

# Managing CDT Departments in Secondary Schools in the context of LMS

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Local management of schools (LMS) is described under the headings of its purpose, the budget process, and potential changes in the roles of LEA's, governors and headteachers. From this broad context, the focus moves to three aspects of the management of CDT departments in secondary schools: (a) general policies (including leadership); (b) specific operations; and (c) the management of change. A series of questions, extracted from the review of LMS is then posed for consideration by those concerned to enhance the management of CDT departments within the new statutory framework.

## 1. Local Management of Schools (LMS)

Circular 7/88 outlines the nature of LMS as a key element of the Education Reform Act (1988). From April 1990 LEA's outside inner London should be operating LMS within secondary schools; some may begin in full then, others will take advantage of the three year transition phase.

### 1.1 The Purpose of LMS

LMS has two separate cornerstones: firstly to delegate financial and managerial responsibilities locally to governing bodies; and secondly, to develop formula funding in which schools are to be financed on a basis of need rather than historical precedent.

Delegation rests on two premises. Firstly, from a managerial angle it is believed that efficient and effective use of resources can best be achieved when producers of a service are free to deploy those resources in response to client needs. LMS mirrors developments in the private sector of the last ten to fifteen years and is part of a nationwide Treasury initiative in the public sector. According to Cooper and Lybrand: "Good management requires the identification of management units for which objectives can be set and resources allocated; the unit is then required to manage itself with those resources in a

way which seeks to achieve the objectives; the performance of the unit is monitored and the unit is held to account for its performance and for the use of funds".

Secondly, from a political angle, LMS like CTCs and grant maintained status, represents a move to bring market forces to bear on the system, pushing power away from LEAs towards clients (parents, governors).

Within the strategic context of ERA, LMS is thus a tactic to help raise educational standards by promoting better and more responsive management.

### 1.2 The Budget Process

**1.2.1** Each year LEAs will determine the total resources available to schools — the *general schools budget*. There will thus still be scope for variation of funding levels between LEAs.

**1.2.2** LEAs will be able to retain part of the general schools budget under two headings (see appendix):

**Mandatory exceptions** — these must remain under LEA control.

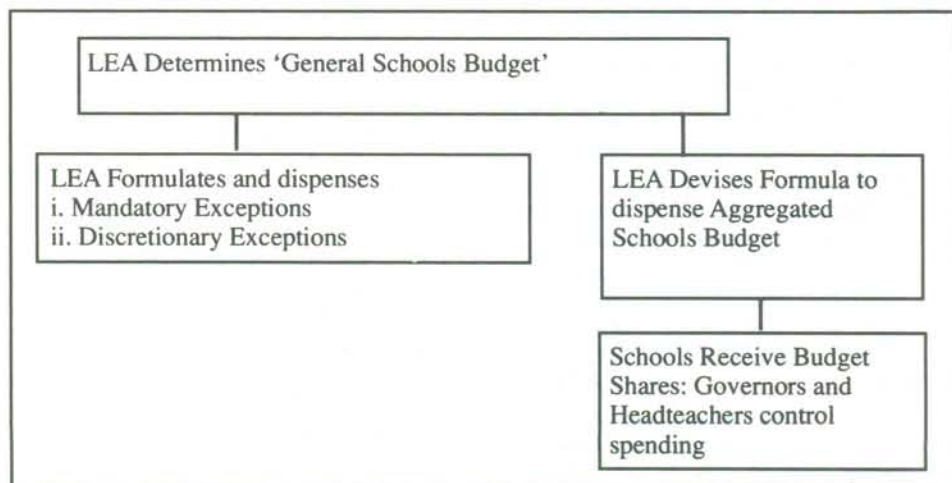
**Discretionary exceptions** — these may be retained under LEA control, and should not exceed 10% of the general schools budget, falling to 7% after three years.

The remaining expenditure is the *aggregated schools budget*, which must be allocated to all schools within a *formula*. At least 75% of this is to be allocated on the basis of pupil numbers, weighted according to age. Up to 25% may take account of other factors eg SEN, small schools, the costs of premises. The budget will follow the standard financial year. The Secretary of State expects LEAs to produce simple and easily understood formulae.

The central budget process can thus be summarised. (see diagram)

### 1.3 Roles Within LMS

**1.3.1** LEAs will assume more strategic roles, establishing frameworks for LMS, determining resource levels for schools, allocating resources, monitoring and operating sanctions. LEAs will face a huge reduction in their current powers to use finance to: pursue policies; deploy staff; plan to deploy resources on a basis other than that of the formula. Nevertheless, they will retain inspectors/advisers to monitor and offer advice, but their strategic role in bringing about development in CDT will radically alter, partly as they spend less time developing and advising, and more time inspecting, and partly as schools





develop more autonomously, in the context of the National Curriculum.

**1.3.2** In schools, the powers of governors and heads will increase, particularly in: determining and implementing policy by developing a management plan, establishing systems for day-to-day management, redefining roles and managing people effectively. Head teachers will need expertise in: financial planning, personnel management and legislation; income generation; marketing (including market research); competitive tendering; and site management. As they increasingly assume a role of "chief executive", some may cease to teach. Their management of people will include hiring and firing (within the parameters of budget and legislation). Given that staffing accounts for about 80% of schools' direct costs, control over staff costs will be a major factor in the control of overall costs. Within formula funding, at the moment it seems that redundancies and demotions could be common in declining schools although the effects of teacher shortage may interact unpredictably with this. Some commentators are assuming that governors and heads will find it much easier under LMS to dismiss or demote teachers, for example those without the skills required for the National Curriculum, including some traditional craft teachers.

## 2. Managing CDT Departments

Management has been usefully defined as "the attainment of specified objectives by coordinating all resources during the processes of planning, organising, directing and controlling". The CDT department is one of a number of functional groups which should contribute to achieving the specified objectives of a secondary school and as such, as it operates, *persons* and *conduct* and *things* have to be managed. Whilst the HoD will be the main manager, all CDT staff should be seen to have managerial responsibility. In the same vein, whilst it is important for managers to be rational and analytical, it is vital in 'people-centred' organisations like

schools, for managers to recognise the importance of such intangible concepts as leadership, values, motivation, participation, consultation, professional integrity and positive reinforcement. Leadership should lift all people in the department to higher levels of productivity and, inseparably, to greater feelings of satisfaction. The leader's key task is to establish, discuss and spread values; when these are clear, accepted and particularly when they have been arrived at collaboratively, colleagues can be relatively autonomous. Such autonomy of professional action, within a framework of shared values, confers satisfaction and meaning; colleagues who are able to derive such intrinsic rewards will devote a lot to the department and school from whence the rewards originate. Although management can be portrayed as an extremely complex activity, not least in the consideration of different management styles such as democratic, laissez faire, autocratic and participative, to name but four, the most successful managers are generally those who have a very simple, clear vision of their task, and strive to avoid "paralysis of analysis". The quality, effectiveness and efficiency of departmental management can be evaluated under three headings: (a) general policies and leadership; (b) specific operations; and (c) the management of change.

### 2.2 Doing and achieving

A central underlying principle of each is that we should distinguish between *doing* and *achieving*: in the day-to-day bustle of school life teachers may *do* a great deal without taking the time to consider what they are trying to *achieve*; thus achievement can often be less than it might have been, if aims and objectives had been more clearly formulated and communicated at the outset.

### 2.3 General policies

In a successful CDT department staff, and particularly the head of department, will be clear about broad, general policies devised to achieve overall and long-term goals. These may include:

- quality of leadership and inter-personal relationships;

- the development agreed values underpinning term work;
- overall sense of purpose and achievement in the departmental team and amongst pupils;
- effectiveness of head of department within whole-school middle management team;
- effectiveness of head of department as responsible departmental leader, manager and formulator of objectives;
- efficiency of organisation;
- time management and planning;
- decision making, participation, delegation and control;
- meetings and communications management;
- evaluation.

### 2.4 Specific operations

Specific operations designed to achieve objectives will be necessary within the broad strategies outline in 2.3. These will vary in detail from time to time or from school to school, but they can be conveniently divided into six sets of tasks from which selections can be made to match prevailing conditions. They are: (a) curriculum/subject; (b) pupils; (c) staffing; (d) accommodation; (e) resources; (f) internal organisation.

#### 2.4.1 Curriculum/Subject including:

- participative planning by the whole department;
- clarity and acceptability of curricular philosophy;
- keeping abreast of developing objectives and methods;
- communicating these to senior staff and other colleagues, pupils, parents, community;



- working within the school policies and organisation to enable objectives to be met;
- comprehensiveness, breadth and balance of schemes of work;
- nature of teaching methods, including those for SEN;
- pace and quality of teaching and learning;
- continuity and progression;
- links with local environment, industry, community;
- liaison with feeder/destination schools/colleges; extra-curricular activities;
- contribution to cross-curricular issues and balances.

#### 2.4.2 Pupils, including:

- setting appropriate expectations for all;
- motivation, sense of purpose, achievement;
- equal opportunities;
- differentiation;
- control and discipline;
- health and safety — procedures and training;
- guidance;
- assessment, including self-assessment, profiling and examinations;
- communication with parents and pastoral staff.

#### 2.4.3 Staffing, including:

- creating a framework for collaborative planning, implementing and evaluating;
- assisting with recruitment and deployment;
- probationary teachers and students;
- lesson observation, appraisal, INSET, performance raising,

- career development (including technicians);
- what, how, and how effectively staff teach;
- their contribution to departmental management;
- delegation and professional development;
- their responsibility for pupils.

#### 2.4.4 Accommodation, including:

- extent to which it matches curricular objectives;
- schemes for development and modification;
- appropriateness of use of specialist rooms;
- care and appearance of fabric and furniture;
- storage;
- ambience and display;
- levels of responsibility shown by pupils in its use;

#### 2.4.5 Resources, including:

- determining needs;
- acquiring resources to meet needs;
- ordering, receiving and controlling stock;
- creating appropriate degrees of access to/security of stock;
- keeping accounts;
- access to, maintenance and security of tools, machines, equipment.
- strategy for developing, acquiring and using learning resources;
- strategy to assist pupils in retrieval/processing of information.

