Review of Teacher Employment in Scotland: Call for Evidence

The Educational Institute of Scotland / April 2011

Contents

Review of Teacher Employment in Scotland: Call for Evidence

Introduction

1.1   The EIS is the largest teacher trade union in Scotland with a total membership of 60,000 representing members across nursery, primary, special, secondary, further and higher education. This includes membership across the following groups subject to the provisions agreed by the Scottish Negotiating Committee for Teachers (SNCT).

> nursery and primary
> secondary
> special
> music instructors
> educational psychologists
> quality improvement officers/educational support officers

1.2   The EIS is the largest union on the SNCT with 8 out of 13 places on the Teachers' Side of the SNCT and 13 out of 21 places on the Teachers' Panel.

1.3   The EIS believes that the 2001 Agreement, A Teaching Profession for the 21st Century Agreement, provided the framework for improving education. The Agreement not only produced stable employment relations: it provided for enhanced professionalism amongst Scotland's teaching profession.

1.4   This aspect of the 2001 Agreement has been shared by external commentators:

"On the basis of this report, and in establishing a review of the Teachers' National Agreement, it would seem important that efforts are made (as they were in the McCrone deliberations) to engage teachers "at grass roots level" in the process of review and further reform. Although many teachers feel that increased autonomy and enhanced professionalism have not, as yet, been fully achieved through the National Agreement, the overwhelming majority of teachers do appear to share the aspiration." (Teacher Workload, Report to SNCT, University of Glasgow, Menter et al, 2006).

1.5   The Review will consider the period since the 2001 Agreement and the benefits of that Agreement to good industrial relations in the period since then. The Review should also consider the period prior to that Agreement, in the 1990s leading up to the Millennium Review.

1.6   In 1996 representatives of the Management Side and Teachers' Side of the Scottish Joint Negotiating Committee for Teaching Staff in School Education held a series of meetings with a view to improving relations between the two sides and seeking agreement on salaries and conditions of service.

1.7 The SJNC set up a negotiating sub-committee which led to a "revised" offer being tabled in August 1999. This offer, the Millennium Review, was rejected by all the organisations represented on the teachers' side with the EIS securing 98% against in a membership ballot.

1.8 The Millennium Review was rejected for 4 main reasons. Additional duties and hours were proposed which would have taken many teachers away from duties directly associated with teaching and learning. There was a proposal to increase composite class size, from 25 to 30. A new level of post was proposed although it was not clear whether it was to be a post or a grade and no models were ever produced by the Management Side to illustrate how the proposed structure would operate in practice. Finally, a pay offer was tabled which would increase the salary bill by 4.7% each year over 3 years. At that time the average earnings index was sitting at over 5% ahead of average earnings in the previous year. The average starting salaries of graduates would be £17,360 but under COSLA's offer a new teacher would only receive £16,000 at the end of the 3 year deal.

1.9 The failure of the Millennium Review led the Scottish Parliament to abolish the SJNC and to set up the Committee of Enquiry headed by Sir Gavin McCrone. The failure of the Millenium Review is a clear reminder to the present Review that any process which disregards the professionalism of teachers will be damaging to the morale of teachers and to teaching and learning. In particular, this would endanger Curriculum for Excellence. Effective curricular change requires teachers to be fully involved and committed to change.

1.10 The McCrone Committee of Inquiry Report was considered on a tripartite basis across Scottish Executive, COSLA and teachers unions. A number of implementation groups were established to take forward aspects of the Report before final agreement was reached. Critically, the McCrone Report informed the discussion across the parties thereby encouraging areas of compromise but the successful outcome depended on the implementation process. The current review will fail if it does not allow for proper negotiation across Scottish Government, COSLA and teacher unions.

A. Professionalism

(NB The numbering refers to the Questions set by the Review.)

1) The introduction to the 2001 Agreement states that *"the agreement we have reached and the process we have used to get here, represents a unique opportunity to put in place the conditions of service which teachers in Scotland deserve and which they need to have if they are to deliver our shared objective of a world class education service which will fit our children well for the 21st century"*.

The 2001 Agreement was implemented over a three year period and since then it has been supplemented by a number of agreements through the SNCT. With regard to the professionalism of teaching

staff the SNCT <u>Code of Practice on Collegiality</u> has encouraged teachers to play an enhanced role in the leadership of learning in their schools and educational communities. Where the Code of Practice has been adhered to, schools have been able to move away from a culture of top down management to one of distributive leadership.

Effective collegial arrangements however, do require to be resourced in time in particular as this is a matter critical of the success of a Curriculum for Excellence. It is a matter of regret that budget pressures have had a negative impact on ensuring that collegiality is properly resourced and developed.

2)   The SNCT provides for each teacher to undertake a maximum of 35 hours CPD annually. The means by which CPD needs are identified will be through each Council's professional review process which is agreed by the Local Negotiating Committee for Teachers (LNCT). This is built upon effective teacher self evaluation.

The EIS supports the current SNCT provision on CPD which establishes a requirement on teachers and an obligation on employers to provide high quality opportunities for CPD. Effective CPD enhances teaching and learning. Furthermore, any scheme which requires teachers to undertake a professional update will only succeed if CPD is under the control of the individual teacher, properly resourced and is accessible to all.

We agree with the Donaldson report into teacher education that ongoing CPD is still not given due regard and that professional development should be continuous throughout a teacher's career. In that context it is a matter of regret that CPD, or at least high quality CPD, is often the first target of budget cuts. The EIS also supports the finding in the Donaldson Report that the balance of CPD being linked to School Improvement Plans rather than personal professional development based on teacher self-evaluation requires to be further considered. We share Donaldson's view regarding the benefit of teacher education institutions being involved in the continuum of CPD provision.

The EIS has developed its commitment to CPD in our work on the Chartered Teacher Programme with partner providers, through our network of learning representatives across Scotland's Councils and with partner providers on a number of initiatives (e.g. on management and leadership).

B. Teachers' Duties

3 & 4)   The duties set out in Annex B of the 2001 Agreement were the product of detailed discussion and agreement between the three parties to the agreement. The SNCT has received no evidence from any of the three Sides of the SNCT that there is a need to consider alterations to these duties. Indeed, the premise of Q3 is challenged. If Curriculum for Excellence is, as we understand, building upon the

current professionalism of teachers, the delivery of CfE will be enhanced and protected by the maintenance of a clearly defined set of duties.

The EIS regrets that a view has emerged from some quarters that the duties of teachers are restrictive. We hold the opposite view. Clear delineation of duties creates clarity for teachers on the role they provide. Any attempt to generalise on teachers duties, which dilutes what is laid out in the SNCT Handbook, will only serve to confuse both managers and teachers.

The HMIe report, Teaching Scotland's Children (2007) stated that *"reduced class contact had created improved opportunities, particularly for primary teachers, for reflection on and improvement of their key roles in learning and teaching."* This is indicative of the benefits that accrue from clear delineation on expectations on teachers.

C. Career Structure

5)   The 2001 Agreement introduced an "improved and simplified career structure for all teachers". The structure set out grades of post (HT DHT and PT) but the number of promoted posts in any school is solely a matter for Scottish Councils.

The 2001 Agreement recognised the management deficit in the primary sector by introducing PTs in that sector. This was a welcome development which enhanced the delivery of curricular change in primary schools. This was highlighted in the HMIe Report. (op. cit)

The EIS believes that the introduction of job sizing in the 2001 Agreement provided a flexibility which the arrangements for promoted posts before 2001 did not allow. Councils have chosen to use such flexibilities to reduce the number of promoted posts in secondary schools by introducing faculty management structures.

The contraction of promoted posts, particularly at PT level, reduces career progression opportunities. In turn this provides a disincentive for those seeking promotion and ultimately reduces the pool of those who may seek access to senior promoted posts. However, the EIS is clear that the contraction of promoted posts is not a consequence of the 2001 Agreement; rather it is a consequence of Councils seeking to put in place savings.

It is interesting to note that the HMIe Report (op. cit) acknowledged that *"changes in structure do not by themselves give rise to improved practice and that further work is required to develop a culture of flexibility, adaptability and innovation in all schools"*.

The creation of faculty management lacks educational coherence in our view. It is a matter of regret that there has been no external evaluation of such structures. However, evaluation of faculty

management by our members conducted by TNS reveals major concern over faculty management (Appendix 1).

It was the expectation of the EIS that job sizing offered greater flexibility by paying PTs for the "size" of the management demand. It is ironic that faculty management reduces the number of PT posts but creates such posts at or near the maximum scale point. There is evidence that a number of posts exceed the points which are available in job sizing.

