

REPORT TO: EDUCATION COMMITTEE
REPORT ON: ISSUES RELATING TO TEACHING AND SUPPORT STAFF
REPORT BY: MORALE WORKING GROUP
REPORT NO: 777-2000

1. REMIT

Reference is made to Article I of the Education Committee held on 15th March, 1999 which established a Morale Working Group to look at pertinent issues within the Education service in Dundee.

The remit of the Group was to consider issues relating to teaching and non-teaching staff morale and welfare such as new initiatives, shortage of supply teachers, workload and personal safety which are not within the remit of the Joint Consultative Committee and to report back to the Education Committee in due course.

2. GROUP MEMBERSHIP

Councillor J Letford (Chair)
Councillor G de Gernier
Councillor B Ward
Councillor D Beattie
Councillor A Petrie
Councillor R Wallace
Mrs A Wilson, Director of Education
Mr A Weston, Education Services, Manager
Mr G Taylor, Education Services Manager
Mr E Baillie)
Ms J Smith) - Teacher Representatives
Mr K Anderson) - Church Representative
Mr K Cook - GMB
Mr T Ferguson - Unison
T&GWU - Representative was unable to attend but received all documentation

IN ATTENDANCE

Ms J Jamieson - Personnel and Management Services

3. GROUP VISITS

In order to gather evidence of what is currently happening in schools, two Groups were formed from the Morale Working Group who then undertook a series of visits to schools to meet all staff and undertake a short tour of each school visited. The meetings with teaching and support staff were normally held without the presence of the Head Teacher or any other senior management staff.

Group Membership is noted below:-

GROUP A

Councillor J Letford
Councillor A Petrie
Councillor R Wallace
Mr E Baillie
Mr K Anderson
Mr T Ferguson

GROUP B

Councillor B Ward
Councillor D Beattie
Ms J Smith
Mr K Cook

Both groups were accompanied by Ms J Jamieson, Personnel and Management Services.

Schools Visited

GROUP A

St. John's R.C. High School
Baldragon Academy
Kirkton Nursery School
Morgan Academy
Fintry Primary School
St. Ninian's R.C. Primary School
Foggyley Nursery School

GROUP B

Craigie High School
Mid Craigie Primary School
Newfields Primary School
Hillside Primary School
Cotton Road Nursery School
Barnhill Primary School
Blackness Primary School

A total number of 187 staff, predominantly, teaching met members of both groups.

During the course of the visits it was clear that teaching and support staff were working positively together towards achieving the Council's aim of promoting social inclusion and raising achievement in schools. The members of the groups were impressed by the many examples of good practice that they saw on their visits. Despite the fact that few support staff attended the meeting with the groups it was noted that on several occasions the teaching staff praised the work done by these staff and their contribution to school life.

The groups found that there were a number of common themes/issues that were raised during each visit. These themes/issues have been grouped under a number of main headings as listed in the following sections of the report.

The Group also took into consideration when making recommendations material from the Education Department which summarised earlier consultation exercises with staff and parents. (Copy attached).

4. FINDINGS

The main bullet points under each heading represent the issues raised with the Working Group.

4.1 WORKLOAD

4.1.1 Submissions to Working Group

- (i) A common theme among teachers was the great pressure they felt with the introduction of many new initiatives and developments in the curriculum. Teachers felt they needed a period of consolidation.
- (ii) Programmes such as Higher Still and 5 - 14 had a significant effect on workload and it was felt some form of piloting of such initiatives might allow their impact to be assessed before implementation.
- (iii) There was a desire to see some form of protocol regarding the support to be provided to student teachers.
- (iv) Interest was expressed in investigation of the scope for using information and communications technology to reduce teachers' administrative workload. Administrative duties required significant investment in terms of time. For example, though the school attendance initiative was viewed positively, it does require more time to administer. In areas such as that and pupil reports to parents, information and communications technology might help.
- (v) School management had to spend a disproportionate amount of time dealing with pupil discipline.
- (vi) There was a perception among staff that increased staffing would help to address some of the issues related to workload and discipline.

4.1.2 Comments and Update from Director of Education

- (i) The introduction of new initiatives with limited consolidation time is an acute national problem. Constant innovation is due mainly to nationally driven curriculum initiatives such as 5-14, Standard Grade, Higher Still and the Excellence Fund (which includes Supported Study, ICT, Alternatives to Exclusion and others).

