

**South Ayrshire Council**

**Report by Director of Education  
to Cabinet  
of 25 November 2025**

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**Subject: Revised Devolved School Management Scheme**

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**1. Purpose**

1.1 The purpose of this report is to seek Cabinet's approval to implement a revised Devolved School Management scheme (DSM).

**2. Recommendation**

**2.1 It is recommended that Cabinet:**

**2.1.1 considers and approves the revised, 2026, Devolved School Management scheme (attached as Annex 1) and,**

**2.1.2 delegates authority to the Director of Education to amend the DSM scheme to reflect any future Council decisions that impact on it.**

**3. Background**

3.1 In June 2019 the Scottish Government and COSLA published updated [DSM Guidelines](#), which sought to build on and improve the DSM arrangements in Local Authorities, reflecting principles agreed within the [Education Reform Joint Agreement](#) of June 2018.

3.2 The guidelines established that improved Devolved School Management enhances the control of resources in schools, through greater management of budgets, and an ability to respond to local needs more effectively. Recommendations also concluded that Headteachers are the leaders of learning and teaching in their school, they are senior officers of the Council and have operational responsibility for the service they provide, and therefore the majority of decisions should be made at school level.

3.3 Following the publication of the Scottish Government's revised DSM guidelines in 2019, SAC Educational Services last in a series of updated DSM schemes was approved at the Council's [Cabinet of 28 November 2023](#).

3.4 The 2024 DSM included a review date of August 2026, for a new scheme to be implemented by April 2027. However, various factors affecting Education in South Ayrshire, including changing school rolls and a need to include Early Years provision within the DSM have led to an earlier update than anticipated.

- 3.5 As such, a working group has recently been established to review the Council's existing DSM scheme. The working group consisted of representatives from the Educational Services team, from the Corporate Finance team, Early Years colleagues and the Head Teachers involved in the delivery of education at all stages.
- 3.6 Informing the proposed DSM update presented to Cabinet for approval, along with the inclusion of Early Years staffing and resources formula, the group discussed the main issues Head Teachers had experienced with the existing scheme over the past two academic sessions.

#### 4. Detail

- 4.1 The revised DSM Scheme (**attached as Annex 1**), can be achieved within current Education budgets and reflects both the Council's educational priorities, as well as the requirements of the Scottish Government's DSM guidelines. The scheme has been improved to better suit current requirements while ensuring transparency remains over how budgets are calculated and allocated to schools. Generally, budgets are based on the size of the school but also take account of staff numbers, pupil demographics and Additional Support Needs (ASN).
- 4.2 Key changes for the 2026 DSM are outlined below:
- 4.2.1 As was detailed to Members when the 2024 DSM was approved at Cabinet on 28 November 2023, the then current budget arrangements for Early Years Learning and Childcare would remain unchanged until subjected to a separate review. This review has since taken place and all staffing and resource entitlement for Council operated Early Years Centres is now included in the main DSM.
- 4.2.2 Revised roll bandings for primary staffing entitlement in both main grade teaching posts and promoted posts. This will be beneficial for those schools with lower rolls, where the loss of only a few learners can have a significant impact on the number of staff a school is entitled to.
- 4.2.3 Updates for the last DSM review in 2023 included a change in primary school Principal Teacher (PT) gradings, whereby it was approved that all PTs will be graded at 'PT1' on the SNCT PT pay-scale, and that existing PT Posts at the 'PT2' grade would retain that grade until the post was vacated. For the 2026 DSM review, this guidance has been removed in accordance with the recently published SNCT Agreement on change to Job Sizing (JS/25/84). All PT's going forward will be Job Sized in line with the updated, national SNCT guidance.
- 4.2.4 The promoted post structure for Southcraig School and Invergarven School has been updated to include a roll band-based allocation, where previously these were static figures. This update is a more equitable arrangement and has been made in recognition of Invergarven School's roll increasing, while Southcraig School's roll has remained stable.
- 4.2.5 Clerical entitlement at Southcraig School has been reduced from a Grade 2 - Level 5 post, to a Grade 1 - Level 4 post, to bring this in line with the grading of clerical entitlement at Invergarven School. Clerical staff at Southcraig School currently at Grade 2 - Level 5 will retain that grade until their post is vacated.

4.2.6 Entitlement for Specialist Support Assistants at Southcraig School and Invergarven School has been updated to include a roll band-based allocation, where previously these were static figures. This update is a more equitable arrangement and has been made in recognition of Invergarven School's roll increasing, while Southcraig School's roll has remained stable.

4.2.7 Appendix 1 of the DSM on Core School Budgets has been updated with a reduction in the permissible carry forward balances figures for employee absence cover costs and supplies and services costs. These have both been reduced from 100% to 30%, albeit that any request to carry forward underspent budget must be approved by both the Service Finance Coordinator for Education, and the Service Lead, Education Support Services.

4.3 A further review of the DSM will take place, at the very latest, in another three years' time.

4.4 It is proposed that Cabinet considers and approves the revised DSM and delegates authority to the Director of Education to amend the scheme to reflect any future Council decisions that impact on it.

## **5. Legal and Procurement Implications**

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

## **6. Financial Implications**

6.1 The revised DSM can be delivered within current Education budgets. To support Head Teachers in the management and monitoring of their budgets, the Corporate Finance team will issue the annual budget for each education establishment at the beginning of the financial year, and monthly budget monitoring reports will be provided thereafter.

6.2 Schools will continue to have the ability to request budget transfers and carry forwards within the context of the Council's Financial Regulations and DSM guidelines. Carry forward arrangements are a key feature of DSM and will not be restricted by underspends or overspends elsewhere in the Council or Directorate.

## **7. Human Resources Implications**

7.1 Not applicable.

## **8. Risk**

### **8.1 *Risk Implications of Adopting the Recommendations***

8.1.1 There are no risks associated with adopting the recommendations.

### **8.2 *Risk Implications of Rejecting the Recommendations***

8.2.1 The revised DSM has been updated on the principles of empowerment, fairness, consultation, communication, transparency and accountability. Rejecting the recommendations will require schools to continue to operate within the existing scheme which was last updated in 2024 and does not reflect current educational requirements, as established by the DSM working group.

## 9. Integrated Impact Assessment (incorporating Equalities)

Our Integrated Impact Assessment (IIA) considers the following areas:

- Public Sector Equality Duty, Human Rights and Fairer Scotland Duty;
- United Nations Convention on the Rights of the Child (UNCRC);
- Sustainability, climate change and biodiversity;
- Potential impact on older people;
- Rural communities;
- Health and wellbeing;
- A trauma informed organisation; and
- The Promise.

9.1 An Integrated Impact Assessment has been carried out on the proposals contained in this report, which identifies potential positive and/ or negative impacts and/ or areas that require further consideration. The IIA Summary Report is attached as **Appendix 2** which includes information on any mitigating or follow-up action required. Details of consultation that has taken place can be found in section 13 of the report.