The introduction of the Chartered Teacher grade was a recognition that many teachers would wish to remain in the classroom and should be adequately rewarded for acquiring additional skills and for the enhanced contribution they make in schools. The continuation of the CT grade is necessary. Otherwise it is likely there will be diminished routes for career progression for teachers following incremental progression to the top point of the maingrade scale.

6) The Teacher Induction Scheme is quite correctly recognised as a quality provision. Prior to the 2001 Agreement probationer teachers acquired work on a happenstance basis which led, in many cases, to probation being continued over a number of years. This was considered by the McCrone Committee of Inquiry to be a national disgrace. This point has been echoed in the Donaldson Report. The framework provided by the TIS is crucial in providing stable and effective placement in which to achieve the Standard for Full Registration.

The certainty of guaranteed employment for a school session allows new teachers to develop their practice. The additional resource available to schools to support these inductees has, in the vast majority of cases, encouraged and fostered the transition into capable practitioners who can meet the SFR. While the Donaldson Report expressed some concerns regarding the provision of support at Council level it is our view that such support provides a necessary overview and allows inductees across schools to reflect critically on their experience.

From time to time some teachers require a period of extension to complete the Standard of Full Registration. In some cases an extension is required following a period of illness or when probation cannot be completed due to a maternity leave. In other cases a supported period is necessary to ensure a teacher who is just falling short of the Standard can meet the level required. Following the 2001 Agreement Scottish Councils supported the principle of extension. Regrettably, over recent years the commitment to provide extensions has not been maintained, certainly in relation to "competence" cases but increasingly also in relation to "health" extensions. This requires those seeking extensions to rely on the vagaries of the supply market.

In considering the Teacher Induction Scheme and the certainty provided to the probationary period the Review should also provide certainty on providing fixed periods for extensions.

The Teacher Induction Scheme has quite correctly attracted international acclaim most notably in OECD Report in 2007. While the future of the scheme will be influenced by the Donaldson Report as well as the current review the EIS strongly supports the retention of the Induction Scheme.

D.   Conditions of Service/Pay

8)   The Conditions of Service of teachers and associated professionals provides a contractual framework which sets out both the requirements on employees and the minimum obligations of employers. The current contractual arrangements, set out in the SNCT Handbook, provides a stable working relationship necessary to underpin professionalism.

9)   The 2001 Agreement created the context for an enhanced professional role for teaching staff. The successes of that agreement should be recognised as bringing to an end a decade of poor industrial relations which led to a decline in teacher morale. The one area which remains problematic is the question of teacher workload. The Review will be aware that the 2001 Agreement intended that from 2006, at the earliest, the contractual obligation of teachers would be expressed in relation solely to a 35 hour week within which a maximum of 22.5 hours would be devoted to class contract. This did not ensue. The workload evidence, secured through research by University of Glasgow on behalf of the SNCT, indicated that teachers were working at least 10 hours on average beyond contractual hours and promoted staff beyond that.

At the time of that report the EIS was clear that within the overall 35 hour limit the current time zones should not only be retained but that the percentage of time for personal work should be increased by a reduction in the total of class contact time. The EIS draws to the attention of the Review the OECD Report (2010) which states that teachers in Scotland spend more of their working time teaching as a percentage of working time than teachers in any other European Country (Appendix 2).

The 2001 Agreement set out a requirement on schools to reach agreement on the use of time remaining beyond class contact time and personal time. The process of reaching agreement on a school's Working Time Agreement should allow schools to reflect on workload pressures across a session when agreeing a plan for the forthcoming session. LNCTs have produced guidance on Working Time Agreements and, encouraged by the SNCT, have monitored agreements across schools. In a small number of cases LNCTs have assisted resolution of disputes on working time at school level and, in the period of 10 years since the agreement the Joint Secretaries

Employers' Side and Teachers' Side have intervened on only one occasion.

A School's Working Time Agreement is set out in an annual calendar. This approach should allow a certain smoothing of workload demand throughout a session and avoid a situation in which workload is defined by peaks and troughs.

The development of collegiality particularly in relation to School Improvement Planning provides a further mechanism to assist in controlling workload. However, working time agreements, and school improvement plans are not always effective in capturing workload demands on teachers. It is a matter of regret to the EIS that despite mechanisms that should assist the management of workload pressures of work remain a matter of significant concern for teachers at all grades.

There is little doubt that budget cuts impact on workload and the failure to deliver consistent reduction in class size maxima is a missed opportunity to control workload pressures. Cuts in management time have a particular impact on promoted post holders and the EIS believes that there should be guaranteed national minimum of management time according to the level of post held.

Ever since the 2001 Agreement the demands on teachers have increased incrementally.

Curriculum for Excellence requires teachers working together in planning and assessing. In that context successful implementation requires teachers to have sufficient time for personal and collaborative work. This requires the provision of sufficient staffing levels.

In addition, while the EIS has in principle supported both the ASL Act and Getting it Right for Every Child (GIRFEC), both bring significant workload issues. The new requirements of the ASL Act mean that teachers will far more often be involved in drawing up both individualised educational programmes and on occasion working with other agencies for the compilation of a Co-ordinated Support Plan where necessary. Inclusion has meant a very different way of planning and delivering learning to meet the variety of needs within a class/group and this involves time and importantly the need to work with colleagues across the school.

GIRFEC also means that teachers are more involved with outside agencies and with the monitoring of the children within their care. This could mean working on Health Care Plans, supporting children between establishments or supporting children and young people with their vocational needs.

The Review should consider the issue of teacher workload and the need for further external evidence on the hours teachers work rather than the notional contractual demands upon them.

Pay

10) The Review is reminded of the findings in the Audit Scotland report, A Mid-Term Report (2006):

> *"55.   The three-year pay award in 2001 helped to secure stable industrial relations and paved the way for a further award of 10.43 per cent over the four-year period from 2004-08.   Our survey work identified high levels of satisfaction with pay among all groups of teachers – 78 per cent of all head teachers and deputes and 80 per cent of teachers are satisfied or very satisfied with pay levels within the profession.*

> *56.   Pay is also seen as the key reason why teaching has become more attractive since the Agreement.   Teaching staff are twice is likely to feel that teaching has become more rather than less attractive since the introduction of the Agreement, and the main reason for this is pay."*

The 2001 Agreement restored teachers' pay to professional levels. Following the last element of the 2001 Agreement teachers' pay has fallen between RPI and CPI and below average earnings (Appendix 3).

Like other public sector unions the EIS is facing a pay freeze and this will place teachers' salaries since the 2001 Agreement below all these indices and lead to an erosion of teachers' salaries when compared across the economy, as set out in the Appendix which refers to the Annual Survey of Hours and Earnings. (Appendix 4) The current inflation figures (5.3% - RPI and 4.0% - CPI) are unlikely to fall and this is a matter of concern if the intention is to attract high quality graduates to teaching.

The Review is directed to the Fiscal Report of the Independent Report on Public Sector Pensions in which Lord Hutton of Furness notes that pensions are deferred pay and that pensions should be considered in the total remuneration package.   There is little doubt that increased contribution rates will impact on take home pay and the change of indexation in retirement from the Retail Price Index, (RPI) to the Consumer Price Index, (CPI) will impact on pension in retirement.

In addition teaching is a graduate profession and reference requires to be made to the pay of graduates, both in relation to starting salaries and pay progression.   In 2010, according to IDS (pay and Progression for Graduates 2011) the median starting salary of graduates across all sectors was £24,300 while the average was £25,166.   In 2011 the average starting salary is expected to rise to £26,045. The IDS survey also establishes salary progression of intake graduates over a three and five year period.   The average salary for a

graduate in 2010 who started in 2007 is £36,264 while the average salary for a graduate in 2010 who started in 2005 was £41,895. There is no evidence of the number of teachers who may have been promoted. For those teachers who started in 2007 the main grade salary scale point from August 2010 would be £28,794 and for those who started in 2005 the main grade salary scale point from August 2010 would be £32,394. There is a very real danger that the starting pay of teachers and salary progression will mean that the value of the McCrone settlement is being eroded and that may impact on the recruitment and retention of high quality graduates to teaching. The IDS evidence is appended to this submission. (appendix 5)

In our evidence to <u>Will Hutton's Review of Fair Pay in the Public Sector</u> the EIS stated that pay determined by national collective bargaining is the single most effective way to deliver pay outcomes which are acceptable to all parties involved in terms of fairness and transparency. While Hutton's final report departed from pay ratios the Review should note that a probationer on the first point of the pay scale earns £21,438 while the maximum pay point of a Headteacher is £82,542, a 1:4 ratio within the bargaining group.

