

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE – 3 APRIL 2001

THE POST MCCRONE SETTLEMENT : “A TEACHING PROFESSION FOR THE 21ST CENTURY”

Report by Director of Educational and Social Services

1. PURPOSE

- 1.1 To inform Members of the main outcomes from the national agreement following the McCrone Report “A Teaching Profession for the Twenty First Century” and to seek approval for an outline plan to implement the agreement at local level.

2. BACKGROUND

- 2.1 As a result of prolonged negotiations on the matter of teachers’ salaries, the Scottish Ministers commissioned a report under the leadership of Professor Gavin McCrone. This report, known now as “The McCrone Report” made a wide series of recommendations some of which were radical in terms of their implications for Scottish Education.
- 2.2 Following the publication of the McCrone Report, tri-partite negotiations were opened between the Scottish Executive, the Convention of Scottish Local Authorities (CoSLA) and the teachers’ trade unions. Working against a very tight timescale, a final agreement was reached and published as “A Teaching Profession for the 21st Century”. A copy of the full document is available in the Members’ Library.
- 2.3 Following the publication of the national agreement, its terms were subjected to a ballot by the trades unions. As a result of the ballot the teaching profession has accepted the agreement.
- 2.4 Teachers employed in pre-5 establishments will also be covered by the national agreement. The document, as issued, was not specific on how some of its wider implications will impact on the pre-5 service.
- 2.5 Members may wish to be aware that the agreement does not cover music instructors, educational psychologists or quality development staff. The final settlement for these groups of staff will be subject to separate negotiations that are expected to be finalised by the summer of 2001.

3. IMPLICATIONS OF THE AGREEMENT

- 3.1** Although the agreement was negotiated at national level a number of issues have been left to be resolved at the level of local authorities or that of individual establishments. The workload implications to secure full implementation arising from this characteristic of the settlement are not to be underestimated.
- 3.2** An outline of the tasks that require to be overtaken is given at Appendix 1. It must be emphasised at this stage however that the existing task list is unlikely to be exhaustive or comprehensive. As time passes, it is likely that further tasks will emerge.
- 3.3** Much work is continuing at national level to clarify a number of the issues arising from the settlement. Critical to this work is the formation of the successor to the Scottish Joint Negotiating Committee (SJNC), which was the statutory body that worked on teachers' conditions of service. The successor body to the SJNC had not been formed at the time of writing, but it is this new Scottish Negotiating Committee for Teachers (SNCT) that will be the forum for reaching national agreements. Unlike the SJNC, the SNCT will not be a statutory body. These national agreements will influence local negotiation and agreements.
- 3.4** The Association of Directors of Education in Scotland (ADES) has convened a series of meetings of its Personnel Officers. These have formed groups to work out models and approaches to a number of issues:
- Financial implications of the agreement
 - Primary school promoted post structures
 - Secondary school promoted post structures
 - Guidance posts and structures
 - Support staff issues

These groups have currently convened and will make a substantial contribution to national discussion.

4. THE AGREEMENT IN EAST AYRSHIRE

- 4.1** It is proposed that a central emphasis should be given to the main intention of the agreement. That is that the professional role of teachers should be recognised and supported. In practice this means that the challenge is to free staff from over-prescriptive approaches and other burdens. This will require a flexible approach by both management and teachers themselves, whether considered collectively or as individuals. Headteachers will have an obvious and distinct leadership role both in negotiating agreements with staff and in providing the vision and motivation that will ensure that this professionally-based model can work. Clearly, however, there will also be an increased level of expectation and accountability on staff at all levels to deliver the improvements that are envisaged for a world class education system suited to the 21st Century.

4.2 Much work will require to be done locally to negotiate with the teachers' Trades Unions in order that the detail of the local aspects of the settlement can be worked out. It is proposed that the existing consultative structures should be adequate for this purpose with only minor modification. Therefore, the bulk of the discussions with the unions will take place in the informal Joint Consultative Committee (JCC). Once a suitable agreement on a particular areas has been reached it will be brought to the formal JCC for final discussion and ratification. Currently, headteachers have no formal place in the JCC structure, yet under the agreement headteachers have a pivotal role and challenging task. It is therefore envisaged that the local representatives of the Headteachers' Association in Scotland (HAS) and the Association of Headteacher in Scotland (AHTS) will be invited to join the management side in the negotiations.

4.3 In order that all of the participants can fulfil their roles as part of this process, it will be necessary to consider staff development issues. It is therefore intended to hold an early seminar for headteachers in order that the following points can be explored:

- the headteachers' role in the agreement
- negotiating skills
- progress at national level: decisions and issues

A parallel process will be necessary for trades union representatives at establishment level in order that they can understand the process of decision making and the issues raised in this report.

4.4 It will also be necessary to establish a number of working groups in order that a number of issues can be considered at local level. These issues will be similar to those already identified in paragraph 3.4 of this report. Each working group will include membership by the relevant stakeholders.

5. POLICY/LEGAL IMPLICATIONS

5.1 The post McCrone agreement represents a major change in the way the personnel aspects of the service are managed. There are clear implications for teachers' conditions of service, the content and structure of contracts, rates of remuneration and relationships with other employment groups. For this reason, it will be essential to seek and receive the advice of the Legal Services Department.

6. FINANCIAL IMPLICATIONS

6.1 The overall financial implications of the McCrone settlement to the Council are being clarified. The Scottish Executive has allocated funds based on an initial calculation of the initial wage rises for teachers. As time passes it is likely that other financial consequences of the settlement may emerge. These will be

reported to Committee along with any wider implications as and when they have been clearly identified.

The basic implication of the McCrone settlement was reported to the Special Education Committee that met on 07 March 2001.

7. RECOMMENDATIONS

It is recommended that Members :

- (i) agree to the Director of Educational and Social Services establishing the necessary consultative structures to overtake the terms of the agreement "A Teaching Profession for the 21st Century";
- (ii) request the Director of Educational and Social Services to provide future update reports to committee on the progress that is being made to implement the national agreement; and
- (iii) otherwise note the contents of this report

John Mulgrew
Director of Educational and Social Services

GRS/GRS
19 March 2001

LIST OF BACKGROUND PAPERS

1. A Teaching Profession for the 21st Century

Members requiring further information should contact Graham Short, Head of Schools, (01563-576089).

Implementation Officer: Graham Short

Appendix 1 : Schedule of Tasks (Schematic)

1. Immediate Tasks: Upto April/May 2001

- Establish local consultative machinery
- Salary increases included in April payment
- Exceptions to salary increment informed of procedures
- Consideration given to handling of promoted post vacancies
- Prepare guidance to schools on 35 hour working week
- Contribute to national deliberations on unresolved issues

2. Short Term Tasks: April 2001 – August 2001

- Prepare models and case studies of 35 hour working week
- Consultation at local JCC
- School-level consultation on school annual calendar and planning arrangements
- Agree basis of work patterns for 2001
- Agree any formal procedures

3. Short to Medium Term Tasks: August 2001 – April 2002

- Establish support staff requirements at local/establishment level
- Devise plan for support staff enhancement
- Implement first phase of support staff enhancement
- Establish new promoted post structure for Primary sector
- Consider phasing of posts for Primary sector
- Issue guidance on additional 35 hours of Continuous Professional Development
- Review any existing agreements as influenced by the agreement
- Review supply cover arrangements

4. Medium to Long Term Tasks: April 2002 – August 2002

- Prepare detailed arrangements for probationers for August 2002
- Allocate training posts to establishments
- Review support staff arrangements

5. Long Term Tasks: August 2002 – August 2003

- Start job- sizing exercise, perhaps as a pilot
- Issue guidance for new promoted post structure in secondary sector
- Consult with establishments on promoted post structure
- Consider introduction of the “winding down scheme”
- Make arrangements for assimilation of senior teachers and assistant principal teachers onto point 3 of the Chartered Teacher Scale for August 2003

- Circulate arrangements for Accreditation of Prior Learning (APL) for Chartered Status.
- Seek applications for Chartered status
- Establish partnership arrangements to provide modules/courses for chartered qualifications.

- Seek applications for first modules
- Guidance to nursery schools and primary schools on reduction to 22.5 hours contact
- Implement 22.5 hours contact in secondary schools.

AGENDA