

# EDUCATIONAL INSTITUTE OF SCOTLAND

## RESPONSE TO CALL FOR RESPONSES FROM THE SCOTTISH PARLIAMENT'S COMMITTEE ON EDUCATION & SKILLS

### Teacher Workforce Planning for Scotland's Schools

#### Introduction

1. The Educational Institute of Scotland, Scotland's largest education union, welcomes this opportunity to provide a written response to the report published by the Scottish Parliament's Local Government & Communities Committee.
2. The EIS remains concerned that the Committee chose not to take evidence from Scotland's largest teacher union, representing over 80% of Scotland's teachers and lecturers, particularly as some weight seems to have been given to anecdotal testimony from a small number of individuals.
3. The EIS is concerned, also, that there seem to be presumptions in the report concerning the outcome of the Governance review when in fact further periods of consultation are envisaged e.g. that the General Teaching Council for Scotland will be replaced by an Education Workforce Council for Scotland (EWCS) and that the EWCS's functions are pre-determined, despite the fact that the Government<sup>1</sup> announced in June 2017 that it will be "*Consulting on establishing an Education Workforce Council for Scotland... The full scope of the functions to be undertaken by this body will be included in our consultation on our Education Bill in autumn 2017.*"
4. Notwithstanding these reservations, the EIS will seek to respond to the Report's main Conclusions and Recommendations.
5. *The Committee appreciates that teacher recruitment is a concern internationally and that some of the challenges are not specific to Scotland. However, based on the evidence received, there is clearly scope in Scotland to: improve workforce planning processes; make teaching more appealing and improve retention levels; remove barriers for those wanting to become teachers; and ensure student teachers feel, and are, sufficiently equipped for the classroom. This report therefore makes over 30 recommendations.*

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<sup>1</sup> <http://www.gov.scot/Publications/2017/06/2941/342163>

**Whilst the EIS recognises that there are trends internationally around teacher recruitment, particularly related to economic fallout from the 2008 financial crash, we believe, as does the Committee, that teacher recruitment challenges within Scotland have specific Scottish roots and may be resolved by steps taken here in Scotland.**

6. *The Committee recommends that the Government should commission an independent evaluation of the data required to inform its national workforce planning processes. The Committee also requests a response to this report from the Teacher Workforce Planning Advisory Group (TWPAG) detailing its position on each of the suggestions for improvement received in evidence.*

**The EIS notes this recommendation. Whilst we do not wish to return to the situation of excessive teacher unemployment, a not too distant experience, it is clear that there are new trends in play such as newly qualified teachers working abroad before considering taking up post in Scotland and factors such as these require to be evaluated and factored in to estimates. It should be noted, however, that the TWPAG is a functional rather than a policy making group so it is necessary to look beyond the workings of that body in order to address the issues we face currently.**

7. *The Committee further recommends that TWPAG works with the Government, education authorities, teacher training institutions and any other relevant parties to ensure the data that will make its processes better informed is collated and provided to it in a timely fashion and as frequently as necessary. Specifically, the relationship between TWPAG and local authorities needs to be developed further. This should include the collation of data at a local level on the level of need for teachers as opposed to focusing on vacancies. Where any bodies do not agree to provide the necessary information, to the extent that TWPAG's work is inhibited, the Committee would ask that this matter is highlighted to it.*

**The EIS notes this recommendation. It should however be recognised that Scotland's Universities have struggled to fulfil quotas in some subject areas and not just STEM subjects – English emerging recently as an area where post graduate places were left unfilled. This suggests that the teacher recruitment challenge is about more than more accurate planning with the attractiveness of the career and remuneration being key elements, requiring to be addressed.**

8. *The Committee recommends that there should also be an increased focus on localised planning. The evaluation of required data should assess what information collated at a local level would inform TWPAG's work. Localised planning, and associated ITE placements, twinned with education authority efforts to attract candidates locally, should assist in improving targeted recruitment.*

**The EIS notes this recommendation.**

9. *The Committee recommends that the TWPAG considers ways in which it could become more transparent. Specifically, the Committee recommends that TWPAG publishes: its minutes; details of all of the data it uses and more detail on its methodology. The Committee recommends that any independent evaluation commissioned by the Government also considers the transparency of the Group.*

**The EIS notes this recommendation. The TWPAG is effectively a working group with representation from various bodies, all of which should be kept informed by their representatives. Ultimately, it makes recommendations to Scottish Government, which has the final say in implementation of all proposals.**

