

**Early Years Staffing Model for Pre-School Provision**  
**Report by Mary Smith, Director, Education, Communities and Economy****1 Purpose of Report**

To advise Council of the proposed model for the most cost effective delivery of Early Learning and Childcare for 3 and 4 year olds, which was approved by Education Transformation Board on 12 January 2016, and to seek approval to progress to consultation with key stakeholders, in accordance with the relevant provisions of the Council's Policy for Organisational Change (Local Government Employees) and Organisational Restructure (Teaching staff).

**2 Background**

Within the context of a changing demographic profile, economic pressures and constrained budgets Midlothian Council has recognised it needs to transform service delivery and focus resources in a way that is economically viable. It has embarked on a programme of activity that aims to deliver savings to bridge a growing budget gap. The review of Early Learning and Childcare (ELCC) staffing is one strand of Education's Transformation Project approved by the Business Transformation Steering Group.

The Curriculum for Excellence, the Children and Young People (Scotland) Act 2014 and the move to managing education provision on an associated schools group (ASG) basis, combined with a requirement to deliver savings means there is a need to ensure that all Education Service staff groups based in schools, are appropriately deployed to perform the key functions and that there is a consistent quality and breadth of provision across all our Early Year settings.

**Context and Objectives of the ELCC Staffing Review:**

The implementation of the expansion of hours of ELCC for all 3 and 4 year olds to 600 hrs per year from August 2014 provided an opportunity to review current practice and develop a vision for excellence in ELCC within Midlothian.

Research has shown that the single most important factor influencing the quality of provision and the outcomes for children is the quality of the workforce. All early years staff, including teachers, will continue to be deployed in all our ELCC settings, both local authority and partnership centres.

The objective is to develop a model of ELCC provision in line with the policy intention of the Children and Young People (Scotland) Act 2014 and Midlothian Council Education and Communities targeted savings. The cumulative targeted savings for this review are £352,000.

**3 Proposed Structure and Rationale**

The current model for the provision of 600 hours ELCC for 3 and 4 year olds is based on a minimum ratio of 1 adult to 10 children, which is a legislative requirement, with a ratio of 1 teacher to a maximum of 3 Childcare Development Workers. Each local authority ELCC setting includes teachers,

senior childcare development workers and childcare development workers. There is a small peripatetic team who provide teacher input for 3 and 4 year olds who attend partnership centres. (see table of staffing provision in section 4).

The proposed model maintains the ratio of 1 adult to 10 children and replaces the “in ratio” teachers with additional childcare development workers and allocates responsibility for operational management to the role of the Senior Childcare Development Worker.

The proposed model expands the ELCC peripatetic teaching team to provide teacher input on a more equitable basis to all pupils attending early learning and childcare provision in Midlothian.

### **Proposed Structure of Peripatetic Team**

<b>Early Learning Community</b>	<b>Number of settings/places</b>	<b>Staff group</b>
Lasswade	11 settings 688 places	1 Head Teacher 3 Teachers 1 Childcare Development Worker
Dalkeith	11 settings 640 places	1 Principal Teacher 3 Teachers 1 Childcare Development Worker
Penicuik	10 settings 555 places	1 Principal Teacher 2 Teachers 1 Childcare Development Worker
Newbattle	12 settings 679 places	1 Head Teacher 1 Principal Teacher 3 Teachers 1 Childcare Development Worker

### **Rationale for proposed Peripatetic Team Structure:**

1. Review of best practice in deployment of the Early Years workforce in ELCC to provide a rich tapestry of skills, knowledge and experience. Research indicates that the highest quality early years centres have suitably qualified teachers working alongside well qualified ELCC professionals playing complementary roles.
2. Greater flexibility of provision at less cost per place. This will allow us to target resources on areas of greatest need and help to ensure best outcomes for all Midlothian children in the years ahead.
3. Clear roles and responsibilities for peripatetic teachers and Senior Childcare Development Workers (SCDW) will be identified. The SCDW role will be re-designed.
4. A coherent approach to teacher access for all ELCC settings, which will be responsive, preventative and more focused, in order to deliver the very best quality.
5. Utilise the Early Years Collaborative Improvement Methodology to measure impact of the new model; reflect on assessments of children when they start primary school, and gather qualitative data from all stakeholders.
6. Establish an experienced and skilled professional group with greater staff retention and opportunities for career progression.

#### 4 **Staffing Costs and Resource Implications of Implementation**

The costs and savings associated with the proposed model have been based on the current basis of allocation to our ELCC settings which is 1 adult to 10 children with a ratio of 1 teacher to a maximum of 3 childcare development workers.

The proposed model maintains the ratio of 1 adult to 10 children, replaces the 38.36 full time equivalent (fte) “in ratio” teachers with 21.69 additional childcare development workers and allocates responsibility for operational management to the role of the Senior Childcare Development Worker. This senior post is in the process of job evaluation and the costings assume an increase to grade 7.

The proposed model allocates an additional 11.2 fte teachers to the ELCC Peripatetic Team making a total of 14 teachers.

The proposed reduction in the number of teachers appears very significant however the implementation of the proposed model will not have a significant impact on the number of ELCC teachers employed in Midlothian as, for some years now, the council has struggled to fill ELCC teaching posts. At the point of the 2015 teacher census only 23 teachers were in ELCC posts compared with a baseline figure of 46 teachers, and the number continues to decline. This is in part due to teacher recruitment issues across Scotland at the moment.

The proposed model provides a budget for absence cover which includes one childcare development worker per locality (shown in section 3 as part of the Peripatetic Team) and an additional £23,000 to provide cover in line with current absence levels.

The costs and savings below show the shift from the baseline model (current level of allocation) to the proposed model, which includes a reduction of 27.16 fte teachers offset by an increase of 21.69 fte childcare development workers. Overall the proposed model delivers a saving of £368,897 and a reduction in cost per place of £144 – 7.41%.

The cumulative targeted savings for this review are £352,000

## Midlothian Pre School Provision Staffing

	Baseline		Proposed Model	
	FTE	£'s	FTE	£'s
Head Teacher	2.00	£124,788	2.00	£124,788
Management Time	0.80	£35,178		
Teacher	33.50	£1,473,062		
Class Contact	4.06	£158,487		
<b>Teacher Total</b>	<b>40.36</b>	<b>£1,791,515</b>	<b>2.00</b>	<b>£124,788</b>
Senior CDW Grade 7 (proposed) - Grade 7			37.00	£1,136,170
Senior CDW Grade 6 (current) - Grade 6	31.50	£837,078		
Childcare Dev Worker (current) Grade 5	45.50	£1,172,902	71.50	£1,843,132
CDW 1/2dpw Cover for SCDW			4.00	£103,112
CDW - 14hrs Teacher Cover - Grade 5	13.81	£355,881		
<b>CDW Total</b>	<b>90.81</b>	<b>£2,365,860</b>	<b>112.50</b>	<b>£3,082,414</b>
<b>Total School Staffing</b>	<b>131.16</b>	<b>£4,157,375</b>	<b>114.50</b>	<b>£3,207,202</b>
Absence Cover		£64,178		£144,873
<b>Total Including Absence</b>		<b>£4,221,553</b>		<b>£3,352,075</b>
<b>Early Years Peripatetic Team</b>			<b>Peripatetic Team</b>	
Principal Teacher	1.00	£48,019	3.00	£144,057
Teacher	1.80	£79,150	11.00	£483,692
Partnership centre placements		£633,000		£633,000
	<b>2.80</b>	<b>£760,169</b>	<b>14.00</b>	<b>£1,260,749</b>
<b>Total Staffing and Partnership Placement Payments</b>	<b>133.96</b>	<b>£4,981,722</b>	<b>128.50</b>	<b>£4,612,824</b>
<b>Teachers</b>	<b>43.16</b>		<b>16.00</b>	
CDWs	90.81		112.50	
Total Staff Numbers	<b>133.96</b>		<b>128.50</b>	
<b>Saving</b>				<b>£368,897</b>
Midlothian AM places		1,100		1,100
Midlothian PM Places		1,070		1,070
<b>Total Midlothian Places</b>		<b>2,170</b>		<b>2,170</b>
Partnership centre placements		392		392
<b>Total number of placements</b>		<b>2,562</b>		<b>2,562</b>
<b>Cost Per Place</b>		<b>£1,944</b>		<b>£1,800</b>
				£144
<b>% Reduction in cost per place</b>				<b>7.41%</b>

