Devolved	1166
HQ Funded Cover	Non Devolved	1168
Roll Related/Vacancy Cover	Core Budget	1101

2.3.2 Parental Leave

The council will meet the cost of teachers on parental leave until the date that they return to school (subject to the conditions outlined below). Schools will meet the cost of any supply cover brought in during the period of parental leave from its devolved budget.

Accrued leave may be taken in two parts, either term-time leave or during designated school closure days. A maternity calculator is used to determine the total days accrued, the number of days statutory leave to be taken during term-time and the balance to be directed to school closure days. After consideration of statutory leave requirements, accrued leave in the first instance must be directed to designated school closure periods. Teachers taking accrued leave during school closure periods will be entitled to salary payment.

The council will meet the cost of staff undertaking a period of accrued leave where annual leave immediately follows the period of parental leave. If the school agrees a phased return to work or agrees to term-time leave rather than directing leave to be taken during

designated school closure days, then the school will become responsible for meeting both the cost of the supply teacher and the accrued leave period from its devolved budget. Further details are contained in appendix A.

Keeping in Touch Days

Schools will also meet the cost of any “Keeping in Touch” days that a teacher may use during a period of parental leave from its devolved budget. A maximum of up to 10 days may be authorised by the HT with a “day” being classed as one visit to the school regardless of the duration of the visit. Cost will be charged to normal basic pay subjective and school cost centre (typically covered by school funded cover).

2.3.3 Breakdown of Absence Cover

Code	Absence Reason	Service	Cover Type
20	Foreseen long-term illness	Secondary	HQ cover
21	Short-term illness (<21 days)	Secondary	School Funded Cover
22	Long-term illness (>20 days)	Secondary	HQ cover
23	Short-term illness (<11 days)	Primary & ASN	School Funded Cover
24	Long-term illness (>9 days)	Primary & ASN	HQ cover
25	Foreseen long-term illness	Primary & ASN	HQ cover
31	Maternity Leave	All	HQ cover
32	Adoption Leave	All	HQ cover
34	Paternity Leave	All	HQ cover
35	Leave of absence (unpaid)	All	Core budget
36	Leave of absence (paid)	All	School Funded Cover
40	Additional Teaching	All	School Funded Cover
41	Secondment within WDC	All	Core budget
42	Secondment out with WDC	All	Core budget
45	Retraining	All	HQ cover
54	Management training	All	HQ cover
62	Curriculum development	All	School Funded Cover
74	Trade Union duties	All	HQ cover
75	Public Office duties	All	HQ cover
76	Jury duty	All	HQ cover
78	Other business of the authority	All	HQ cover
81	Roll-entitlement posts – PT + FT	All	Core budget
91	Multiple absence	Primary & ASN	School funded & HQ cover
96	Raising Attainment	All	HQ cover
97	Covid 19 – absence cover	All	HQ cover
99	Pupil equity funded cover	All	HQ cover

2.4 ADDITIONAL SUPPORT FOR LEARNING NEEDS (TEACHING & NON-TEACHING)

2.4.1 Introduction

Schools receive an allocation to support pupils with additional support for learning needs based on:

- Roll – revised every year
- SIMD scores – revised every two years
- The number of pupils at Level 3 on the Continuum of Support – revised annually

Schools receive two separate allocations for Additional Support Needs within its devolved budget. The first allocation is for Learning and Teaching and is distributed by way of a teaching allocation to schools; the second allocation is for Physical and Sensory Needs and is usually distributed by way of a Pupil Support Worker allocation.

Schools will also receive a needs based allocation for pupils with severe to complex needs.

2.4.2 Additional Support Needs - Teacher Allocation

This considers the following factors:

- **Roll** – each school receives an allocation, regardless of deprivation or attainment.
- **SIMD** (Scottish Index of Multiple Deprivation) – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.
- **Level 3** – schools will receive a needs based allocation for pupils at Level 3 on the Continuum of Support.

2.4.3 Additional Support Needs - Pupil Support Worker Allocation

This considers the following factors:

- **Roll** – includes the school roll plus the average capacity of any Early Learning & Childcare class.
- **SIMD** (Scottish Index of Multiple Deprivation) – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.
- **Level 3** – schools will receive a needs based allocation for pupils at Level 3 on the Continuum of Support.

Pupil Support Workers for children with additional support needs are based on 45.4 weeks since they are not required on 'in-service' days.

2.5 SCHOOL SUPPORT STAFF

2.5.1 Administrative & Clerical Staff

The indicative budget allocations for administrative and clerical staff are determined by school roll. There is no enhanced budget provision in respect of absence cover for administrative, clerical & support staff.

The tables below sets out the indicative budget allocation for schools.