10. *The Committee recommends that TWPAG revisits the criteria it uses to estimate the number of additional teachers required. The Committee does not consider that sufficient weighting is placed on the factors that influence the retention of classroom teachers and senior management in schools. The impact of increased workload across school education is a well-known and longstanding issue. The Committee recommends that this and other factors impacting on retention are not underestimated by the TWPAG in the future (as was the case after 2011).*

**The EIS welcomes this recommendation.**

11. *The Committee also recommends that emerging factors that have not previously impacted on retention rates to the same extent are taken into account in TWPAG's calculations. Examples include the pressure limited resources place on classroom teachers seeking to provide support to children with additional support needs.*

**The EIS welcomes this recommendation.**

12. *The Committee recommends that, in the short term at least, the planning cycle should remain annual but subject to:*
  - *improvements in the workforce planning processes outlined in recommendations above; and*
  - *progress to bring forward the point in the calendar year when the announcement of the number of ITE places is made.*

**The EIS is content with this recommendation.**

13. *The Committee appreciates the benefit to workforce planning processes that 3 to 5 year projections would provide. The Committee recommends that the potential for setting ITE place numbers for multiple years, based on such projections, should be explored.*

**The EIS is content with this recommendation.**

## **Recruitment and initial teacher education (ITE)**

14. *The Committee recommends that the Government reviews the practice of raising the number of training places to improve recruitment levels. This approach does not address the factors influencing interest in becoming a teacher. These factors include: the perception of teaching in society (including the perspective of pupils and parents); the experiences of existing teachers; and pay. Teachers are crucial to the success of the education system and addressing challenges facing existing teachers is fundamental to increasing the number of people who want to become a teacher.*

**The EIS does not support the recommendation to review the practice of raising the number of training places as there is a need to increase the number of training places. As indicated above, however, the EIS acknowledges that doing so will not automatically lead to an increased number of trained teachers – particularly in shortage subjects. The EIS believes that there are several factors determining the numbers of applications to TEIs and there is a need to address the standing of the profession in terms of excessive workload, career pathways and remuneration.**

15. *The Committee commends the work of Moray House in constructing its MSc in Transformative Learning and Teaching course in a way that enables students to achieve the required Higher English qualification on completing the course. This is as opposed to having Higher English as an entry requirement. This approach ensures that eligible candidates are not overlooked by overly restrictive course entry thresholds. The Committee encourages other teacher training institutions to highlight to the GTCS (or its replacement the Education Workforce Council for Scotland) how an increased number of suitable candidates could gain entry to their courses.*

**The EIS notes this recommendation. It is essential, however, that attempts are not made to address recruitment shortages by lowering the standards required to enter the teaching profession.**

16. *The Committee also recommends that the GTCS, or its proposed replacement the Education Workforce Council for Scotland, reviews all of its entry requirements to ensure that innovative solutions such as these are being implemented wherever possible but without compromising on the ability of the individuals coming into teaching.*

**The EIS does not wish to lower current entry requirements into teaching. The EIS therefore expects that any such review will not lead to lower entry requirements into teaching. The EIS is not opposed to the review recommended but recognises that the GTCS has already worked to be flexible in its approach to recognising alternative qualifications and to facilitate provisional registration. These provisions should be noted by the Committee and monitored**

**in terms of impact. The EIS does not support the creation of a EWCS.**

17. *The Committee recommends that, where a teacher training institution is not able to provide a place to a student because the student does not meet the institution's specific standards, the institution should direct the individual to the GTCS. The GTCS should then provide advice on which institutions the candidate would be eligible to apply to.*

**The EIS does not consider this proposal to be practicable nor indeed desirable. The EIS believes that the GTCS has a prominent and key role to play in Scottish Education, especially in maintaining the professionalism of the teaching profession. This proposal does not seem to complement or support the role of the GTCS.**

18. *Having teachers that understand, and are able to teach, the core skills of literacy and numeracy to children in their formative years is an absolutely fundamental requirement in improving attainment in literacy and numeracy. The Committee notes the evidence from teacher training institutions explaining the complexities of ITE course content and that counting hours is too simplistic as a stand-alone approach to assessing ITE. The Committee is concerned that the baseline of quality in relation to course content, and student ability, may be lacking in some instances.*

