

DEVOLVED SCHOOL MANAGEMENT Framework Document – for Local Authorities

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Devolved School Management Framework Document – for Local Authorities

This framework document has been developed to help you update your existing Devolved School Management (DSM) scheme, or to create a new DSM scheme if you choose to do this. It reflects the principles of the new DSM guidelines and offers a suggested set of information and headings to include, drawn from the table of ‘expected’ and ‘recommended’ areas, attached within this document at Appendix A for convenience.

For information, when updating or creating your DSM scheme, Local Authorities are expected to publish the scheme on an external facing website, and it is recommended that a web link to this is also made available on School websites if available.

Separately, in addition to this publicly available full version of the DSM scheme, it is recommended that an accompanying summary is also created, in the form of a leaflet or similar, with headline information drawn from your scheme. An example of information you may wish to include in this is attached at Appendix B.

[Local Authority name]

Devolved School Management Scheme [year]

Formal Review date:

EXAMPLE OF CONTENTS

1. Introduction

2. Budget Overview

3. Areas of Expenditure to be Devolved

4. Key Areas to be covered in Schemes

General Information on Devolved School Management

4.1 Financial Regulations

4.2 Best Value Principles

4.3 Local Authority Commitment to Devolved School Management

4.4 School Expenditure Within Wider Strategic Planning

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

Publication

4.6 Publication availability

Training

4.7 Available training

Consultation, Engagement and Transparency

4.8 Consultation and Engagement

4.9 Transparency

Collaboration

4.10 Local Priorities

Staffing

4.11 Staffing Structures

4.12 Legislative and Contractual Requirements

4.13 Staff Resource

Professional Support

4.14 Professional Support teams, functions and transparency

Accounting

4.15 Budget underspend / overspend

4.16 Virement

Scheme Review

4.17 Review, methodology and Stakeholders

5. Appendices

1. INTRODUCTION

Please find below a general overview on DSM guidance that you may wish to include in your own DSM publication introduction.

You may wish to also include in your introduction:

- Your individual LA context, including web links to your website
- Directorate/Service, Locality plans
- Summary information on pupil numbers, the number of educational establishments, geographical and demographic contexts
- Your own delivery principles and legal requirements placed on your Authority
- Role of the Parent Council
- General legislative framework information

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 Headteachers' Charter to which these guidelines align and support.

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

2. BUDGET OVERVIEW

Please provide in this section an overview of your Education Services' budget, with a statement setting out the basis on which school budgets are constructed. It would be helpful to set this within the context of your wider Local Authority finances.

You may wish to include in this section all disclaimers and information on relevant financial regulations.

It is expected that Published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate (including any formulae applied).

3. AREAS OF EXPENDITURE TO BE DEVOLVED

Please use this section to provide an overview of the areas of expenditure that will be devolved, and those that will not. For example:

Whilst headteachers 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 headteacher; areas that are too bureaucratic; have unacceptable levels of risk; benefit from economies of scale; require professional expertise; and complex by their nature.

a. Areas identified as not generally suitable for devolving:

- Rent in relation to school premises
- Capital expenditure, including PPP/PFI costs
- Property Insurance
- Non-Domestic Rates
- Statutory Local Authority contracted work on managing the school estate
- Corporate support function costs for example Finance, HR, and Legal functions
- School clothing grants
- Education Maintenance Allowances
- Home to school pupil transport
- Premature retirement costs
- Local Authority Information Management Systems (currently SEEMIS)
- School meals

b. Areas which consultation highlighted as having a variety of approaches, and requiring local determination:

- Waste Collection
- Energy costs
- Carbon charges
- Janitorial and Cleaning staff costs
- Central support services for example Educational Psychology, Quality Improvement Teams, Learning Support and Behavioural Support Teams, Speech and Language Teams, hearing and visually impaired support, dyslexia or significant and enhanced provision for additional support. Each authority will have their own specialist teams which will differ.
- Examination fees
- Long Term Sickness Absence
- Family Leave Costs
- Visiting Teachers
- Music Instructors
- Parent Council expenditure

4. KEY AREAS TO BE COVERED BY SCHEMES

This section covers the 9 key areas covered in Appendix A (i.e. what is Expected and Recommended within schemes).

4. GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT

4.1 Financial Regulations

Please provide information on how your own Local Authority scheme adheres to financial regulations, delivers best value and ensures the efficient, fair and equitable distribution of resources.

4.2 Best Value Principles

This section can be used to set out the best value principles and Local Authority procurement arrangements headteachers use to deploy the school's budget, and if appropriate, the support and guidance provided from their Local Authority.

