

Members' Library Service Request Form

Date of Document	04/02/20
Originator	Richard Parker, Service Manager - Strategy & Operations
Originator's Ref (if any)	
Document Title	Creation of a temporary Teaching role to support the secondary subject specialists in East Lothian and across the South East Improvement Collaborative (SEIC)

Please indicate if access to the document is to be "unrestricted" or "restricted", with regard to the terms of the Local Government (Access to Information) Act 1985.

Unrestricted	<input checked="" type="checkbox"/>	Restricted	<input type="checkbox"/>
--------------	-------------------------------------	------------	--------------------------

If the document is "restricted", please state on what grounds (click on grey area for drop-down menu):

For Publication

Please indicate which committee this document should be recorded into (click on grey area for drop-down menu):

Cabinet

Additional information:

Authorised By	Jim Lamond
Designation	Head of Council Resources
Date	04/02/20

For Office Use Only:	
Library Reference	16/20
Date Received	06/02/20
Bulletin	Feb20

REPORT TO: Members' Library Service

BY: Head of Education & Children's Services

DATE: 15 January 2020

SUBJECT: Staffing Report – Creation of Temporary Teaching Role to Support the Secondary Subject Specialists in East Lothian and across the South East Improvement Collaborative (SEIC)

1 PURPOSE

- 1.1 To seek approval to create a temporary role for existing teaching staff to undertake work to support the secondary subject specialisms in East Lothian and across the South East Improvement Collaborative (SEIC).

2 RECOMMENDATIONS

- 2.1 To agree the creation of this role to facilitate the payment of the necessary development work.
- 2.2 The estimated costs for this development work for this financial year will be £300 per teacher in total, with £200 per teacher being kept in school for travel/cover costs.
- 2.3 The additional hours would be pensionable with the pay point being the top point of the teachers' main grade pay scale, currently £24.44 per hour plus 12.07% holiday pay. These additional hours would be paid on a claims basis and monitored centrally by the Strategy & Operations Team.

3 BACKGROUND

- 3.1 Until September 2019, East Lothian did not have formal subject leads in place to support the work of subject teams across the six secondary schools. In June 2019, the SEIC set up a secondary

subject network to allow collaboration between subject teams across the south east. To support this development, East Lothian formally appointed a team of 19 subject leads from across the six Secondary Schools to support both East Lothian subject work in secondary schools and the work of the SEIC, for secondary classroom practitioners.

Purpose

- 3.2 The purpose of the SEIC Secondary Networks is to provide conditions for effective collaboration across all five Local Authorities, for individual subject and curricular areas. The size and expertise of these networks, along with support from partners such as Education Scotland, SQA, CLD and SDS will empower the system, creating consistent standards across the south east.
- 3.3 This system creates structured opportunities for collaboration with peers, allowing sharing of information on best practice and developing leadership capacity in practitioners. Experts from Education Scotland and SQA as well as engagement with each Local Authority will help to identify priority issues in learning and teaching and professional development for each team.
- 3.4 The empowered networks will develop solutions, by drawing on the expertise from within the groups and beyond. This strengthening of informal school-to-school, cross-authority support will create an effective network of information, advice and guidance.
- 3.5 Each SEIC network consists of five subject leads, one from each Local Authority within the SEIC, they work collaboratively alongside any available links from partner agencies.
- 3.6 The Secondary Networks meet formally up to three times per year, generally once during each term, every effort will be made to avoid class contact time. The agenda is agreed by the facilitators and participants. The meetings are hosted by schools within the SEIC, (where travel costs and time are minimised for most for the group). More meetings and agreed or commissioned work may well take place at the discretion and agreement of the subject teams, where possible SEIC and partners will support this.
- 3.7 In East Lothian the secondary subject leads will plan and host two formal School Collaboration afternoons (October and May) within the secondary sector. Subject networks are supported to

extend their reach across departments, schools and authorities, supporting the improvement in their subject area.

- 3.8 The collaboration allows learning from each other and from research so that effective practice spreads. The subject lead practitioners are responsible for owning and leading their improvement.
- 3.9 Much of this work requires significant preparations outwith contracted hours or attendance at twilight and weekend meetings, workshops and tutorials. In this respect it is necessary to reimburse staff for attendance and work outwith their normal contractual hours, at the agreed rate.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications arising from the content of this report.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not directly applicable to the wellbeing of equalities groups and an equalities impact assessment is not required.

6. DISCLOSURE SCOTLAND – PROTECTION OF VULNERABLE GROUPS SCHEME

- 6.1 All staff are already post holders within ELC and working in secondary schools. Therefore a PVG check has been completed.