The EIS compares the stability of SNCT pay arrangements with the instability of the further education sector in Scotland where the absence of national bargaining has contributed to poor morale and difficult industrial relations stretching over 15 years.

The Review will be aware of a proposal in front of the SNCT that supply teachers should be paid at Scale Point 1 for engagements of up to 5 days and for 25 hours maximum. This has long been the ambition of Scottish Councils. Whether or not this proposal is agreed to resolve a budget pressure the EIS would urge the Review to consider this matter.

It is the EIS view that treating supply teachers differently in relation to pay and hours of work will be potentially damaging to the delivery of education. A two tier teaching workforce will diminish professionalism and threaten high level service delivery in each classroom on each day when pupils attend.

The Review cannot remain silent on this matter. Supply teachers work under the most difficult circumstances and the insecurity of employment adds to the stresses of such work. Loss of pay and reduction in hours will be demoralising and, regardless of whether there is agreement to meet the current budget pressures, there is a need to find a more effective way of providing supply. Despite a recommendation in the Report of the Teacher Employment Working Group (Scottish Government, October 2008) that all Councils should reconsider permanent supply posts the experience is that in some Councils such posts are being terminated.

11)   The creation of the job sizing toolkit was agreed by the SNCT following work undertaken by PricewaterhouseCoopers in conjunction with a working group established by the SNCT.

Job sizing creates a mechanism to "size" promoted posts and is designed to capture the size of a post and not the particular contribution of a post holder at any moment in time. It is fairer than the arrangement pre-2001 when the salary of promoted staff was determined, in the vast majority of cases, by reference to school roll which disregarded variations in management demand within a school.

The SNCT has recently completed a review of job sizing. This Review looked at the guidance connected with job sizing and the toolkit itself. However, the SNCT did not consider there was evidence to alter the weightings within the toolkit. Any revision of these weightings would require all promoted staff to be subject to resizing using a toolkit based on altered weightings. This would be expensive and would create a political consequence arising from "winners" and "losers" in any fundamental revision.

E.   Chartered Teachers

12 & 13) The EIS strongly supports the retention of the Chartered Teacher grade. The impact of CTs on learning and teaching is widely recognised across the professional/education community and has been clearly demonstrated across Councils. Indeed a number of progressive Councils have disseminated good practice on the contribution of Chartered Teachers. The SNCT **Code of Practice on the Role of the Chartered Teacher** has provided a coherent framework in which CTs can be valued and contribute to learning and teaching across the school and wider educational community.

The Code of Practice also contained as an Appendix "Areas for Action" which the EIS believes articulate fully with the recommendations of the Chartered Teacher Review Group (2008) and would enhance the Scheme.

The Chartered Teacher grade was a fundamental part of the 2001 Agreement. Prior to that date those who preferred to remain in the classroom remained on the top point of the maingrade scale. Higher salary depended on seeking promotion. The principle of a twin track approach to career progression for teachers is a principle which should be retained. Those who aspire to Chartered Teacher status are required to undertake a rigorous period of intensive study and make a considerable personal investment in terms of financial cost and time. In addition, the Report of the Chartered Teacher Review Group (2008) included twelve recommendations intended to improve the effectiveness of the CT scheme. The EIS fully supports the full implementation of these recommendations which we believe would enhance the scheme and address many of the issues raised by the Donaldson Review.

The proposed freeze on entry to, and further progression within, the CT Scheme is a consequence of an agreement between Scottish Government and COSLA. Beyond a budgetary imperative any prolonged freeze will be deeply damaging for three reasons. Firstly, any diminution of career progression is potentially

demoralising not only to those on route but for many teachers who will avail themselves of the route when they reach the top point of the incremental scale. Secondly, as the number of promoted posts recede teachers may face their entire working life with little prospect of career advancement. Thirdly, and most critically, the "added value" of the CT Programme is not confined to the classrooms of post holders themselves. Shared practice and working with colleagues enhances education within and across schools and fosters in others a desire to improve their own practice. The Chartered Teacher Programme does much to enhance all aspects of teaching and learning and should be valued and retained.

Evidence from a number of countries which operate schemes similar to the Chartered Teacher Scheme is that enhanced professional practice underpins high quality teaching and learning.

F. Other Staff in Schools

The research provided to the SNCT by the SCRE Centre University of Glasgow indicated that significant progress had been made in introducing support staff arising from the 2001 Agreement. There is evidence that the provision of support staff leaves teachers able to concentrate on teaching and learning.

The commitment in the Agreement has been subject to budget cuts by Councils. While no further research has been undertaken by the SNCT since the SCRE research it is highly unlikely that an additional 4000 support staff has been retained.

The Review Group should seek from all 32 local authorities the numbers, in FTE, of support staff employed in 2006 including those delivered as a consequence of the national agreement, the number currently employed and the number envisaged to be in employment arising from budget decisions for the period 2011-13

The statutory requirement of the Additional Support for Learning Act has led to Councils seeking a transfer of support staff recruited to lighten the workload of teachers under Annex E of the 2001 Agreement to provide auxiliary support to pupils.

The failure of Councils to maintain the commitment to support staff set out in the 2001 Agreement has put pressure on teachers to resume many of the tasks which that Agreement sought to remove. This impacts on the workload of teachers.

G. Negotiating Machinery

The SNCT has agreed 74 circulars, agreed a Handbook encompassing changes to conditions arising from 2001 Agreement, the previous "Yellow Book" and circulars. The SNCT has dealt with 12 appeals on conditions and 2 failures to agree from LNCTs.

Over the period of its existence the SNCT has organised "4 away days" at which members of the SNCT talked informally on the key issues to inform each other of their respective position and to develop trust and confidence across the sides. The SNCT has also organised a number of national events for LNCTs at various locations across Scotland.

The Code of Practice on Collegiality agreed by the SNCT has done much to advance the aspirations in the agreement of operating on the basis of trust and professionalism.

By and large LNCTs have worked equally well and the fact that only 2 failures to agree have been referred to SNCT is evidence of good working relationships.

The HMIe Report (op.cit) stressed the role of LNCTs when it stated that:

"The role of LNCTs in most education authorities has been a positive feature of the agreement, particularly in relation to reaching local decisions and resolving issues before they caused concern or became problems for schools. In some authorities there was very positive working in LNCTs, which was helping to drive forward high level policies and strategies for improvement. In a small number of authorities there were some difficulties in securing agreements on a number of key matters, and these difficulties were hampering the pace of progress."

H. Overall Impact of the Teachers' Agreement

14) The agreement secured in 2001 was achieved with a remarkably high support from members in a ballot. The period since then has been a period of stability in industrial relations until recently. Two long term pay settlements, in 2004 and in 2008, continued that stability. This can be compared to a period of distrust between teachers and employers in the 90s when low morale and poor industrial relations prevailed.

The 2001 Agreement assisted the recruitment and retention of teaching staff. The last four years, however, have been marked by an apparent failure of workforce planning to plan for the number of teachers required. This is, however, a direct consequence of the 2007 Concordat which promulgated reductions in class sizes across and within all Councils in the lifetime of the current Parliament but without means of enforcing such reductions or of planning when teachers might be required. The unemployment of teachers and casualization of employment has undermined the profession and may impact on future recruitment.

I. Further Points

The SNCT encompasses Music Instructors, Educational Psychologists, Quality Improvement Officers and Education Support Officers. The Review should acknowledge these staff will also be affected by any proposed changes.

Quality Improvement Officers

The Quality Improvement Service provides a key role in supporting schools and the implementation of CfE. QIOs have an overview of the quality of learning and teaching across schools and are best placed to support authority led CPD and school self evaluation. Following the 2001 Agreement the SNCT agreed a clearer remit for QIOs and ESOs, previously advisers and assistant advisers, which included both a support and a challenge remit. Regrettably, in several Councils the QIO post has been under budgetary pressures and there has been significant loss of posts across and within Councils. This has increased workload pressures on those who remain but this service is increasingly diminished, thus denying schools of valuable support.

Educational Psychologists

Educational Psychologists contribute at all levels within the education service, from working with individual children and young people, through staff development, school improvement planning and strategic and policy development at the highest level. This includes prime responsibility for ensuring Councils fulfil their statutory requirements arising from the ASL Act.