## **5 Report Implications**

### **5.1 Resource**

The proposed staffing structure would result in a range of outcomes for the staff in scope, (teachers in nurseries and teachers in the Partnership Teaching Team, Peripatetic Senior Childcare Development Workers and Childcare and Development Workers and the Senior Childcare and Development Workers in our ELCC settings).

In accordance with Council policy for Organisational Change (Local Government Employees) and Organisational re structure (teaching staff), this will result in one of the following scenarios.

- Assimilation
- Job Matched

The Senior Childcare Development Worker post is currently being re – designed and staff will be recruited to the new roles. The majority of staff in scope have substantive permanent posts within Midlothian Council.

### **5.2 Risk**

The Council is required to consult with, and have regard to the views of, representatives of parents and unions in planning its provision of Early Learning and Childcare. The proposal is in line with these requirements.

The timescales for progressing with the formal consultation period and subsequent recruitment process are short.

Any delays in progressing may impact adversely on the morale, motivation and health of staff.

The ELCC settings need to be fully staffed for the start of term August 2016 in order to meet legislative requirements.

Any delay may impact on future changes to the ELCC service that will be required in order to meet the requirements of the Children and Young People (Scotland) Act 2014

### **5.3 Single Midlothian Plan and Business Transformation**

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☒ Business transformation and Best Value
- ☐ None of the above

### **5.4 Key Priorities within the Single Midlothian Plan**

This project supports the delivery of the Early Years priority and the “Getting it Right for Every Midlothian Child” thematic strand of the Single Midlothian plan, which aims to improve outcomes for children, young people and their families and ultimately deliver the transformation vision agreed with our Community Planning partners in 2013, “Midlothian a great place to grow.”

The proposed structure will contribute to the achievement of the 3 Single Midlothian Plan priorities:

- Early years and reducing child poverty
- Economic growth
- Positive destinations for young people

It will utilise the approaches of early intervention and prevention by ensuring that there is flexible and responsive teaching support across our ELCC settings.

The model will provide targeted support in areas where it is most needed and support the preventative spends agenda. The earlier the investment the greater the return –Heckman £1 spent in early years is equivalent to £9 spent in later childhood.

## **5.5 Impact on Performance and Outcomes**

Access to a skilled and experienced ELCC teacher will help to ensure children have the best start in life by focusing on early intervention to address barriers to progress and deliver effective outcomes. The model will provide targeted support in areas where it is most needed and support the preventative spends agenda. In the longer term, this will lead to improved performance at school and positive destinations for school leavers.

## **5.6 Adopting a Preventative Approach**

The proposed structures have been designed to maximise the teacher impact on learning and development within the context of prevention, early intervention, capacity building and efficient use of resources.

## **5.7 Involving Communities and Other Stakeholders**

The model has been developed in partnership with key stakeholders. Relevant trade unions, staff, stakeholders and partners will be involved in the formal consultation process. The outcomes of the consultation will be used to inform the final service structures implemented and the way forward.

## **5.8 Ensuring Equalities**

An Equality Impact Assessment is being prepared to consider the impact of service changes. This will be informed by the consultation process.

Underpinning Early Learning and Childcare is an ethos of equality, inclusion, and social justice and so the model will ensure equity of access to a teacher for all our children.

## **5.9 Supporting Sustainable Development**

The proposed model will ensure that we deliver a robust and effective Early Learning and Childcare service which meets the needs of communities across Midlothian and enables us to future proof the service in light of future developments.

## **5.10 IT Issues**

No additional IT implications have been identified.

## **6 Recommendations**

Council is requested to:

1. Note the proposed staffing model for delivery of Early Learning and Childcare for 3 and 4 year olds; and
2. Note that Officers will progress to consultation with key stakeholders.

**Date 13<sup>th</sup> January 2016**

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