A copy of the fully completed IIA can be accessed here ([LINK](#))

## 10. Sustainable Development Implications

10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## 11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report. The proposal presented for Cabinet's approval is straightforward and does not require any additional funding or resource. The alternative would be for schools and Early Years Centres to continue to operate within the existing scheme which was last updated in 2024.

## 12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: Education and lifelong learning.

## 13. Link to Shaping Our Future Council

No

13.1 Not applicable

#### 14. Results of Consultation

14.1 There has been no public consultation on the contents of this report.

14.2 Consultation has taken place with Councillor William Grant, Policy Lead for Education and Lifelong Learning, and the contents of this report reflect any feedback provided.

14.3 Consultation has taken place through a working group of representatives from the Educational Services team, from the Corporate Finance team, Early Years colleagues and the Head Teachers involved in the delivery of education at all stages. The contents of this report reflect any feedback provided.

14.4 Consultation has taken place with Trade Unions from the Council's JNCT, and the contents of this report reflect any feedback provided.

#### 15. Next Steps for Decision Tracking Purposes

15.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Publish the revised DSM and issue to all schools	31 March 2026	Director of Education
Construct 2026/27 school budgets using the new DSM	30 April 2026	Service Finance Team Coordinator for Education

**Background Papers**     [Revised Devolved School Management Scheme 2024 - Decision of Cabinet - 28 November 2023](#)

[Scottish Government & COSLA – Devolved School Management Guidelines – June 2019](#)

[Scottish Government & COSLA - Education Reform Joint Agreement - June 2018](#)

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**Date: 29 October 2025**

# South Ayrshire Council

## Devolved School Management Scheme (DSM)

Commencing session 2026/27



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## 1. INTRODUCTION

South Ayrshire is one of 32 Scottish Local Authorities and comprises of eight multimember wards, each represented jointly by three or four local Councillors.

The Council's priorities and outcomes place an emphasis on the connection between our places and the wellbeing of our communities and environment. The place-based approach recognises that every area has a different blend of physical, social, and economic characteristics that influence each other and aims to address complex problems that no service alone can solve. The priorities provide a common framework, aimed at promoting a shared understanding that encourages services and partners to work collaboratively to achieve improved outcomes and wellbeing for our communities.

Within the Council's most recent [Council Plan \(2023-28\)](#) three strategic priorities include priority two, Live, Work, Learn and an objective on Education and Lifelong Learning, in the pursuit that everyone in South Ayrshire benefits from high quality education and lifelong learning.

The Council's Educational Services team is led by the Director of Education, supported by the Assistant Director of Education and a central team of Quality Improvement Managers and support staff, working in partnership to ensure our children and young people have the very best opportunity to achieve their potential. Collectively we are working towards getting it right for every child.

### 1.1 DSM Overview

DSM was introduced nationally in 1993 to enhance and improve the management of resources at school level.

The most recent [Devolved School Management Guidelines](#) were published by the Scottish Government and COSLA in 2019, and sought to build and improve on the DSM Guidelines of 2012, reflecting and integrating the Education Reform Programme and priorities emerging from the Education Reform Joint Agreement of June 2018, focusing on school empowerment, collaboration, parental engagement and pupil participation.

The Guidelines were prepared through collaboration and consultation with a wide range of stakeholders and assist Local Authorities in reviewing and developing their own DSM schemes, with the aim of encouraging participation from stakeholders including, schools and parents. Collaboration is essential to a successful local DSM Scheme and this is captured within the Joint Agreement and Head Teachers' Charter to which these guidelines align and support.

DSM is already a key policy of South Ayrshire Council and operates within the Council's overarching [Scheme of Delegation](#), [Financial Regulations](#) and [Standing Orders Relating to Contracts](#). Through this process, decision-making powers and budgetary responsibilities are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment.

## Principles of DSM

DSM is built upon the foundations and principles of:

- 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

### 1.2 Education Context within South Ayrshire

The quality of learning and teaching in South Ayrshire is considered to be very good and this has been highlighted in many school inspections carried out by Education Scotland.

South Ayrshire Council is responsible for the education provision of approximately 16,000 children and young people. This is delivered through 8 secondary schools, 40 primary schools, 2 special schools and a number of integrated specialist facilities for children and young people with additional support needs. Early Learning and Childcare provision is delivered through 35 Early Years Centres.

The Council's [Educational Services Improvement Plan 2023 - 2026](#) takes account of the feedback from consultation with our stakeholders across the council and community to ensure delivery of the agreed priorities of the National Improvement Framework.

Working in close partnership with the Council, with the communities of South Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC), the plan has a clear focus on improving outcomes for all of our learners, and sets out how we will address the inequalities of outcomes that exist for different equity groups.

The service plan builds on the very strong teamwork demonstrated by all staff working across Educational Services. It highlights our commitment to improvement and for ensuring the very best for all our learners.

### 1.3 Parent Council's

Parents and carers are the most important influence throughout a child's education and parental involvement in learning makes a real difference to children's achievements.

Parent Councils help parents and carers to become more actively and effectively involved in their children's learning. They were established under the Scottish Schools (Parental Involvement) Act 2006 in recognition of the important role that parents can play, both in their own children's learning, and in the life of a school. Parent Forum is the collective name for every parent, carer or guardian at a school. The Act gives each school's Parent Forum the right to set up a Parent Council. More information can be found on the Parents' page of the Scottish Government website at [www.scotland.gov.uk/parents](http://www.scotland.gov.uk/parents).

The role of the Parent Council is to:

- Support the school in its work with children and young people
- Represent the views of parents and carers
- Encourage links between the school, parents and carers, children and young people, pre-school groups and the wider community

Parent Councils play an important part in providing opportunities for parents to get involved in ways that suit them and to support their school in getting the best education for their children and young people. Under the Council's DSM Scheme, Head Teachers will be required to update their Parent Council's on their school budget throughout the school year.

## 2. BUDGET OVERVIEW

The Council receives the majority of its funding from the Scottish Government through Aggregate External Finance (AEF). The Council agrees its budget annually in March and financial plans are aligned with the delivery of the priorities outlined in the Council Plan.

School budgets are primarily based on the school roll and the specific responsibilities of Head Teachers in relation to the administration and management of school budgets are clearly identified within the DSM Scheme.

The Scheme ensures that there is transparency throughout the process and that budgets are allocated on a fair and consistent basis.

The Scheme in general covers two main budget areas. These are:

- Employee costs; and
- Supplies & Services costs.

In Appendix 1 a brief title or description for each delegated budget line is detailed. The basis of allocation is then described (for example, a fixed rate plus a per pupil allocation).

The actual amount allocated to each budget line in cash terms is not detailed in this document, as it will change each year, to take into account factors such as changes in pupil numbers or

Council policy. Information on detailed amounts is made available to each school at the start of a new financial year.

The ability to move monies from one budget line to another is known as virement and is permitted on most budget lines subject to the provisions in the Financial Regulations. Virement will be available to Head Teachers in certain budget lines, although financial support staff will closely monitor the amounts of virement and raise any issues if necessary. Permissible virements are detailed in Appendix 1.

### **3. AREAS OF EXPENDITURE DEVOLVED TO SCHOOLS**

Whilst Head Teachers 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 Head Teacher; areas that are too bureaucratic such as property maintenance costs; have unacceptable levels of risk e.g. insurance costs; benefit from economies of scale e.g. school transport; require professional expertise e.g. corporate support functions.

The areas that will be devolved to schools under this scheme and subject to its conditions are:

#### **3.1 Employee Costs**

All employee budgets are devolved under the scheme. The budgets for staff have been broken down into teaching and school support staff most of which are allocated on a formula basis. Head Teachers will continue to appoint and manage employees in accordance with the Council's policies and procedures.

Although the scheme gives greater flexibility for the management of employee budgets, Head Teachers should always consider the wider implications of any proposals, for example, staffing standards, employment rights etc; and therefore, Head Teachers should contact relevant central education staff who can assist/advise them with any such decisions.

All staffing entitlement detailed within the scheme, that is based on roll band, will only be changed if the school roll has remained within the new band for two academic sessions. Changes to staffing entitlement will be implemented in the third academic session. However, where the roll band has changed within a school, if an LGE vacancy becomes available, the post will be advertised based on the roll band of the current academic year.

### 3.1.1 Primary Staffing Entitlement

#### Teaching

Staffing component	
Basic staffing formula (incl. pupils in ASN bases/units):	
1 to 16 pupils	2.0 posts - inclusive of reducing class contact time
17 to 150 pupils	$(1.5 \text{ posts} + (0.039 \times \text{pupils})) \times 1.035$
over 150 pupils	$(1.67 \text{ posts} + (0.0377 \times \text{pupils})) \times 1.035$

Additional staffing formula (incl. pupils in ASN bases/units):	
Reducing Class Contact Time	Promoted 0.06 Unpromoted 0.1
Management Pointage	Schools with a Depute Head Teacher will receive fte *0.6 management pointage + Principal Teacher fte *0.4 management pointage  Where a school has no DHT, PT management pointage will be 0.6  In a Shared Headship, or schools with a roll of less than 90, 0.5 PT management pointage will be 0.3
Mid-Size School Enhancement	Where a school has a roll of between 90 and 175, is not a shared headship, and does not receive additional teaching entitlement e.g. Nurture Allocation, an additional unpromoted 0.4 will be allocated.
Class Sizes	Allocated based on number of classes required to reduce class size maximum in P1-3
Plus Year Enhancement	Allocated based on Amalgamations or Closures agreement

**Promoted Post Structure** (*allocated in accordance with JNCT 2.5*)

**Promoted posts are included within a school's basic entitlement in terms of FTE**

### Head Teacher Entitlement

<b>Roll Band (includes learners in ASN bases and EY Settings)</b>	<b>HT Post (Excluding Shared Headships)</b>
0 – 50	1
51 – 100	1
101 – 200	1
201 – 300	1
301 – 400	1
401 – 500	1
501 – 600	1
601 – 700	1

### Depute Head Teacher Entitlement

Where a school has an ASN base (Heathfield Primary, Doonfoot Primary, Troon Primary and Girvan Primary), the roll of the base is not included in the formula to determine DHT entitlement.

<b>Roll Band (incl learners in EY)</b>	<b>DHT Post</b>
0 – 90	-
91 – 500	1
501 – 700	2

### Principal Teacher Entitlement

Where a school has an ASN base (Heathfield Primary, Doonfoot Primary, Troon Primary and Girvan Primary), the roll of the base is not included in the formula to determine PT entitlement.

Where a school has a 52-week EYC, the EY Roll will not be included in the formula to determine PT entitlement.

<b>Roll Band (incl learners in TT EY establishments)</b>	<b>PT Post (Excluding Shared Headships)</b>
0 – 90	0.5
91 – 270	0
271 – 400	1
401 – 700	2

Promoted post structures will only be changed if the roll has remained within the new band for 2 academic sessions, \* this includes SIMD PT posts. i.e. for a DHT Post, in 2025/26 actual school roll drops below 91 and therefore school is no longer entitled to a DHT, this is Year 1. 2026/27 actual school roll remains below 91, this is Year 2. Therefore, DHT would be declared surplus and invited to the surplus meeting in May 2028.

The following will be in addition to the basic complement of promoted posts shown above:

- Shared-headship will receive 0.5 fte PT (Promoted Element Only)
- Schools with the highest levels of deprivation will receive an additional PT (Promoted Element Only). This will be based on the annual SIMD data and will be allocated to the 10 primary schools with the highest number of primary children living in deciles 1 and 2 (combined). Where a primary is no longer within the 10 schools identified the process detailed previously\* will be followed for the SIMD PT posts.
- Schools with a base will receive a DHT (Promoted Element Only).

### Absence Cover

<b>Basic staffing formula * (incl. staff in ASN bases/units):</b>	
Fixed Primary	daily rate x 2 days
Variable Primary	(1.5 days x fte of class committed staff*) x daily rate (*no absence cover is provided for promoted post management time)

### Clerical

<b>Combined Primary and Early Years Roll Band</b>	<b>Fixed Hours Per Week</b>	<b>Combined Primary and Early Years Roll Band</b>	<b>Fixed Hours Per Week</b>
0 - 40	25	301-350	70
41 - 65	27.5	351-400	80
66-100	32.5	401-450	90
101-150	37.5	451-500	100
151-200	45	501-600	110
201-250	52.5	601+	120
251-300	60		

- Total weekly hours entitlement calculated on roll bands. The table above shows roll bands. All hours are term time at grade 1 level 4.

### School Assistants

<b>School Pupil Roll Roll Band <i>incl. pupils in ASN bases/units</i></b>	<b>Fixed number of hours per week [term-time]</b>	<b>Basic allocation per school</b>
Up to – 150	27.11	1
151 – 300	27.11	2
301 – 450	27.11	3
451 +	27.11	4

Braehead PS, Dalmillig PS and Newton PS will be allocated an additional school assistant to reflect the high levels of deprivation in their school.