A key issue for all education professions currently – including educational psychologists – is the implementation of Curriculum for Excellence, and central within this is the focus on delivering the best outcomes of all young people. Any changes to teachers' conditions of service may necessarily lead to adjustments in how educational psychologists work with schools and teaching staff to deliver on these.

Psychological Services are often centrally involved in developing and delivering CPD for other education professionals, including teachers – any changes to the current professional development arrangements for teachers will need to be taken into account in planning psychological service delivery in this area.

Budget cuts have impacted on psychological services leading to job loss or freezes on vacancies. This has had a workload impact with psychologists having an increased caseload at a time when statutory requirements have added to demands upon them.

Music Instructors

Instrumental music has an important role in delivering opportunities and adding educational value for our young people. Its benefits are well recognised, yet its importance is often overlooked due to its non-statutory position within local authority provision.

This non-statutory position has afforded many local authorities the opportunity to reduce instrumental service provision in their area. Also, many local authorities now charge for the entitlement to learn a musical instrument. This should be free for all at point of delivery for all pupils who avail themselves of the service. Scotland's inclusive education system is now increasingly being limited to those who can afford to pay for tuition. CfE places instrumental music at its heart. However, local authorities sometimes fail in their duty to provide all young people with the opportunity to experience the benefits which instrumental music provides.

Instrumental music teachers deserve recognition of their status working with other professional colleagues in schools. They also are entitled to quality continuing professional development which will allow them to play a full role as professional people working with pupils and students in schools. They aspire also to registration with GTCS in a category which recognises their unique role.

The Review must recognise the importance of instrumental music in Scottish education and should enhance the conditions of service of those who deliver instrumental music.

Teacher Employment

The fall in teacher numbers since 2007 has arisen from a number of factors. The EIS believes the Concordat agreed by the Scottish Government and COSLA created a context in which Scottish Councils cut staffing standards directly or cut teacher numbers indirectly by cutting management time or the number of promoted posts. Even when some Councils made limited progress on reducing class sizes in the early stages of primary school those Councils tended to increase class sizes in the upper school or managed teacher numbers by creating more composite classes. Workforce planning simply could not cope with planning teacher numbers in the absence of certainty on the numbers of teachers required. This is a political failure.

The EIS believes that teacher staffing should be determined centrally. A national minimum staffing standard would give greater certainty to workforce planning. The EIS attaches a position on this for consideration by the Review (Appendix 6). A staffing standard should also consider the position of minimum management time. Further, class size maxima should all be confirmed through the SNCT and be part of teachers' contractual arrangements. The EIS notes that the Scottish Government has not acted on the report, Review of Class Size Mechanisms chaired by David Camero

Appendix 1

Promoted posts structure in secondary schools
Summary report

14th April 2005

Promoted posts structure in secondary schools
Summary report

14th April 2005

Promoted posts structure in secondary schools
EIS

14th April 2005

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A.   Background and method

There have been recent developments in relation to the promotion structure within Scottish schools, in particular in relation to Principal teachers. Although there has been no blanket change, some schools have made substantial changes to Principal teacher posts, e.g. by appointing 'faculty heads' with a broad range of responsibilities. Such changes mean, in turn, a reduction in the total number of Principal teacher posts. It is not currently known how widespread these changes have been. TNS System Three was commissioned to investigate the extent of these changes in schools across Scotland and the effect they are perceived to have had by teachers in schools in which they have been or are being implemented.

A postal methodology was adopted for the survey, with respondents randomly selected from the EIS database. A covering letter and questionnaire were sent to a total of 8000 EIS members in secondary schools. Questionnaires were mailed out over the period 31st January – 2nd February 2005. By the cut-off date of 18th February, a total of 3008 valid responses had been received, representing a response rate of 38%.

In order to obtain representative views, the 8000 members were broken down by post[1] held in school. The table overleaf provides a breakdown of the sample composition in relation to current post in schools, in terms of the numbers mailed in each category, replies received and response rate.

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[1] These definitions are from the EIS database and do not necessarily correlate with the position respondents claimed to hold when asked within the questionnaire.

Table A1: Sample composition
Base: All respondents (3008)

	Number mailed	Number responded	Response rate (%)
Depute Head teacher	1000	308	31
Principal teacher	4000	1772	44
Former holder of promoted post on conserved salary/former senior teacher	1000	481	48
Main Grade teacher	2000	426	21

The appendix contains a copy of both the covering letter and questionnaire used in the survey.

B.   Key Findings

Detailed tabulations are enclosed which show results broken down to a local authority level as well as by post held and when changes were made in the school. The key findings from the survey are highlighted below.

B.1   Current posts

Respondents were firstly asked to select one of five posts which best described their current situation. The responses to this measure are shown in Table B1 below.

Table B1: Current post
Base: All respondents

	%
Depute Head teacher	10
Principal teacher – traditional post	49
Principal teacher – new style post	10
Former holder of promoted post on conserved salary/former senior teacher	16
Main Grade teacher	14
Base:	**3008**

Almost half the sample (49%) claimed to be *Principal teachers in a traditional post,* making this by far the largest category of respondents within the survey. A further 10% respectively claimed to be *Principal teachers with a new style post* or *Depute Head teachers*. 16% are *Former holders of promoted posts on conserved salaries* and 14%, *Main Grade teachers*.

The base size in each of these categories of teacher is large enough to allow substantive analysis by sub-group.

B.2   Whether changes made/underway

Respondents were then asked whether their schools had made changes to the promoted posts structure or were intending to do so. The results are shown in Table B2 below.

Table B2: Whether school made/intends to make changes to promoted posts structure
Base: All respondents

	%
Made any changes so far	**58**
- Major changes pre 2003-4	8
- Major changes in 2003-4	21
- Major changes in 2004-5	15
- Some changes underway	15
Future changes being discussed but not implemented yet	29
No planned change in structure	13
Base:	**3008**

Overall, 58% of respondents' schools have made changes to the promoted posts structure so far. 8% claimed that the school had made *major changes* prior to the 2003-4 session whilst 21% had made them in the 2003-4 session and 15% in 2004-05. In addition, 15% claimed that there are *some changes underway*.

Of the remaining respondents, 29% claimed that their school is *discussing future changes*. At this point in time, it is the minority (13%) whose schools have *no planned change in structure*.

There are however significant variations on this measure in terms of local authority. At one extreme, 100% of those responding in certain local authorities have made changes or have changes underway, whilst at the other extreme the level is as low as 5%.

The local authorities where **most** changes were claimed to have been made are: Clackmannanshire (100%), Stirling (100%), Falkirk (99%), East Renfrewshire (98%), West Lothian (95%), Angus (95%), Dumfries and Galloway (94%) and Argyll and Bute (93%).

The local authorities where **least** changes were claimed to have been made are: Aberdeen City (5%), South Lanarkshire (7%), Aberdeenshire (11%), Moray (16%) and Dundee (17%).[2]

These results clearly indicate a lack of uniformity in the implementation of changes in local authorities across Scotland.

B.3   Effect the changes have had on the school

All respondents who claimed that their schools have made changes or have changes underway to the promoted posts structure were asked to read a number of aspects relating to school performance and to indicate from a five-point scale whether each of the aspects was better, worse or not much affected as a result of the changes in structure. The table on the facing page shows the results on these measures.

Each answer on the scale was assigned a value from +2 (much better now) to -2 (much worse now) and a mean score for each statement was calculated.

The first point to note is that, with the exception of one statement, all of the mean scores are negative. This in itself is an indication that the perceived effect of the changes on specific aspects has, on the whole, been negative – albeit more so in some respects than others.

By far the main effect of the changes is seen to be a serious deterioration in teacher morale within respondents' schools. Overall, 80% regarded this as worse now as a result of the changes, with a high 44% of the sample opting for the extreme rating of *much* worse.

There is some variation across local authority areas in the strength of opinion on this issue, as there is throughout. The opportunity to draw firm conclusions from the regional data is severely limited by the small bases of respondents in some areas, and indeed it would be misleading to do so when we have sub-samples as low as 10 in some cases.

However it is significant that Shetland is the only area in which a clear majority of respondents did not actually rate the situation on teacher morale in their school as having got worse and, even here, the rating for worse is 43%, as against only 7% better. Other

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[2] For this report, >90% mentions have been shown for the local authorities where most changes have occurred. For the local authorities where least changes have occurred, <20% mentions have been shown.

areas with more substantial bases of around 50 respondents or more in which perceptions are more noticeably negative in the level of extreme ratings recorded are Angus (75% *much* worse), Dumfries and Galloway (63% *much* worse), Stirling (62% *much* worse) and Renfrewshire (59% *much* worse).

Another area where considerable worsening is perceived to have occurred is in *The management of the school*. Specifically, at an overall level, 54% believed this has got worse, and 17% *much* worse since changes were made. Again, certain local authorities have more negative perceptions: Dumfries and Galloway (30% *much* worse), Glasgow (22% *much* worse) and Fife (20% *much* worse).

Two other aspects are perceived to have been most affected by the changes, which around 50% regarded as having got worse since these were introduced. These are:

- *Issues of pupil indiscipline* (58% believed this has got worse, 26% *much* worse);

- *Guidance/pupil support* (49% believed this has got worse, 21% *much* worse).

There is then a further grouping of aspects which are perceived to have got worse, but not to quite the same extent:

- *The curriculum/course development* (42% believed this has got worse, 13% *much* worse);

- *Involvement of all teachers in decision making* (41% believed this has got worse, 17% *much* worse);

- *Issues of pupil inclusion* (37% believed this has got worse, 15% *much* worse);

- *Learning and teaching* (36% believed this has got worse, 8% *much* worse).

For the remainder of the aspects, although the sense of them having got worse is not as pronounced as on the other aspects, this is largely due to the fact that there has been *no real change*, as opposed to them having got better.

B.3.1   Effect of the changes on the school at an overall level

Respondents were then asked some more general questions about the effects the changes have had both in terms of the school and in relation to them as individuals. Firstly, they

were asked the question, *"Taking everything into account, what effect have the changes in promoted posts structures had on your school overall?"* The results are shown in the table below.

Table B4: Effect of changes on your school overall
Base: All who have made changes or have changes underway

	%
Much better now	2
Slightly better now	7
No real change	22
Slightly worse now	46
Much worse now	22
Not stated	2
Base:	**1746**

Overall, only 9% of those whose schools have made changes or have changes underway regarded these as having made the school *better*. Around a fifth (22%) claimed they have made *no real change* to the school, whilst over two thirds (67%) claimed they have made the school *worse*. Indeed, 22% claimed they have made the school *much worse*.

Across all teaching levels, the responses are more negative than positive. Former holders of promoted posts on conserved salary or former senior teachers held the most negative views - 83% of these believing the changes have made their school *worse* overall. 71% of Main Grade teachers and 70% of Principal teachers in traditional posts believed their schools are *worse*. Even amongst the group who arguably have the most to gain from the changes, Principal teachers in a new style post, 55% believed the changes have made their school *worse* overall.

It is worth noting that there was no significant difference in perceptions among those in schools in which significant change took place pre '03-'04, compared to those in schools in which change has been most recent ('04-'05). Negative attitudes are therefore not simply a reaction against recent change, and there is no evidence to suggest that the situation is seen to improve as changes settle down.

B.3.2 Extent to which individuals have been affected by the changes

Respondents were then asked the extent to which they, on an individual basis, had been affected in their post by the changes. Table B5 shows the results.

Table B5: Extent to which been affected in your post on an individual level
Base: All who have made changes or have changes underway

	%
Affected me a great deal	46
Affected me slightly	36
Not affected me at all	17
Not stated	1
Base:	**1746**

Overall, most of those whose schools have made or are making changes believed that the changes have affected their post to some degree (82% overall). Specifically, 46% believed the changes have affected their post a *great deal,* with 36% claiming they have affected them *slightly*. A minority (17%) claimed they have *not affected them at all*.

Perhaps unsurprisingly, those who claimed to be the most affected by the changes are Principal teachers in new style posts (97% affected to some degree, and 77% *greatly*) and former holders of promoted posts on conserved salaries (80% overall). Main Grade teachers are the least likely to be affected to a significant degree (26% *greatly*) although 71% thought they have been affected at least to some degree.

B.3.3   Effect of changes on individuals' posts as a result of the changes

Respondents were then asked to indicate the level to which the changes have had an effect on their posts.

Table B6: Effect of changes on your post on an individual basis
Base: All who have made changes or have changes underway

	%
Much better now	5
Slightly better now	9
No real change	29
Slightly worse now	32
Much worse now	25
Not stated	2
Base:	**1746**

As with the previous measures, the results overall on this measure are negative. Only 14% believed the changes have made their post better to any degree. 57% however believed the changes have made their post *worse* and indeed, a quarter (25%) believed they have made their posts *much worse.*

Across all levels of teachers, the feeling is that the changes have made their posts worse. Perhaps to be expected, those who are former holders of promoted posts on conserved salaries or former senior teachers are the most negative, with two thirds (66%) claiming the changes have made their post *worse.* It is significant that although a higher percentage of Principal teachers in new style posts regarded their position as having improved (31%) than was the case among any other category, even among those in new style posts, a majority (59%) still regarded the impact of the changes on their situation as having been negative. Depute Head teachers were the least likely to perceive the changes as having made their post *worse* although even amongst this group, the level is 49%.

As has been noted on some of the previous measures, there is a great degree of variance in perceptions across the local authorities. This is also the case in terms of the perceived effect the changes have had on individuals' posts: Dumfries and Galloway (37% *much* worse), Stirling (34% *much* worse), Falkirk (28% *much* worse) and Renfrewshire (28% *much* worse)

B.3.4   Extent to which respondents have been involved in the consultation process

The final 'general' measure was the extent to which respondents had been involved in the consultation on the changes in the school. Those who had future developments underway were also asked this question.

Table B7: Extent to which involved in the consultation on the changes in the school
Base: All who have made changes/have changes underway or intend to make changes

	%
Heavily involved	16
Slightly involved	45
Not involved at all	38
Not stated	1
Base:	**2605**

There is no clear pattern in terms of the level to which respondents had been consulted on the changes. Overall, 16% stated that they had been *heavily involved* whilst a further 45% had been *slightly involved*. 38% had *not been involved at all.*

Main Grade teachers and former holders of promoted posts on conserved salaries or former senior teachers were the least likely to be have been involved in the consultation process. Only 47% in each case were involved to any degree.   This compares to 79% of Principal teachers in new style posts who claimed to have been involved in the decision making process (27% *heavily*), and 60% of Principal teachers in traditional posts. Depute Head teachers, perhaps unsurprisingly, were the most consulted, 65% *heavily* and 25% *slightly*.

Conclusions

The general perception amongst those who have experienced or are experiencing changes in promoted posts structure within their schools is that things have got worse as a result of the changes. This is the case on all individual aspects of school performance as well as at an overall level, both for the school AND the individual teachers. Teacher morale in particular is perceived to have been very negatively affected by changes in structures.

Even among those who do not regard the situation negatively, the view is, at best, one of '*no real difference*'. It is a small minority who regard the changes as having had a positive effect.

It is clear that there is no uniformity across local authorities, in the introduction of new promoted posts structures in secondary schools in Scotland. There are a number of authorities where the level of change has been very pronounced, and equally others in which little has happened, or is believed to be planned. The degree to which the changes to

the promoted posts structure have taken place is therefore largely dependent upon the geographic area in which teachers work.

Appendix

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Table B3: Agreement with the statement
Base: All who have made changes or have changes underway (1746)

	Much better now	Slightly better now	No real change	Slightly worse now	Much worse now	Not stated	Mean
Learning and teaching	2	8	51	28	8	3	-0.32
The management of the school	4	11	28	37	17	3	-0.55
The requisition of supplies/materials for subject department	1	3	60	22	10	3	-0.39
Exam procedures (incl. SQA)	1	4	65	20	6	4	-0.28
Pupil attainment	1	5	66	19	4	5	-0.20
Involvement of all teachers in decision making	2	12	42	24	17	3	-0.44
Guidance/pupil support	3	13	32	28	21	2	-0.52
Support for learning	2	12	57	18	9	3	-0.21
Issues of pupil inclusion	2	8	50	22	15	3	-0.43
Issues of pupil indiscipline	1	7	31	32	26	3	-0.78
Support for students/probationer teachers in the school	4	14	53	17	8	4	-0.11
Reporting to parents/parents' meetings	1	6	80	9	2	3	-0.05
Access to personal C.P.D	3	15	64	12	4	3	0.01
The curriculum/course development	1	6	47	29	13	3	-0.48
Health and safety	*	3	75	14	5	3	-0.20
General teacher morale in the school	1	4	13	36	44	2	-1.21

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Appendix 2

**Percentage of teachers' working time spent teaching,
By level of education**

2008

Chart D4.3. Percentage of teachers' working time spent teaching, by level of education (2008)

Net teaching time as a percentage of total statutory working time

D4

Primary education

Lower secondary education

Upper secondary education
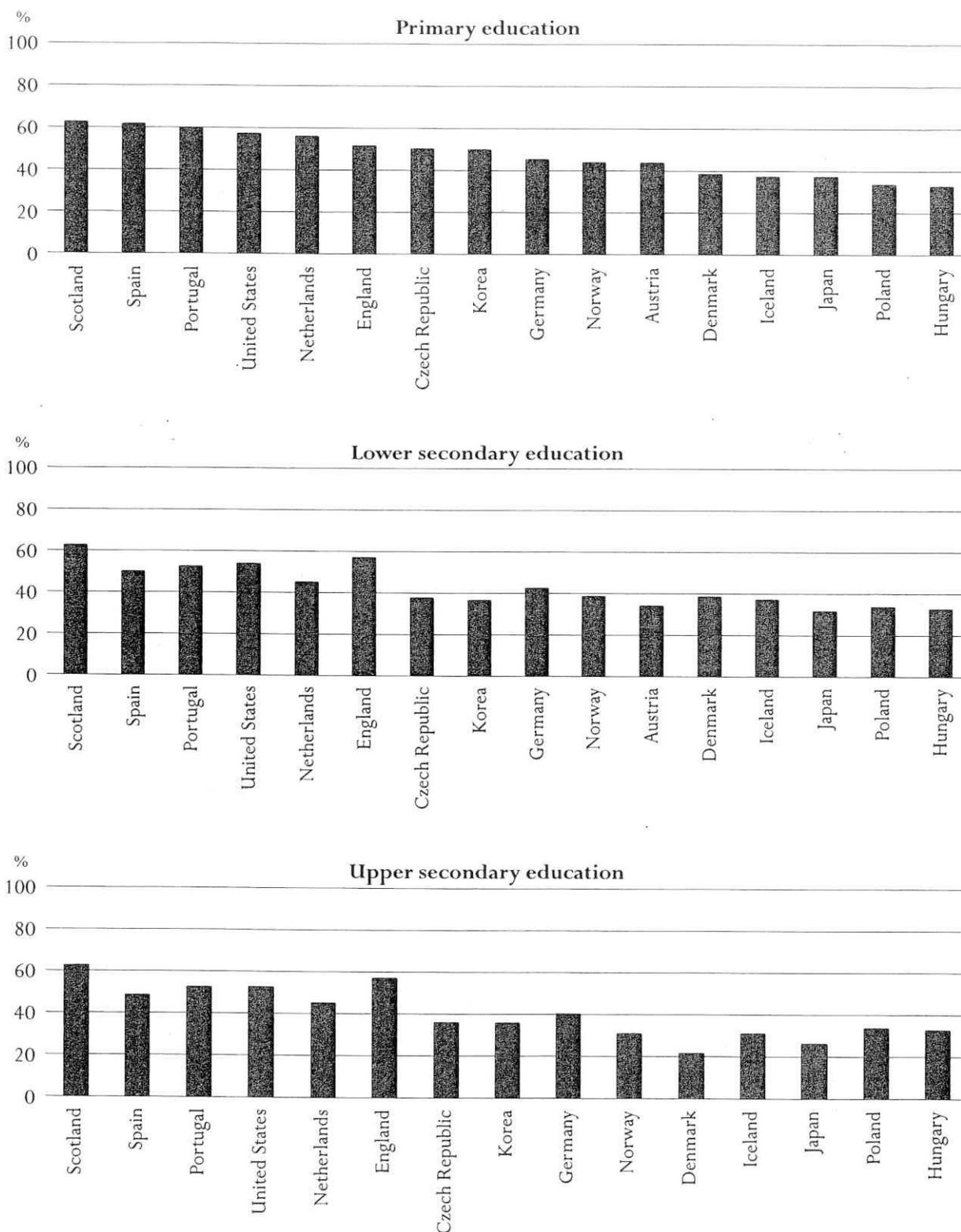
Countries are ranked in descending order of the percentage of teachers' working time spent teaching in primary education.
Source: OECD. Table D4.1. See Annex 3 for notes (www.oecd.org/edu/eag2010).
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Appendix 3

**Tracking of the last element of the 2001 Agreement
Against the Consumer and Retail Price Indices**

**Tracking of the last element of the 2001 Agreement
Against the Average Earnings Indices (Whole and
Public Sector)**

Tracking of the last element of the 2001 Agreement against the Consumer and Retal Price Indices

		01/08/2003	01/04/2004	01/04/2005	01/04/2006	01/04/2007	01/12/2007	01/04/2008	01/04/2009	01/04/2010	01/04/2011
	CPI Factor		1.0135	1.0135	1.0204	1.0233		1.0234	1.0361	**1.0218**	**1.033**
	RPI Factor		1.0269	1.0295	1.0284	1.0320		1.0426	1.0400	**-1.0053**	**1.049**
	Date	01/08/2003	01/04/2004	01/04/2005	01/04/2006	01/04/2007	01/12/2007	01/04/2008	01/04/2009	**01/04/2010**	**01/04/2011**
Maingrade Point 6	Actual	28,707	29,541	30,399	31,008	31,707	31,866	32,583	33,399	**34,200**	**34,200**
	CPI		29,095	29,487	30,089	30,790		31,510	32,648	**33,360**	**34,461**
	RPI		29,479	30,349	31,211	32,210		33,582	34,925	**34,740**	**36,442**
Principal Teacher Point 8	Actual	40,401	41,574	42,780	43,635	44,616	44,838	45,846	46,992	**48,120**	**48,120**
(Job Sized)	CPI		40,946	41,499	42,346	43,332		44,346	45,947	**46,949**	**48,498**
	RPI		41,488	42,712	43,925	45,330		47,261	49,152	**48,892**	**51,288**
Headteacher Point 19	Actual	69,300	71,310	73,377	74,844	76,527	76,911	78,642	80,607	**82,542**	**82,542**
(Job Sized)	CPI		70,236	71,184	72,636	74,328		76,068	78,814	**80,532**	**83,189**
	RPI		71,164	73,264	75,344	77,755		81,068	84,310	**83,863**	**87,972**
Music Instructor Point 6	Actual	26,553	27,324	28,116	28,677	29,322	29,469	30,132	30,885	**31,626**	**31,626**
	CPI		26,911	27,275	27,831	28,480		29,146	30,198	**30,857**	**31,875**
	RPI		27,267	28,072	28,869	29,793		31,062	32,304	**32,133**	**33,708**
Ed Psychologist Point 6	Actual	40,980	42,168	43,392	44,259	45,255	45,480	46,503	47,667	**48,810**	**48,810**
	CPI		41,533	42,094	42,953	43,953		44,982	46,606	**47,622**	**49,193**
	RPI		42,082	43,324	44,554	45,980		47,939	49,856	**49,592**	**52,022**
QIO Point 3*	Actual	43,899	47,643*	49,026	50,007	51,132	51,387	52,542	53,856	**55,149**	**55,149**
	CPI		44,492	45,092	46,012	47,084		48,186	49,926	**51,014**	**52,697**
	RPI		45,080	46,410	47,728	49,255		51,353	53,407	**53,124**	**55,727**

*Assimilated to £47,643 from £45,171 in August 2004

Tracking of the last element of the 2001 Agreement against the Average Earnings Indices (Whole and Public Sector)

		01/08/2003	01/04/2004	01/04/2005	01/04/2006	01/04/2007	01/12/2007	01/04/2008	01/04/2009	01/04/2010	01/04/2011
	AEI Whole Sector (LNMU)		1.0336	1.043	1.0408	1.0417		1.038	1.033	**1.008**	**1.02**
	AEI Public Sector (JQDZ)		1.0509	1.0439	1.044	1.0323		1.043	1.036	**1.003**	**1.021**
Maingrade Point 6	Actual	28,707	29,541	30,399	31,008	31,707	31,866	32,583	33,399	**34,200**	**34,200**
	Whole Sector		29,672	30,947	32,210	33,553		34,828	35,978	**36,265**	**36,991**
	Public Sector		30,168	31,493	32,878	33,940		35,400	36,674	**36,784**	**37,557**
Principal Teacher Point 8 (Job Sized)	Actual	40,401	41,574	42,780	43,635	44,616	44,838	45,846	46,992	**48,120**	**48,120**
	Whole Sector		41,758	43,554	45,331	47,221		49,016	50,633	**51,038**	**52,059**
	Public Sector		42,457	44,321	46,271	47,766		49,820	51,613	**51,768**	**52,855**
Headteacher Point 19 (Job Sized)	Actual	69,300	71,310	73,377	74,844	76,527	76,911	78,642	80,607	**82,542**	**82,542**
	Whole Sector		71,628	74,709	77,757	80,999		84,077	86,852	**87,546**	**89,297**
	Public Sector		72,827	76,024	79,370	81,933		85,456	88,533	**88,798**	**90,663**
Music Instructor Point 6	Actual	26,553	27,324	28,116	28,677	29,322	29,469	30,132	30,885	**31,626**	**31,626**
	Whole Sector		27,445	28,625	29,793	31,036		32,215	33,278	**33,544**	**34,215**
	Public Sector		27,905	29,130	30,411	31,394		32,743	33,922	**34,024**	**34,738**
Ed Psychologist Point 6	Actual	40,980	42,168	43,392	44,259	45,255	45,480	46,503	47,667	**48,810**	**48,810**
	Whole Sector		42,357	44,178	45,981	47,898		49,718	51,359	**51,770**	**52,805**
	Public Sector		43,066	44,956	46,935	48,451		50,534	52,353	**52,510**	**53,613**
QIO Point 3*	Actual	43,899	47,643*	49,026	50,007	51,132	51,387	52,542	53,856	**55,149**	**55,149**
	Whole Sector		45,374	47,325	49,256	51,310		53,260	55,017	**55,457**	**56,567**
	Public Sector		46,133	48,159	50,278	51,902		54,133	56,082	**56,250**	**57,432**

*Assimilated to £47,643 from £45,171 in August 2004

Appendix 4

Comparison of teachers' annual salary with median earnings

COMPARISON OF TEACHERS' ANNUAL SALARY
WITH MEDIAN EARNINGS

	Median Gross Annual Earnings	Top of Maingrade Scale	Top of Maingrade Scale as % of Median
2000 (Pre-2001 Agreement)	18,848	23,313	123.68%
2003 (Last Stage of 2001 Agreement)	21,124	28,707	135.89%
2004	22,056	29,541	133.93%
2006	23,580	31,807	134.88%
2010	25,879	34,200	132.15%

(Source ASHE data)

The above table places the top of maingrade scale against median earnings across the economy. The table sets out the impact of the 2001 Agreement and the movement since that Agreement.

Graduate Entry Salaries

According to IRS Salary Survey 2009/10, the median graduate entry salary at September 2009 was £24,000. Point 1 of the scale was £25, 113 at this time.

OECD Teachers' Salaries 2007-8

Salaries are converted to US Dollars using OECD methodology.

Starting Salary	OECD Average	Scotland
Primary	28,948	30,475
Lower Secondary	30,750	30,475
Upper Secondary	32,563	30,475

Salary after 15 years	OECD Average	Scotland
Primary	48,022	48,611
Lower Secondary	50,649	48,611
Upper Secondary	54,717	48,611

Appendix 5

IDS evidence

Table 7.1: 2010 salary levels and salary leads of 2007 graduates (three-yearlings) by sector (Source: ECR)

Sector	Finance	Law & accountancy	Manufacturing	Service	All private	Public/ not-for-profit	All
No. of starting salaries	4	5	6	10	25	8	33
	£pa	£pa	£pa	£pa	£pa	£pa	£pa
Minimum	38,000	36,000	27,600	26,380	26,380	15,828	15,828
Lower quartile	39,000	38,040	28,000	28,560	29,000	27,820	29,000
Median	40,000	61,000	29,001	29,728	35,000	34,000	35,000
Upper quartile	42,500	63,000	35,000	35,000	40,000	37,500	39,000
Maximum	45,000	70,000	35,000	45,000	70,000	48,699	70,000
Average	40,750	53,608	30,600	31,890	37,341	32,896	36,264
Salary leads	%	%	%	%	%	%	%
Median 3 year lead	34.5	70.3	23.8	28.4	33.3	34.6	34.0
Average 3 year lead	43.0	75.7	27.7	29.0	40.3	36.4	39.4

Table 7.2: 2010 salary levels and salary leads of 2005 graduates (five-yearlings) by sector (Source: ECR)

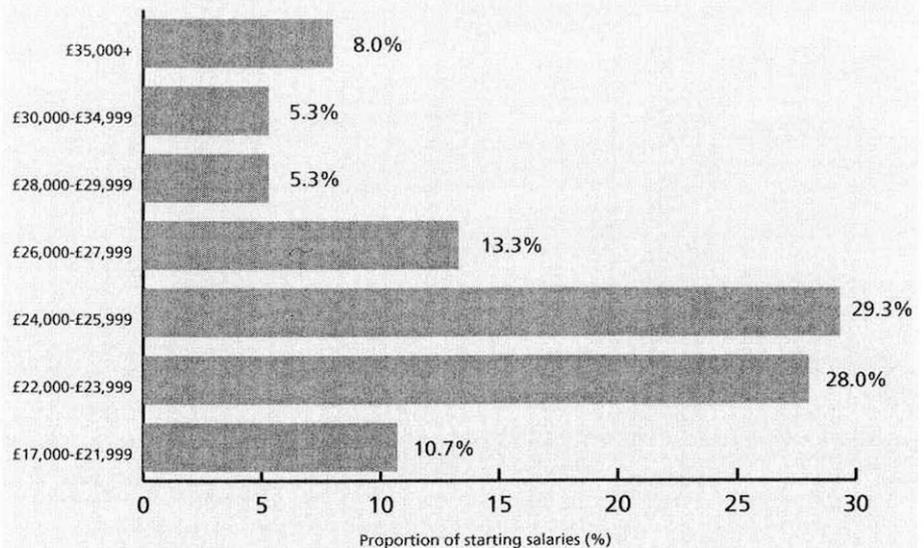| Sector	Finance	Law & accountancy	Manufacturing	Service	All private	Public/ not-for-profit	All
No. of starting salaries	1	4	3	8	16	6	22
	£pa	£pa	£pa	£pa	£pa	£pa	£pa
Minimum	55,000	39,270	27,500	30,700	27,500	15,063	15,063
Lower quartile	55,000	40,910	27,500	32,810	33,935	37,915	34,250
Median	55,000	56,275	35,098	34,625	38,635	40,500	39,635
Upper quartile	55,000	75,000	38,000	42,500	46,250	50,000	47,500
Maximum	55,000	80,000	38,000	47,500	80,000	52,213	80,000
Average	55,000	57,955	33,533	37,259	42,843	39,365	41,895
Salary leads	%	%	%	%	%	%	%
Median 5 year lead	120.0	95.3	43.3	52.6	63.1	80.2	67.1
Average 5 year lead	120.0	99.1	36.9	52.6	65.5	67.6	66.0

Table 4.1: Graduate starting saleries by sector 2010 (Source: ECR)

Sector	Finance	Law & accountancy	Manufacturing	Service	All private	Public/ not-for-profit	All
No. of starting salaries	7	10	16	29	62	13	75
	£pa	£pa	£pa	£pa	£pa	£pa	£pa
Minimum	24,500	19,500	17,000	19,000	17,000	17,161	17,000
Lower quartile	25,000	24,000	22,500	23,000	23,000	22,000	23,000
Median	28,000	32,500	24,500	23,500	24,400	22,883	24,300
Upper quartile	30,000	37,000	25,438	24,300	26,000	26,000	26,000
Maximum	32,500	38,000	27,315	40,000	40,000	29,586	40,000
Average	27,857	30,700	23,731	24,200	25,540	23,380	25,166

> The second and third highest [salary] increases were also found in the public/not-for-profit sector.

Graph 4.3: Distribution of starting salaries in 2010 (Source: ECR)

Salary band	Proportion of starting salaries (%)
£35,000+	8.0%
£30,000-£34,999	5.3%
£28,000-£29,999	5.3%
£26,000-£27,999	13.3%
£24,000-£25,999	29.3%
£22,000-£23,999	28.0%
£17,000-£21,999	10.7%

Table 6.1: Expected 2011 graduate starting salaries by sector (Source: ECR)

Sector	Finance	Law & accountancy	Manufacturing	Service	All private	Public/ not-for-profit	All
No. of starting salaries	8	8	24	35	75	11	86
	£pa	£pa	£pa	£pa	£pa	£pa	£pa
Minimum	20,000	26,000	18,000	19,000	18,000	17,161	17,161
Lower quartile	25,000	29,125	24,000	23,000	24,000	22,000	23,500
Median	27,000	36,000	24,750	24,000	25,000	22,883	24,500
Upper quartile	29,250	37,000	27,000	25,000	27,315	26,000	27,000
Maximum	36,000	38,000	34,000	40,000	40,000	29,000	40,000
Average	27,313	33,531	25,386	25,294	26,418	23,506	26,045

Appendix 6

Towards a National Staffing Standard

Towards a National Staffing Standard

1 Introduction

1.1 In Scotland, it is the responsibility of education authorities to staff schools. The role of Scottish Government is to allocate sufficient resource to allow authorities to provide such staff. Moreover, Scottish Government has the prime responsibility to guarantee the adequate supply of teaching staff to ensure effective delivery of education. The supply of teachers is regulated through teacher workforce planning. The EIS believes that it is not a sustainable proposition that there should be 32 staffing stands operating in a country the size of Scotland.