4.3 Local Authority Commitment to Devolved School Management

Please use this section to set out your Local Authority's devolution commitment, to empower school leaders to make appropriate, and informed decisions to best meet their local need in line with Local Authority policies, guidance and frameworks.

You may wish to refer back to Section 3 to include areas of resources that are not devolved to schools.

4.4 School Expenditure Within Wider Strategic Planning

This section can be used to set out how headteachers ensure school expenditure is in line with the School Improvement Plan, supporting the relevant Local Authority strategic plans, priorities and the National Improvement Framework.

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

Please set out how your Local Authorities and headteachers will adhere to SNCT and LNCT agreements and guidance.

PUBLICATION

4.6 Publication Availability

It would be useful to set out here where this resource has been published. Local Authorities are expected to publish the DSM scheme on the external facing website,

and it is recommended that School websites are also utilised and a plain language leaflet/summary is created for stakeholders.

As a reminder, it is expected that published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate. If formulae have been applied, they should be included within the scheme.

TRAINING

4.7 Available Training

Please set out available DSM training opportunities for key staff groups including headteachers, business managers and associated posts. For information, it is recommended that these training opportunities are also made available to depute headteachers, aspiring leaders, elected members and any other appropriate staff who utilise or influence DSM decisions. It is also expected that this training should be available on a frequent and recurring basis, and it is recommended that School leaders have access to local and/or national leadership programmes and training, which ensures an approach to DSM that encourages confident decision-making to promote better outcomes for learners.

Please also set out what will be included in this training. For example, where school or establishment staff have a delegated budget responsibility, they should be aware of the aims and principles associated with DSM, best value and adhere to financial regulations and Local Authority policies for the funds they are responsible for. It is recommended that training should also be available for new and experienced staff members.

CONSULTATION, ENGAGEMENT AND TRANSPARENCY

4.8 Consultation and Engagement

Please use this section to set out the consultation and engagement you have carried out at all levels to inform appropriate resource decisions including: budget, staffing models and savings. This includes consultation on criteria used when determining how a formula is devised or applied and other methodology of distributing resources (if not included elsewhere in your DSM). It would be useful to include all appropriate mechanisms or forums you have created, or that are existing, to aid this process.

Please include reference to consultation and engagement between headteachers and staff groups to inform appropriate resource decisions, and if appropriate, include mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders.

For information, it is expected that headteachers should consult with staff, parent councils, pupils and the wider community on appropriate matters, these may include school staffing models, DSM decisions, allocation of departmental or class resources and include formulae or criteria used within the school.

Alongside this it is recommended that headteachers should form appropriate mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders as appropriate. Please include this wider information if appropriate.

Lastly, please include information where headteachers share and discuss local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate. It is recommended that at school level this includes methodology and distribution of budgets and resources.

4.9 Transparency

Please set out how your Local Authority will make information available to all stakeholders in relation to the Local Authority budget, education budget and delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.

It would be useful to include any potential financial assistance, discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.

Headteachers are to ensure that any costs related to the curriculum are minimised to ensure equality of access. It is recommended that where charges exist for pupils, including both curriculum or extra-curricular activities (class materials, school trips, school uniform, etc) they should be clearly detailed in school information published at the start of the academic session.

For information it is expected that DSM schemes, and information published for stakeholders is accessible and is in plain language.

COLLABORATION

4.10 Local Priorities

Please list your local priorities e.g. from your Corporate Plan, Children's Services Plan, Local Outcome Improvement Plan, that will be taken into account as part of your DSM to set out your commitment to partnership working between schools and other agencies and stakeholders.

Please also include due regard to Getting it Right for Every Child (GIRFEC) and the role of your Local Authority as a corporate parent. If you have considered empowerment on an area or school cluster basis, enabling headteachers to influence decisions across geographic areas or school clusters, it would be useful to include this.

For information, it is expected that headteachers are collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused embracing joint working with the learning community, parents, children and young people, teachers and support staff, partners, other schools and the Local Authority. It

is recommended that headteachers work together to share and maximise resources to influence outcomes across geographical areas or school clusters.

STAFFING

4.11 Staffing Structures

Please set out how headteachers have been involved in designing a staffing structure to suit the school's context within their delegated budget and in accordance with SNCT and LNCT agreements and guidelines. It is recommended that Local Authorities consider how they approach the devolution of staffing, and should include discussing with headteachers the complexities and risks associated with staffing allocations.

4.12 Legislative and Contractual Requirements

You may wish to include how legislative and contractual requirements are met and local circumstances and need are taken into account.