Additional allocations to schools will be made following the annual ASN audit

### 3.1.2 Secondary Staffing Entitlement

#### Teaching

Staffing component	
Basic staffing formula (incl. pupils in ASN bases/units):	
All schools	Fixed element of 10.24 posts + 0.056 x pupils
Additional staffing formula (incl. pupils in ASN bases/units):	
Reducing Class Contact Time	(Unpromoted fte within basic staffing formula * 0.04)
100 Day Commitment	Fixed allocation across all schools
Plus Year Enhancement	Allocated based on 'Amalgamations or Closures' agreement

#### Promoted Post Structure (*allocated in accordance with JNCT 2.5*)

Pupil Roll	Entitled Points	Pupil Roll	Entitled Points
301 - 400	38	901 - 1000	66
401 - 500	43	1001 - 1100	80
501 - 600	45	1101 - 1200	82
601 - 700	52	1201 - 1300	84
701 - 800	58	1301 - 1400	100
801 - 900	63	1401 - 1500	110

*QMA will be allocated an additional four points for the SLC*

A school's establishment of promoted posts below the level of Head Teacher will be determined in accordance with a pointage system.

Under the DSM arrangements Head Teachers have the authority to exceed their entitlement pointage provided they have an appropriate plan and the necessary funding in place. Any such arrangement will require the approval of the Director of Education.

The points value for the varying grades of promoted post are shown below.

### Points Values

Post Title	Job Size	Points Value	Post Title	Job Size	Points Value
Head Teacher	DHT 1	0	Principal Teacher	PT 1	1
Depute Head	DHT 1	3	Principal Teacher	PT 2	1.5
Depute Head	DHT 2	3.5	Principal Teacher	PT 3	2
Depute Head	DHT 3	4	Principal Teacher	PT 4	2.5
Depute Head	DHT 4	4.5	Principal Teacher	PT 5	3.5
Depute Head	DHT 5	5	Principal Teacher	PT 6	4
Depute Head	DHT 6	5.5	Principal Teacher	PT 7	4.5
Depute Head	DHT 7	6	Principal Teacher	PT 8	5
Depute Head	DHT 8	6.5			
Depute Head	DHT 9	7			
Depute Head	DHT 10	7.5			

Promoted post structures will only be changed if the roll has remained within the new band for 2 academic sessions.

### Absence Cover

Basic staffing formula (incl. staff in ASN bases/units):	
Variable Secondary	(1.5 days x fte) x daily rate

### Clerical

Roll Band	Grade 2 level 5 Full Time 52 weeks	Grade 1 level 4 Full Time 52 weeks	Grade 1 level 4 Term time 39 weeks	Total Hours
Up to 500	35	35	55	125
501-700	35	35	70	140
701-900	35	35	95	165
901-1100	35	35	125	195
1101-1300	35	35	155	225
1301+	35	35	185	255

Total weekly hours entitlement calculated on roll bands. The table above shows the structure for these hours.

### School Assistants

School Pupil Roll (incl. pupils in ASN bases/units)	Fixed number of hours per week [term-time]	Basic allocation per school
Up to 800	27.11	3
801+	27.11	4

Additional allocations to schools will be made following the annual ASN audit.

### Library Staff

School Pupil Roll (incl. pupils in ASN bases/units)	Fixed number of hours per week	Grade
Up to 800	17.00	39 weeks term time Library Assistant / Grade 1 level 4
801 - 1000	25.00	39 weeks term time Library Assistant / Grade 1 level 4
1001+	35.00	40 weeks term time Librarian / Grade 2 level 8

### Technicians

Roll Band (incl. pupils in ASN bases/units)	Science Technicians - Core Allocation	Technical Technician - Core Allocation	Flexible FTE Allocation - At School Discretion to meet curriculum needs
Up to 600	1 fte	0.5 fte	0
601 - 1000	1 fte	0.5 fte	1 fte
1001+	1 fte	1 fte	1.5 fte

Snr technicians will be appointed from the overall technician entitlement. 1 Snr Technical and 2 Snr Science.

### 3.1.3 Special Staffing Entitlement

#### Teaching (Special Schools)

Staffing component	
Basic staffing formula:	
All	Head Teacher + a ratio of 1 teacher: 5 pupils
Additional staffing formula:	
Reducing Class Contact Time	(Primary school roll * 2.5 hours/22.5 hours) + (Secondary school roll * 5 hours/22.5 hours)
Management Time	(Depute head teacher fte + Principal teacher fte) * 0.1

#### Teaching (ASN Bases/Units and SLC)

Staffing component	
Basic staffing formula:	
Primary	Ratio of (1 teacher: 7 pupils)
Secondary	Ratio of (1 teacher: 8 pupils)
Communications Facility	Ratio of (1 teacher: 4 pupils)
Where there is mix of pupil need the formulas above will be applied as appropriate.	

Additional staffing formula:	
Reducing Class Contact Time – Primary	Promoted 0.06 Unpromoted 0.1
Reducing Class Contact Time – Secondary	Unpromoted fte within basic staffing formula * 0.04
DHT Management Time	Depute Head Teacher fte * 0.1

The above ratios are in addition to any increase in a school's mainstream staffing brought about by the inclusion of pupils within the ASN Bases/Units etc. in the mainstream school roll.

### Promoted Post Structure

Roll Band	HT Post	DHT Post	PT Post
0-40	1	1	0.5
41-80	1	1	1
81 and above	1	2	2

### Absence cover

Basic staffing formula * (incl. staff in ASN bases/units):	
Fixed Special	daily rate x 2 days
Variable Special	(1.5 day x fte) x daily rate

### Clerical

Roll Band	Grade 1 level 4	Total Hours
1-50	27.5	27.5
51 and above	65	65

Total weekly hours entitlement is calculated on roll bands. The table above shows the structure for these hours.

### Specialist Support Assistants (Special Schools)

Roll Band	Specialist Support Assistants (fte)
0-40	1.5
41-60	3
61-80	6
81 and above	7.7

### 3.1.4 Early Years Staffing Entitlement

The following terms will be used:

- **Head Count** – Number of children
- **Roll** – The roll is the number of children rounded up to nearest multiple of 8 (or 5 for 2-3's) for staffing purposes. Centres will be staffed based on their roll.
- **Registered Capacity** – Care Inspectorate registered capacity. The legal maximum number of children at any one time.

<b>Basic Staffing Formula</b>		
	<b>Core Staffing</b>	<b>Lunch Cover (0.1 per FTE)</b>
<b>Children Aged 0-2 Years</b>		
Up to 6	2 FTE	0.2
Up to 9	3 FTE	0.3
<b>Children Aged 2-3 Years</b>		
Up to 10	2 FTE	0.2
11-15	3 FTE	0.3
16-20	4 FTE	0.4
21-25	5 FTE	0.5
26-30	6 FTE	0.6
31-35	7 FTE	0.7
36-40	8 FTE	0.8
<b>Children Aged 3-5 Years</b>		
Up to 16	2 FTE	0.2
17-24 *	3 FTE	0.3
25-32	4 FTE	0.4
33-40	5 FTE	0.5
41-48	6 FTE	0.6
49-56	7 FTE	0.7
57-64	8 FTE	0.8
65-72	9 FTE	0.9
73-80	10 FTE	1.0
81-88	11 FTE	1.1
89-96	12 FTE	1.2
97-104	13 FTE	1.3
105-112	14 FTE	1.4
113-120	15 FTE	1.5
121-128	16 FTE	1.6
129-136	17 FTE	1.7
137-144	18 FTE	1.8
145-152	19 FTE	1.9
153-160	20 FTE	2.0

\* In rural Early Years Centres with less than 24 children the lunch entitlement will be covered by School Assistant equivalent to 45 minutes per FTE per day. (Rural and semi-rural schools as per the Scottish Government classification)

<b>Full Year 8.00am – 6.00pm – Early Years Centres Only</b>	
Shift Allowance	0.2x FTE EYPs/ snr EYPs (minimum 2 FTE)

- In general, there will be a minimum of two staff. The exception would be in a rural Early Years Centre that is part of a primary class where there may only be one staff member alongside staff.
- Adjustments to staffing may be made regarding minimum entitlement where the two-year-olds are in one room with the 3-5 years or only access the 9.00am – 3.00pm provision.