1.2 Teacher workforce planning has received considerable attention in recent years as there has been an unacceptable rise in teacher unemployment over recent years. Even when new entrants to the profession have found employment following the period of probation such employment has often been casual or short term.

1.3 The previous Cabinet Secretary for Education and Lifelong Learning, Fiona Hyslop, instigated a working group to consider the issues of teacher employment. The full report is appended. During discussion of the issues which would influence teacher employment the representatives of teachers' unions on the working group argued that greater certainty and coherence would be provided to workforce planning by a minimum staffing standard applying across Scotland. This view was not supported by others on the working group.

1.4 The EIS believes there is a clear rationale for now moving to a national staffing standard. A national staffing standard would remove some of the uncertainties in teacher workforce planning. It would provide clarity on teacher staffing across 32 Councils and would move away from a "salami slicing" approach to staffing formulae across certain Councils. Significantly, a national staffing standard would prevent a post code lottery approach to staffing.

2 Background

2.1 Formal guidance issued to Scottish Councils can be found in SED Circular 1029, issued in December 1978, which sets out guidance for primary school staffing. Guidance on secondary school staffing was set out in "Secondary School staffing" (the Red Book) published in 1973.

2.2 Circular 1029 provides a stepped approach to staffing, allocating teachers to the number of pupils in a series of steps. The appendix to the circular is appended to this paper.

2.3   The major criticism of stepped provisions is that the arrival or departure of one or two pupils can have an immediate and significant impact on staffing.

2.4   The Red Book provides a formula for calculating the staffing complement for each school in the following way:

    (1)   The basic complement is ascertained by aggregating the complements for each of the 3 stages. S1 + S2, S3 + S4 and S5 + S6.

    (2)   An EDA or extra-departmental administration duties allowance related to total school roll, essentially providing staffing to allocate management time.

    (3)   A "float" related to the basic complement plus EDA allowance corresponding to an addition of 5%.

    (4)   A "remedial" (sic) education allowance related to the total roll in S1 and S2.

    (5)   An "in service training" allowance related to the basic complement plus EDA, corresponding to an addition of 4 per cent.

    (6)   A "probationer" allowance is added at the rate of 0.33 teachers for each first-year probationer on the staff. (This relates to the 2 year probationary period required before the 2001 Agreement.)

2.5   It is not clear how far the Regional Councils adhered to Red Book provision. Strathclyde Regional Council provided a Red Book plus 4% staffing complement and in 1984 produced a staffing model which substantially amended the Red Book guidance relating to remedial education, S3/S4 allocation and management time.

2.6   Following the Teachers' Pay Agreement in 1987 the Secretary of State for Scotland agreed to the review of staffing standards as part of the settlement and the Scottish Joint Negotiating Committee issued the remit following remit:

"A review of staffing needs and resource implications in both primary and secondary sectors, including special schools, shall be undertaken with particular to:-

    a)   the disciplinary pressures in schools;

    b)   the increasing practical contract and changing nature of the curriculum;

    c)   special needs in socially deprived areas;

d) secondment as a means of pursuing curricular development."

2.7 A co-ordinating committee comprising representatives of the Scottish Education Department local authorities and teachers met on four occasions between February 1987 and May 1988 following which the Education Minister issued a draft circular for consultation. This draft set out on the following arrangements set out in Annex A:

2.8 For reasons not altogether clear the draft circular was never formally issued. This has led to a variety of practices across Scotland. There are three basic approaches to primary staffing. Some Councils retain a stepped approach, similar to that in Circular 1029, with teachers allocated to roll bandings with additional staffing provided for management time and the reduction of class contact time. Some Councils staff primary schools based on class organisation, setting out teachers required for class organisation adding staffing as required for management time, class contact time and other variables. Other Councils use a roll related formula. For example, one Council uses two models, depending on the size of the school.

Pupil Roll	Teacher FTE
1-150	[0.0442 x roll) +1.5] x 1.035
150 +	[0.0421 x roll) + 1.67] x 1.035

2.9 In secondary schools the most common approach is the formulaic approach. Examples are set out in Annex B:

3 **The Need for a Staffing Standard**

3.1 Staffing parameters derive from teachers' conditions of service relating to class contact maxima and class size maxima and to regulations relating to class size. Beyond that, Councils can vary staffing standards and alter variables such as management time, staffing for ASN support, authority wide staffing supporting school staff.

3.2 Workforce planning at national level requires planning four years ahead of staffing demand. Local authorities do not establish annual staffing requirements until budgets have been set around March before staff is required in August. The lack of coherence between national and local workforce planning was identified in the working group established by the previous Cabinet Secretary referred to above.

3.3 Whatever the limitations of workforce planning a minimum staffing standard across Scottish Councils would bring greater coherence to workforce planning.

3.4 It is also clear that a staffing formula could allow a common gearing or weighting to deal with specific demand, eg formulae could be devised for deprivation.

3.5 A minimum staffing standard would take account of class size maxima but could also be weighted towards supporting ASN pupils in mainstream schools with specific weightings for emotional and behavioural issues and for additional learning requirements.

4   Issues

4.1 Any move to a minimum staffing standard will require consideration of political reliance on Grant Aided Expenditure and the adequacy, or otherwise, of current primary and secondary indicators in GAE.

4.2 Nevertheless a minimum staffing standard should be a desirable outcome. It is a matter of concern that the Employers organisation, the Convention of Scottish Local Authorities (COSLA) seems obsessed with outputs and increasingly argues against input measures, for example class size or teacher numbers thereby disregarding the relationship between inputs based on agreements and service delivery.

4.3 Nevertheless, in the period post the 2011 election it is likely that any future government will move towards greater hypothecation and away from the freer hand allocated to Councils under the Concordat. The Cameron report to the Cabinet Secretary of devolving more resources to schools is also likely, at the very least, to give schools more control over spending. In these contexts a minimum staffing standard offers clarity and certainty to teachers, parents and the wider community. This will do much to allay fears that any devolution to schools may undermine cohensive provision across schools.

Primary

Pupil Roll	Teachers (FTE)
Up to 19	1.2
20 to 150	1.5 + 0.039 (Pupil Roll)
above 150	1.67 + 0.0377 (Pupil Roll)

In addition a "flexibility" of 6% was recommended for secondments and staff development.

Secondary Education

Teachers (FTE) = 10.24 + 0.059 (Pupil Roll)

(This incorporates an allowance for non-class contact time for promoted posts, expressed as: promoted post time = 2.05 + 0.0046 (Pupil Roll).)

In addition = "flexibility" of 4% was set out providing for secondment, SEB work, staff development and in service.

SEN

For pupils on the roll of special schools

Teachers (FTE) = 0.2 (Pupil Roll)

For recorded pupils on the roll of primary and secondary

Teachers (FTE) = 0.15 (Number of Recorded Pupils)

In addition, the draft circular proposed that staffing numbers for 1989/90 should be increased by:

1000 for schools in areas of social deprivation: and

200 for schools with a substantial proportion of ethnic minority pupils.

Council A

Teachers (FTE) = 10.24 + (0.059 x pupil roll)

Council B

Teachers (FTE) = 10.24 + (0.060 x pupil roll)

Council C

Roll 1 - 499 = 9.85 + (0.060 x pupil roll)

" 500 - 999 = 10 + (0.060 x pupil roll)

" 1000 – 1499 = 10.25 + (0.060 x pupil roll)

Council D

Teachers (FTE) = 90% x (13.64 + (0.0653) x pupil roll)

Council E

Teachers (FTE) = 12.8 + (school roll x 0.0614)

Council F

Staffing 8.19 + (roll x 0.0568)

Management Time 1+ (roll x 0.0068)