

Notice of Meeting and Agenda

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 07 February 2017	14:00	CMR 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Representing Renfrewshire Council Management

Councillors Henry and M Sharkey; P Macleod, Director of Children's Services; G McKinlay, Head of Service; J Trainer, Head of Early Years & Inclusion; M Convery, Head Teacher, St James Primary School; M Dewar, Head Teacher, Parkmains High School; A Hall, Education Manager (Development); L McAllister, Education Manager (Curriculum & Early Years); and L Mullin, Principal HR & OD Adviser (Finance & Resources).

Representing Renfrewshire Council Teaching Staff

K Fella, R Hannah, A Howie, J McCusker, M Russell, JP Tonner J Welsh and H Whittle, (all EIS); M Greenlees (SSTA) and S McCrossan (Adviser to the Teachers' side).

Further Information

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx

For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Items of business

Apologies

Apologies from members.

- 1 Appointment of Chairperson for the Meeting**
- 2 Minute of Previous Meeting** **3 - 8**
Minute of previous meeting held on 15 November 2016.
- 3 Periods of Notice** **9 - 12**
Report by the Head of Schools.
- 4 Teacher Workload** **13 - 24**
Report by the Head of Schools.
- 5 Salary Placement of Teachers on the Chartered Teacher Spine who Move to Teaching Posts in Other Council Areas** **25 - 28**
Report by the Head of Schools.
- 6 Early Years Teachers - Revised Remit** **29 - 32**
Report by the Head of Schools.
- 7 Changes to National Qualifications** **33 - 34**
Report by Joint Secretary (Teacher's Side).
- 8 Indiscipline in Schools** **35 - 36**
Report by the Joint Secretary (Teacher's Side).
- 9 National Improvement Framework** **37 - 38**
Report by the Joint Secretary (Teacher's Side). Please Note: The Appendix is to follow.
- 10 Date of Next Meeting**
Note that the next meeting will be held on Tuesday 21 March 2017 at 2.00 pm.

Minute of Meeting

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 15 November 2016	14:00	CMR 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Councillor Henry; P Macleod, Director of Children's Services, M Convery, Head Teacher (St James Primary School), M Dewar, Head Teacher (Park Mains High School), A Hall, Education Manager (Development), L McAllister, Education Manager, G McKinlay, Head of Schools and J Trainer, Head of Early Years and Inclusion (all Children's Services); and L Mullin, Principal HR & OD Advisor (Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

K Fella, J McCusker, M Russell, JP Tonner, J Welsh and H Whittle (all EIS); M Greenlees (SSTA) and S McCrossan (Adviser to the Teachers Side).

IN ATTENDANCE

K Brown, Committee Services Officer and S Fanning, Senior Health and Safety Officer (both Finance & Resources).

APOLOGIES

R Hannah and A Howie (both EIS).

1 **APPOINTMENT OF CHAIRPERSON FOR THE MEETING**

In accordance with the terms of the local recognition and procedure agreement, which stated that the Chair of the Committee should alternate between the two sides comprising the Renfrewshire Council Joint Negotiating Committee for Teaching Staff, it was agreed that Councillor Henry chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

DECIDED: That Councillor Henry chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

2 **MINUTE OF PREVIOUS MEETING**

There was submitted the Minute of meeting held on 6 September 2016. It was noted that the Minute required to be amended in relation to item 6 and specifically the first line of the second paragraph to reflect that appeals were only being submitted in some schools.

DECIDED: That the Minute, as amended, be approved.

SEDERUNT

P Macleod, Director of Children's Services entered during consideration of the following item.

3 **REVIEW OF TEACHER JOB SIZING PROCEDURE**

There was submitted a report by the Joint Secretaries relative to the review of teacher's job sizing procedures.

The report intimated that a working group comprised of representatives from Children's Services, trade unions, human resources and customer and business services has been established to ensure that Renfrewshire Council's application of teacher job sizing procedures were fit for purpose and in accordance with the Scottish Negotiating Committee for Teachers Conditions of Service. Details of the review and the proposed revised procedure were appended to the report. It was advised that since the agenda had been published there had been a slight amendment to the proposed procedure and on page three of the appendix that the following text be inserted at the end of paragraph four:

'Due to government restriction on the publication of Census data until December of any given session, posts advertised up to December in any school year will contain whole school data that relates to the previous session. For example, for a job sizing process being undertaken in November 2016, the whole school data included would be taken from September 2015.'