### **Promoted Post Structure for Early Years Centres**

<b>Roll Band</b>	<b>Senior Early Years Practitioner</b>
0-39	0
40-79	1
80-119	2
120 Plus	3

Senior will be counted within ratios as part of the Early Years Practitioner staffing entitlement.

### **Full Year and Term Time Early Years Centres- Stand alone**

<b>Roll Band</b>	<b>Depute Manager</b>
0-39	0
40-119	1
120-150	2

### **Full Year Early Years Centres- within a Primary School with 3–5 year-old provision**

<b>Roll Band</b>	<b>Depute Manager</b>
0-39	0
40-89	1
90-150	2

### **Term Time Early Years Centres- within a Primary School**

<b>Roll Band</b>	<b>Depute Manager</b>
0-49	0
50+	1

### **Term Time Early Years Centres within a Primary School with a BASE and/or 2yr Old Provision**

<b>Roll Band</b>	<b>Depute Manager</b>
0-44	0
45+	1

Where a Depute is allocated within an Early Years Centre attached to a Primary that meet the criteria of 50+ pupils or 45+ pupils where the Primary has a BASE or provides 2yr old provision the Depute will be counted 0.5FTE within ratios and 0.5FTE out with ratios therefore Early Years Practitioner entitlement will be reduced by 0.5FTE.

Promoted posts structures will only be changed if the headcount has remained within the new band for **two** academic years. Promoted post structures will be changed where a vacancy arises otherwise will only be changed if the headcount has remained within the new band for 2 academic sessions (i.e. for a Depute Manager Post within a Full Year Early Years Centre, in 2024/25 actual Early Years headcount drops below 40 and therefore school is no longer entitled to a Depute Manager, this is Year 1. 2025/26 actual Early Years headcount remains below 40, this is Year 2. Therefore, Depute Manager would be declared surplus and invited to the surplus meeting the following May.)

- Annual leave cover will be met within centres when staffing allocation allows. At all other times temporary staff may be used. The Depute Manager will cover when temporary staff are not available.
- Managers will only be appointed in standalone Early Years Centres.

There may be occasions where education managers, in consultation with resource planning, will adjust the staffing to reflect attendance patterns and individual centre circumstances.

Management time allocation in primary schools

The following teacher pointage will be added to primary staffing to support the management of the EYC in a primary school where there is no Depute Manager entitlement.

**0.1 (Up to 40 headcount)**

**0.2 (>40 headcount)**

### **Clerical Allocation**

Clerical entitlement in schools will be based on combined roll i.e., school roll and Early Years Centre roll and is included in the Primary Devolved School Management section of this document.

Standalone Full Year Early Years Centres will have 52-week clerical support based on the equivalent of 35 hours.

Standalone Term Time Early Years Centres will have Term Time clerical support and is included in the Primary Devolved School Management section of this document.

Full year Early Years Centres (based within schools) will receive an additional allocation of clerical based on the roll bandings included in the table below. This will support the provision during holiday periods.

<b>Roll Banding Full Year Applications Headcount</b>	<b>Allocation of Hours for 11 Weeks (Difference Between Term Time and 50 Week Staff</b>	<b>Flexible Hours to be Allocated (Per Centre)</b>
0-25	6	66
26-50	8	88
51-75	10	110
76-100	12	132
100+	14	154

### 3.2 Supplies and Services Budget Allocations (non-employee costs only)

The Supplies & Services budget devolved to schools is calculated on a per capita basis, using pupil census data, and will be downloaded to the Initial DSM Allocation budget line 261000. Details as follows:

<b>Sector</b>	<b>Calculation – Ave Pupil Roll (rolling 3-year census)</b>
Primary/Secondary/Special	Ave Pupil Roll x £72
Special/ASN	Ave Pupil Roll x £150

An additional sum will be devolved to schools, as follows, to ensure their unique circumstances are taken into account i.e. small/rural:

<b>Sector</b>	<b>Ave Pupil Roll (roll 3-year census)</b>	<b>Additional Sum £</b>
Primary	1 to 99	4,000
	100 to 149	2,000
Primary ASN Base	ALL	1,000
Secondary	ALL	5,000
Secondary ASN Base	ALL	5,000
Special	1 to 49	11,000
	>49	18,000

#### 3.2.1 Early Years Resource Budget Allocation

As detailed in the table below, each centre will receive a fixed element General Admin and Materials Budget of either £300.00 per annum for standalone and 52-week/full year centres or £200.00 per annum for term time centres.

An additional variable General Admin and Materials Budget of £48.00 per pupil will be based on each centre's annual head count.

A further variable budget of £40.00 per pupil, will also be based on each centre's annual head count. Centres should use this to mitigate against the impact of poverty and ensure that parents are not asked to donate for activities, snack or birthdays.

The total variable allocation for each centre will therefore be £88.00 per pupil, based on annual head count, and will be added to the fixed General Admin and Materials Budget for each centre.

	<b>General Admin and Materials Budget</b>	<b>General Admin and Materials Budget</b>	<b>Additional 1140 Hours Budget</b>
	<b>Fixed Element</b>	<b>Variable Element (Per Head Count)</b>	<b>Variable Element (Per Head Count)</b>
Standalone (Term Time and 52wk) and 52 Week/Full Year Centres	£300.00	£48.00	£40.00
Term Time Centres (excluding Standalone Early Years Centres)	£200.00	£48.00	£40.00

### **3.3 Budget Line Allocations**

Head Teachers are required to carry out a Budget Transfer Request (BTR), moving the allocated budget to the relevant budget lines, in accordance with their planned spend for the financial year. Head Teachers should report their allocated budget lines (budget transfer request) to their Finance contact by 30 June each year. These non-employee budgets will not be adjusted for roll changes during the financial year.

### **3.4 Budget Transfer Request**

Head Teachers can carry out a BTR up to a maximum of £25,000 between devolved budget lines in a financial year, with the Finance Co-ordinator's approval, without the need for further approval from the Director/Assistant Director.

### **3.5 Carry Forwards**

Head Teachers can request carry forward of underspent budget from one financial year to the next. Requests to carry forward underspent budget must be submitted to the Service Lead – Education Support Services for approval, using the Request to Carry Forward Underspent Budget Form provided at Appendix 2. Requests must be supported by a sound business case and submitted by 31 January each year. Head Teachers should include the intended use of any approved carry forward budget within their school improvement plans.

### **3.6 Areas not Devolved to Schools**

It has been agreed that the following budget areas will not be devolved to school under the Scheme.

- 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
- Waste collection
- Energy costs
- Janitorial and cleaning staff costs
- Central support services e.g. Educational Psychology, Quality Improvement Teams
- Examination fees
- Long Term Sickness Absence
- Family Leave Costs
- Visiting Teachers
- Music Instructors

### **3.7 Budget Reporting**

At the start of each financial year Head Teachers will be provided with their total school budget and a separate budget report detailing the devolved elements. To assist Head Teachers in managing their school budget, monthly budget monitoring reports will be issued to schools for the devolved elements only.

## **4. KEY AREAS TO BE COVERED BY SCHEMES**

### **GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT**

#### **4.1 Financial Regulations**

The DSM Scheme forms part of the Council's approved Financial Regulations.

#### **4.2 Best Value Principles**

The Council's DSM Scheme demonstrates best value by following the characteristics of:

- commitment and leadership;
- sound governance at a strategic and operational level;
- accountability;

- sound management of resources;
- responsiveness and consultation;
- use of review and options appraisal;
- a contribution to sustainable development;
- equal opportunities arrangements and joint working.

Head Teachers are expected to deploy the school's budget in accordance with best value principles. School expenditure should align with the School Improvement Plan supporting both Council and national priorities and frameworks. In considering the above Head teachers should also take into account any relevant SNCT and JNCT agreements.

Value for money is a key aspect of Best Value and all decisions regarding resource use at school level should provide this. This should be managed within the Council's [Procurement Strategy](#).

### **4.3 Local Authority Commitment to Devolved School Management**

DSM is a key policy of South Ayrshire Council and operates within the Council's overarching Scheme of Delegation, Financial Regulations and Standing Orders Relating to Contracts. Through this process decision-making powers and budgetary responsibilities are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment.

### **4.4 School Expenditure within Wider Strategic Planning**

Head Teachers should ensure that school expenditure is in line with their School Improvement Plan which reflects the Council's strategic plans, priorities and the National Improvement Framework.

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

The DSM Scheme has been developed in consultation with South Ayrshire Council's JNCT for Teachers and JCC for Local Government employees, and is consistent with the Council's HR policies and procedures and national SNCT and local JNCT agreements.

## **PUBLICATION**

### **4.6 Publication Availability**

The Council's DSM Scheme will be published on the Council's website at <https://www.south-ayrshire.gov.uk/>. Head Teachers should also arrange for their school DSM budget to be published on the school website and inform parents and other interested parties of its availability.

## 4.7 Training

Training on the devolved arrangements contained in this scheme will be essential to Head Teachers, school staff and other stakeholders. This is to ensure that individuals have a clear understanding of the context of the scheme, its aims and objectives and how DSM can be used to meet the needs of staff and learners at a local level.

Training will take various forms such as Coast and induction training (financial regulations and the Council's policies and procedures relating to standing orders, contracts and procurement) DSM training sessions, job shadowing, presentations at staff meetings and one to one meetings with relevant staff will also be offered where appropriate.

## **CONSULTATION, ENGAGEMENT AND TRANSPARENCY**

### 4.8 Consultation and Engagement

In exercising their delegated powers Head Teachers should ensure that a collegiate approach is taken to planning and managing the school devolved budget. Head Teachers are required to establish formal consultative procedures with all school staff. This will include, in all but very small schools, the establishment of a consultative committee, with representatives from both teaching and support staff. The consultative committee is a mechanism that ensures close staff involvement in more detailed DSM decision making, which would be impractical on a whole school basis. Meetings of the consultative committee should be recorded and made available to staff, who must be subsequently advised of the decisions finally taken by the Head Teacher.

It is expected that Head Teachers should consult with staff, parent councils and children and young people on appropriate matters. This may include the schools DSM budget and the Head Teacher's spending proposals.

All staff must be given access to the full details of any spending proposals including the allocation of departmental resources and the methodology used to allocate budgets. Where possible staff should be given an opportunity to comment on any budget transfers or virement proposals prior to them being processed.

### 4.9 Transparency

Full details of the South Ayrshire Council's budget are published on the Council web site at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk). This includes details of the budget allocated to Education and schools, as explained in the DSM Scheme. This information should also be published on each school website for parents and other interested parties to access.

In the spirit of genuine collaboration and consultation Head teachers should also discuss the school budget and their spending proposals with their Parent Council and encourage meaningful discussion.

Head Teachers should ensure that any costs related to the curriculum are minimised to ensure equality of access. It is recommended that where charges exist for children and young people, including both curriculum and extra-curricular activities (e.g. for class

materials, school trips, school uniform, etc) they should be clearly detailed in school information published at the start of the academic session.

## **COLLABORATION**

### **4.10 Local Priorities**

The Council Plan sets out its vision with a focus on placing people at the centre of everything the Council does, with the aim of delivering the best possible outcomes for South Ayrshire communities. The ambitious priorities set will have a positive impact on the wellbeing of our communities, our local economy, and our environment.

The Council Plan 2023-28 priorities and outcomes are:

<b>Priority &amp; Outcomes</b>
<p><b><u>Priority One – Spaces and Places</u></b></p> <p><b>Moving around and the environment</b> Everyone can access streets, places and spaces that make a positive contribution to wellbeing, are well connected, well designed, and maintained.</p> <p><b>Play, Sport and Recreation</b> Everyone can access a range of high quality, safe, well maintained, accessible places with opportunities for play, sport and recreation.</p>
<p><b><u>Priority Two – Live, Work, Learn</u></b></p> <p><b>Education and lifelong learning</b> Everyone benefits from high quality education and lifelong learning and is supported to learn and fulfil their potential.</p> <p><b>Work and Economy</b> Everyone benefits from a local economy that provides opportunities for people and helps our businesses to flourish.</p> <p><b>Housing</b> Everyone can find a good quality home that they can afford, that meets their needs and is in an area where they feel safe and connected.</p>
<p><b><u>Priority Three – Civic and Community Pride</u></b></p> <p><b>Pride in South Ayrshire</b> Everyone (residents, visitors, and tourists) can enjoy attractive destinations and people are proud to live in our towns and villages and celebrate our culture and heritage.</p> <p><b><u>Community Engagement</u></b> Everyone has the opportunity to influence and contribute to what happens in their local area</p>

The Council Plan is supported by Directorate Plans for Education, as well as our Health and Social Care Partnership, all of which detail what we will do to deliver our objectives.