#### 2.4.6 Internal organisation, including:

- extent to which department contributes to school aims;

- allocating roles and responsibility to match tasks to be performed;
- monitoring staff performance;
- effective communication and discussion;
- agreed routines and procedures;
- administration, including filing, registers, mark books, RoA, reports, examination statistics, accident records, maintenance, purchases, accounts, etc.

### 2.5 The Management of Change

Within the contexts of 2.3 and 2.4, and particularly of the National Curriculum, departments will evolve; effective management of change should enhance this evolution. Any strategy for bringing about change will need to be developed with the above contexts in mind: one such strategy could take stages, which arguably are irreducible. They are:

#### 2.5.1. Formulate Objectives

Firstly, it is necessary to conceive, clearly define, discuss and understand the objectives. The clarification should include an appreciation of the reasons for wanting to achieve these particular objectives. It should also include an analysis of the opportunities and barriers which relate to the achievement of these objectives. The National Curriculum, and in particular the profile component, attainment targets and programmes of study for Design and Technology, will embody clear guidelines for the formulation of objectives.

#### 2.5.2 Devise a Plan

Secondly, a systematic plan should be devised to achieve the objectives. Initially, the various options should be examined, and the most effective method(s) chosen from these. Where appropriate, a trial run should be arranged. In unknown or novel situations, planning actually how to use the method may be vital.

#### 2.5.3 Implement the Plan

Thirdly, the plan should be carefully implemented until the

objectives are reached. It is crucial for departmental managers and their colleagues to be continuously aware of, and to strive to reduce, the difference between *what is* and *what is required*. Observation is essential to create the necessary feedback.

### 2.5.4 Evaluate

Fourthly, at intervals throughout the strategy, and especially at the end, progress towards reaching the objectives should be reviewed. Again, this requires feedback.

## 3. Some Questions to consider in relation to the Impact of LMS on CDT Departments

### 3.1 General Policies

Are the quality of experience and standards of pupils' CDT achievement being raised or lowered by:

- changes in roles of school senior management and the governing body;
- the contribution of the HOD to the school management plan;
- the tighter linkage between planning and budgeting;
- the more objective allocation of budgetary resources, based on more systematic evaluation;
- the fact that teachers will have their job security increasingly in their own hands as they respond to client needs;
- the clearer sense of purpose embodied in the National Curriculum attainment targets, and other subsequent performance indicators;
- the reduced scope LEA advisers have for development as they focus more on monitoring;
- the possible increased insecurity of those traditional craft teachers who so far have been unwilling or unable to modernise?

Will CDT HODs: be capable of holding their own in middle management corporate scrambles for shares of the budget;

- be able to manage their time as they adapt to the new culture of LMS without detriment to their curricular responsibilities;
- be entrepreneurial, capitalising on the various freedoms which LMS bestows?

Will LMS, and its attendant objective evaluation, increase the visibility of problems in CDT (and other subject) departments? If so, how will this affect its standing in school?

### 3.2 Specific Operations

Questions include:

- Will competitive tendering affect equipment maintenance?
- Will LEAs retain centralised purchasing facilities?
- Will the formula — reduction of funding in some schools deleteriously affect CDT?
- Will there be budget-related (pupil number related) pressure to increase group sizes?
- How will governors influence staffing, including technician support, and staff-pupil ratios?
- Will departments be able to save and vire money?
- Should departments have to/be able to generate income from their skills and resources?

### 3.3 Managing Change

- Will HODs be capable of the implied levels of strategic planning and leadership? What support will they need?
- What will be the effects of market forces on staff feelings of security and their willingness to participate unstintingly in planned change?

## APPENDIX

### DISTRIBUTION OF BUDGET ELEMENTS

#### 1 Mandatory Exceptions

Capital expenditure and dept charges.

Specific government grants.

Central administration (including internal audit, legal advice and related services).

Inspectors/advisers.

Home to school transport.

#### 2 Mandatory Delegated Items

Salary costs of staff employed to work in the school.

Schools' day to day premises costs, including rent and rates.

Books, equipment and other goods and services used by the schools concerned (including examination fees and insurance for delegated items).

#### 3 Discretionary Exceptions

School meals,

Pupil service;

educational psychologists and educational welfare officers; statemented pupils and special units; pupil support.

Peripatetic and advisory teachers.

Structural repairs and maintenance.

Premises and equipment insurance.

LEA initiatives.

Special staff costs;

'safeguarding'; cover (limited exclusion); magistrates and union officials.

Dismissals and premature retirements.

Contingencies;

unforeseen cost increases; large unforeseen changes in pupil numbers; dismissals and premature retirements; correction of errors; emergencies.

Insurance for governors.

#### 4 Earmarked Delegation

LEAs may delegate sums outside the scheme for schools to use at their discretion for specified purposes only eg INSET, career service, community use.