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Originator	Scottish Negotiating Committee For Teachers (SNCT)
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Document Title	SNCT - JS/12/35 Teacher Induction Scheme SNCT - JS/12/36 Supplementary Questionnaire on Supply SNCT - JS/12/37 Chartered Teachers - SNCT Temporary Suspension of Salary Increments SNCT - JS/11/24 SNCT Temporary Suspension of Salary Increments SNCT - Supplementary Questionnaire on Supply GTC - Expectations re Teachers Induction Scheme

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Additional information:

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Date	14/05/12

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General Teaching Council expectations in respect of the Teacher Induction Scheme (TIS)

1. Background

In 2011, SNCT agreed a deal on teachers' conditions which included reference to a teaching time of 0.82 FTE for probationers on the Teacher Induction Scheme (TIS). The General Teaching Council (GTCS), which is responsible for Professional Standards, subsequently agreed a pragmatic way forward which represented a flexible compromise which addressed its concerns. This GTCS position was endorsed by SNCT in June 2011 and then circulated in a joint secretaries' letter (JS/11/25).

2. Implications for Teachers and Local Authorities in 2011/2012

The approach outlined in JS/11/25 allowed local authorities to deploy probationer teachers incrementally across a school session. By allocating reduced teaching time from the start of a session and increasing this once teachers had gained suitable experience, employers were able to:

- provide guarantees to GTCS that the professional needs of teachers were fully addressed at the point of the session when this was most needed
- achieve across the whole school session an **average** deployment in line with the SNCT agreement

However, at that point, the GTCS's agreement to vary previous arrangements for teachers following the Induction Scheme applied for session 2011/2012 only.

3. Time allocation for probationer teachers from 2012/13: GTC Scotland guidelines

GTCS is able to confirm that the guidelines agreed in session 2011/2012 may now also apply in session 2012/2013.

Consequently, in order to ensure that probationers are given suitable support which will allow them to meet the Standard for Full Registration (SfR) within one school session (see Appendix), schools should ensure that appropriate time for teaching and for professional development is allocated to probationer teachers. In particular,

- there should be a continued commitment to a maximum of 18 hours per week class contact time (0.8 FTE) for all those entering the Induction Scheme at the start of the school year in August;
- this figure of 18 hours may be increased later in the session (but not normally before Easter) for teachers whose progress is deemed satisfactory. This variation, which will offer opportunities to gain additional experience and develop skills, should follow full discussion with the individual probationer about his/her needs. The process for approving variation would be endorsed by the relevant manager within the local authority.
- the/...

- the teaching time expected of probationers whose progress has been identified as unsatisfactory or giving cause for concern should be maintained at no more than 18 hours (0.8 FTE);
- the total allocation of teaching time across the school session should not exceed that of an average allocation of 18.5 hours (0.82 TFE) per week. (For clarity, 18.5 hours is equivalent to 0.82 of the established teacher class contact time of 22.5 hours,)
- where practicable, part of a probationer's relief time should include one full day out of class.

Anthony Finn
Chief Executive

30 April 2012

(See Appendix)

APPENDIX: Allocation of time for the Teacher Induction Scheme

New teachers need time and support to fulfil the expectations of the Induction Year.

The time allocation should allow opportunities for authorities to bring teachers together to share experiences and learn from them. In addition, it is clear that a beginning teacher, with all the pressures associated with induction into a new profession, requires time to:

- develop the skills of a teacher and an understanding of curriculum, assessment and pedagogy;
- have access to a range of appropriate experiences which would assist them to reflect and develop sufficient understanding of their strengths and development needs as a teacher, allowing time to:
 - hold regular meetings with their supporter;
 - seek advice and guidance from key colleagues;
 - meet regularly with their fellow probationers;
 - maintain a record of professional development;
 - identify and record appropriate critical incidents and evidence to use as a focus of discussion with supporters;
 - engage, where possible, in research relating to their practice and to the impact of that practice on pupil learning;
 - experience and understand the context of teaching (other schools and sectors; Additional Support Needs; policy frameworks etc);
 - gain a sufficiently detailed understanding of what is required to meet specific elements of the Standard in respect of, for example, Professional Knowledge & Understanding, Professional Skills & Abilities and Professional Values & Personal Commitment.

Anthony Finn

Chief Executive

April 2012

JS/11/24

6 June 2011

Dear Colleague

Chartered Teachers – SNCT Temporary Suspension of Salary Increments

The SNCT has agreed that the payment of salary increments for teachers completing modules on an accredited Chartered teacher programme shall be suspended with immediate effect (from the date of this circular) with the exception of those currently working towards the completion of a particular stage of study on the Chartered teacher programme.