It was agreed that the draft Teacher Job Sizing Procedure be amended to include this additional text.

The report highlighted that following approval of the procedure, it was intended that a number of briefing/training sessions for primary and secondary Head Teachers and their respective Education Support Managers/Senior Delivery Officers would take place to enable discussions to take place on the revised procedure and enable clarification on any points in relation to the procedure. It was anticipated that following the training sessions there would be further amendments to the Teacher

Job Sizing Procedure and this would be reported to a future meeting of the Committee.

DECIDED: That the revised job sizing procedure, as amended, be approved.

4 **RENFREWSHIRE'S ATTAINMENT CHALLENGE**

There was submitted a report by the Joint Secretary (Teachers' Side) relative to Renfrewshire's Attainment Challenge.

The report intimated that the Teacher's side welcomed the additional funding available through the Scottish Attainment Challenge initiative. Renfrewshire's proposals for implementing this initiative were presented to the Education and Children Policy Board meeting on 3 November 2016 and the document indicated that 'these proposals reflected the current professional views of a range of stakeholders.' It was highlighted that the proposals could not be regarded as reflecting the view of Renfrewshire's teachers as there had been no meaningful discussion with the teacher professional associations around the proposals.

The Head of Schools apologised for the lack of consultation with the teacher professional associations in relation to the Attainment Challenge proposals and advised that the Scottish Government had dictated very tight timescales in relation to this item. He also intimated that these were initial proposals and as the approach was developed then the teacher professional associations would be engaged. The Director of Children's Services underlined that the process had been flawed in terms of timing and also committed to engage and schedule a meeting with the Teacher's side in relation to the proposals.

DECIDED:

(a) That it be agreed that the Teachers' side be consulted on the Attainment Challenge proposals; and

(b) That a meeting be scheduled with the Teacher's side in relation to the Attainment Challenge proposals.

5 **LEARNING REPS**

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the role of Learning Representatives.

The report intimated that the Renfrewshire EIS now had three Learning Representatives who had undertaken a rigorous development programme through the undergraduate module provided by the University of West of Scotland. The representatives were now seeking to work in partnership with designated colleagues from Renfrewshire Council in order to advance professional learning throughout the teaching profession in Renfrewshire.

The Head of Schools highlighted that there was a strong history of the use of Learning Representatives with Renfrewshire and welcomed the introduction of the three new Learning Representatives. It was agreed that there should be further discussion between the Management and Teachers' side in relation to the role of the Learning Representatives and the requirement for appropriate time off. The results of this discussion would be reported to a future meeting of the Committee.

DECIDED:

(a) That it be agreed that further discussion would take place between the Management and Teachers' side in relation to the role of the Learning Representatives and the requirement for appropriate time off; and

(b) That the results of this discussion be reported to a future meeting of the Committee.

6 INDISCIPLINE IN SCHOOLS

There was submitted a report by the Joint Secretary (Teachers' Side) relative to indiscipline in schools.

The report intimated that the 2016 EIS AGM unanimously passed a motion "that this AGM calls on Council to investigate indiscipline problems which are creating barriers to effective teaching and learning and that the resultant data be shared with Scottish Government, Local Authorities and relevant parent organisations."

The report highlighted a particular concern in relation to an increasing number of incidents falling within the definition of violent behaviour which were disrupting effective teaching and learning and the resultant stress and anxiety for teachers subjected to such behaviour.

The Joint Secretary (Teachers' Side) advised that whilst there were measures in place in relation to violent behaviour these were not being consistently completed and there was a requirement for a clear process to be laid out for Head Teachers and stressed that this must be followed. The EIS had devised a reporting form which could be utilised for reporting incidents.

The Head of Early Years & Inclusion shared the concerns from the Teaching Side and advised that work was currently underway to look at how staff were supported. There was currently an online system in place and whilst there was an increased use of the system there was work required to promote the system and ensure that it was utilised more effectively. It was confirmed that staff often had issues with accessing the forms as it was held on a Lotus Notes system and that it would be helpful to load the form onto GLOW. It was agreed that the Management and Teachers' side would share their respective forms for reporting incidents, the current form would be uploaded to GLOW and that both sides would also work to promote and encourage staff to use the current system.