**The EIS notes this comment but it is unclear as to whether "student ability" refers to students in general, PGDE applicants or PGDE students.**

19. *The Committee welcomes the Government's acknowledgement of the issues raised in evidence. The Committee recommends that the actions to be undertaken in response include an investigation into the extent of the problems raised in relation to literacy and numeracy. This should include assessing baseline standards on all courses for student primary teachers. It should also include an assessment of the entry requirements for these courses and the standards achieved on qualification. The Committee notes that certain issues, including in relation to primary school courses and student entry levels, have been raised previously by the 2011 Donaldson Report and the 2016 STEMEC Report.*

**The EIS notes this paragraph.**

20. *The Committee recommends that the cycle of revisiting existing courses to renew accreditation should be shorter to ensure course content is responsive to the changing needs of Scottish education. The Committee recommends that the Government considers the benefits of making one organisation responsible for the accreditation of ITE courses and the assessment of the delivery of these courses.*

**The EIS supports this recommendation, and believes that that one body should be the GTCS.**

21. *The Committee welcomes the evidence received from student teachers highlighting the variation across different teacher training institutions and*

*placements regarding training on supporting pupils with additional support needs, including that education on additional support needs is not guaranteed in some courses, which has left some student teachers unprepared to support those pupils with additional needs.*

**The EIS notes this finding but cautions against the practice of drawing conclusions from anecdotal accounts focussed on individual experience, which may or may not be representative of a more generalised experience. The EIS is keen to see student teachers supported in understanding the needs of pupils with additional support needs but also to see a strong focus on all equality and equity issues within initial teacher training courses.**

22. *The Committee recommends that the Scottish Government works with the GTCS to address the inconsistency in additional support needs education during Initial Teacher Education, with the aim of ensuring that all teachers receive high quality baseline training which prepares them to assist pupils with a range of additional needs, regardless of which institution and course they receive their initial teacher education in.*

**The EIS notes this finding.**

23. *The Committee is also concerned at evidence from student teachers reflecting a lack of content in their courses on online safety for children. The Committee welcomes the Government's acknowledgement of this issue and recommends that the Government works with the GTCS to ensure high quality baseline training is received by all student teachers.*

**The EIS welcomes this finding but also notes the importance of the induction year as part of student preparation for full registration and also that there are competing demands relating to the equalities agenda, all of which require to be addressed: class, gender, ethnicity and sexual orientation.**

24. *The Committee recommends that there should be service level agreements between teacher training institutions and education authorities as standard for student placements. These should set out the requirements on each body and also establish a means for students to feedback their experiences. Any deficiencies with the quality of work placements should then be reported to the GTCS, or its replacement the Education Workforce Council for Scotland, for mediation and resolution.*

**The EIS supports this recommendation. The EIS believes that these service level agreements between ITEs and education authorities should expressly include teachers' unions. The EIS believes that teacher unions should be actively involved on the education authority level side of these service level agreements**

25. *The Committee also recommends that, in moving to the opt-out system, there should be a system for schools to highlight to education authorities instances where a school is stopping short of opting-out but has real concerns in relation to its ability to support student placements due to*

*limited resources including teacher time. This information should be used to assist education authorities in performing their duty of care role. It should also be used to inform the GTCS, and its replacement, the EWCS, in its role overseeing how the Student Placement System is functioning. This information should also be collated and made publicly available as a means of assessing the number of schools that consider themselves to be under significant pressure.*

**The EIS notes that the opportunity for appropriate opting-out already exists – we do not believe that such a public listing of schools is necessary or helpful. Issues should be dealt with by the education authority or under the terms of any future Service Level Agreement.**

26. *Given the increased number of teachers that are likely to become mentors under the opt-out system, and that all teachers should be prepared to take on such a role for student teachers or probationers where possible and beneficial, the Committee recommends that emphasis on the importance of mentoring should feature in local working time agreements. This could include a specific allocation of non-contact time.*

**The EIS supports the recommendation that the necessary training, support and resources required in addition to a reasonable allocation of non-contact time is given to mentors. The problem of excessive teacher workload should not be underestimated as a factor which will limit the capacity for the provision of mentors and time for mentoring and support.**