The Education Department Plan 1999-2002 identifies the key priorities for schools with timescales for developments. Schools have been encouraged:

- To involve all staff in the process of development planning through the effective use of audit to establish priorities and through staff consultation on final draft plans.
- To limit the range of development plans and to focus on key priorities.
- To be flexible in development plans and to make changes according to changing needs over the three year planning cycle.

It is hoped that these steps will assist schools to cope with the range of externally imposed initiatives.

- (ii) Guidance exists on the mentoring of student teachers and this is supported by inservice for mentors. This will be reviewed and updated.
- (iii) Other general workload issues (paperwork, recording etc.) is similarly an acute national problem. There are concerns at any increase in paperwork related to processes for planning, assessment, recording and reporting on pupil progress.

The action plan arising from the implementation of the "Time for Teaching" Report is intended to address many workload issues. Classroom assistants, extra clerical assistance and better training for clerical staff will help. ICT will make some processes quicker and easier e.g. the recording of pupil progress.

4.1.3 Recommendations

- (i) The Director of Education should ensure that the additional guidance on the School Development Planning process is implemented.
- (ii) Staff consultation should be carried out through a formal consultative mechanism such as workload consultation committees. All staff should be represented (teaching and support staff). This is particularly important when pilots and new initiatives are being considered.
- (iii) The Director of Education should issue additional information to schools through a Standards and Quality Report on the process of improving pupil achievement. This would indicate the success of schools in this area, including the good progress in achieving targets on attainment.
- (iv) Additional information on the above areas should continue to be circulated to all staff through updates in Dundee Education News.
- (v) The Director of Education should examine the requirements made of teachers in respect of student teacher placements with a view to discussions with the teacher training colleges to establish a protocol on those requirements.

4.2 STAFFING

4.2.1 Submissions to Working Group

- (i) It was suggested that staffing levels were inadequate to cope with developments in the curriculum and new teaching methods in both primary and secondary schools
- (ii) General lack of supply cover and in secondary schools shortages in specific subject areas.

- (iii) Most of the concerns raised under this heading revolved around the issue of teacher support in areas as diverse as lunchtime supervision and specialist support for example, specialist advisers and educational psychologists.
- (iv) There was pressure on non-teaching time.
- (v) Use of part-time and/or temporary contracts was suggested as a possible limitation on continuity in development of staff/pupil relationships.
- (vi) Difficulties were experienced where the Head Teacher in a primary school was the sole senior member of staff.

4.2.2 Comments and Update from Director of Education

- (i) Staffing is above nationally funded levels and while in a number of cases schools are over their complement the demands on staff are increasing. Extra staff have come into some schools through current initiatives - classroom assistants, reduction in class sizes, nursery nurses in P1, and Action Plans.
- (ii) Shortage of teacher cover is an acute national problem. The need for replacement teachers and supply teachers is increasing as the teaching workforce ages and the number of retirements increases. There is also a perception that teaching is not seen as the attractive career it once was. The traditional patterns of female teachers returning to work after a break to bring up families has changed. In the past these teachers formed a significant part of the supply pool and there are insufficient numbers of trained teachers available to fill this gap. The output of teacher training colleges is geared to meet the demand for permanent posts although shortages persist in some subject areas. They do not produce additional staff for temporary supply posts. The temporary nature of supply work also creates difficulty in retaining staff.

In order to address these issues a number of strategies are being developed. The use of permanent supply staff is being used where feasible eg. to release staff for major training programmes. A pilot is under way to include permanent supply cover as part of a secondary school's staffing complement. A number of training courses have been moved to the end of the school day to reduce the demand on supply. Advertising for supply staff has been increased. Special training courses are now run to attract returning teachers.

- (iii) Additional ancillary staff and specialist staff in support services might be welcomed by teachers but without additional funding this could reduce the resources available for teaching posts in schools.

4.2.3 Recommendations

- (i) Through COSLA and the Scottish Executive this Council should seek a review of the recommended staffing levels in primary and secondary schools to take into account the developments in the curriculum and new teaching methods.
- (ii) The Education Department should monitor and evaluate the current supply pilot scheme and should continue to develop methods to attract supply staff.
- (iii) Wherever possible the Education Department should make use of permanent contracts for staffing appointments.
- (iv) The Director of Education should create supply lists for all categories of staff.
- (v) The Director of Education should make representations to SEED on behalf of Dundee City Council about the detrimental impact on morale generated by the large number of temporary Contracts and staff disruption resulting from short term funding such as the Excellence fund.

4.3 PUPIL DISCIPLINE/BEHAVIOURAL SUPPORT

4.3.1 Submissions to Working Group

- (i) Concerns expressed in this area included the incidence of vandalism, which it was felt reflected a lack of respect for teachers, support staff and property.
- (ii) The incidence of low level challenging behaviour seemed to be increasing.
- (iii) It appeared classroom discipline was a widespread problem in most cases. Where problems were being experienced, it was felt that the operating guidelines for exclusion should be reviewed to ensure consistency of application. The dilemma was that aiming for low level targets for exclusions of problem pupils could detrimentally affect the development of the rest. Management support in this general area would always be necessary.

4.3.2 Comments and Update from the Director of Education

- (i) Schools feel that they deal with increasingly difficult behavioural problems. There is a constant demand for additional staff and resources to deal with these problems. Without additional resources extra staff in behaviour support would be at the expense of teaching staff elsewhere.
- (ii) Dundee allocates more staff and resources to these areas than most other authorities and has one of the largest Offsite provisions in Scotland.
- (iii) A major review of provision for pupils with Social Emotional and Behavioural difficulties is currently underway and staff will be fully consulted throughout the process.
- (iv) In addition a number of current initiatives are now aimed at developing positive discipline, early intervention in behavioural problems and giving additional support to behavioural units. Extra staff and resources have been allocated to these initiatives.

4.3.3 Recommendations

- (i) The Director of Education should explore the possibility of prioritising early intervention at Nursery and Primary Schools with improved access to Education Psychologists.
- (ii) The Director of Education should ensure that all staff are updated on the progress and outcome of the review of behavioural support provision in the city.
- (iii) The Policy on the Exclusion of Pupils from Schools should be reviewed to seek its consistent application through more effective guidelines. This review should include specific consideration of guidance on verbal abuse and violent conduct towards school staff.
- (iv) Staff should be reassured that while the Working Group accepts that exclusion should be used as the ultimate sanction and supports the objective of reducing exclusions, it is nevertheless of the view that the existence of reduction targets must not be allowed to result in lower standards of behaviour being tolerated in schools or in disruptive pupils remaining inappropriately in class or in school. That resolve should be communicated clearly by the Director of Education to Head Teachers and school staffs.
- (v) Information should be provided to all staff to ensure that they are aware of key aspects of the policy on exclusions.
- (vi) The Director of Education should continue to seek opportunities to further develop alternatives to exclusion.
- (vii) The Director of Education should re-promote the Council's policy on monitoring of violence and aggression towards staff.

4.4 PARENTS/SOCIETY

4.4.1 Submissions to Working Group

- (i) Responses to this issue were mixed.
- (ii) On nursery education, the perception was that too many parents viewed it as a child minding service as opposed to a valuable element of the overall education service.
- (iii) While primary school parent evenings are generally well attended, and there is an encouraging response by children and parents to outside activities, there was a feeling in some schools that parents expect teachers to solve many of society's problems.
- (iv) The level of interest in school boards and parent/teacher associations varies greatly.
- (v) Some schools were finding that over 16's who were still at school only because their parents insisted on it were causing problems by disrupting the education of others.
- (vi) Many staff seem to feel that they are expected to take responsibility for an increasing range of social and personal development and that parents and society do not support them in these roles.
- (vii) Staff are concerned about the number of complaints by parents and pupils. All complaints are investigated but often prove to be unfounded.

4.4.2 Comments and Update from Director of Education

- (i) The Dundee Early Years and Childcare Partnership has been set up to develop nursery and childcare provision in the city. This will provide a wider range of services and information to parents.
- (ii) The Director has regular meetings with chairpersons of School Boards and Parent Teacher Association representatives at which links between parents and schools are discussed.
- (iii) The Education Department is giving increased advice, training and support to staff in dealing with areas of personal and social development e.g. sexual health education, drug education. Initiatives are also underway to give parents more information and involve them more fully in the education process.
- (iv) The introduction of a JCC, the revision of guidance on disciplinary procedures and allegations against staff and additional related training for staff should help to address some of the staff concerns about complaints made by parents and pupils.