4.13 Staff Resource

It is expected that headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority. For information, on all staffing matters, headteachers must adhere to the appropriate legislation and Local Authority, SNCT and LNCT agreements and guidelines. Headteachers should also be consulted on the allocation of support staff to schools.

PROFESSIONAL SUPPORT

4.14 Professional Support teams, functions and transparency

Please set out the professional support team information that headteachers in all schools have access to and their functions. There should be transparency in any formulae or methodology used when allocating professional support to schools.

ACCOUNTING

4.15 Budget underspend / overspend

Please set out your agreed and published Local Authority Policy and Criteria in respect to the provision to carry forward budget underspend or overspend. It is recommended that intended use of carry forward of budget underspends are identified in School Improvement Plans or school budget spending plans.

If possible, please include the procedures for managing carry forward of overspends and the consideration given towards enabling schools to deposit funds to save budget for planned and agreed future spend.

4.16 Virement

Please set out the provision available to headteachers to vire budget between budget headings in line with agreed and published Local Authority policy and criteria.

SCHEME REVIEW

4.17 Review, methodology and Stakeholders

Please set out your methodology for reviewing your scheme. For information it is expected that this is undertaken every three years with stakeholders and a peer Local Authority that you have determined appropriate e.g. a neighbouring Local Authority, one with similar characteristics, or one who may be part of the same Regional Improvement Collaborative.

Stakeholders may include headteachers, business managers, all staff groups, trade unions, parents, pupils and corporate teams such as finance, human resources and procurement as examples. Local Authorities are recommended, as part of ongoing self-evaluation, to update DSM schemes if changes are made e.g. to Local Authority budget or budget setting, which have a consequential impact on a scheme.

APPENDICES

You may wish to include your own appendices, for example: budget statements and pupil rolls, expenditure records, staffing budgets, ad-hoc adjustments, policy on virement and carry forward, schemes of delegation and financial regulations; Key dates; Roles and responsibilities (authority, directorate, managers, headteachers) etc.

Appendix A: Expected and Recommended Summary

These guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

In some cases the guidelines note statutory requirements on Local Authorities. For the avoidance of doubt, nothing in these guidelines detracts from those statutory requirements, which all Local Authorities must comply with.

General	
Expected	Recommended
Local Authorities schemes adhere to financial regulations, deliver best value and ensure the efficient, fair and equitable distribution of resources.	
Headteachers 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.	
Local Authorities should ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local need in line with legislation and Local Authority policies, guidance and frameworks.	Local Authorities scheme clearly define areas of resources that are not devolved to schools.
Headteachers are expected to ensure school expenditure is in line with the School Improvement Plan supporting the relevant Local Authority strategic plans, priorities and the National Improvement Framework.	
Local Authorities and headteachers must adhere to legislative requirements, SNCT and LNCT agreements and guidance.	

Format and Publication	
Expected	Recommended
	Local Authorities are strongly encouraged to utilise the format of the DSM Framework for their scheme. This is available from https://www.gov.scot/policies/schools/devolved-school-management/ .
Local Authorities are expected to publish the DSM scheme on the external facing website.	Where a school has a website, it is recommended that it should include a web link to the Local Authority published scheme.
	Local Authorities should consider publishing a summary of the authority's scheme, providing stakeholders summary information in an accessible way, using plain language.
Published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate. If formulae have been applied, the formulae should be included within the scheme.	
Training	
Expected	Recommended
Local Authorities should provide specific DSM training to key staff groups including headteachers and Business Managers or associated posts.	It is recommended that training opportunities are made available to depute headteachers, aspiring leaders, elected members, and any other appropriate staff who utilise or influence DSM decisions.
Where school or establishment staff have a delegated budget responsibility they should be aware of the aims and principles associated with DSM, best value and adhere to financial regulations and Local Authority policies for the funds they are responsible for.	Training should be available for new and experienced staff members.
Training should be available on a frequent and recurring basis.	School leaders have access to local and/or national leadership programmes and training which ensures an approach to DSM that encourages confident decision-making to promote better outcomes for learners.

Consultation, Engagement and Transparency	
Expected	Recommended
Consultation and engagement at all levels between Local Authorities, headteachers and stakeholders should take place to inform appropriate resource decisions, including: budget, staffing models and savings. This includes consultation on criteria used when determining how a formula is devised or applied and other methodology of distributing resources.	
Local Authorities should form appropriate mechanisms or forums for regular engagement and consultation with headteachers and wider stakeholders as appropriate.	
Consultation and engagement between headteachers and staff groups should take place to inform appropriate resource decisions, including: budget, staffing models, department budget allocations and savings.	Headteachers should form appropriate mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders as appropriate.
Headteachers should consult with staff, parent councils, pupils and the wider community on appropriate matters, these may include school staffing models, DSM decisions, allocation of departmental or class resources and include formulae or criteria used within the school.	
Headteachers share and discuss local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate.	It is recommended that at school level this includes methodology and distribution of budgets and resources.
Local Authorities make information available to all stakeholders in relation to the Local Authority budget, education budget and delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.	
It is expected that DSM schemes, and information published for stakeholders is accessible and is in plain language.	

<p>Headteachers are to ensure that any costs related to the curriculum are minimised to ensure equality of access.</p>	<p>Where charges exist for pupils, including both curriculum or extra-curricular activities (class materials, school trips, school uniform, etc.) they should be clearly detailed in school information published at the start of the academic session.</p>
	<p>Any potential financial assistance, discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.</p>

Collaboration

Expected	Recommended
<p>DSM schemes should be informed by local priorities to enable it to contribute towards shared agendas and improved outcomes, it should enable stronger partnership working between schools and other agencies and stakeholders.</p>	
<p>Local Authority decisions about education spending are made in a collegiate and transparent way paying due regard to Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.</p>	<p>It is recommended that Local Authorities consider empowerment on an area or school cluster basis, enabling headteachers to influence decisions across geographical areas or school clusters.</p>
<p>Headteacher are expected to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused embracing joint working with the learning community, parents, children and young people, teachers and support staff, partners, other schools and the Local Authority.</p>	<p>It is recommended that headteachers work together to share and maximise resources to influence outcomes across geographical areas or school clusters.</p>

Staffing

Expected	Recommended
<p>Local Authorities should empower headteachers to design a staffing structure to suit the school's context within their delegated budget and in accordance with SNCT and LNCT agreements and guidelines.</p>	<p>Local Authorities consider their approach when devolving staffing, this includes discussing with Headteachers the complexities and risks associated with staffing allocations.</p>

Schemes should seek to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and need taken into account.	
The Local Authority, with headteachers will seek to deliver the most appropriate and efficient use of staff resource ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working.	
Headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority.	
For all staffing matters, headteachers must adhere to the appropriate legislation and Local Authority, SNCT and LNCT agreements and guidelines.	
Headteachers should be consulted on the allocation of support staff to schools.	
Professional Support	
Expected	Recommended
Headteachers in all schools should have access to professional support teams and functions.	
There should be transparency in the formulae or methodology in allocating professional support to schools.	
Accounting	
Expected	Recommended
Headteachers should have the provision to carry forward budget underspend or overspend in line with agreed and published Local Authority policy and criteria.	Intended use of carry forward of budget underspends are identified in School Improvement Plans or school budget spending plans.
	Procedures for managing carry forward of overspends are included within the scheme.

	Consideration is given towards enabling schools to deposit funds to save budget for planned and agreed future spend.
Headteachers should have the provision to vire budget between budget headings in line with agreed and published Local Authority policy and criteria.	
Scheme Review	
Expected	Recommended
Local Authorities undertake a three-year review with stakeholders and a peer Local Authority as they determine appropriate.	Stakeholders may include headteachers, business managers, all staff groups, trade unions, parents, pupils and corporate partners such as finance, human resources and procurement as examples.
	Local Authorities are recommended, as part of ongoing self-evaluation, to update DSM schemes if changes are made which have a consequential impact on a scheme.
	<p>Headteachers are recommended to apply national standards and to undertake self-evaluation drawing upon the most appropriate, and current tools, at date of publication these include, but are not limited to:</p> <p>Education Scotland - HGIOS4 QI 1.5 Management of Resources</p> <p>GTC Scotland - The Standards for Leadership and Management: supporting leadership and management development</p> <p>Scottish Government and COSLA – Education Reform Joint Agreement and Headteachers’ Charter</p>

APPENDIX B

RECOMMENDED INFORMATION TO INCLUDE IN A PLAIN LANGUAGE SUMMARY/LEAFLET

Please find below a list of recommended information to include in a plain language leaflet, or information sheet:

- A breakdown of your Local Authority budget and an indication of the Education allocation within this;
- Further to this headline information, a breakdown of this Education allocation;
- A link to where your DSM scheme can be found publicly, be this from your website or hard copies if applicable;
- A short overview of what the Local Authority and Headteachers are responsible for, to demonstrate there are devolved areas;
- Contact details or information on how parents, or stakeholders can comment or find additional information at a Local Authority level;
- A headline summary of key points in the DSM;
- Narrative on staffing, pupil levels, or geographic context if applicable.