27. *In relation to the logic of which student is placed where, the system does not seem very sophisticated to the Committee, with students reporting a lack of recognition of childcare and other practical considerations. The Committee welcomes the efforts to improve the placement system, including longer lead in times for students and schools planning placements. The Committee requests a progress report from the Education Workforce Council for Scotland (EWCS) at the end of the next academic year on how the system is being tailored to individual circumstances (including feedback from student teachers). This is to ensure the "lottery" reported by some students is not a common Attracting teachers and student teachers to particular areas.*

**The EIS believes that student/school placement system needs to be responsive to caring responsibilities and other factors and has raised concerns at unacceptable experiences that some students have faced over the past few years.**

**The EIS is concerned that the Committee seems to have knowledge of a future EWCS prior to proposals on it being presented or made available for consultation.**

28. *The Committee commends the work of education authorities that are seeking to remove financial barriers for people local to the area seeking to move into teaching as mature students. It also commends schemes that*

*allow for flexible learning to take into account circumstances such as childcare, more commonly required by mature students.*

**The EIS also commends these practices.**

29. *The Committee recommends that education authorities in the North East collaborate to ensure they are offering financial incentives of a sufficient level to attract enough people to, over time, help address teacher shortages. Incentives should be offered at a consistent level across authorities to level the playing field and avoid bidding wars for candidates.*

**The EIS notes that a number of authorities facing shortages have sought to assist recruitment with welcome packages such as support for house transfer. Such approaches are acceptable, as long as they do not undermine national conditions of service for teachers. Furthermore, the EIS believes that any incentives should fall under the arrangements set out by the SNCT.**

30. *The evidence received by the Committee on the barriers for students, particularly mature students, moving area to teach highlights the geographically static nature of the workforce. Workforce planning processes need to be sufficiently sophisticated to take this into account. This includes looking at ensuring teacher education places are closest to the areas that are projected to be in need in future years.*

**The EIS notes this paragraph.**

### **Attracting teachers from elsewhere in the UK**

31. *At a time of teacher shortages in some areas, subjects and specialisms, the potential to bring hundreds of additional teachers from elsewhere in the UK to Scottish schools in a relatively quick way should be a real focus for the GTCS, and its replacement the Education Workforce Council for Scotland, as well as for education authorities.*

**The EIS does not recognise the alleged potential to recruit “hundreds of additional teachers from elsewhere in the UK”, as it seems to ignore the large-scale recruitment crisis in other jurisdictions with the UK.**

**There does not exist a large pool of UK teachers waiting to enter Scotland if existing registration standards are simplified or reduced. Teachers tend not to move side-ways, in other words from unpromoted post to unpromoted post, and teacher moves are usually driven by other factors. More importantly, the EIS does not support the reduction of professional standards as an approach to teacher shortages nor do we support the use of non-qualified graduates as teachers.**

**The EIS believes that the majority of future teachers in Scotland will come from Scottish TEIs. The EIS, therefore, believes that the**



**best way to increase the number of teachers is to make teaching more attractive to those currently living or studying, or willing to study, in Scotland.**

32. *The Committee recommends that the GTCS, and its replacement, should be as flexible as possible in its processes, ensuring wherever possible that sufficiently qualified teachers can begin in post straight away as opposed to needing to receive provisional registration and/or undertake probation. The potential to ensure those relocating move to areas where there are particularly acute shortages should also be actively encouraged including offering financial incentives to teachers outwith Scotland.*

**The EIS supports the principle of exploring if sufficiently qualified teachers can begin their posts without probation but the EIS is also clear that entry requirements into teaching must not be diluted or lowered. It is not the role of the GTCS to pay or arrange a recruitment bonus to newly appointed teachers. Secondly, there is an issue with paying such bonuses to rest of UK teachers only.**

#### **Attracting teachers and student teachers from outside the UK**

33. *The Committee notes that if it was within the gift of the Scottish Government the visa restrictions in a time of teacher shortages would be relaxed in more subject and specialism areas. The Committee supports the Scottish Government's efforts where it seeks to have the list of subjects and specialisms deemed to be suffering from shortages extended. The Committee urges the UK Government to reconsider its approach to immigration, specifically in relation to the Post-Study Work Visa.*

**The EIS would welcome the diversity which may arise through recruitment of overseas trained teachers or students in addressing current teacher shortages, providing that professional standards are maintained. Such an approach has been tried by a number of local authorities. We believe that efforts should be made to utilise the professional skills of those teachers who are also refugees in Scotland.**

**The EIS believes that greater focus should be given to make teaching an attractive profession for those currently living in Scotland.**

#### **Factors influencing the retention and promotion of classroom teachers**

34. *The Committee appreciates that the Government's education reforms are in part aimed at reversing the current situation where, in the Cabinet Secretary's words, "current support can feel either inconsistent or distant". The Committee considers that this criticism can be applied to Government agencies and public bodies as well as education authorities. Improving this*

*situation is of increased importance in relation to Education Scotland given its strengthened functions in the proposed reforms.*

**The EIS does not believe that Education Scotland has provided sufficient support to teachers and schools over the past period, and would argue that it requires a major reboot and increased resource if it is to do so moving forward.**

**The reality is that a number of fundamental changes have taken place in recent years in teaching and learning, the most notable being the Curriculum for Excellence, new national qualifications, professional update and new professional standards from the GTCS, and most recently, a move towards national standardised testing. Pressures have been added to by almost annual changes in course specifications in secondary schools and special initiatives in primary schools. All of these have created the need for additional support for teachers and have taken up a considerable amount of additional teachers' time.**

**Neither Education Scotland nor, indeed, the Scottish Government's Learning Directorate have provided the support teachers need and this scenario needs to improve.**

35. *To help to remove this distance between certain public bodies and teachers, the Committee recommends that Education Scotland and the SQA should commence a 'back to the classroom' exercise. This should include short placements in schools work shadowing a range of teachers. These teachers can provide the SQA and Education Scotland staff with a deeper understanding of the practical issues with some of the documentation they provide and the time required for teachers to complete the processes the SQA and Education Scotland set in place.*

**The EIS regards this recommendation as superficial. The professional associations meet regularly with both SQA and Education Scotland, so there is no shortage of advice on the practical issues which our members face. What is more, such a programme of work shadowing is likely to generate significant additional workload for teachers. What is needed is greater resource to support effective practice and a cultural change to reflect an understanding that it is schools which matter, not the internal workings of external organisations.**

36. *The Committee recommends that the information gleaned from the exercises should form the basis of a joint piece of work by Education Scotland and the SQA on ways of streamlining and simplifying processes and documentation. This work should be submitted to the Government's new Scottish Education Council and must include specific proposals for improvement. A continued emphasis on reducing teacher workload is vital in ensuring the education reforms proposed by the Government, and the Curriculum for Excellence, can be implemented with minimal impact on teachers and, by extension, on children and young people's education.*

**The EIS supports the recommendation and notes that such work has been promised before by the Government – there exists in Scottish Education a gap between “rhetoric and reality”. To close this gap significant additional resource is required to reduce class sizes, reverse ASN and EAL staff cuts, repopulate the previous cohort of classroom assistants, and reinstate per capita spending in real terms.**

37. *The Committee is aware that teacher pay levels reflect the political choices made by Governments in recent years. The Committee highlights to those involved in pay negotiations the frequency with which pay is raised by teachers in questionnaire responses to this inquiry. This is in the context of the increased cost of living and the need for pay to reflect workload.*

**The EIS notes that Committee acknowledges the current teacher pay levels are a result of political choices made by recent governments. The on-going public sector pay cap has adversely affected how attractive teaching is as a profession and it has slipped behind other graduate professions – particularly health, law, science, IT and engineering. Alongside pay, the Committee should be aware of the detrimental impact on teachers of recent pension changes. Not only do we have an “early retirement time-bomb” in the system, in the shape of over 20,000 teachers who have been conscripted from an NPA 60 scheme onto a NPA 68 plus arrangement and are unlikely to complete their extended length of service; we now have a “normal” working life span for new teachers of potentially 45 years plus, which is unlikely to be a sustainable ambition in such a high stress occupation. Despite protracted negotiations, Scottish Government has failed to offer respite from this scenario.**

38. *There is a need for a means to provide financial reward, recognition and increased status to experienced and valued teachers who wish to remain in the classroom. The Committee recommends that the introduction of something akin to the chartered teacher scheme is considered to ensure classroom teachers feel valued and have increased motivation to keep teaching.*

**The EIS supports the re-introduction of the Chartered Teacher scheme and was very disappointed that the Government chose to abandon it without any form of replacement. The resultant effect on experienced classroom teachers was predicted by many within education, including the EIS.**

39. *The Committee is concerned at the lack of opportunities for classroom teachers to seek promotion as a result of the 'flattened structure' introduced following the McCrone report and the reduction in the overall number of promoted posts. The Committee is also concerned at the number of teachers suggesting they would not consider promotion to*