It was also agreed that the Management and Teachers' side would have a further discussion regarding violent conduct, the strategies to deal with this and risk assessments and the results of this discussion would be reported to a future meeting of the Committee.

DECIDED:

(a) That it be agreed that the Management and Teachers' side would share their respective incident forms and that the current form would be uploaded to GLOW;

(b) That it be agreed that the Management and Teachers' side would work to promote and encourage staff to use the current system; and

(c) That it be agreed that the Management and Teachers' side would have a further discussion regarding violent conduct, the strategies to deal with this and risk assessments and the results of this would be reported to a future meeting of the Committee.

7 DATE OF NEXT MEETING

It was noted that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff would be held on 7 February 2017 at 2.00 p.m.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 7 February 2017

**Report by
Head of Schools**

Periods of Notice

1. Background

- 1.1. The local negotiations and agreements procedure is laid out and agreed in JNC/1. This agreement links the devolved matters which JNC have a locus in.
- 1.2. SNCT 16/57 was published on 9 December 2016. A copy is attached for reference. This circular highlights that periods of notice be determined at a national level rather than at a local level.
- 1.3. As a result of this it is proposed that the list of devolved matters in JNC/1 be amended to remove notice periods.

2. Recommendation

- 2.1. JNC is asked to note the attached SNCT circular and agree the amendment to the list of devolved matters in JNC/1.

9 December 2016

SNCT 16/57

Periods of Notice

Dear colleague,

The SNCT has agreed that periods of notice across councils should be determined at national level. This requires changes to the list of national/devolved matters (Part 1, Appendix 1.3); Part 4, Paragraph 14.2 should be removed. This change will take effect from 1 January 2017.

Appendix 1.3 Move Notice Periods from Devolved to National Matters

National Matters

Pay (including related allowances)
The working week and working year
Annual leave entitlement
Class size
Sick leave
Maternity/family leave
National and local recognition procedures
Disciplinary and grievance framework
Main duties
Staff development framework
Notice periods

Devolved Matters

Other allowances
Cover agreements
Appointment procedures
Particulars of employment
Expenses of candidates for appointment
Transfer of temporary teachers to permanent staff
Promotion procedures
Staff development arrangements
Specific duties and job remits
Arrangements for school based consultation
Other leave and absence arrangements

Housing
Indemnification procedures
Disciplinary and grievance procedures

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Periods of Notice – to be inserted into Part 2, Section 9.

9.23 The minimum period of notice to terminate employment to be given by a teacher on the maingrade scale, a teacher on the Chartered Teacher spine, Music Instructor or an Education Support Officer, Quality Improvement Officer or Education Psychologist shall be 4 working weeks and by all other teachers, quality improvement managers, principal and depute educational psychologists 8 weeks, which include 4 working weeks.

9.24 The minimum period of notice to terminate employment to be given by the authority to a teacher on the maingrade Scale. Chartered Teacher Spine, Music Instructor or an ESO, QIO, or educational psychologist shall be:

- 4 working weeks, where service is less than 4 years,
- 1 week for each year of continuous service, where total service is at least 4 but less than 12 years, and
- 12 weeks, where service is 12 years or more.

9.25 The minimum period of notice to terminate employment to be given by the authority to all other members of the teaching staff, QIMs and educational principal and depute psychologists shall be:

- 8 weeks, where service is up to 8 years, including 4 working weeks.
- 1 week for each year of continuous service, where service is at least 8 but less than 12 years, and
- 12 weeks, where service is 12 years or more.

9.26 These arrangements shall not prevent an authority or a teacher from giving or agreeing to give a longer period of notice than the minimum.

