

## Are tasks moving from the teacher to the school office?

In the summer term 2008 we asked administrators and bursars to tell us if any jobs in their school had moved from being the province of teachers or managers and now resided in the school office.

There was no fixed form for you to fill in - we just asked the question of the 2500 members of the Admin and Bursars news service - and that gave everyone the chance say as much or as little as they wished.

From reading these replies we gained the impression of there being three types of school:

**Type A:** Where nothing is changing and where there is no expectation of change. The Deputy Head (for example) does the timetable and expects to carry on doing the timetable. This accounted for around 30% of the replies.

**Type B:** Where some changes had taken place, but there was no suggestion that this was a continuing theme. In such schools timetabling (or perhaps part of the timetabling process) had moved across to Administration, along maybe with organising Cover, but that was about it. This accounted for about 50% of schools.

**Type C:** Here there was evidence of wholesale change - which was ongoing. I got the impression here that Administration was seen as a highly professional part of the school in its own right, and that it was in discussion with others over exactly what tasks should be done where and by whom. I'd put about 20% of schools in this sector.

The list of jobs that have moved into Administration is long and varied, and includes...

- Timetabling (although here some schools said the work was divided between the Dept Head and Administration)
- Induction of new teaching staff
- Cover of absent staff
- Mentoring
- Personnel management
- Budgeting
- Examination management
- Work experience management
- Organisation of school trips
- Health and Safety
- Site management.

There were many reports of difficulties within the changes that are taking place. A number of correspondents made the point that, while they are willingly taking on this extra work, they are now also looking for pay

settlements which reflect the increased responsibilities that their work encompasses. This could well be the next battleground.

Certainly those schools that are becoming "Type C" schools do seem, in many cases, to be making significant changes in the way that they work, and in many situations this seems to combine a drive towards efficiency and a way of saving money.

The SEA wants to continue its research in this area, and if your school becomes involved in this type of change we'd very much like to hear from you. Please email [News@admin.org.uk](mailto:News@admin.org.uk)

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