4.4.3 Recommendations

- (i) The Education Department should look at methods to improve parental involvement in the education process. This should include better communication with parents through methodology used in projects such as READ.
- (ii) The Director of Education should develop a clear process to handle parental enquiries. All schools and parents should be informed of this process.
- (iii) A significant factor in reducing pupil indiscipline is to encourage parents to undertake their responsibilities for their children's conduct and development while attending school. In this respect the Director of Education should examine the effectiveness from current experience of parent/school contracts and should issue the appropriate guidance thereafter.

4.5 COMMUNICATION

4.5.1 Submissions to Working Group

- (i) There was a general feeling that communications could be improved.
- (ii) It was difficult for schools to develop close links with the administrative centre at Tayside House.
- (iii) Schools felt vulnerable to attack via the media and would appreciate some arrangement to provide support and assistance in such circumstances.
- (iv) Nursery schools expressed an interest in the creation of some form of networking with colleagues in the nursery sector.
- (v) Adverse media coverage is a National and local problem. Government focus on education has meant it has been constantly in the press nationally and locally. Teachers accept criticism but feel it is imbalanced - e.g. selective reporting of HMI Reports.

4.5.2 Comments and Update from Director of Education

- (i) The Education Department has identified ethos and communications as key targets for improvements in its Development Plan.
- (ii) An Education Department Information Officer has been appointed. Considerable progress has been made in developing positive items for newspapers identifying education successes in Dundee.
- (iii) A recent exhibition to publicise education successes was attended by over 5,000 members of the public.
- (iv) A video illustrating the work of schools in Dundee will be issued to all schools for use with staff, parents and pupils.
- (v) A number of initiatives have been undertaken to Improve internal communications within the Education Department. Dundee Education News has been improved and expanded. The Director and Service Managers now undertake regular meetings with staff in each school. An internal working group has been established to review communications.

4.5.3 Recommendations

- (i) The Council should seek to support schools or individual members of staff when they are inappropriately criticised in the press.
- (ii) The Director of Education should consider ways to improve contact between the senior managers and staff in schools and should ensure that Education Managers are available to teaching and support staff during school visits. Such visits should preferably be regular and proactive rather than reactive.
- (iii) The Director of Education should investigate with nursery staff options to improve networking.
- (iv) Head Teachers should ensure appropriate mechanisms are in place to allow all staff to attend meetings where possible. Minutes should be displayed in Staff rooms etc.

4.6 ACCOMMODATION/BUILDING FABRIC

4.6.1 Submissions to Working Group

- (i) There was a perception that insufficient priority was given to repair and maintenance work.
- (ii) There was increasing pressure on accommodation due to developments such as IT developments, smaller class sizes, modern teaching methods, etc.
- (iii) In certain schools there were difficulties with nature and quality of accommodation.
- (iv) There is a general lack of storage facilities.
- (v) Although school security systems were a necessary development it was felt they could create a barrier to parent involvement and it was important that efforts are made to create a parent-friendly ethos.

4.6.2 Comments and Update from Director of Education

- (i) During funding cuts priority has gone first to maintaining staffing and resources rather than building improvements. The budget for planned improvements is limited and is always under considerable pressure from inescapable repairs and maintenance.
- (ii) By national comparison the general standard of accommodation is good. Difficulties are related to specific areas which differ for different schools.

4.6.3 Recommendations

- (i) The Council should re-examine the repairs and maintenance system(s), to include quality control with a view to improving the timescales and outcomes.
- (ii) The Director of Education should ensure that there is a clearly defined and transparent process for establishing planned maintenance priorities and that this is communicated to all schools.
- (iii) The Council should explore the option to re-introduce specific budget provision for furniture purchase within the devolved school management scheme.
- (iv) The Working Group recognises that the standard and nature of school buildings has an effect on those who work in them and requests the Council to continue to press for additional resources.

4.7 TRAINING

4.7.1 Submissions to Working Group

- (i) There was a desire from Head Teachers for more Devolved School Management Training.
- (ii) There is limited time to spend on computers and more training on IT skills would be appreciated.
- (iii) At times, staff development opportunities were limited by a shortage of supply cover.
- (iv) Those working with special needs children would like more training.