Yours sincerely

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

Joint Secretaries

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 7 February 2017

**Report by
Head of Schools**

Teacher Workload

1. Background

- 1.1. The national review of teacher workload which was undertaken at the beginning of academic session 2016/17 resulted in a number of key recommendations for schools and local authorities. In addition Education Scotland published “CfE – A Statement for Practitioners”. This provided all practitioners with guidance on ‘what to do and what to avoid’.
- 1.2. JS/16/69 was issued by SNCT on 5 December 2016. This circular restates the intention that the advice highlighted above is circulated. It also asks LNCTs to take account of the workload review report: “Report of Local Authorities’ Actions to Tackle Bureaucracy and Undue Workload in Schools”.
- 1.3. Following the publication of this report a JNC sub group was re-established. This group has met on two occasions with further meetings scheduled. Good progress is being made in coming to understanding of the areas causing teacher workload. Action being taken is being shared and it is expected that further reports will be brought to JNC>

2. Recommendation

- 2.1. JNC is asked to note the content of this report, JS/16/69 and agree that a progress report on the work of the sub group be brought back to a future meeting.

5 December 2016

JS/16/69

Teacher Workload

Dear colleague

At the SNCT meeting on 5 October 2016 the SNCT considered a report relating to the 2015/17 Pay Agreement. This report is appended and should be considered as part of your LNCT's ongoing work on tackling teacher workload and excessive bureaucracy.

The SNCT also agreed to circulate **What to Do/What to Avoid** drawn from Education Scotland's, Curriculum for Excellence – A Statement for Practitioners from HM Chief Inspector of Schools (August 2016).

Finally, LNCT's should be taking account of the Education Scotland report, Review of Local Authorities' Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools. This can be accessed on the Education Scotland website.

Yours sincerely

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

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KEY MESSAGES – WHAT TO AVOID

- , Use long-term plans to outline the structure of the year and the ways in which learning is organised throughout the whole year.
- " Keep medium-term planning short and focused on the main learning activities developed from the Experiences and Outcomes (Es and Os). Group Es and Os together in ways which best suit learners.
- ' Short-term planning on a daily or weekly basis should be flexible and be regarded as working notes to help organise learning.

Take a collegiate approach to moderation of planning learning, teaching and assessment.

Work together with colleagues to review and reduce any unnecessary bureaucracy. Plan and organise learning in a way which avoids each week at school feeling too cluttered to provide space and time for depth of learning.

- " Planning should include consideration of how best the needs of individual and groups of children and young people will be met.

Prioritise literacy, numeracy and health and wellbeing across the curriculum to ensure that all learners make the best possible progress.

Plan interdisciplinary learning (IDL) to make natural links across learning. Be aware of what is happening in other subjects and make connections.

All planning must focus directly on enhancing the learner journey. When asked to complete paperwork which does not directly relate to improving the learner journey, challenge this with your colleagues.

Avoid writing overly-detailed plans for the year ahead which limit your flexibility to respond to children's and young people's needs, interests and progression.

Do not plan for individual Es and Os or spend excessive time writing detailed descriptions of learning activities.

- Do not 'tick off' all of the Es and Os separately.
- .. Do not spend excessive time completing detailed daily or weekly planning templates or writing detailed evaluations of plans.
- " Avoid unnecessary bureaucracy creeping back in over time.
- " Stop doing too many things at the same time. For example, in a primary school, covering all eight curriculum areas every week.
- " Do not lose a clear focus on helping all children and young people to progress at an appropriate pace and achieve the highest standards in literacy, numeracy and health and wellbeing.
- " Do not spend time on IDL which does not provide opportunities to apply and deepen learning or is contrived.

The purpose of the Benchmarks is to set out very clearly what children and young people need to achieve each end of the curriculum. Benchmarks embed a wide range of existing assessment guidance (significant aspects of learning, progression frameworks and annotated exemplification) into one key resource to support teachers' professional judgement.

MESSAGES – WHAT TO DO

- " Periodically (from time to time) use assessments to sample and pull together learning in a joined-up way.
Plan an appropriate balance between on-going and periodic assessment- this will vary from stage to stage.
- Moderate assessment judgements by taking account of a sample of evidence from different sources to discuss standards and the progress of learners.
- As a school, develop simple and effective approaches to monitoring and tracking learners' progress particularly in literacy and numeracy. Tracking needs to be as easy to use as possible.
Regularly discuss tracking information with colleagues to plan additional support and interventions to help improve learners' progress.
Evaluate learners' progress on an on-going basis and keep short concise notes to help planning for next steps in learning. This will include identifying where additional support and challenge may be needed.
- ... Use the benchmarks to help monitor progress and support overall professional judgement of when a learner has achieved a curriculum level.
- Involve children and young people in leading their own learning and involve them in profiling their achievements.
- " Reporting to parents should highlight latest progress, identify next steps in learning and build on profiling. Discussions should highlight ways in which parents can support their child's progress.

KEY MESSAGES – WHAT TO AVOID

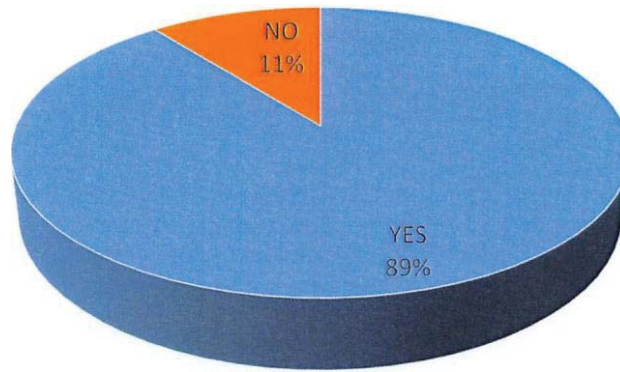
- " Avoid spending time on assessment activities which do not help to identify children's and young people's next steps in learning.
Do not over-assess learners or assess the same content repeatedly in different ways. Do not create large portfolios of evidence.
- " Avoid duplication and keeping evidence of every detail within the Benchmark.
- Avoid waiting until learners have demonstrated evidence of every aspect of learning within the Benchmarks before moving on to the next level.
Avoid undue pressure on learners with too many assessments in different subjects at once.
- " Avoid spending too much time collecting a wide range of evidence for moderation purposes.
- " Do not track and record progress against individual Es and Os.
Do not track progress and achievement using the terms 'developing, consolidating, secure'.
- " Do not spend time writing long reports for parents which describe lots of classwork or use professional jargon.

Review of the SNCT Pay Agreement 2015/17

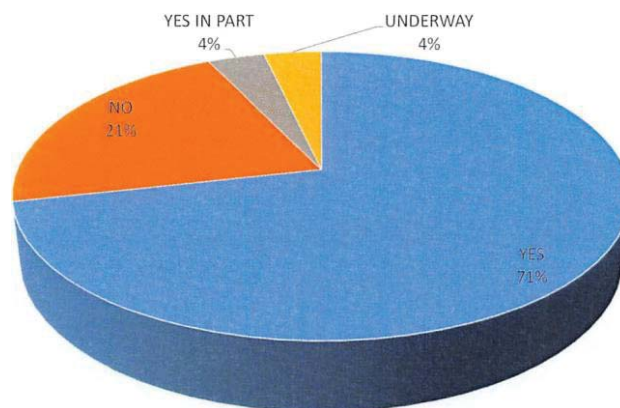
Survey

- 7 key questions
- 28 Responses to date
- Jointly signed off by LNCT
- 3 LNCTs attached additional papers and examples of good practice (Aberdeenshire, Stirling and South Ayrshire)

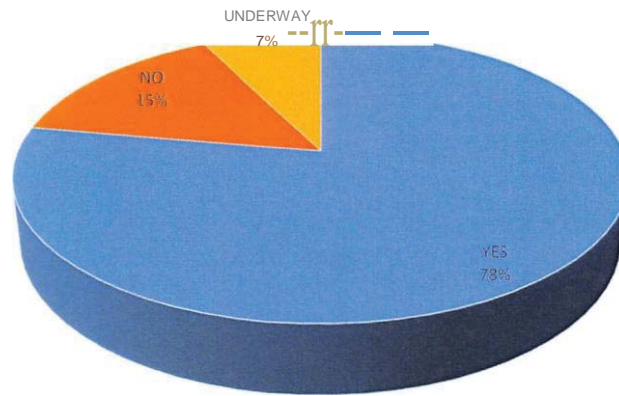
Has SNCT Appendix 2.18 been discussed at your LNCT?