7 RESOURCE IMPLICATIONS

- 7.1 Financial – funding of £500 per subject lead has been allocated from the South East Improvement Collaborative for cover costs and travel expenses. This funding is being used to directly pay the leads for their extra work.
- 7.2 Personnel – HR, EIS and SSTA are supportive of the contents of this report.
- 7.3 Other – none.

8 BACKGROUND PAPERS

- 8.1 Job Outline and Person Spec for class teacher (secondary)
- 8.2 Extract from Partnership agreement – working group member duties

AUTHOR'S NAME	Richard Parker
DESIGNATION	Education Service Manager (Strategy & Operations)
CONTACT INFO	Telephone 01620 827494 e-mail rparker@eastlothian.gov.uk
DATE	18 December 2019

EAST LoTHIAN COUNCIL
Job Outline

Post Title: Secondary Teacher
Service: Resources and People Services - Education
Location: Secondary School as advertised
Supervisor: Relevant Principal Teacher

Purpose of the Job

Teaching relevant subject through S1-S6.

Major Tasks

Subject to the policies of the school and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall teacher workload related to the following categories:

- a. teaching assigned classes together with associated preparation and correction
- b. developing the school curriculum
- c. assessing, recording and reporting on the work of pupils
- d. preparing pupils for examinations and assisting with their administration
- e. providing advice and guidance to pupils on issues related to their education
- f. promoting and safeguarding the health, welfare and safety of pupils
- g. working in partnership with parents, support staff and other professionals
- h. undertaking appropriate and agreed continuing professional development
- i. participating in issues related to school planning, raising achievement and individual review
- j. contributing towards good order and the wider needs of the school

Responsibility

None

Relevant Qualifications

Registered with GTCS as a teacher of relevant subject

For Permanent Posts: Full GTCS Registration is required.

For Temporary Posts: Full/Provisional GTCS Registration is required

Skills/Experience Required

Ability to demonstrate initiative.

Ability to work as part of a team.

PERSON SPECIFICATION

Post Title	Secondary Teacher
Service Area	Resources and People Services – Education
Workplace	Secondary School as advertised
Immediate Supervisor	Relevant Principal Teacher

Attributes	Essential	Desirable
Education & Training	<p>Registered with the GTCS Qualification in relevant subject area</p> <p>Awareness of current learning theory and its implications for teaching</p> <p>Awareness of current curriculum principles and future proposed changes</p> <p>Ability to demonstrate a high level of interpersonal skills</p> <p>Ability to prioritise, organise and plan</p> <p>Ability to demonstrate commitment to personal development through recent attendance at appropriate training courses and/or evidence of recent professional development appropriate to development as a teacher</p>	<p>Experience with SQA as marker, setter or verifier.</p>
Previous Experience (Paid & Voluntary Work)	<p>Experience of teaching relevant subject, S1-S6.</p>	
Knowledge/ Skills /Competencies	<p>Ability to demonstrate initiative</p> <p>Ability to work along as part</p>	

	<p>of a team</p> <p>Ability to make decisions in emergency situations</p> <p>Ability to prioritise competing work demands and manage personal stress levels</p> <p>Ability to relate to and form effective relationships with pupils, staff, parents and members of the wider community in order to create a purposeful working environment</p>	
Personal Qualities	<p>Ability to set high standards which challenge and inspire pupils to high achievement</p> <p>Ability to work successfully with others in a wide range of school matters sharing the responsibility for decision making</p>	

ELC and SEIC Secondary Subject Network Leads duties and responsibilities

1. Work collaboratively to identify priorities in learning and teaching and in subject-specific professional development for each team.
2. Share and develop strategies to tackle these issues, drawing on expertise as needed from outside the network
3. Organise, plan and host 2 formal School Collaboration afternoons (October and May) within the secondary sector in East Lothian. Subject networks are supported to extend their reach across departments, schools and authorities, supporting the improvement in their subject area.
4. Examples of areas of focus may be:
 - Developing strategies, and sharing ideas
 - Exam changes, moderation and resources
 - Sharing resources and exemplar material
 - Curriculum changes, challenges and planning
 - Assessment, and challenges particularly in the BGE
 - Progression through key points of transition (particularly from BGE to senior phase)

- contribute to ongoing shaping and development of Masters-level learning in relation to postgraduate programmes and CLPL provision
- engage as appropriate with the various aspects of the implementation plan and dissemination activities

How does the structure and system work?