In practice this means:

- Those teachers already placed on the Chartered Teacher Pay Spine will remain there and continue to receive the relevant Chartered Teacher salary point.
- Teachers already working towards completion of a module shall receive one salary increment on successful completion of that module, or of a further module if that is also required to reach an incremental point.
- For those teachers following more flexible routes within the scheme where more than one module can be awarded on the successful completion of a single stage of learning: e.g.
 - APL claim to the GTCS
 - APL claim to a course provider
 - school based projects worth up to 4 modules
 - double modules

then on successful completion they shall move in one single step to the incremental point appropriate to the number of modules awarded from that stage of study.

- Teachers are of course free to continue to embark on or keep progressing through the Chartered Teacher scheme if they so choose. However, where a teacher decides to embark on a further module or stage of study after this circular has been issued, then payment of associated increments will be suspended.

The SNCT handbook, Part 2, Section 1 paragraph 1.25 will be suspended with immediate effect other than for the exceptions listed above. The SNCT will take a decision by April 2012 on the awarding of additional increments for teachers undertaking the Chartered Teacher Programme.

Yours sincerely

Tom Young (Employer's Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries

JS/12/36

4 May 2012

Dear Colleague

Supplementary Questionnaire on Supply

The SNCT is monitoring the implementation of the Pay and Conditions Agreement 2011 to which end a questionnaire was issued to and returned by LNCT's earlier this year. We would like to thank colleagues for their timely responses.

As a result of this please find enclosed a supplementary questionnaire on teacher supply from the Review of the LNCTs Working Group.

Although due to the nature of these questions we realise that while the questionnaire should be returned via the LNCT, LNCTs may not be best placed to provide the details requested and therefore it should be passed to the relevant HR/Payroll sections of the Council where necessary.

You are asked to return your completed questionnaire to Clare Fraser cfraser@eis.org.uk **by no later than Friday 25 May 2012** to allow a report to go to the next meeting of the SNCT on 31 May 2012.

Yours sincerely

Tom Young (Employers' Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Executive)

Joint Secretaries

Enc

To: LNCT Joint Secretaries

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JS/12/35

4 May 2012

Dear Colleague

Teacher Induction Scheme

Following the 2011 Pay and Conditions Agreement the SNCT agreed that the class contact time of probationer teachers on the Teacher Induction Scheme was increased from a maximum of 15.75 hours to a maximum of 18.5 hours per week (equating to 0.82 FTE).

In June 2011 the SNCT issued advice (JS/11/25) appending advice from GTCS which suggested a flexible approach in implementation of the new working arrangements. The questionnaire issued by the SNCT on the Pay and Conditions Agreements confirmed that all Councils had adopted a flexible approach, balancing class contact time of probationer teachers over the course of the year.

GTCS has issued further advice to Directors of Education and this is appended. The SNCT asks local authorities to take this into account in the arrangements for probationer teachers who commence deployment in August 2012.

Yours sincerely

Tom Young (Employers' Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries

Enc

To LNCT Joint Secretaries

Dear Colleague

Supplementary Questionnaire on Supply

(1) Has the number of teachers registered for supply reduced this session compared to previous sessions? YES/NO

If so:

(i) can you provide evidence on the numbers on your supply list this session and last session?

Numbers in 2010/11 Numbers in 2011/12

(ii) are you able to identify potential causes for any changes. Please indicate all that apply

- increased numbers of supply teachers being given fixed term employment (please quantify if possible) YES/NO
- A lack of suitably qualified supply teachers to meet specific demand? YES/NO
- Supply teachers opting out due to changes to pay YES/NO
- Retirement YES/NO
- Other reasons (please specify)

Comments: _____

In (ii) can you list subjects in particular difficulty indicating if these subjects have been problematic in previous years.

Comment: _____

In (iv) please confirm whether these institutions have been a difficulty in previous years.

Comment: _____

(4) To what extent is there evidence that difficulties reported above are a result of short term supply teachers refusing to take work due to the change in pay rates?

Strong evidence/Limited Evidence/No Evidence/Unsure

Approximately how many short term supply teachers have done so? (and % of supply list)

To what extent has that decision impacted on the volume of unfilled supply vacancies?

Significant Impact/ Limited Impact/ No Impact/ Unsure

To what extent can any issues arising from this be covered through alternative arrangements?

Completely Address/Addressed in most ways/Not addressed/Unsure

Are you experiencing any other impacts arising from these decisions?

(5) Please provide any other details:

Yours sincerely

Tom Young (Employer's Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries