

Notice of Meeting and Agenda

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 12 June 2018	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Provost Cameron; Councillor Paterson; S Quinn, Assistant Director - Schools; 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

This meeting is held in private and is not open to members of the press or public.

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 <http://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**
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Minute of the meeting held on 20 March 2018.
- 3 **Professional Review and Development and Professional Update** 7 - 10
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- 4 **SNCT Pay and Leave Specification** 11 - 22
Report by Joint Secretary (Management Side).
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ANNUAL GENERAL MEETING

- 6 **Appointment of Chairperson for the Annual General Meeting**
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Minute of Meeting

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 20 March 2018	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

Representing Renfrewshire Council Management

Councillor Paterson, S Quinn, Assistant Director - Schools, G McKinlay, Head of Schools, J Trainer, Head of Early Years & Inclusion, M Convery, Head Teacher (St James' Primary School), M Dewar, Head Teacher (Park Mains High School), L McAllister, Education Manager (Curriculum and Early Years) and A Hall, Education Manager (Development) (all Children's Services).

Representing Renfrewshire Council Teaching Staff

K Fella, M Russell, JP Tonner, J Welsh and R Hannah (all EIS); and S McCrossan (Adviser to Teachers' Side).

Apologies

Provost Cameron; L Mullin, Principal HR & OD Advisor (Finance & Resources); A Howie, J McCusker and H Whittle (all EIS); and M Greenlees and S Dargie (both SSTA).

In Attendance

D Low, Senior Committee Services Officer (Finance & Resources).

1 Appointment of Chairperson for 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 J Welsh would chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

DECIDED: That J Welsh 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 February 2018.

DECIDED: That the Minute be approved.

3 Absence Statistics - 2017/18 Quarter 3

There was submitted a report by the Joint Secretary (Management Side) relative to the Council's absence statistics for the period 1 October to 31 December 2017 (Quarter 3).

The report provided information in relation to absence targets and how services and categories of staff had performed against them. An analysis of the reasons for absence for the period was included in the report. Information was also provided on supporting attendance activity levels by service and costs of sick pay and the overall number of days lost for Quarter 3.

DECIDED: That the report be noted.

4 SQA Teachers' Duties

There was submitted a report by the Joint Secretary (Teachers' Side) relative to inconsistencies of practice between schools in releasing teachers for SQA duties. This meant that some schools released a number of staff for SQA duties who benefited from the associated development opportunities while other schools did not release staff for such duties.

The Joint Secretary (Management Side) advised that while teachers' experiences and development opportunities associated with participation in SQA duties was valued, the Head Teacher in each school was responsible for the effective management of teaching resources. Head Teachers had devolved authority to release staff for SQA duties or not as individual circumstances dictated and this principal would not be compromised.

DECIDED: That the Joint Secretaries discuss the matter further and report back to a future meeting of the JNC.

5 Teacher Workload

There was submitted a report by the Joint Secretary (Teachers' Side) relative to suggestions that some Renfrewshire schools were not adhering to guidelines designed to tackle bureaucracy and maximise teaching time.

The report referred to John Swinney's statement and the HMIE Statement for Practitioners, both issued in 2016, and that any changes to school policy should be underpinned by the SNCT policy on Collegiality and each schools Working Time Agreement.

The Joint Secretary (Management Side) advised that he had worked with the teachers' side to tackle unnecessary bureaucracy and undue workload in schools following the Cabinet Secretary for Education's statement in August 2016. He requested that any breaches of agreed policy and practice should be raised with him.

DECIDED: That any breaches of agreed policy, practice and guidelines relating to tackling bureaucracy and maximising teaching time be raised with the Joint Secretary (Management Side).

6 Recruitment Protocol

There was submitted a report by the Joint Secretary (Teachers' Side) relative to inconsistencies of practice in the recruitment of primary school and secondary school teachers.

The report intimated that in the primary sector Renfrewshire teachers were given the opportunity to secure a permanent position through interview before the available posts went to open advert nationally. However, this process was not replicated in the secondary sector and all posts in this sector were advertised nationally.

The Joint Secretary (Management Side) advised that there was additional complexity surrounding the secondary school sector and recruiting suitable subject teachers could be challenging. However, a working group was looking at recruitment of staff in secondary schools and examining models which would align practices closer to the primary school model.

DECIDED: That the Joint Secretaries discuss the matter further and report back to a future meeting of the JNC.

7 Renfrewshire Payroll

There was submitted a report by the Joint Secretary (Teachers' Side) relative to ongoing problems experienced by Renfrewshire teachers in dealing with payroll errors and delays.

The Joint Secretary (Management Side) advised that the issue had been raised with the Head of Business and Customer Services who apologised for both any payroll errors which arose and also for delays in processing teachers' back pay following the recent pay settlement. The Joint Secretary (Management Side) intimated that he would report back to a future meeting of the JNC on progress made to address the issues that had been raised in relation to payroll services.

DECIDED: That the Joint Secretary (Management Side) report back to a future meeting of the JNC on progress made to address the issues that had been raised in relation to payroll services.

8 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 24 April 2018 at 2.00 p.m.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

**Report by
Head of Service**

Professional Review and Development and Professional Update

1. Background

- 1.1. Professional Update is now into its fourth year of national implementation. It is important that Renfrewshire Council knows and understands the experiences of our registered teachers as they engage with and complete the process of Professional Update (PU). This report informs the JNC of the results from a recent survey carried out by GTCS in relation to teachers who have engaged in Professional Update and completed their sign off. Each local authority receives the national and some specific local results.
- 1.2. Renfrewshire Council's Professional Review and Development (PRD) and Professional Update (PU) Policy (revised May 2016) informs schools about the procedures for carrying out annual PRD meetings. The PRD process is the vehicle for Professional Update.
- 1.3. The PRD steering group continues to meet annually to review current procedures within the Renfrewshire Council Policy.

2. GTCS Teacher Survey

- 2.1. GTCS conducts an annual survey of teachers who have engaged in Professional Update and completed their sign off. This research seeks to explore, understand and evaluate the Professional Update process to:
 - understand the potential impact of Professional Update on the Scottish Education system and on the individuals engaged in the process;
 - identify and address emerging issues that may challenge, limit or hinder progress;
 - to promote and further support positive developments and impact.
- 2.2. The GTCS evaluation is shared with Renfrewshire Council to inform of any emerging issues and areas where targeted support or development may be required.

2.3. Evaluation Results:

The majority of registrants:

- felt the Standard for Career-long Professional Learning was the most useful Professional Standard to use for self-reflection prior to their PRD meeting;
(89% of Renfrewshire respondents)
- had a PRD meeting and felt this was useful to reflect on the impact of their previous professional learning and develop their next steps.
- felt their line manager used a coaching approach and that the balance of support and challenge was about right.
(75% of Renfrewshire respondents indicated that their line manager used a coaching approach to a large/some extent)
Specific comments from Renfrewshire respondents indicate that relationships with line managers can have a big impact on the process.

Action: Although an improving picture, there remains a need for all responsible for supporting registrants through the PRD process to have professional learning in using coaching and mentoring approaches.

Professional Learning and evidence of impact :

- There is an improving trend in the number of registrants who are recording a reflective summary of their learning and relating this to professional standards and how this is impacting on their thinking and practice.
(67% of Renfrewshire respondents)
- Collaborative learning and attendance at courses are considered the most popular and most valued approaches to professional learning, however this is contradicted by respondents indicating that their professional learning has least impact on their colleagues.
(53% of Renfrewshire respondents identified courses and collaborative learning as the main focus of their professional learning.
50% identified collaborative learning as being of most value to them)
- Professional learning is perceived to be relevant and challenges registrants thinking and practice.

(100% of Renfrewshire respondents identified that their professional learning had had an impact on themselves to a large/some extent.
100% - impact on their pupils
87% - impact on their colleagues
90% - impact on their school
- The majority of registrants felt that they had ownership of their professional learning and are collecting evidence of impact of their professional learning.

Action: There remains a need to support registrants to better understand what is 'evidence of impact' and how evidence can be collected and analysed to support their own learning and improve outcomes for pupils.

Specific comments from Renfrewshire respondents indicate that the process of recording their professional learning is time consuming

Systems used for the PU process

- The majority of registrants indicated that MyGTCS was meeting their needs for recording their PRD, professional learning and recording the evidence of impact

Action: Although PU remains a new experience for each cohort there appears to be some systems learning that is supporting registrants to engage with the processes of PU in a more productive and beneficial way to help improve their thinking and practice. *Specific comments from Renfrewshire respondents indicate frustration at the fragility of the GTCS website when recording professional learning.*

Proposed next steps

- The PRD/ PU steering group will reconvene to consider the action points above:
 - ❖ Coaching sessions are booked into the CPD catalogue for next session – these will be highlighted to all those who carry out the PRD/PU process
 - ❖ Consider the existing support available for teachers to evidence impact of professional learning in a timeous manner, then cascade to those who carry out the PRD/PU process to ensure a consistent approach across Renfrewshire Council.
 - ❖ Consider professional learning sessions for those wishing support to use the GTCS system

3. Recommendations

3.1. It is recommended that the JNC:

- notes the results of the survey and accepts the proposed next steps for the steering group

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

**Report by
Head of Schools**

SNCT Pay and Leave Specification

1. Background

- 1.1. There have been a number of revisions to the conditions of service for teachers and associated professionals which have been implemented since September 2011. This included the change from 66 to 40 days annual leave with the remaining 26 days being defined as “non payment” days. This resulted in the daily rate being calculated as 1/235th of the annual salary.
- 1.2. SNCT has recognised a lack of consistency in interpretation at local authority level. As a result, the attached pay and leave specification has been agreed. It is noted that this revised position will take effect from 1 August 2018.
- 1.3. Renfrewshire Council will ensure all aspects of this specification are implemented by the due date.

2. Recommendation

- 2.1. JNC is asked to note the content of this report.

PART 2**APPENDIX 2.19****PAY AND LEAVE SPECIFICATION****INDEX OF ITEMS**

1. Basic Principle to a Teacher/Music Instructor pay.
2. When a New Start/Leaver calculation should be used.
3. The Leave Year
4. How to calculate a 'New Start' payment.
5. How to calculate a 'Leaver Payment'.
6. Temporary Employees.
7. Lunar Payrolls
8. Quality Improvement Manager/Officers, Education Support Officers and Educational Psychologists
9. Transferring from Teacher/Music Instructor to a Quality Improvement Manager/ Education Support Officer or Educational Psychologist or vice-versa.
10. Maternity Pay
11. Sick Pay
12. Pensionable Service for SPPA
13. Accrual of Service.
14. Unpaid Leave Calculations
15. Effect of pay specification on historic calculations.
16. Next Steps

BACKGROUND

On behalf of the Scottish Negotiating Committee for Teachers (SNCT), the Joint Secretaries issued several revisions to the conditions of service for teachers and associated professionals effective from 1st September 2011. These changes were implemented based on local interpretation from that date. The principal change was a reduction of teacher's annual leave from 66 days per annum to 40 days per annum, with the remaining 26 days being defined as 'non-payment' days. This resulted in the daily rate of pay increasing from $1/261 \times$ annual rate of salary to $1/235^{\text{th}} \times$ annual rate of salary.

Due to historic methods of calculation and local interpretation this has resulted in a lack of consistency across local authorities in calculating teachers' pay. This Pay and Leave Specification identifies an agreed SNCT position for various scenarios and must be used by all Scottish Local Authorities with effect from 1st August 2018.

1. BASIC PRINCIPLE TO TEACHER/MUSIC INSTRUCTOR PAY

- 1.1 Staff receive $1/235^{\text{th}}$ of their spinal column point for each working day. A working day is defined as each pupil and in-service development day (195 days). They further receive paid annual leave at 0.20513 of a day's pay for each day worked (0.20513 being $40/195$) of the daily rate of salary for each working day.

- 1.2 Therefore, a member of staff who works all 195 days will receive 195/235ths of the annual rate of salary uprated by 0.20513, which equates to the full annual salary for the year. This equates to 195 days' pay for working and 40 days annual leave.
- 1.3 Due to the annual leave and closure days being determined at a local level, if a teacher changes local authority, it is possible for such a teacher to work more or less than 195 days in the period of a year. In such a case, the salary they receive in that particular year could be more or less than the annual rate of salary.

2. WHEN A NEW START/LEAVER CALCULATION SHOULD BE USED

- 2.1 The new start and leaver calculations, as detailed in paragraphs 4 and 5 respectively, should be used in the following circumstances.
- When an employee joins the council for the first time.
 - When an employee leaves the council.
 - When an employee moves to a post with a different annual rate of salary.
 - When an employee moves from part time to full time or vice versa.
 - When an employee increases or decreases their part time rate of hours.
 - When an employee commences or returns from a career break.
- 2.2 It should be noted that a different calculation is used if the change to salary/new start/leaver payment is at the beginning or end of the academic session (this is detailed in paragraphs 4.1 to 4.6 and 5.1 to 5.6 below. This will ensure, over the course of an academic session, the employee is paid the same amount in August in each authority irrespective of the start and end date of the session.

3. THE LEAVE YEAR

- 3.1 As part of this Pay and Leave Specification, it is proposed to align all pay and leave calculations to run parallel to the academic session of the local authority in which the teacher works.

4. HOW TO CALCULATE A 'NEW START' PAYMENT

- 4.1 Each authority has a locally agreed calendar which shows the following: pupil days, in-service/development days, annual leave days, and school closure days (unpaid). Added together in an academic session, these will total 235 paid days with the balance being unpaid. A new start's first month's pay is therefore calculated as set out below. (It is recommended the leave is allocated as follows: 5 days in autumn, 10 days at the festive period, 10 days at Easter and 15 days in the summer (2 weeks at the beginning and 1 week at the end).

A = Number of paid days from start date until end of academic session.

B = $A \times 0.20513$ (being number of days' holiday accrued on A)

C = Number of full months remaining in current academic session from date of commencement of employment to and including July;

D = 50% of August salary (i.e. 50% of annual salary 1/12 or 1/24 of annual salary).

Calculation

X = A/235 X annual rate of salary

Y = B X Annual rate of salary/235

Z = C/12 X annual rate of salary + D

Payment to make

X + Y - Z

Example of Salary split for teacher working a full year (based on SCP 6 as at 01/01/2018)

Annual Rate of Salary	£ 36,480
Salary for Month	
Start of Session – 31 st August 50% of 1/12 th	£1,520
September	£3,040
October	£3,040
November	£3,040
December	£3,040
January	£3,040
February	£3,040
March	£3,040
April	£3,040
May	£3,040
June	£3,040
July	£3,040
1 st August to end of School Holidays (Balance of salary)	£1,520

4.2 To calculate a new start payment if calculation is due on first day of academic session:

- A Teacher who commences on the first day of term will be paid at 50% of 1/12th of the annual salary in August. A teacher commencing at any other point in August will be paid in line with the new start calculation.

4.3 New start payment when employee has a negative balance:

- Employee to be notified by the authority of how the balance will be deducted from salary payments in writing prior to the first salary payment being made / prior to taking up employment.
- A standard letter is attached which the joint secretaries would recommend be issued to all new start employees.

4.4 When an employee has a negative balance on starting, the following action should take place

- If the employee has commenced from another Scottish local authority, they will have received a balancing payment through that local authority's leaver payment. In these circumstances, the negative balance should be recovered as quickly as possible.

- If the employee has commenced and has not joined from another Scottish local authority the negative balance should be spread equally amongst the remaining months of the year.
- 4.5 This principle will also apply when the employee has a low pay in their first month's salary. A low pay is determined when the calculated pay for the month is less than 70% of the number of 1/235ths due in the month.
- 4.6 Annex 1: Example of Negative Balance gives examples of how to facilitate this.

The payroll systems will require to allow operators to agree to the following options:

- Immediate deduction
- Spread deduction

5. HOW TO CALCULATE A "LEAVER PAYMENT"

- 5.1 Each authority has a calendar, which shows the following: pupil days, in-service/development days, annual leave days, and school closure days (unpaid). Added together in any school year these will total 235 paid days with the balance being unpaid. A leaver's final month's pay is therefore calculated as follows:

A = No of paid days from start of academic session (or start date) until leaving date.

B = $A \times 0.20513$ (being number of days' holidays accrued on A)

C = Salary paid since start of academic session (or start date until end date of previous pay period. (This should include the 50% August payment).

Calculation

$X = A/235 \times \text{annual rate of salary}$

$Y = B \times \text{annual rate of salary} / 235$

Payment to make

$X + Y - C$

- 5.2 How to calculate a Leaver payment for August when employee is leaving at end of academic Session:
- Annual Rate of Salary / 12 x 50% (This would result in full annual salary being paid in the leave year).
- 5.3 How to calculate a Leaver payment when an employee returns at the start of the academic session but leaves before the end of August:
- For each pupil day and in service/development day worked following the start of the school session, a Leaver payment calculated in paragraph 5.1 is added to end of session payment, set out in 5.2 for a final payment.

- 5.4 How to calculate a Leaver payment when an employee leaves the authority during an academic session:
- Employees moving to another authority should receive a final payment as calculated in paragraph 5.1.
- 5.5 Permanent Employees retiring or leaving teaching should receive a final payment calculated in paragraph 5.1 with the payment being split between pay to date of leaving (pensionable) and pay in lieu of holidays (non-pensionable). This will ensure correct employee and employer pension deductions are made. If an employee is retiring and has indicated their pension is to start from a certain date but the accrued holidays take them to past that date, pay in lieu of holidays should be paid as oppose to an extension of service.
- 5.6 Where an authority operates an asymmetric week and pays different amounts dependant on the number of hours in the day, it is advisable to calculate new-start and leaver payments for part-time workers in hours rather than days. An example of how to calculate this is attached at appendix X. The alternate method of calculating an asymmetric week is to pay staff 0.2 for each day irrespective of the hours worked and ensure appropriate time is given via class contact hours. The attached letter gives an example of how this works.
- 5.7 Annex 2 – examples of mid-session leaver's payments

6. TEMPORARY EMPLOYEES

- 6.1 Long Term Temporary Employees should, where practical, be paid in line with sections 4 and 5 above as per paragraphs 1.2 of Section 2 of the SNCT handbook.
- 6.2 Where it is not practical to pay temporary employees in terms of paragraphs 4 and 5 above they should be paid $\frac{1}{235^{\text{th}}}$ of the appropriate annual rate of salary for every worked day. They will accrue annual leave at the rate of 0.20513 per day for each day worked. The administrative arrangement for paying in this manner is as agreed at each LNCT.
- 6.3 Temporary teachers employed for a full academic session should receive a contract to the last day of the summer annual leave period in August to ensure that they receive the same remuneration and pension contributions as a permanent teacher.
- 6.4 Whilst it is for each LNCT to determine when to pay using the calculation detailed in sections 4 and 5, examples of when that calculation method is appropriate include– Maternity Leave, Long Term Vacancy and temporary posts lasting more than 8 weeks.

7. LUNAR PAYROLLS

- 7.1 Councils that operate a lunar payroll should take the following action:
- 7.2 For new start and leaver calculations, firstly determine the number of weekdays from the start of the academic session until the last day of the summer school holidays. This will be either 260,261 or 262. This will become the offset factor detailed in the calculation below.

7.3 New Starts:

A = number of paid days from the new start date until the end of the academic session

$B = A \times .20513$

C = number of week days from start of next pay period until end of summer school holidays

Payment

$((A + B) \times \text{annual Rate of salary}) / 235 = \text{Payment due until end of academic session (D)}$

$C / 260 \text{ or } 261 \text{ or } 262 \text{ as above} = \text{offset of salary to be paid (E)}$

$D - E = \text{Payment due}$

Leavers

A = number of paid days from start of academic session until leaving date

$B = A \times .20513$

C = number of week days from start of academic session until end of previous pay period

Payment

$((A + B) \times \text{annual Rate of salary}) / 235 = \text{Payment due until leave date (D)}$

$C / 260 \text{ or } 261 \text{ or } 262 \text{ as above} = \text{offset of salary already paid (E)}$

$D - E = \text{Payment due}$

8. **QUALITY IMPROVEMENT MANAGER/OFFICERS, EDUCATION SUPPORT OFFICERS AND EDUCATIONAL PSYCHOLOGISTS.**

8.1 Quality Improvement Manager/Officers, Education Support Officers and Educational Psychologists will be paid 1/12th of the annual rate of salary for each month worked.

8.2 For part months the payment will be as follows -
If the Council pays based on Calendar days per month
A = Annual Rate of Salary / 12
B = Calendar Days in the month
C = No of Calendar Days worked in the month

Payment

$A / B \times C$

If the Council pays based on working Days in the month

A = Annual Rate of Salary / 12

B = Working Days in the month

C – No of Working Days worked in the month

Payment

$A / B \times C$

For the above calculations the following should be noted –

- If the council pays the local government employees on an hours' basis substitute days for hours

9. TRANSFERRING FROM TEACHER/MUSIC INSTRUCTOR TO A QUALITY IMPROVEMENT MANAGER/ EDUCATION SUPPORT OFFICER OR EDUCATIONAL PSYCHOLOGIST OR VICE-VERSA.

- 9.1 In the above situation, the employee could transfer, and their annual rate of salary could remain the same, because of the differing methods of calculation. The salary in the month of transfer will not be 1/12th of the salary.

10. MATERNITY PAY

- 10.1 For determining the weekly rate of pay, staff on maternity leave will receive 7/365ths of the annual rate of salary for each week of Maternity Pay. During the part month prior to the commencement of maternity leave, or on returning from maternity leave, the part month payment will be paid as outlined below.

- 10.2 On commencement of Maternity Leave

A = salary paid in academic session to date including 50% for August

B = number of calendar days from the start of the academic session until the commencement of Maternity leave #

C = annual rate of salary

Payment

$(B/365 \times C) - A$

- 10.3 On return from Maternity Leave

A = Salary that will be paid from the 1st of the month following return until the end of the summer school holidays. (This is based on 1/12th of the annual rate of salary for months September to July and 1/24th for the periods being start of school session to 31st August and 1st August to end of school summer holidays)

B = No of calendar days from the date of return until the end of the school summer holidays

C = annual rate of salary

Payment

$(B/365 \times C) - A$

- 10.4 Annual Leave prior to and on return from maternity leave.

As a result of the calculation detailed in 10.1 above, there is no need to make any balancing adjustment for maternity either post or pre-leave. Authorities only require to give the paid days leave back as determined by the calendar they set via their LNCT. i.e. 5 days for Autumn, 10 days for Festive, 10 days for Easter and 15 days for summer.

Local authorities can agree to allocate some of the accrued leave to school closure days subject to the employee having received a minimum of 28 days' actual leave in each leave year of the maternity leave period.

11. SICK PAY

- 11.1 Sick Pay for teachers and associated professionals will be based on a daily rate of $\frac{1}{365^{\text{th}}}$ for each day they qualify for sick pay. This may result in a carry forward being required of sick pay calculations from one month to another. An employee in receipt of 6 months full pay and 6 months half pay will receive 183 days' full pay and 182 days' half pay.
- 11.2 This is a precise calculation for sick pay but could cause potential issues as there will be carry forward of amounts or months where the sick pay amount is less than the $\frac{1}{12^{\text{th}}}$ being paid. This is overcome by having offsetting amounts so as not to confuse employees. The main issue will be when an employee moves to half or no pay as shown in 11.3 below.
- 11.3 An employee's monthly salary is calculated as $\frac{1}{12^{\text{th}}}$ of the annual salary. Based on a 365-day year, this equates to 30.41667 days per calendar month. Therefore, as the number of calendar days in each month can be either 28,29,30 or 31, there will be months that the reduction of basic pay and offset of sick pay will be more or less than the average basic salary which will result in potentially the deduction and offset being required over a 2-month period or the employee receiving more or less than half pay. - See Annex 2

Service at Commencement of Absence from Duty	Full Salary for a period of	Half Salary for a period of
Less than 18 weeks	nil	nil
18 weeks but less than 1 year	31 days	31 days
1 year but less than 2 years	61 days	61 days
2 years but less than 3 years	122 days	122 days
3 years but less than 5 years	152 days	152 days
5 years or more	183 days	182 days

12. PENSIONABLE SERVICE FOR SPPA

- 12.1 Pension returns are based on the Financial Year. Work is continuing on this issue between the SNCT and SPPA and this will be issued on completion. It is proposed that these returns will be made based on the number of hours in each working day uprated by annual leave in the period. This will then be converted to a notional 365th basis through a pre-agreed calculator.

13. ACCRUAL OF SERVICE

- 13.1 Employees will accrue service based on the calendar year; a break brought about as a result of a temporary cessation of work will not be counted as a break in service. For example, if an employee leaves one employer at the end of term and as a result of the old and new employer having different leave years, there is no work for a week, this will not count as a break in service. It will result in SPPA service (as per paragraph 12) not being 365 days for that particular year.

14. UNPAID LEAVE CALCULATIONS

- 14.1 Any deductions for unpaid leave will be made by deducting the salary due for the day plus any annual leave accrued for working the day. If a teacher is only due to work part time on the day in question, the full time equivalent of the 7-hour day uprated by 0.20513 should be deducted.
- 14.2 For example, a teacher will be deducted $\frac{1}{235}^{\text{th}}$ x annual rate of salary uprated by 0.20513 for each day of unpaid leave. Therefore, the deduction for a teacher taking unpaid leave for an entire calendar month will not equate to the average monthly salary paid. This is along the same basis as the occupational sick pay calculations detailed in Annex 2.

15. EFFECT OF PAY SPECIFICATION ON HISTORIC CALCULATIONS

- 15.1 It is noted that due to historic and localised arrangements for pay calculations there will be situations when an employee retires from teaching that they will not have been paid accurately across the course of their careers for accrued holidays. In such cases, it is for the retiring teacher to provide accurate details of any underpayment for the local authority to determine.

16. NEXT STEPS

- 16.1 This Pay and Leave Specification identifies an agreed SNCT position for various scenarios and must be used by all Scottish Local Authorities with effect from 1st August 2018.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

**Report by
Head of Schools**

Absence Statistics – 2017/18 Quarter 4

1. Background

- 1.1 The Audit and Scrutiny Board agreed that absence levels will be reported on a quarterly basis. It was agreed that the report will include the following information relating to supporting attendance: -
- Absence statistics broken down by service and category of staff.
 - Reasons for absence broken down by service and category of staff.
 - Progress made by services in relation to their supporting attendance action plans
- 1.2 Further to this, it was agreed that the reports be shared across other Trades Unions forums, (JNC and JCB non-teaching) which promotes transparency and supports collaborative working.

2. Recommendation

- 2.1 It is recommended that the Board notes the content of the report and that this report reflects the absence statistics for the period 1st January 2018 to 31st March 2018.

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

Report by: Director of Finance and Resources

Heading: Absence Statistics – 2017/18 Quarter 4

1. Summary

- 1.1 The purpose of this report is to advise the Renfrewshire Joint Negotiating Committee for Teachers of the absence statistics for the period 1st January 2018 to 31st March 2018. The report details the absence statistics by service and by category of staff.
- 1.2 The report provides information in relation to absence targets and how services have performed against them. An analysis of the reasons for absence has also been compiled and details are included within the report. Information is also provided on supporting attendance activity and the costs of sick pay.
-

2. Recommendations

- 2.1 It is recommended that the Renfrewshire Joint Negotiating Committee for Teachers notes the content of this report and that this report reflects the absence statistics for the period 1st January 2018 to 31st March 2018.
-

3. Background

- 3.1 The Scrutiny Board agreed that absence levels will be reported on a quarterly basis. It was agreed that the report will include the following information relating to supporting attendance: -
- Absence statistics broken down by service and category of staff.

- Reasons for absence broken down by service and category of staff.
- Progress made by services in relation to their supporting attendance action plans.

4. Absence Statistics - Quarter Ending 31^s March 2018

4.1 Service and Council overall absence performance for the quarters are detailed in the table below. In line with the reporting requirements for Scottish Councils, absence is expressed as a number of work days lost per full time equivalent (FTE) employee.

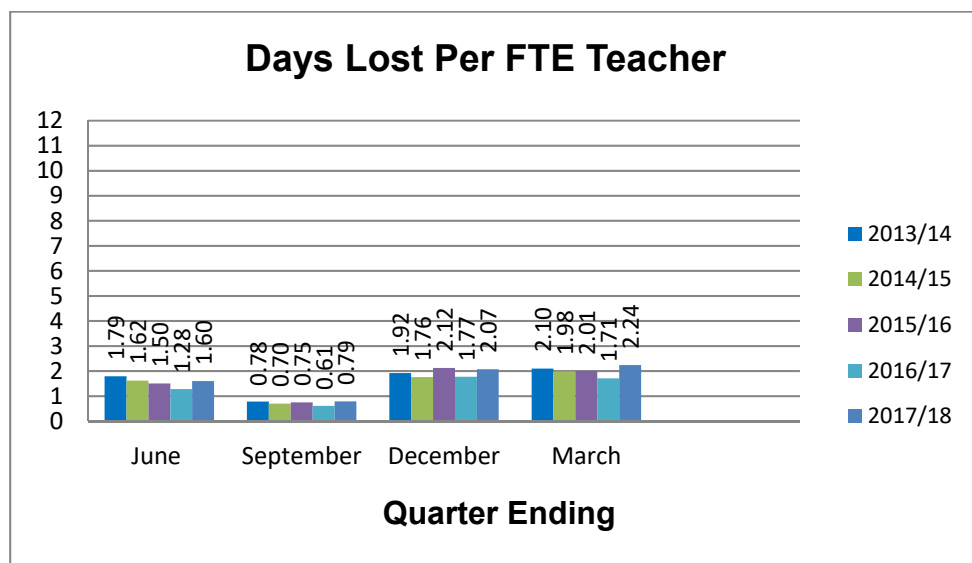
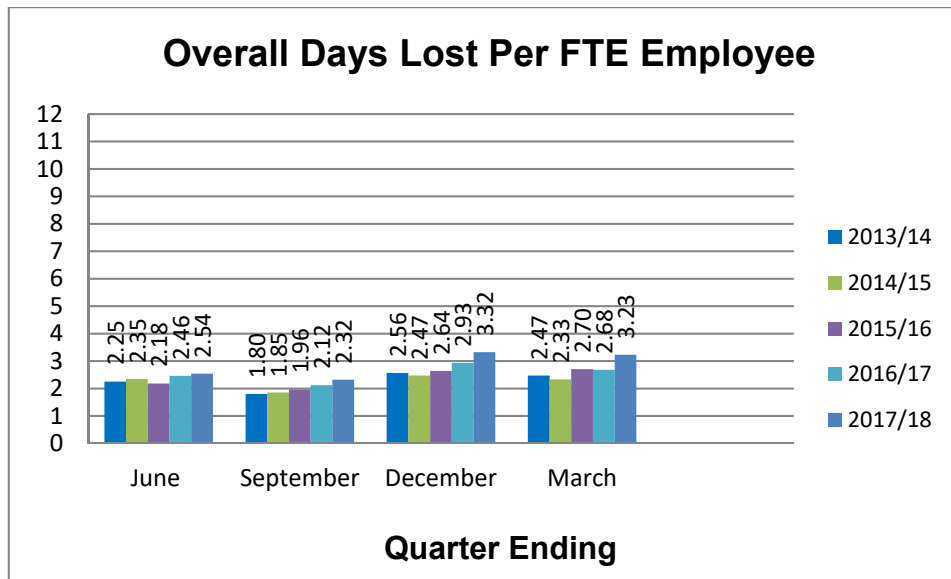
Service/Area	Quarter Ending 23 March 2016	Quarter Ending June 2016	Quarter Ending September 2016	Quarter Ending December 2016	Quarter Ending March 2017	Quarter Ending June 2017	Quarter Ending September 2017	Quarter Ending December 2017	Quarter Ending March 2018
Chief Executive's Services	0.77	1.17	1.82	1.72	3.41	1.78	2.90	2.16	2.78
Children's Services	2.50	1.85	1.16	2.29	2.17	2.07	1.35	2.35	2.71
Environment & Communities	2.79	2.96	2.49	3.75	3.34	3.67	3.28	4.33	4.49
Finance and Resources	2.73	2.02	2.29	2.59	2.37	2.29	2.16	2.20	2.59
Development and Housing Services	1.93	1.79	2.78	1.75	2.18	1.73	2.40	2.63	1.88
Health and Social Care Partnership	3.68	4.29	3.95	5.03	3.65	2.36	3.88	5.13	4.34
Council Overall	2.70	2.46	2.12	2.93	2.68	2.54	2.32	3.32	3.23
Council Overall targets	2.69	1.79	1.79	2.69	2.69	1.79	1.79	2.69	2.69

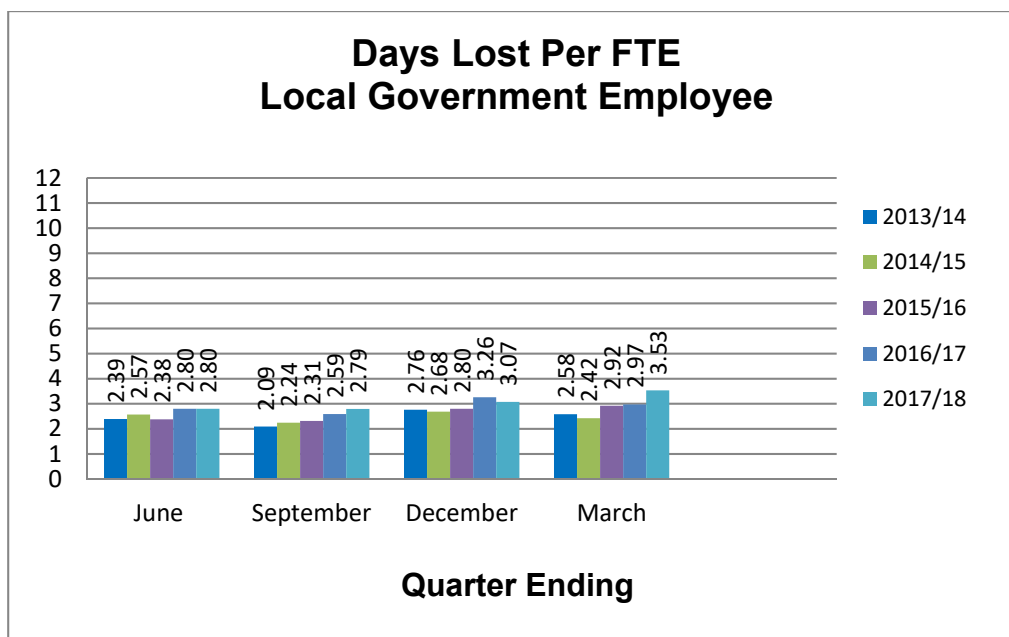
5. Analysis and Trends - Quarter Ending 31st March 2018

5.1 The number of days lost per FTE employee due to absence is as follows: -

Quarter ended	Days lost per FTE	Quarter ended	Days lost per FTE	Variance
March 2016	2.70	March 2017	2.68	- 0.02
June 2016	2.46	June 2017	2.54	+0.08
September 2016	2.12	September 2017	2.32	+0.20
December 2016	2.93	December 2017	3.32	+0.39
March 2017	2.68	March 2018	3.23	+0.55

- 5.2 The following tables detail the percentage absence levels by employee category for the quarter ending 3^{1st} March 2018 namely: overall, teachers and local government employees.





6. Absence Targets Analysis: Quarter 3, ending 31st March 2018.

6.1 **Appendix A** details the absence performance of services, the Council overall and employee groups against the set absence targets for quarter ending 31st March 2018.

6.2 The Council has recorded an overall absence rate of 3.23 days lost per FTE employee, which is 0.54 days **above** the target figure of 2.69 days.

In addition, the Teacher absence level of 2.24 days lost per FTE employee is 0.06 days below the target of 2.30 days.

The absence performance of Local Government employees at 3.53 days lost per FTE employee is 1.61 days **above** the target of 1.92 days.

7. Reasons for Absence overview

7.1 The illness categories with the highest level of absence, compared to the same quarter in the previous year are as follows:

Quarter Ending	Illness categories
March 2017	Psychological (non work related) – 22.1% Musculoskeletal and Joint Disorders – 18.2%.
March 2018	Psychological (non work related) – 22.4% Musculoskeletal and Joint Disorders -19.4%

7.2 To address Psychological (non work related) absences the Council continue to provide a range of support services that employees can be referred to at an early stage for assistance. 'timefortalking', the Council's employee counselling service provider, continues to be utilised. The service operates a flexible approach to appointments offering telephone consultations in the early mornings or evenings as well as throughout the day and face to face sessions at their offices in Paisley. Some of the presenting issues to the service relating to Psychological (non work related) include;

- Loss/Bereavement
- Stress/anxiety/panic
- Depression/Self-worth
- Family Relationships

If an employee suggests to their manager that they are experiencing Psychological (non work related) issues then they should be provided with the timefortalking service information.

Further to this, the Council are using timefortalking to continue to deliver mindfulness courses. Courses are open to all employees and have been planned until June 2018. Further dates will be agreed. Feedback from those employees who have attended the courses has been very positive.

There are also Council policies, guidance and training to assist managers and employees that are specific to stress related issues.

HR and OD continue to investigate the practical options for further training and interventions available, which could be offered to employees as a proactive measure or for those who are currently experiencing non-work-related stress. One such area is to deliver the Scottish Mental Health First Aider courses, these will start in line with the new course planner.

HR and OD continue to promote the NHS Choose Life team, who offer safeTalk and ASIST on suicide awareness and prevention.

HR and OD continue to work with our NHS colleagues to promote the "doing well" service which helps people with depression and low moods.

7.3 In relation to addressing musculoskeletal and joint disorders the Council offers a physiotherapy service through the Council's Occupational Health Provider, and this service can be accessed by all employees.

As part of the Council's Health and Safety Management system, occupations which include manual handling activities as part of the role, the task risk assessments are reviewed on an ongoing basis to ensure that safe working practices are maintained.

HR and OD continue to investigate the practical options for further training and interventions available that may reduce the impact of musculoskeletal and joint disorders.

8. Supporting Attendance Activity

8.1 Recent and planned actions to improve absence performance include the following: -

- HR operational teams continue to work closely with service's management teams on supporting attendance activity, HR operational teams continue to proactively contact and support managers who have absence cases of 2 to 4 weeks in duration, to monitor action taken to date and proposed next steps.
- A review of the current supporting attendance policies covering all staff, including teachers continues. Meetings have taken place with the respective trades unions to ensure this is a fully collaborative process.
- Continued delivery of supporting attendance training at a corporate level for managers, with the provision of tailored training for managers and employees at a service level on request;
- Ongoing health promotion activities aimed at raising employee awareness of health issues continue.
- Ongoing work to improve the absence information available to managers and to streamline supporting attendance related processes to facilitate prompt absence reporting, recording and updating of relevant systems;
- Meetings continue with Directors and their management teams to discuss their service's supporting attendance performance.

Implications of this Report

- 1 **Financial Implications** - Improvement in attendance impacts on the financial costs of absence.
- 2 **HR and Organisational Development Implications** - HR and Organisational Development Practitioners will continue to work with service managers and consult with the Trade Unions, on the implementation of the Supporting Attendance at Work Policy and Guidance and initiatives detailed in this report.

3 Community Planning

Children and Young People - none.

Jobs and the Economy - none.

Community care, health and wellbeing - provides for continuous improvement in health and attendance.

Safer and Stronger - provides for improved service performance across the Council.

Greener - none.

Empowering our Communities - none.

4 **Legal Implications** - none.

5 **Property/Asset Implications** - none.

6 **Information Technology Implications** - none.

7 **Equality and Human Rights Implications** - none.

8 **Health and Safety Implications** - it is integral to the Council's aim of securing the health and well-being of employees.

9 **Procurement Implications** - none.

10 **Risk Implications** - Without continued effective supporting attendance focus, there is a risk that sickness absence levels will adversely impact on the Council both financially and in terms of service delivery. Consequently, supporting attendance activities are monitored via the Corporate Risk Register.

11 **Privacy Impact Implications** - none.

12. **Cosla Policy Position** - none

List of Background Papers - none.

The contact officer within the service is Steven Fanning, Principal HR and OD Adviser, telephone 0141 618 7284, e-mail steven.fanning@renfrewshire.gov.uk

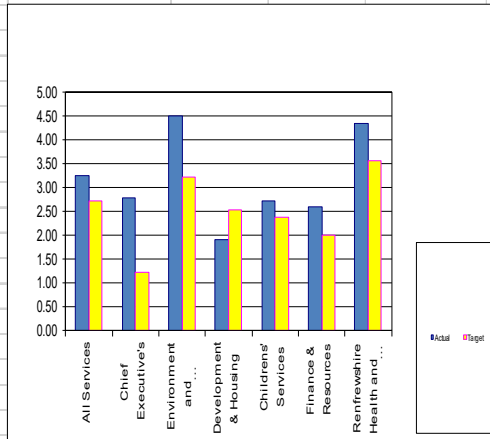
Author: Steven Fanning, Principal HR and OD Adviser,
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Index of Appendices

The graphs on the following page identify by Service and employee group

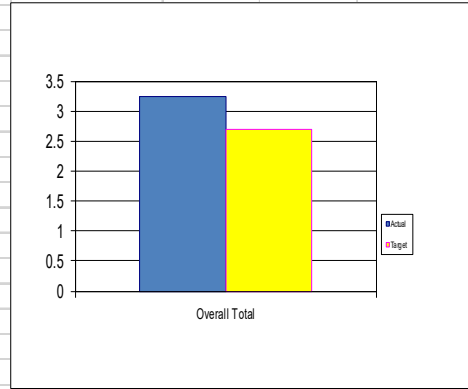
PERFORMANCE V TARGETS 2017/2018

Quarter 4 January 2018 - March 2018



	Actual	Target	Difference
All Services	3.23	2.69	0.54
Chief Executive's	2.78	1.20	1.58
Environment and Communities	4.49	3.22	1.27
Development & Housing	1.88	2.53	-0.65
Children's Services	2.71	2.35	0.36
Finance & Resources	2.59	2.00	0.59
Renfrewshire Health and Social Care Partnership	4.34	3.54	0.80

Quarter 4 January 2018 - March 2018



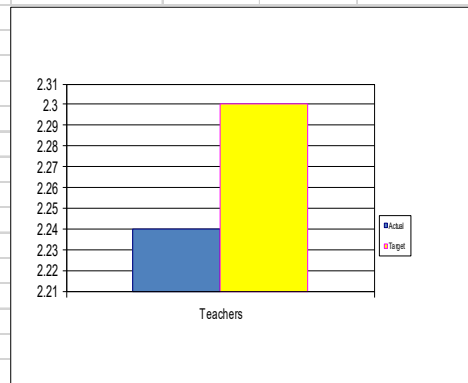
	Actual	Target	Difference
Overall Total	3.23	2.69	0.54

Quarter 4 January 2018 - March 2018



	Actual	Target	Difference
Local Government	3.53	1.92	1.61

Quarter 4 January 2018 - March 2018



	Actual	Target	Difference
Teachers	2.24	2.3	-0.06

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

**Report by
Joint Secretaries**

Membership of the Joint Negotiating Committee for Teachers 2018/19**1. Background**

- 1.1. This report establishes the membership of the JNC for session 2018/19. The composition of each side is determined by the sides separately and will not exceed 10 members on each side. The membership lists for each side is attached.
- 1.2. Substitute members will be permitted and it is for the respective sides to identify an appropriate substitute as required.

2. Recommendation

- 2.1. Members of the JNC are asked to:
 - note the membership of the JNC for session 2018/19
 - agree chairpersons and secretaries for each side.

Management Side:

Councillor Jim Paterson
Provost Lorraine Cameron
Steven Quinn, Assistant Director
Gordon McKinlay, Head of Schools
John Trainer, Head of Early Years and Inclusion
Laura McAllister, Education Manager
Grace Hannigan, Head Teacher, St Charles' Primary School
Michael Dewar, Head Teacher, Park Mains High School
Linda Mullin, Principal HR and OD Adviser
Amilia Hall, Education Manager

Teachers' Side:

Kenny Fella EIS
John Welsh EIS
John Paul Tonner EIS
Angela Howie EIS
Joan McCusker EIS
Mark McGlynn EIS
Hamish Whittle EIS
Mark Greenlees SSTA (Substitute: S Dargie)
Jack Stead NAS/UWT
Voice (To be confirmed)

Substitute: Paula Quinn EIS

Stephen McCrossan EIS Area Officer, Adviser to the Teachers' Side.

Proposed Joint Chairs:

Councillor Jim Paterson, Management Side
John Welsh, EIS, Teachers' Side

Proposed Joint Secretaries:

K Fella, Teachers' Side
Gordon McKinlay, Management Side

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

**Report by
Joint Secretaries**

Annual Report Session 2017/18**1. Background**

- 1.1. Since the previous Annual General Meeting of the Renfrewshire Council Joint Negotiating Committee for Teachers held on 13 June 2017, 6 scheduled meetings of the committee have been held.
- 1.2. Agreements reached by the committee are outlined in the appendix to this report. The attached appendix also indicates the membership of the committee over the period.

2. Recommendation

- 2.1. Members of the JNC are asked to:
 - note the contents of this report and the appendix attached; and
 - circulate to all educational establishments.

Operation of the committee from 13 June 2017 until the Annual General Meeting of 12 June 2018.

Membership of the committee during the period:

Teachers' Side:

J Welsh, EIS (Joint Chair)
K Fella, EIS (Joint Secretary)
M Russell, EIS
H Whittle, EIS
R Hannah, EIS
A Howie, EIS
J McCusker, EIS
M Greenlees, SSTA (Substitute: S Dargie)
J Stead, NASUWT

S McCrossan, EIS Area Officer was adviser to the teachers' side

Management Side:

Councillor J Paterson
Councillor L Cameron
Steven Quinn, Assistant Director
G McKinlay, Head of Schools
J Trainer, Head of Early Years and Inclusion
L McAllister, Education Manager
L Mullin, Principal HR and OD Adviser
M Convery, Head Teacher, St James' Primary School
M Dewar, Head Teacher, Park Mains High School
Amilia Hall, Education Manager

Joint Secretaries:

K Fella
G McKinlay

Reports Agreed by the Committee

- Review of Teacher Exchange Scheme
- ASN Staffing
- Complaints Review
- Standardised Testing
- Absence Statistics
- School Holiday Arrangements for 2018/19 and 2019/20
- ICT Strategy
- SNCT Pay Agreement
- Pupil Voice
- Regional Collaboratives
- SQA Duties
- Recruitment Protocol

- Payroll

Discussion took place regularly throughout this year and both joint secretaries have continued to work together to progress and resolve a range of operational matters.

Within the JNC there have been ongoing discussions across the year on key issues including: Staffing in relation to SAC and PEF, Provision of Supply, Early Years, Teacher Workload, Tackling bureaucracy and Working Time Agreements.

The JNC/JNC sub groups will continue to seek to take forward issues which are included in the items of ongoing work listed below.

1. Teacher workload
2. Supporting attendance
3. Discipline and grievance
4. Voluntary/exceptional transfer of teachers
5. Risk assessment/health and safety
6. Specific duties and job remits
7. Consultation on school holiday pattern
8. Equalities issues

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 12 June 2018

**Report by
Joint Secretaries**

Dates for Future Meetings Session 2018/19

1. Background

- 1.1. Meetings of the Joint Negotiating Committee for Teachers (JNC) can be held as and when required by either side with the proviso that there are 6 scheduled meetings in each calendar year, one of which shall be designated the annual general meeting for the purpose of approving the membership of the JNC and reviewing any standing sub committees.
- 1.2. Attached is a proposed list of dates for the meetings from September 2018 to June 2019 as approved by Council.

2. Recommendation

- 2.1. Members of the JNC are asked to note the schedule of meetings for session 2018/19.

Schedule of Meetings Session 2018/19

All Meetings at 2.00 pm

Tuesday 4 September 2018

Tuesday 13 November 2018

Tuesday 5 February 2019

Tuesday 19 March 2019

Tuesday 23 April 2019

Tuesday 14 May 2019

Tuesday 11 June 2019 (Annual General Meeting)