4.7.2 Comments and Update from Director of Education

- (i) Additional training for HTs and administrative staff on Devolved School Management is now underway.
- (ii) Dundee is completing a major programme of ICT development. As part of this programme all teaching staff will receive substantial training. Training for Primary teachers is in progress and will be expanded. Training for Secondary teachers is now underway.

- (iii) Staff tutor posts have been created to support key developments such as 5-14, Higher Still and ICT Training. Part of their remit will be the development of teaching materials and exemplars.

4.7.3 Recommendations

- (i) The Director of Education should consider how the training provision in ICT can be further developed for support staff.
- (ii) The Director of Education should consider how the training provision in SEN can be further developed for all staff.

4.8 General Recommendations

- 4.8.1. In respect of national developments and initiatives where the Council takes the view that there are difficulties with time scales or resources, the Council should, in conjunction with other Local Authorities, assert their views vigorously through the normal channels e.g. COSLA to seek to effect change.
- 4.8.2 This report is hereby submitted to the Education Committee to consider the findings of the Working Group.
- 4.8.3 Director of Education should report progress on the implementation of the recommendations to the Education Committee.

PARENTAL QUESTIONNAIRE	
Primary Best Value	
Summary % Agree	
The School has a welcoming atmosphere	
	96.71
My Child is proud of his/her school	
	98.00
My views and opinions are valued by staff	
	94.57
Problem behaviour in school is dealt with effectively	
	89.79
The staff are approachable	
	98.15
I have an active part in my child's learning	
	95.43
The school expects a high standard of work	
	97.36
My child receives appropriate homework	
	92.57
When my child does well in something at school or at other times the school recognises it	
	97.14
I am kept well informed about my child's progress	
	92.28
When I offer comments about school issues, I receive a positive response	
	93.50
I believe that the school provides a range of different activities for my child to take part in	
	92.57
I think that I am well informed about the life of the school	
	94.85

Secondary Best Value

Responses to Parental Questionnaires Sample of Secondary Schools		% Agree	
		Sample	National
1.	My child enjoys being at school	92	92
2.	My child finds school work stimulating and challenging	87	88
3.	My child is encouraged to work to the best of his/her ability	93	91
4.	I am satisfied with the homework my child receives	84	\
5.	I know that if my child is having difficulty he/she will be helped	93.3	89
6.	I feel the teachers really know my child as an individual	83.6	77
7.	My child is treated fairly by his/her teachers	92.6	94
8.	I get regular, accurate and helpful information about my child's progress in school work and personal development	79	\
9.	Teachers are good at letting me know about my child's strengths and weaknesses	81	74
10.	The school has explained to me what part I can play in my child's education	82	75
11.	The school is good at explaining its work to me	78	72
12.	I am confident that if I raise a matter of concern the school will do something about it	86	90
13.	I am content with the part I am asked to play in my child's education	89	86
14.	I come away from parent teacher meetings feeling I have learned something useful	88	88
15.	Pupils are generally well behaved	80	
16.	Teachers deal effectively with bad behaviour	80	81
17.	The school is well led	94	\
18.	The school has good accommodation	94	\
19.	The school has good materials and equipment for teaching and learning	91	\
20.	The school has a good reputation in the community	91	88

DIRECTOR'S MEETINGS WITH SCHOOL STAFF

Following the success of last session's schedule of meetings between the Director and school staff a timetable of meetings for this session has been prepared in consultation with Head Teachers. For this session the number of meetings has been extended to provide Primary and Nursery schools with their own set of meetings, as well as continuing with one meeting in every secondary school. The timetable is as follows.

SECONDARIES

	Date	Time
Craigie	Thursday 19 October 2000	3.40pm
Baldragon	Thursday 26 October 2000	3.45pm
St Saviour's	Monday 13 November 2000	3.40pm
Grove	Tuesday 12 December 2000	3.45pm
Lawside	Monday 22 January 2001	3.45pm
Harris	Monday 5 February 2001	4.00pm
Braeview	Monday 19 February 2001	3.45pm
Morgan	Monday 26 March 2001	3.30pm
Kingspark	Wednesday 25 April 2001	3.00pm
St John's	Monday 30 April 2001	3.30pm
Menzieshill	Monday 21 May 2001	3.45pm

PRIMARY/NURSERIES

SCHOOL NAMES	Date	Venue	Time
Primaries: Fintry, Longhaugh, Mill of Mains, Newfields, Whitfield Nurseries: Fintry, Longhaugh, Whitfield	Thursday 16 November 2000	Newfields	4.00pm
Primaries: St Clement's, St Columba's, St Fergus, St Margaret's	Thursday 23 November 2000	St Fergus	3.45pm
Primaries: Barnhill, Eastern, Forthill	Thursday 1 February 2001	Eastern	3.45pm
Primaries: Our Lady's, St Joseph's, St Mary's, St Ninian's, SS Peter & Paul	Tuesday 13 February 2001	St Joseph's	3.45pm
Primaries: St Luke's & St Matthew's, St Pius, St Vincent's	Monday 5 March 2001	St Luke's & St Matthew's	3.45pm
Primaries: Ardler, Brackens, Downfield, Macalpine, Sidlaw View Nurseries: Jessie Porter, Kirkton	Tuesday 13 March 2001	Brackens	3.45pm

Primaries: Craigiebarns, Douglas, Mossiel, Mid Craigie, Powrie	Tuesday 20 March 2001	Powrie	3.45pm
Primaries: Ancrum Road, Blackness, Park Place, Rosebank Nurseries: Bellfield, Foggyley, Law, Park Place	Wednesday 2 May 2001	Park Place	4.00pm
Primaries: Clepington, Dens Road, Glebelands Nurseries: Cotton Road, Frances Wright, Wallacetown	Monday 14 May 2001	Dens Road	3.45pm
Primaries: Charleston, Gowriehill, Hillside, Lochee Nurseries: Menzieshill	Wednesday 23 May 2001	Gowriehill	4.00pm

All members of staff are welcome to attend the meeting set aside for their school.

**MEETINGS ATTENDED BY DIRECTOR OF EDUCATION
BETWEEN MARCH AND JUNE 1999**

15 March	Baldragon Academy
22 March	St Saviour's High School
25 March	Dens Road Primary School
13 April	Blackness Primary School
14 April	Craigie High School
15 April	Charleston Primary School
6 May	Morgan Academy
28 May	St Mary's Primary School
21 June	Lawside Academy