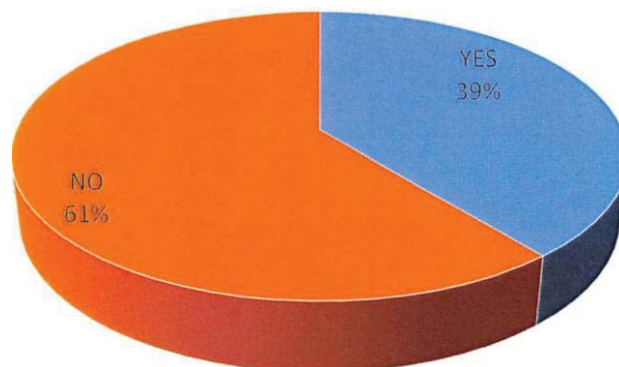
Has the LNCT revised WTA guidance to take account of the terms of Appendix 2.18?



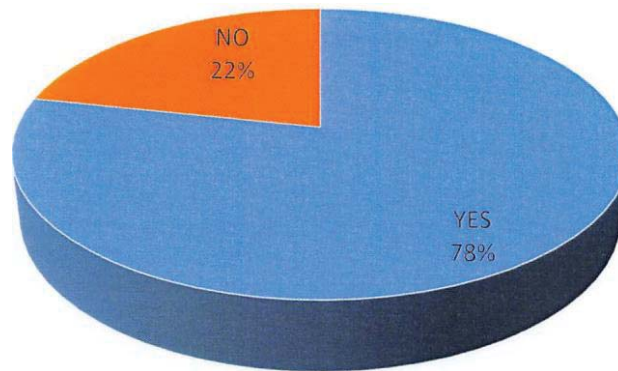
Has other guidance been issued to schools arising from the agreement, taking account of the Tackling Bureaucracy report?



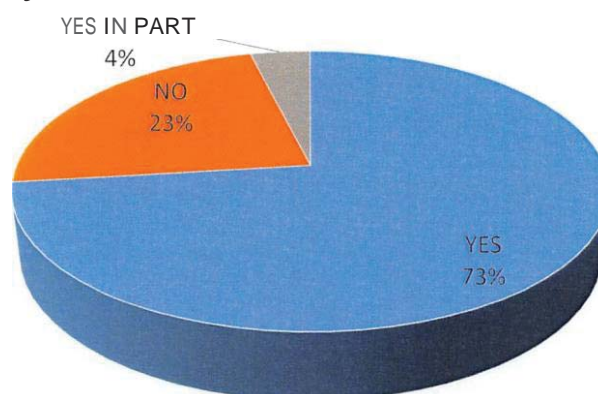
Are copies of such documents posted on the LNCT section of the SNCT Website?



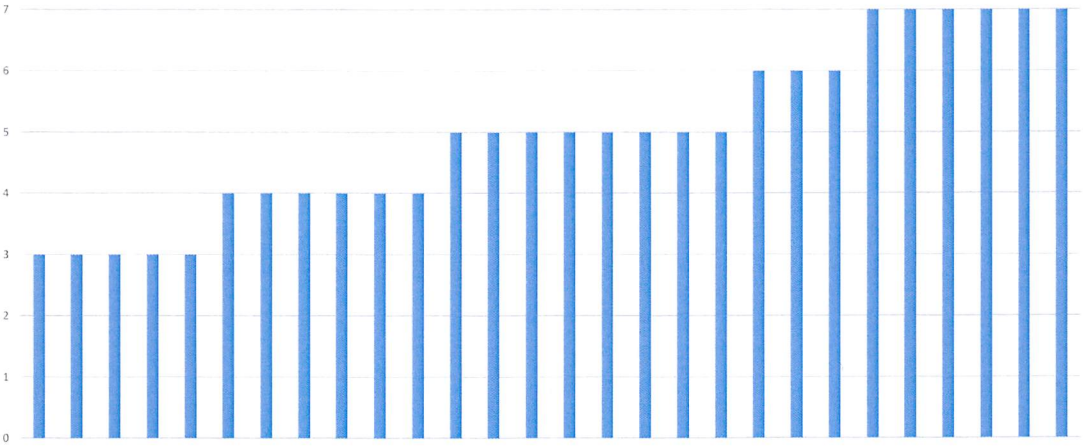
Are school WTAs annually sampled?



Are School Improvement Plans monitored to ensure that the Plan reflects actions to reduce bureaucracy and tackle workload?



Total Areas of Progress, by Authority



Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 7 February 2017

**Report by
Head of Schools**

Salary Placement of Teachers on the Chartered Teacher Spine Who Move to Teaching Posts in Other Council Areas

1. Background

- 1.1. The chartered teacher programme was discontinued following the SNCT agreement on the role and enhanced contribution of chartered teachers and future pay arrangements as outlined in circular 12/35.
- 1.2. SNCT 16/56 was issued on 5 December 2016. This relates to chartered teachers who move to a teaching post in a different council area.
- 1.3. Placement on the CT pay spine is set out in paragraphs 1.27 and 1.28 of the SNCT handbook. SNCT 16/56 notes that this placement should be protected when a chartered teacher moves from one council to another.

2. Recommendation

- 2.1. JNC is asked to note the contents of SNCT 16/56 and agree that this be the agreed position for chartered teachers taking up a teaching post in Renfrewshire.

5 December 2016

SNCT/16/56

Dear colleague,

Salary Placement of Teachers on the Chartered Teacher Spine who move to Teaching Posts in Other Council Areas

The SNCT has considered salary placement of teachers on the Chartered Teacher Pay Spine who move to teaching posts in other Council Areas.

Placement on the CT pay spine is set out in the SNCT Handbook, paragraphs 1.27 and 1.28 of the Handbook. This personal pay protection should continue if that teacher moves to a teaching post in another Council. This is subject to that teacher undertaking the extended role set out in the Code of Practice on the Role and Enhanced Contribution of the chartered Teacher (Appendix 2.16).

Revised paragraphs 1.27 and 1.28 are appended.

The SNCT Joint Secretaries will assist with advice to Councils on any issues arising from this action.

Yours sincerely

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

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Add or end of 1.28:

"1.27 The salary spine for chartered teachers and those who were on route to chartered teacher status prior to the discontinuation of the programme is set out in Appendix 2.1.

1.28 The chartered teacher programme has been discontinued and personal pay protection applies to those on that spine, contingent upon those on the spine undertaking the extended role set out in the Code of Practice on the Role and Enhanced Contribution of the Chartered Teacher (Appendix 2.16). This provision shall apply when a Teacher on the CT pay spine moves to a teaching post in another Council area and continues to provide an enhanced contribution in keeping with Appendix 2.17. This provision shall not apply if there has been a break in service of more than 12 working weeks."

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On:

Report by J. Colquhoun

Early Years Teachers – Revised Remit

1. Background

- 1.1. This report informs the JNC of the revised remit for the early years teaching team. The revised remit continues to reflect the list of duties contained in schedule B, part 1 of SJNC Circular SE/40.
- 1.2. The remit has been revised to reflect the review of the Teacher role carried out during May and June 2016 and the Scottish Attainment Challenge. The revised remit is attached to this report.
- 1.3. The remit has been revised in agreement with the teaching unions, including union representatives from the early years teaching team and Renfrewshire EIS Association Secretary.

2. Recommendation

- 2.1. It is recommended that the JNC approves the revised Early Years Teacher Remit.

**Renfrewshire Council
Education and Leisure Services**

Job Description

Designation of Post: **Teacher (Early Years Teacher Team)**

General Duties	<p>Responsibility to carry out the list of duties contained in schedule B, part 1 of SJNC Circular SE/40 (Section 10.1 of the scheme of salaries and conditions of service for teaching staff in school education).</p> <p>Undertake and develop the curriculum in collaboration with colleagues as agreed with the heads of establishment in collaboration with the managing head teacher.</p> <p>To support effective transitions into school, including curricular transitions, for children and families across the early level – with a particular focus on our most vulnerable children from our most vulnerable families.</p>
Reporting Arrangements	<p>The teacher is responsible to the managing Head teacher within the designated establishment group, and on a day to day basis with heads of establishment.</p>
Teaching Duties	<p>Implementation of the curriculum – with a strong focus on Literacy and Numeracy.</p> <p>Responsibility for joint planning/consultation in order to meet individual and collective needs of all children within and across the early level to support curriculum and pedagogic development and transitions. Supporting children where there is an identified attainment gap must be a priority for the EY teacher.</p> <p>Making use of a variety of evidence based methods and resources to raise attainment in the teaching of children.</p> <p>Observing, assessing, recording and reporting on children's progress, particularly within Literacy and Numeracy.</p>
Curricular Duties	<p>To plan effective Literacy and Numeracy learning experiences across the curriculum and use resources to support raising attainment and effective transitions across the early level.</p>