These plans are key documents that will provide the basis for how our services and budgets are planned and managed.

The plans are monitored on an ongoing basis, through our Service and Partnerships Performance Panel, and their reports will identify the difference the Council and our partners are making for our communities.

The voices and feedback of service users will feature strongly in this performance reporting and will be used to assess the effectiveness of service delivery and help drive further improvement where necessary.

The performance of schools will be planned and monitored using school improvement plans, self-improvement visits as well as the Service and Partnerships Performance Panel.

## **STAFFING**

### **4.11 Staffing Structures**

All staffing budgets are devolved under the scheme. The budgets for staff have been broken down into teaching and school support staff most of which are allocated on a formula basis. Head Teachers will continue to appoint and manage employees in accordance with the Council's policies and procedures, and in line with SNCT and JNCT agreements.

Although the scheme gives greater flexibility for the management of employee budgets, Head Teachers should always consider the wider implications of any proposals, for example, staffing standards and employment rights etc. Therefore, Head Teachers should contact appropriate staff within the central office, who can assist them with any such decisions.

### **4.12 Legislative and Contractual Requirements**

The legislative context of the Scheme forms part of the wider framework of documentation which relates to local government and schools e.g. Financial Regulation, Standing Orders, Employment legislation and policies and procedures including SNCT and JNCT agreements. It is important that Head Teachers adhere to the legislation and agreements.

### **4.13 Staff Resource**

Head Teachers will be given opportunities to participate in the development and review of recruitment and staffing approaches, both for their own school/s and for the Council. On all staffing matters, Head Teachers must adhere to the appropriate legislation and Council, SNCT and JNCT agreements and guidelines.

## **PROFESSIONAL SUPPORT**

### **4.14 Professional Support Teams, Functions and Transparency**

In carrying out their functions, schools are supported by a wide range of professional support teams. These include:

- Quality Improvement Teams
- Education Support Services
- Corporate and Service Finance
- Organisational Development and Customer Services
- Procurement Services
- Legal Services
- Property Officers
- Professional Design Services
- Risk & Safety Officers
- Facilities Management

## **ACCOUNTING**

### **4.15 Budget Underspend / Overspend**

The Scheme gives Head teachers the flexibility to manage and determine the best use of the resources devolved to their school. To facilitate this, Head Teachers are permitted to move budgets between devolved budget headings (referred to as budget transfer requests), subject to the Council's accounting principles, schemes of delegation and financial regulations.

The budget transfer requests criteria, including any maximum percentage and financial limits are detailed in Appendix 1.

### **4.16 Permissible Carry-Forwards**

Head Teachers should identify the purpose of any carry forward requests and reflect this in their School Improvement Plans or budget spending plans. The extent of the carry forward facility for each budget area is detailed in Appendix 1 and requests to carry forward underspent budget must be submitted to the Service Lead – Education Support Services for approval by 31 January each year, using the Request to Carry Forward Underspent Budget Form provided at Appendix 2.

## **SCHEME REVIEW**

### **4.17 Review, Methodology and Stakeholders**

The Scheme will be reviewed by the DSM working group every 3 years. The group will consist of representation from schools, central education, corporate finance and trade unions and other stakeholders where appropriate. Elements of the scheme may be reviewed separately on occasions such as the annual budget process.

It may be necessary to update the DSM scheme if required following formal agreement of the Council's budget, or to recognise any Council policy decisions which may have an impact on the scheme.

## Appendix 1 – Core School Budgets

### EMPLOYEE COSTS (TEACHING)

BUDGET LINE DESCRIPTION	BASIS OF ALLOCATION OF RESOURCES TO SCHOOLS	PERMISSABLE VIREMENT	PERMISSIBLE CARRY FORWARD BALANCE £	COMMENTS
Salaries – Short Term Sickness Cover	Number of days allocated to school in terms of staffing formulae for primary, secondary and special schools and EY establishments.	Unlimited virement in accordance with the financial regulations.	30%	Reason codes to be used for replacement teachers.  Minimum standards include adherence to national and local agreements.

### SUPPLIES & SERVICES COSTS

BUDGET LINE CODE	BUDGET LINE DESCRIPTION	BASIS OF ALLOCATION OF RESOURCES TO SCHOOLS	PERMISSABLE VIREMENT	PERMISSIBLE CARRY FORWARD BALANCE	COMMENTS
261000	Supplies & Services	Variable amount per primary/secondary & special school, based on 3-year average pupil numbers. Plus, a fixed amount per primary/secondary & special school to ensure unique circumstances are taken into account.	Unlimited virement in accordance with the financial regulations.	30%	

## Appendix 2 – Request to Carry Forward Underspent Budget Form

CARRY FORWARD DETAILS			
<b>School Name</b>			
<b>Projected Underspend Amount</b>	(£)	<b>Carry Forward Requested</b>	(£)
<b>Reason for Underspend</b>			
<b>Business Case for Carry Forward</b>  (what do you intend to spend this money on and how will this support School improvement plans?)			
<b>Request Completed by:</b>		<b>Projected Underspend Confirmed by SAC Corporate &amp; Service Finance:</b>	
Print Name:		Print Name:	
Designation:		Designation:	
Signed:		Signed:	
Date:		Date:	
<b>Email a completed version of this form to Service Lead, Education Support Services by 31 January each year for consideration</b>			
<b>Request Considered by:</b>			
Print Name:		<b>Approved / Not Approved</b>	
Designation:			
Signed:			
Date:			