*senior management because the gap between their experience and that required at the higher level is too great due to these factors.*

**The EIS does not believe that the McCrone Report (and the subsequent 2001 Agreement) is mainly responsible for the increasing flattened management structures within schools – the pay scales which “McCrone” delivered were designed to allow for subject departments of various sizes in secondary schools and saw the introduction of PT posts in the Primary sector. The EIS believes that the reduction of promoted posts has largely been due to facultisation which, in our view, has been driven primarily by a desire to save money i.e. to maintain existing school services by spending less on fewer promoted posts. This policy, which has been opposed by the EIS, has consequences for the overworked principal teachers left within the promoted structures and career stagnation for a large number of main scale teachers who had no realistic prospect of advancement in their school. The latter group were further hit by the abandonment of the Chartered Teacher scheme. It created also a leadership gap in terms of subject specialisms which has compounded the challenges around the recent qualifications changes introduced by the SQA (on behalf of Scottish Government.)**

40. *The Committee recommends that the Government reforms address the issue with the structure of roles in schools to ensure the existing structure does not prevent talented candidates from achieving promotion to headteacher level. In this respect, the Committee welcomes Government reforms that seek to give teachers the opportunity to develop leadership skills. Proposals include streamlined professional learning; and new leadership pathways including a 'fast-track leadership route'.*

**The EIS believes that the fundamental problem is that too few teachers are promoted to principal teacher. A fast track leadership programme is simply going to compound this problem – by giving the few that have achieved principal teacher promotion a faster route onwards.**

**Attempts to create leadership pathways have to concern themselves, also, with appropriate remuneration incentives.**

41. *The Committee notes the impact of the lack of supply teachers on schools with teacher shortages. This includes the impact on the ability of teachers to take time away from the classroom for continuous professional development, such as the development of leadership skills.*

**The lack of supply teachers reflects the challenges facing the profession, which are compounded by a low rate of pay for the first two days of short-term supply work. The idea that professional learning should be focussed on developing leadership skills is**

**misplaced. The EIS believes that teachers should have greater ability to choose and control their own professional development.**

42. *The Committee recommends that pay negotiations give consideration to the scope to amend the terms and conditions for supply teachers to address the concerns raised in evidence that the pay for the initial days of a placement is insufficient.*

**The EIS supports this recommendation.**

43. *The Committee also recommends that all education authorities respond to the Committee setting out whether they follow the policy raised in evidence of only seeking to provide supply cover weeks after the start of a teacher absence and the basis for this approach.*

**The EIS notes this recommendation. The EIS believes that the Committee should seek, also, the views of teacher unions on supply teachers as well as the views of education authorities.**

44. *The Committee is concerned at the teacher questionnaires that point to large numbers of teachers seriously considering leaving the teaching profession early. However, the Committee is keen to ascertain the extent of this issue. This evidence and the NASUWT evidence contrasts with the evidence received from ADES and the SFC.*

**Had the Committee heard from the EIS we would have presented evidence from substantial polls which underline this desire on the part of an increasing number of teachers. A recent independent study by Bath Spa University<sup>2</sup> states that:**

***"Furthermore, on average teachers work at a minimum 11 hours more than they are contracted to each week, the majority of dissatisfied in their role, and over 40% are planning on leaving the job in the next 18 months".***

**A previous EIS survey indicated that fewer than half of Scottish teachers would recommend teaching as a profession.**

**These are worrying indicators of the morale of the teaching profession. The EIS accepts that in practice teachers are likely to leave their post only when they have a viable alternative, but the fact that GTCS surveys indicate a growing trend of teachers leaving the profession within 10 years of starting their careers, underlines the need for urgent action to raise the morale of the profession.**

45. *The Committee intends to issue a survey to all teachers through education authorities. The intention of this is to get a clearer indication of the extent of the issue with retention by asking all teachers in state schools whether they intend to leave the profession early, and if so, to what timescale.*

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<sup>2</sup> <http://www.eis.org.uk/public.asp?id=3757>

**The Committee also needs to be mindful of creating additional workload for teachers or costs to education authorities in its pursuit of this recommendation.**

46. *The results could provide insight, including when set against actual departure rates in the coming years, as to the extent that the "warnings from the chalkface" that the Committee has received on retention leads to a reduction in teacher numbers.*