	Clydebank High	Dumbarton Academy	OLSP	StPTA	VOLA
Clerical Model/Structure – Allocated Hours					
Grade 4 (52 weeks)	35	35	35	35	35
Grade 3 (52 weeks)	70	35	70	70	70
Balance Grade (Term time hours)	145	84	108	188	120
Total Hours	250	154	213	293	225

SCHOOL SUPPORT STAFF - PRIMARY

Roll	Weekly Support Hours
1-49	At discretion of Chief Education Officer
50-99	30
100-149	45
150-199	60
200-249	75
250-299	90
300-349	105
350-400	120

The Learning Assistant allocation is determined by a biennial audit.

2.5.2 Administrative and Clerical Staff Absence Cover

There is no budget allocation in respect of administrative & support staff absence cover. Should the school require absence cover they must fund the cost of long term absence cover and maternity cover for the first **4 weeks** irrespective of the commencement date of the cover arrangements.

2.5.3 Administrative and Clerical Parental Leave

Where a non-teaching member of staff goes on maternity or paternity leave, the school will meet the cost of any cover required from its devolved budget and the associated cost of maternity or paternity pay will be met from non-devolved budget within Education. The substantive post should be charged against the school's devolved budget for the full leave period as well as any associated supply cover costs. Costs relating to the cover of accrued leave for members of staff returning from maternity leave will require to be met from the schools devolved budget.

2.5.4 Dining Room & Playground Supervisors

The indicative staffing allocation for supervision of dining rooms and playgrounds at breaks and lunchtime is subject to individual risk assessments per establishment. There is a legal requirement to provide playground supervision in primary schools and this is undertaken by learning assistants.

2.5.5 Breakfast Club Assistants

The staffing ratio for Breakfast Assistants is 1 member of staff per 20 pupils who attend. This will be for one hour per day.

2.6 SUPPLIES AND SERVICES

2.6.1 Educational Supplies

The indicative budget allocation for education supplies is determined by school roll as well as other fixed and variable elements that change depending on Council determined savings and management adjustments. The indicative allocation is provided for the purchase, replacement, hire and repair of educational books, materials and equipment, and cleaning materials. It is calculated based on 'a rate per pupil' multiplied by the school roll.

Certain supplies costs are not devolved to schools, where their provision is more efficient on a central basis. These costs include IT technical services, exam fees and the cost of TV, copyright and performance licences.

Schools must not use alternative management information and data-handling systems from those used by the local authority, in order to ensure compatibility of data, and to ensure legislative compliance.

2.6.2 Text Alert System

The annual subscription is no longer financed by the council from a non-devolved budget for education. Schools are expected to meet the cost of any usage. Guidance on text message and app communication is provided to establishments to ensure they are on the best tariff for their communication needs.

2.6.3 Purchase Cards

Further guidance on the use of purchase cards is provided in Appendix A.

2.6.4 Online payments

Parents/carers are now able to pay for school meals, trips etc. through the Parent Pay system and they should be encouraged to do so by schools in order to reduce the risks for pupils and staff in relation to cash handling.

2.7 OTHER EXPENDITURE

2.7.1 Parent Council - Schools (Parental Involvement) Act 2006

Every primary school with a Parent Council will receive an allocation of £383 per annum to be used to cover expenditure such as clerk's expenses, travel expenses, training expenses and administrative expenses. Secondary schools, will receive £560 per annum.

2.7.2 Property Costs

All routine repairs and/or maintenance must be reported through the central repairs system.

Should a school require any building improvements works out with then this must be discussed with the Asset Management Team.

SECTION 3: AREAS OF EXPENDITURE TO BE DEVOLVED

3.1 Introduction

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; have unacceptable levels of risk; benefit from economies of scale; require professional expertise; and are complex by their nature.

3.2 Devolved Expenditure

- Cover School Funded
- Others Training Costs Not Paid Through salaries
- Accidental/Malicious Damage
- Fixtures & Fittings
- Cleaning Materials
- Window Cleaning
- Rep & Maintenance
- Health & Safety
- Other Property Costs
- Driver Recharges
- Employee Related Travel
- Printing
- Postages
- Purchase of Computer Equipment
- Small Office Equip/Computer Purchases & Repair
- Classroom Materials
- Text Books
- Work Experience Scheme Expenses
- Parent Council
- PE Facilities
- Other Admin Costs
- Education Activity Grant
- Education Mini Bus
- Invigilators Expenses

3.3 Income

Please note that income from use of school premises is non-devolved and collected centrally.

4.1 Financial Regulations

In order to conduct its business efficiently, the council must have sound financial management policies that are strictly adhered to. The requirement for sound financial management is further reinforced by the Local Government (Scotland) Act 1973 that stipulates that every local authority must make arrangements for the proper administration of its financial affairs.

The council's financial regulations provide the framework for managing the council's financial affairs. They apply to every member and officer of the council and everyone acting on its behalf. Additionally, all members and officers have a general responsibility for ensuring that the use of the council's resources is legal, properly authorised and provides value for money.

For these reasons the council has established financial regulations and supporting procedures such as this DSM Scheme of Delegation. The DSM Scheme of Delegation provides a transparent, fair and equitable distribution of resources to schools.

4.2 Local Authority Commitment to Devolved School Management

West Dunbartonshire Council is committed to the principles of Devolved School Management, the Head teachers' Charter, and the aims of empowerment of funding.

In an empowered system, head teachers, schools and the Local Authority are partners, each contributing and supporting each other and respecting the different role each plays. The council recognises that value is added by enabling key decisions to be made by those who are closest to the educational experience of children and young people. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case (see section 3). The head teacher is accountable and responsible for decisions that should be made in consultation with pupils, parents, staff and the wider community.

The Head teachers' Charter advises that in an empowered system, head teachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making **best use of the school's resources**, head teachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee

for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.

- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

The council recognises that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to head teachers. Although the role of head teacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. This manual supports distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will reside with the head teacher as the leader of their school, supported by the Local Authority.

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

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available: <http://www.snct.org.uk>.

4.4 Publication Availability and Review of the Scheme

The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority if appropriate and will be published following Committee approval of the scheme. If required by legislative changes there could be a review within the 3 year period.

The DSM scheme and summary document will be published on the West Dunbartonshire Council website with a link provided on all school websites.

4.5 Available Training

As part of the budgetary control process, an ongoing programme of training is provided by the Finance for budget holders, Business Support Managers and Resource Officers.

Induction training is provided for all new budget holders. There will be consultation between Finance and services to determine training needs and Finance staff will provide other training and additional support based on an assessment of training requirements. Budget holders identifying training requirements should contact FMU to discuss in the first instance.

4.6 Consultation and Engagement

West Dunbartonshire Council-adopts a collegiate approach to setting policy and procedures, including the Devolved School Management Scheme. The Devolved School Management Scheme, and the principles which underpin it, have been informed by discussion with Head teachers and the Local Negotiating Committee for Teachers.

Head teachers will consult with staff, parent councils, pupils and the wider community, including the application of the Devolved School Management Scheme where appropriate, through the established mechanisms for consultation and engagement.

4.7 Transparency

The Devolved School Management Scheme, and the principles which underpin it, have been subject to a process of consultation and engagement. The Scheme has been agreed by the Education Leadership Team.

The operation of the Devolved School Management Scheme is subject to regular review, informed by the ongoing dialogue between schools, central education services and the Financial Management Unit on the operation of the Scheme. The operation of the Scheme is scrutinised by the Local Negotiating Committee for Teachers.

The Devolved School Management Scheme is published electronically along with information on individual schools and the policies and procedures they follow.

4.8 Local Priorities

The Local Priorities to be supported and addressed by schools through their application of the Devolved School Management Scheme are set out in:

- School Improvement Plans
- The Raising Attainment Strategy
- The National Improvement Framework Plan
- Education Services' Management Plan
- West Dunbartonshire Corporate Plan

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

4.9 Professional Support

Professional Support will be provided to each school to assist the Head Teacher with support from West Dunbartonshire's

- Finance service
- Property/Asset Management Services

Contact details can be found on the council's intranet site

APPENDIX A

Purchase Cards

1. Purpose of Purchase Cards

The council promotes the use of purchase cards over petty cash for control and efficiency purposes as the purchase card process is less administrative and reduces the risk of holding cash held across the council.

Purchase cards should be used to facilitate low value purchases, normally with a value below £1,000. In addition, purchase cards can, with the prior written agreement of the Procurement Manager, be used in circumstances where the use of PECOS is impractical, e.g. school kitchen.

2. Allowed Usage

Cards must not be used for personal expenditure. If cardholders are found to be making personal expenditure claims via their purchase card, their card will be cancelled and the cardholder may be subject to disciplinary proceedings.

Purchase cards must NOT be used for hospitality or subsistence payments as this type of expenditure must be processed via HR Pay and Reward to comply with taxation regulations. Cardholders using their cards for hospitality or subsistence will be required to repay the council in full and arrange for reimbursement through HR Pay and Reward.

3. Administration of Purchase Cards

Purchase cards are administered by the Finance Service Centre. All cardholders and authorisers will receive a user guide which will cover the use of the Smart Data Online system for making and authorising purchase card returns. As with PECOS transactions all purchases made for the school fund will require that the council be reimbursed with a cheque from the school fund detailing the ledger account to be credited and a description of the original transaction.

A full list of purchase card procedures, forms and user guides are available via the council's intranet site under Finance Services/Payment Procedures/Purchase card system.