	<p>To disseminate local and national curriculum advice and give support and guidance on curricular matters to all staff.</p> <p>To support the heads of establishment in evaluating and ensuring quality of provision.</p> <p>To contribute to the professional development of colleagues, with a particular focus on raising attainment and closing the attainment gap.</p> <p>To take an active and leading role in development work, including assessment and moderation opportunities, and transitions.</p> <p>To evaluate development work and transition processes.</p> <p>To support ongoing implementation of the systematic observation, tracking and recording of children's progress, particularly in relation to attainment in Literacy and Numeracy.</p> <p>To use available data to support raising attainment and closing the poverty attainment gap.</p> <p>To contribute to the formulation and evaluation of establishment improvement plans.</p> <p>To advise and guide parents on issues related to the curriculum and supporting transition.</p>
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Other Duties	<p>Promoting teamwork across the Early Level to support the development of early years pedagogy and ensure progress across the Early Level.</p> <p>Supporting the engagement of families in their children's learning</p> <p>Liaising, where appropriate, with other professionals (e.g. psychologists, speech therapists and specialist teachers), primary schools and community networks.</p> <p>Contributing to the support for students during their placement in nursery.</p>
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The successful candidate will require to be fully registered with the GTC and will be subject to a satisfactory PVG Child Care check, in terms of the Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Order 2003 as amended.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 7 February 2017

Changes to National Qualifications

Report by
Joint Secretary (Teachers' Side)

It is becoming clear that a degree of confusion remains with regard to the implications of the changes to N5 awards for session 2017/18. The removal of mandatory units from N5 courses from August 2017 has been agreed. However, N4 courses will retain mandatory internal unit assessments (plus added value assessment) and accordingly will be organised and assessed entirely differently from those at N5. In light of these significant differences, and in the interests of ensuring the effective delivery of courses for all students, the EIS believes that schools should be planning for discrete N4 and N5 classes, rather than seeking to run bi-level classes where pupils would face different assessment arrangements. A further matter to be considered is that the absence of unit assessment at N5 will have the consequence of there being no fall-back award of unit passes for candidates who do not pass the final exam. Free standing unit assessments will remain available but students will require to be entered for either a N5 course award (based on external assessment) or a series of unit awards – they cannot be entered for both.

Action

Ensuring that candidates are enrolled for courses which best suit their prior learning and attainment at the point at which options are being considered will be essential. It is important that school senior managers facilitate dialogue on assessment and timetabling matters with their staff as a matter of urgency with a view to ensuring the school's appropriate response to such changes to senior phase course design and assessment.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 7 February 2017

Indiscipline in Schools

Report by
Joint Secretary (Teachers' Side)

At the JNC of November 15th 2016 the Teachers' Side presented a paper which highlighted concerns around an increasing number of incidents falling within the definition of violent behaviour. As a result of the discussion that took place, a number of proposals were put forward in relation to the recording process and subsequent risk assessment procedures.

Action

An update from the Management Side on the progress of the implementation of the proposals.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 7 February 2017

National Improvement Framework

Report by

Joint Secretary (Teachers' Side)

From August 2017 new, national standardised assessments will be introduced in all schools in Scotland. Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering aspects of reading, writing and working with numbers. Teachers have been reassured by the Education Minister that the assessment of children's progress throughout primary school and in secondary S1-S3 is based on teachers' professional judgement based on a wide range of assessment information. The EIS Education Committee has recently agreed the key principles of EIS policy on Standardised Assessment. These principles can be found in Appendix 1.

Action

Dialogue to take place between the Management and Teachers' sides around the implementation of Standardised assessment in Renfrewshire schools to ensure that John Swinney's reassurances to teachers regarding the format of the tests are adhered to.