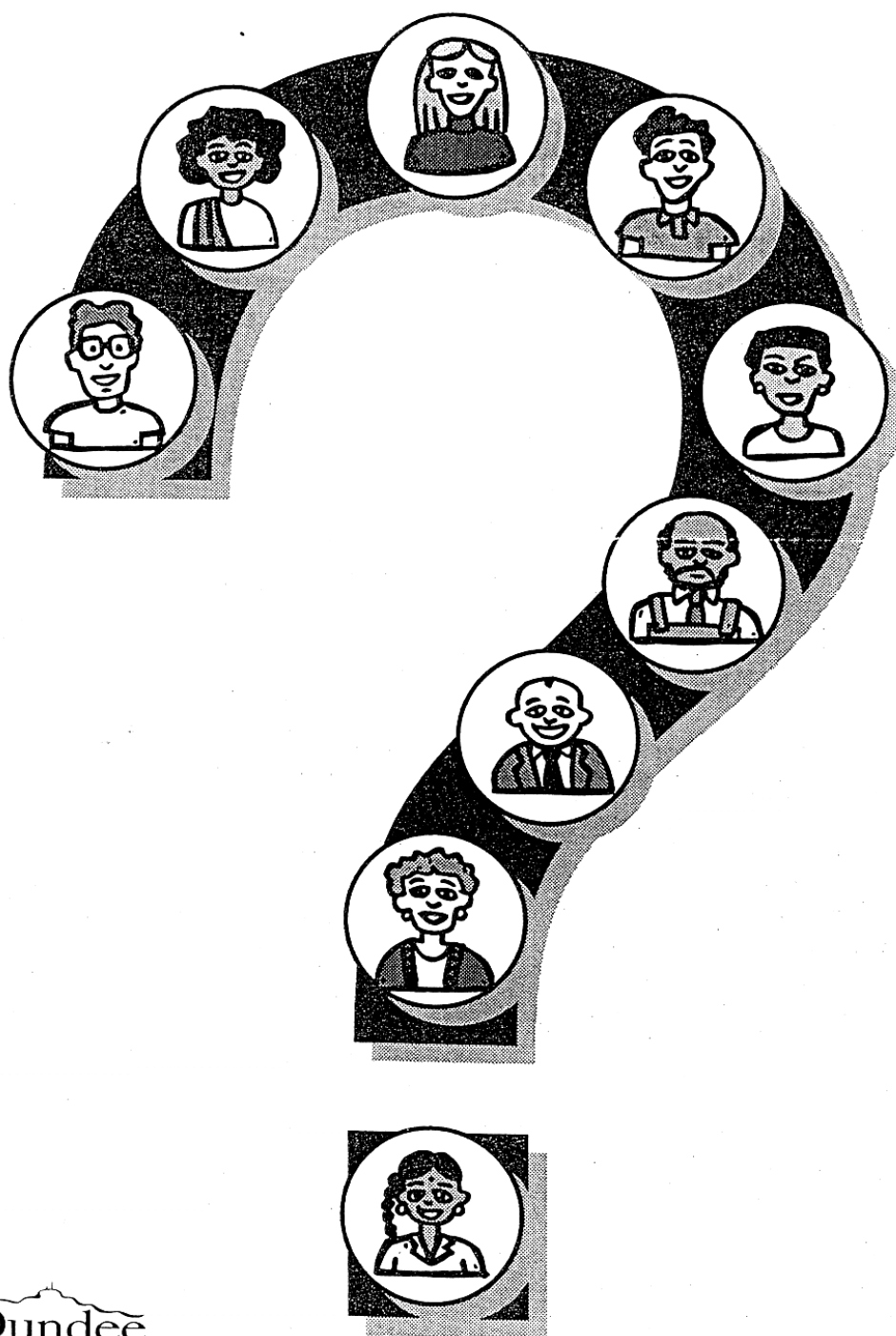
EN111/99 TO ALL SCHOOLS

“SURGERY” TYPE MEETINGS FOR SECONDARY SCHOOLS AND ASSOCIATED PRIMARY AND NURSERY SCHOOLS

Following the great success of a series of these meetings at several locations towards the end of last session, Anne Wilson, Director of Education is keen to offer a programme of such visits on an on-going basis. The purpose of these meetings is to give all staff the opportunity to raise issues directly with the Director. A list of dates and venues is given below. It is anticipated that each meeting will last approximately 1¼ hours. All staff at each Secondary School and its associated primaries and nurseries are welcome to attend.

DATE	TIME	SCHOOL
22 September	3.45pm	Braeview Academy
20 October	3.45pm	Harris Academy
17 November	3.45pm	Baldragon Academy
9 December	3.45pm	Craigie High School
19 January	3.45pm	Lawsie Academy
9 February	3.45pm	Morgan Academy
2 March	3.45pm	Grove Academy
22 March	3.45pm	Menzieshill High School
25 April	3.45pm	St John's High School
18 May	3.45pm	St Saviour's High School

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EMPLOYEE SURVEY 1999 RESULTS

Dear Colleague,

As you will recall, everyone was circulated with Employee Survey forms in September. I am delighted to be able to now share the results of the survey with you. This has been a very positive experience for the Department as in the majority of cases our responses are more positive than the average council result. There are, however, some areas which show concerns, and we will work to address these areas, many of which have already been included as action points in the new Education Department Development Plan 1999-2002.

Can I thank all of you who took the time to fill in the survey form, and hope that you find the results as positive and worthwhile as I have.

Yours sincerely



Anne Wilson
Director of Education

Employee Survey 1999 - Results

Corporately, 4214 (54%) of the Surveys issued were returned, and analysed. The results are outlined below. The results show the percentage of positive responses to each question i.e. the number of people who agreed or strongly agreed with each statement. This results sheet shows the percentage of All Council Employees who responded, and then this is further divided into employees of the Education Department (Teachers and Support Staff). This will allow you to compare the results within the Department, as well as Council Wide.

Teamworking		All Council Employees	Teachers	Support Staff
1	Management & employees work well together in teams	57	64	67
2	My Department has an effective management team	58	59	66
3	There is a lot of teamwork where I work	70	78	75
Quality				
4	Employees at all levels are encouraged to participate in improvements in my department	53	63	63
5	Management are fully committed to achieving total quality in all we do	61	71	68
6	In our department, it is our aim to provide good customer service	94	95	95
7	We are continually seeking ways to improve our service	82	88	86
Working Conditions				
8	I have the equipment to do my job properly	63	55	65
9	We are committed to providing a safe working environment	77	84	87
Performance Management				
10	I know what standard of performance is expected of me	89	93	96
11	I know how well I am meeting the performance standards of my job	78	75	81
Involvement				
12	My ideas & suggestions are encouraged within my department	59	66	62
13	I am involved in decisions which affect my work	57	62	60
14	I have opportunities to try my own ideas in my work	67	85	73