**The EIS will be interested in discussing the findings of research commissioned by the Committee and hopes that it will be included in future discussions on this issue.**

### **Retention of headteachers and other senior management**

47. *The Committee is concerned at the number of headteachers who appear to be considering leaving the profession due to the pressures of the role. This is combined with factors that can limit the numbers of teachers seeking promotion to senior management level. These are:*

- *the lack of opportunities for promotion from the classroom up to headteacher level or for teachers to develop their leadership skills; and*
- *the deterrent effect of classroom teachers witnessing the pressures on their headteacher.*

**The EIS believes that the work-life balance of its Headteacher members is completely out of kilter and that Headteachers, in all sectors, often faced with reduced administrative support and ever-increasing demands, are facing intolerable workload pressures. Clearly, such pressures serve to make Headteacher posts less attractive to aspiring candidates**

**Given the existing pressures on Headteachers the EIS that any changes ushered in by the Governance review process, around empowering schools, need to be caveated by a commitment not to increase Headteacher / school leader workload or add administrative burdens to such posts.**

**Reductions in the number of Depute Head posts only heighten the challenges of formal leadership posts in our schools and make harder the implementation of collective responsibility based on distributive leadership and collegiate practice.**

48. *The Committee recommends that the TWPAG takes into account, in its workforce planning processes, the real risk that the above factors could combine to create an increasing shortage in the numbers of headteachers in the future.*

**Further to the response in the point above, the EIS believes that most Headteachers wish to be pedagogical leaders managing and getting the best out of staff and pupils, rather than administrative**

**or financial managers. The EIS supports devolved management of schools but the EIS believes that administrative and financial management should primarily be facilitated by education authorities.**

49. *The recommendation above for the SQA and Education Scotland to go 'back to the classroom' should also include a particular focus on headteachers, with the aim of identifying responsibilities that can be removed from headteachers and schools altogether. This is in recognition of the potential impact of a period of transition created by the Government's education reforms.*

**It is not clear to where the Committee is proposing to move some Headteacher/school responsibility; whether it is to the education authority (i.e. opposing the Government's Governance plans) or to regional improvement collaboratives (going further than the Government's Governance plans).**

50. *The Government should take the proposals from this work into account in taking forward its proposals for education reform. Any additional responsibilities for headteachers should take into account:*
- a) *whether each reform proposal could have the effect of reducing headteacher workload; and*
  - b) *where reform proposals could increase workload, the need to identify other work that headteachers can de-prioritise or cease altogether to ensure the introduction of reforms is manageable.*

**The EIS is not convinced, as yet, that Government's education reform programme will reduce or maintain Headteachers' workload or pressures. We strongly believe that the current Governance discussions need to broaden out from simply talking about Headteachers, to think more radically about democratic school models based on collegiality and distributive leadership.**

### **Monitoring the impact of vacancies on schools**

51. *The Committee is concerned that there may be a distance between some education authorities and the schools for which they have a duty of care role. The Committee recommends that education authorities provide details of how each authority collates sufficient information on, and maintains active lines of communication with, schools to ensure they can undertake a duty of care role.*

**The EIS believes that local authorities do have a duty of care role regarding schools and staff. It will be essential in any new governance proposals and the working of collaboratives, that this is given due prominence by Councils.**

52. *The Committee also requests that every authority provides to the Committee:*

- *any data it holds on the impacts of teacher shortages or reductions in FTE as detailed in paragraph 188; and*
- *the education authority's assessment of the impact of teacher shortages or reorganisation*

*(including to respond to budget pressures) on the quality of education in their area.*

**The EIS notes this request.**

53. *The Committee will consider the information received, and whether to take evidence from particular authorities based upon it. The Committee's pre-legislative scrutiny of Government reforms will include a focus on the ability of Scottish education to undergo a period of further change and these responses will inform that work. The Committee intends to share these responses with the Government. The Committee recommends that the Government should assess whether:*

- *the various education authorities are performing a sufficient duty of care role; and*
- *certain schools and areas require additional support, either to cope with existing challenges or to implement Government education reforms.*

**The EIS believes that the role of both arms of Government, national and local, should work collaboratively on supporting schools. Accordingly, the EIS believes that if the Government implements education reforms then the onus is on the Government to deliver education reforms that are manageable and in such a way that education authorities can provide sufficient duty of care to schools. It is the Government's responsibility not to create an untenable situation in the first place.**

EIS

14.11.2017