

Raising Standards and Tackling Workload

Implementing the National Agreement

March 2005

department for
education and skills
creating opportunity, releasing potential, achieving excellence

EVERY CHILD MATTERS AND EXTENDED SCHOOLS

This Note from the Workforce Agreement Monitoring Group (WAMG)¹ provides schools with information about the work the WAMG is undertaking in relation to the Every Child Matters (ECM) agenda in England, particularly in relation to extended schools.

The WAMG has been involved in early discussions on the children's agenda with colleagues in the Children's Workforce Unit, the Sure Start Unit and other relevant sections of the DfES. We have also both led and participated in the development of the new way of working which allows schools to accommodate ECM and other initiatives.

The WAMG supports the five outcomes for children which have the potential to raise standards and increase opportunities for young people:

- to be healthy;
- to stay safe;
- to enjoy and achieve;
- to make a positive contribution;
- to achieve economic wellbeing.

The work that schools have been doing on the implementation of the National Agreement and remodelling the school workforce should put them in a good position to manage the changes involved in the children's agenda as it rolls out.

The delivery of the Every Child Matters agenda will involve widespread initiatives across a number of sectors to ensure coherence in children's services. Extended schools will be at the heart of this delivery. We are also confident that the principles of workforce remodelling, if appropriately applied, should enable schools to identify the appropriate skill set for those involved in the development and delivery of extended services.

Schools will want to participate fully in the development and delivery of the ECM agenda, including extended services, in order to improve child outcomes more generally. But this does not mean that headteachers have to be responsible for the management of extended school services. Schools can deliver a good range of extended services through partnership working with other children's services, the voluntary and community sector, and parents. Many schools and LEAs are developing models of delivery that do not require the direct input and management of headteachers and other school staff through approaches such as employing extended school cluster managers who work with a number of schools to develop extended services.



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



the education union



PROTECTING YOU
AT WORK

NAHT

NASUWT

NEOST

PAT
Professional Association of Teachers

SHA

T&G

UNISON
the public service union

¹ The Workforce Agreement Monitoring Group is composed of representatives from ATL, DfES, GMB, NAHT, NASUWT, NEOST, PAT, SHA, T&G, UNISON and the Welsh Assembly Government who are all signatories to the Agreement.

School staff are entitled to a reasonable work/life balance and must maintain a focus on their core professional role of teaching and learning. It is not, therefore, the intention, nor is it necessarily appropriate or possible, for headteachers, teachers and other school staff to deliver the extra hours of provision. Neither should teachers or headteachers have additional workload placed on them through any expectation that they should lead or co-ordinate delivery of extended services.

Where school support staff have the relevant skills and experience and wish to be involved in the new opportunities which emerge from extended provision this should not be to the detriment of their existing duties and may have implications for their pay and grading.

When schools are considering the extended services they may wish to offer, all school staff and their recognised signatory unions should be consulted fully from the outset.

An extended schools prospectus will shortly be launched by the DfES in 2005. This prospectus will reaffirm the commitments set out in the Government's 10-year strategy for childcare.

The prospectus will also provide greater detail on how the delivery of other extended services might look in schools. The nature of such services will reflect local needs in delivering a core offer which embraces study support, parenting support, the use of school facilities by the community, and swift and easy referral to specialised services for all children with an identified need.

The WAMG is developing a programme of work to support the provisions of the children's agenda. Priority issues include:

- a pilot programme involving a wide range of extended schools, to be run by the National Remodelling Team. The pilot will provide an opportunity for the practical implications of the children's agenda to be worked through. It will also aim to build on the experience of schools which have already provided some extended services;
- the development of further guidance on aspects of the practical implementation of ECM based on the findings of the pilot.

We recognise that some schools are already engaged, or are about to engage, in a move towards offering extended services. Such schools should review existing and evolving provisions to ensure that they are consistent with the contractual changes arising from the National Agreement. Any school which has not yet addressed the contractual changes must do so as a matter of priority.

Following the completion of the WAMG Extended Schools Pilot we will produce an Extended Schools Resource Pack, to be published in the Autumn term 2005. The Resource Pack will give detailed guidance to schools on key areas, which should be addressed before and during the offer of extended services, as well as capture learning from the Pilot.

The National Remodelling Team website will also be extended to include background information to the Extended Schools Pilot and other relevant resources for schools: www.remodelling.org.

More details of the aims and objectives of the children's reforms, including the extended schools programme, can be found in *Every Child Matters: Change for Children*. Documents which explore the impact of ECM on social care, health services and criminal justice, as well as schools, can also be found at www.everychildmatters.gov.uk.