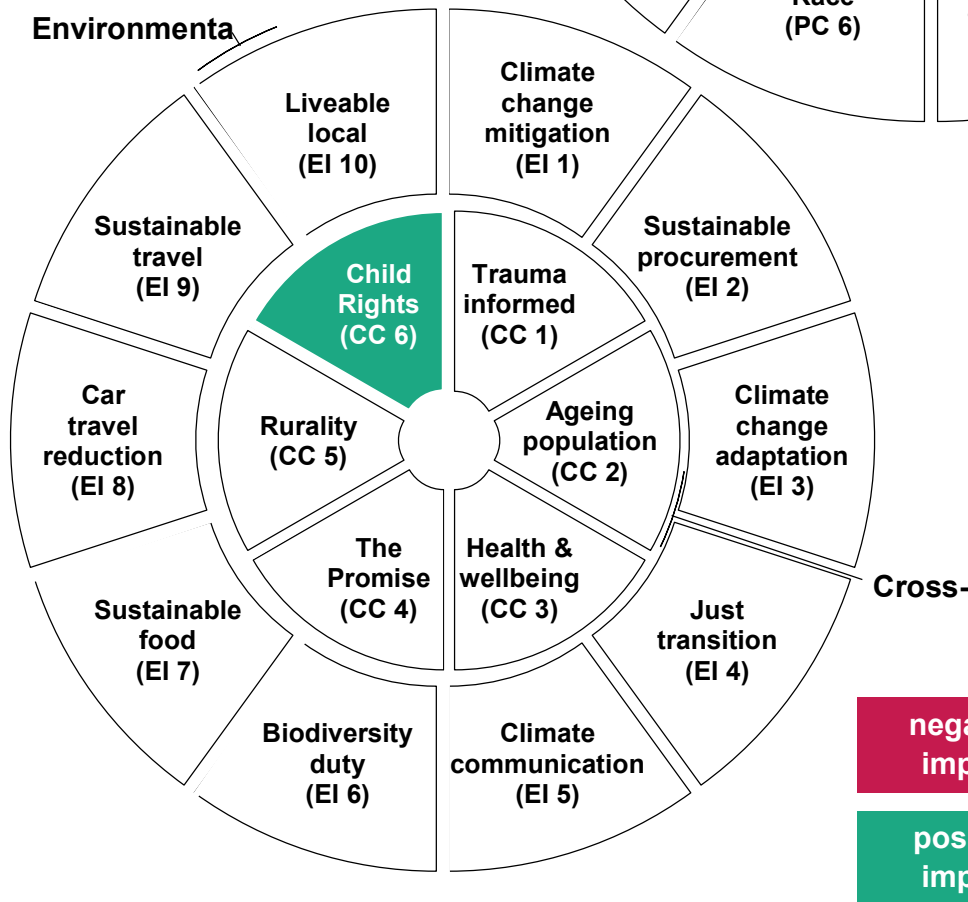
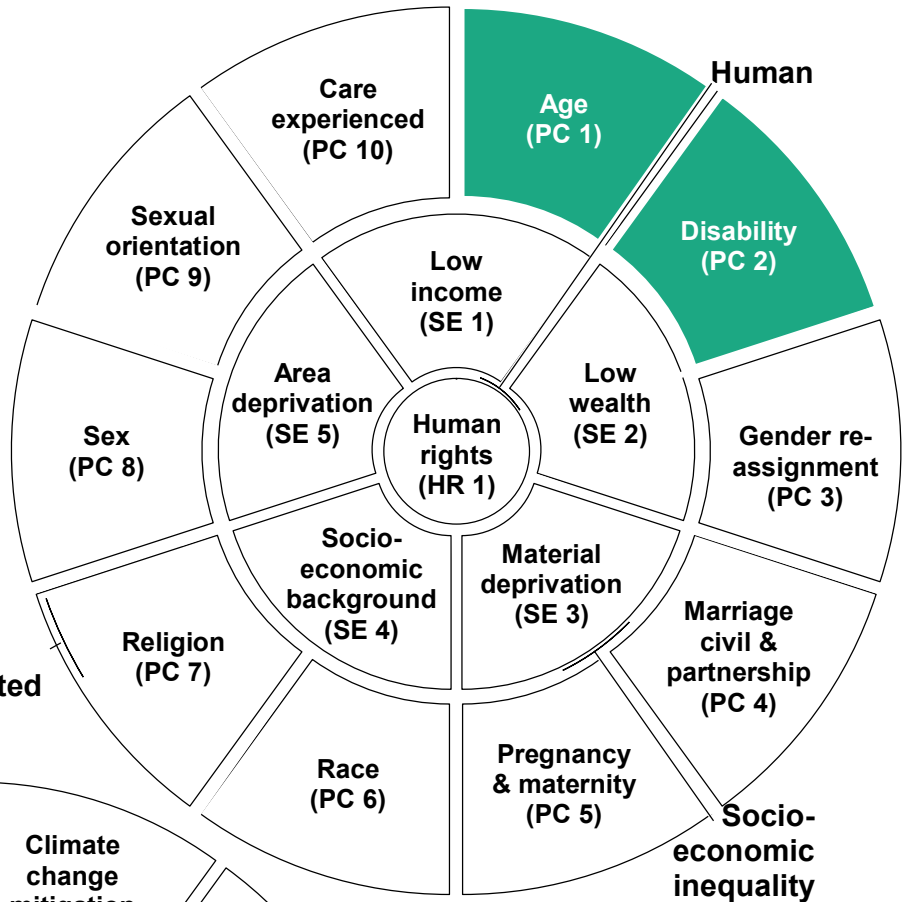
# Integrated Impact Assessment Summary Report



The revised, 2026, Devolved School Management scheme

Completed by:  
Gavin Cockburn,  
Service Lead, Education Support Services,  
Education Support Services

Date started 10/08/25



To be implemented on: 04/01/26  
Review date: 08/01/28  
Oversight Panel: Cabinet

negative impact	uncertain / not clear
positive impact	no impact / not applicable

**Public sector equality duty**

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Eliminating unlawful discrimination, harassment, and victimisation?

The proposal neither assists or inhibits the Council's ability to eliminate unlawful discrimination, harassment and victimisation.

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Advancing equality of opportunity?

The proposal ensures transparency and equity remains over how budgets are calculated and allocated to schools

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Fostering good relations?

The proposal assists the Council's ability to foster good relations, as Educational Services place a strong emphasis on school/community partnerships.

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**Consultation declaration**

We confirm consultation has been carried out as part of this process.

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## Child Rights & Wellbeing Impact Assessment (CRWIA) summary

### CRWIA for a non-legislative policy/measure

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CRWIA title:

The revised, 2026, Devolved School Management scheme

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Publication date:

31/03/2026

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Summary of policy aims and desired outcomes

Improved control of resources in schools, greater management of budgets, and an ability to respond to local educational needs more effectively.

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Executive summary

The 2024 DSM included a review date of August 2026, for a new scheme to be implemented by April 2027, however changing factors in Education including a reduction in school rolls and a need to include Early Years provision within the DSM have led to an

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Background:

In June 2019 the Scottish Government and COSLA published updated DSM Guidelines, which sought to build on and improve the DSM arrangements in Local Authorities, reflecting principles agreed within the Education Reform Joint Agreement of June 2018.

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Scope of the CRWIA, identifying the children and young people affected by the policy, and summarising the evidence base:

All children and young people, up to the age of 18, in education in South Ayrshire.

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Children and young people's views and experiences:

Revisions to the DSM reflect professional opinion on the impact on the delivery of education in South Ayrshire and its impact on our young people.

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Key Findings, including an assessment of the impact on children's rights, and how the measure will contribute to children's wellbeing:

Improved control of resources in schools, greater management of budgets, and an ability to respond to local educational needs more effectively.

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Monitoring and review:

The proposed 2026 DSM will come into effect on 01/04/2026 and will be reviewed in August 2028

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### CRWIA Declaration Authorisation

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Policy lead:

Service Lead - Education Support Services

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Date:

10/08/24

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Deputy Director or Equivalent:

Scott Mulholland. Director of Education

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