Aims & Objectives		All Council Employees	Teachers	Support Staff
15	I am kept aware of the policies and procedures of the council	74	80	80
16	I understand the purpose, aims and objectives of my Department	84	90	86
17	I understand how my job roles and responsibilities are linked to the aims and objectives of my Department	83	89	86
18	Most people in my department are committed to achieving our aims and objectives	78	89	86
Supervision				
19	My views and opinions are listened to by my Supervisor	79	84	82
20	My Supervisor helps me solve my problems	75	78	77
21	My Supervisor gives me support and guidance	75	80	78
22	My Supervisor treats people fairly	79	83	82
Job Satisfaction				
23	I find my job satisfying	73	82	85
24	I have the opportunity to make full use of my skills and abilities	60	83	74
25	Encouragement and recognition are given by my Department	48	55	62
26	The Council is a caring and supportive employer	48	42	57
Training				
27	My Department is committed to developing an effective workforce	68	75	78
28	My training needs have been assessed in the last 12 months	52	37	34
29	There are opportunities to learn new skills in my department	62	71	58
30	My Supervisor always explains the reasons for my training	58	60	51
31	I receive appropriate training for my job	57	56	52
Communications				
32	The Council is open and honest with its employees	35	31	42
33	I often have to rely on the grapevine to find out what is going on in my Department	66	53	67
34	Management are accessible and listen to employees	57	61	63
35	Management in my Department communicates well with me	54	60	57
36	I perceive my Management as role models leading by example	39	46	44
37	There are opportunities to discuss work issues with my Supervisor as a team	74	82	65
38	Written communications within the Council are clear and easily understood	63	62	67
39	I receive the information I need to do my job properly	66	69	66
Health at Work				
40	My health is good	92	93	96
...has a bad effect on my work performance				
41	too much to do	50	72	37
41	money problems	13	43	23
41	work environment	39	38	28
41	family relationships	7	16	22
41	The type of work I do	19	16	15
41	relationships with work mates	20	10	15
41	too little to do	13	8	13
41	behaviour of public/service users	35	6	10

Health topics I would like to see given attention		All Council Employees	Teachers	Support Staff
42	stress	94	94	89
42	accident prevention	90	84	89
42	mental health	84	82	77
42	cancer prevention	82	78	76
42	heart health	86	78	74
42	exercise	80	77	74
42	healthy eating/diet	79	75	77
42	communicable diseases	77	67	75
42	smoking	67	61	54
42	drugs	67	60	64
42	alcohol	59	47	55
....has a bad effect on my health at work				
43	protective equipment	50	57	42
43	electrical equipment	55	55	45
43	space	40	42	29
43	Design of work areas	35	41	31
43	ventilation	28	33	17
43	hazardous chemicals/materials	32	30	24
43	computers/VDUs	26	29	23
43	use of machines/tools	26	24	39
43	heating	25	20	21
43	Lighting	11	10	9
43	workplace housekeeping/cleanliness	12	7	10
43	noise	11	4	7
43	lifting & Handling	7	2	10
Please identify 3 things that would most make a difference to where you work				
44	Better equipment, materials etc.	30	49	25
44	Improvements to premises	38	47	33
44	More training for me	35	34	43
44	More or better information about changes that affect me	38	29	35
44	More discussion between management and employees at my level	37	27	38
44	More control over my job	20	25	15
44	Sports facilities or activities	18	17	5
44	more relevant team meetings	18	16	19
44	More or regular team meetings	14	14	16
44	More or better information about things at work that might affect my health	13	7	17
44	More responsibility in my job	13	7	12
44	More attention to safety where I work	9	7	11
44	Classes or information on health matters	9	4	8

This survey and the results cover a number of important areas relating to the delivery of our service and the image of our Department.

Therefore, if you feel that you have an idea which would positively improve any of the areas of the survey, we would like to know about it. You can either fill out this form with your idea, or discuss your idea with your Head Teacher/line manager. If you would prefer to make your suggestion anonymously, you can return the form without filling in your details.

School / Section -

(The section headings are on the results sheet)

[illegible]