

Notice of Meeting and Agenda

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 08 September 2015	14:00	CMR 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Members

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Councillors Henry and Clark; P Macleod, Director of Children's Services; G McKinlay, Head of Service; M Dewar, Acting Head of Service; M Convery, Head Teacher, St James Primary School; M Macdonald, Head Teacher, Castlehead High School; and L McAllister, Education Manager (Curriculum & Early Years) (all Children's Services); D Marshall, Head of HR & Organisational Development, and D McCann, Principal HR Adviser (both Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

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

Items of business

Apologies

Apologies from members.

1 Appointment of Chairperson for Meeting

2 Minute of previous meeting 3 - 8

Minute of previous meeting held on 16 June, 2015.

3 Amendment to JNC 11 9 - 20

Report by Acting Head of Service.

4 Scheme for the Appointment of Temporary Teachers to Permanent Posts 21 - 50

Report by Joint Secretaries.

5 Teacher Workload 51 - 52

Report by Joint Secretary (Teacher's Side).

6 Supply Issues 53 - 54

Report by Joint Secretary (Teacher's Side).

7 Working Groups 55 - 56

Report by Acting Head of Service.

8 Date of Next Meeting

Note that the next meeting will be held on Tuesday, 17 November, 2015 at 2.00 pm.

Minute of Meeting

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 16 June 2015	14:00	CMR 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

PRESENT

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Councillor Henry; G McKinlay, Head of Service, M Dewar, Acting Head of Service, M Convery, Head Teacher, St James Primary School, M Macdonald, Head Teacher, Castlehead High School, and L McAllister, Education Manager (Curriculum & Early Years) (all Children's Services); D Marshall, Head of HR & Organisational Development and D McCann, Principal HR Adviser (both Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

M Russell, J Welsh, J McCusker, H Whittle; K Fella; and A Howie (all EIS) and G Glover (SSTA).

IN ATTENDANCE

G McCormick, Personnel Officer and E Currie, Committee Services Officer (both Finance & Resources).

APOLOGIES

Councillor Clark; P Macleod, Director of Children's Services, R Hannah (EIS) and M Greenlees (SSTA).

1 APPOINTMENT OF CHAIRPERSON

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 19 May, 2015.

DECIDED: That the Minute be approved.

3 PROFESSIONAL REVIEW AND DEVELOPMENT AND PROFESSIONAL UPDATE

Under reference to item 5 of the Minute of the meeting of this Committee held on 9 September, 2014 there was submitted a report by the Acting Head of Service relative to the recent survey carried out in connection with monitoring the progress made by the Professional Review and Development Steering Group, teacher engagement with the Professional Review and Development and Professional Update process and how well systems had been implemented.

The report intimated that from August 2014 all General Teaching Council Scotland (GTC Scotland) registered teachers required to participate in the Professional Update process. This included engagement in an ongoing process of Professional Review and Development (PRD) which was confirmed with the GTC Scotland every five years. The PRD process was the vehicle for Professional Update, the key purposes of which were to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards; and to enhance the impact they had on pupils' learning and to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

The PRD steering group had been in place since November 2013 and continued to support the implementation of this process through the provision of training, reviewing documentation, evaluating all stages of the implementation and as professionals reflecting upon their own leadership skills. The report detailed the progress to date.

The PRD steering group had carried out a survey across Renfrewshire Council in April 2015 to gather views and opinions on the progress of the implementation of the PRD/PU process. There were over 200 responses from teachers across establishments. The survey results indicated a positive response but also highlighted areas for improvement and these were detailed in the report together with the next steps which included engagement in early discussions with the JNC about working time agreement and allocation of hours to PRD.

DECIDED:

(a) That the work of the PRD steering group, the results of the survey and proposed next steps in the process be noted; and

(b) That the JNC engages in discussion with regards to the working time agreement.

4 SCHEME FOR THE APPOINTMENT OF TEMPORARY TEACHERS TO PERMANENT POSTS

There was submitted a report by the Acting Head of Service relative to the revised scheme for the appointment of temporary teachers to permanent posts, attached as an appendix to the report. The report intimated that in August 2001, the Lifelong Learning & Work Policy Board agreed a revision to SC16(c), relating to Appendix 1, the transfer of temporary teachers to permanent staff – principles of operation.

This report sought to review the scheme for the appointment of temporary teachers to permanent posts and agree a way forward which would balance the interests of temporary teachers, whilst safeguarding the future staffing needs of Renfrewshire Council.

A discussion took place between both sides and it was noted that both sides agreed to the revised scheme, in principal, subject to both parties meeting to agree the wording of the revised principles of operation.

DECIDED:

(a) That the revised scheme for the appointment of temporary teachers to permanent posts, as detailed in the appendix to the report, be approved;

(b) That the JNC sub-group meet with a view to finalising the revised principles of operation for implementation at the start of school session 2015/16; and

(c) That a report on this matter be submitted to the next meeting of the Committee to be held on 8 September, 2015.

ANNUAL GENERAL MEETING

5 MEMBERSHIP OF THE RENFREWSHIRE COUNCIL JOINT NEGOTIATING COMMITTEE FOR TEACHERS 2015/16

There was submitted a report by the Joint Secretaries relative to membership of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff for 2015/16. It was noted that the membership of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff would be:-

Management side

Councillor Jacqueline Henry

Councillor Stuart Clark

Peter Macleod, Director of Children's Services

Gordon McKinlay, Head of Service

Michael Dewar, Acting Head of Service
Laura McAllister, Education Manager
Margaret Convery, Head Teacher, St James Primary School
Martin Macdonald, Head Teacher, Castlehead High School
David Marshall, Head of HR and Organisational Development
Denis McCann, Principal HR Adviser

Teacher's side

Kenny Fella (EIS)
Margaret Russell (EIS)
Ross Hannah (EIS)
John Welsh (EIS)
Joan McCusker (EIS)
Angela Howie (EIS)
Hamish Whittle (EIS)
John Paul Tonner (EIS)
Jack Stead (NASUWT)
Mark Greenlees (SSTA)

It was noted that Stephen McCrossan had been nominated as the Adviser to the teachers' side.

Councillor Henry was nominated as Chair of the management side and John Welsh was nominated as Chair of the teachers' side. There being no other nominations, Councillor Henry and John Welsh were appointed as Joint Chairs of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

Kenny Fella was nominated as Joint Secretary for the teachers' side and David Marshall was nominated as Joint Secretary for the management side. There being no other nominations, Kenny Fella and David Marshall were appointed as Joint Secretaries of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

DECIDED:

(a) That the membership of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff be noted; and

(b) That the appointments of Councillor Henry and John Welsh as Joint Chairs and Kenny Fella and David Marshall as Joint Secretaries of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff be noted.

6 ANNUAL REPORT FOR SESSION 2014/15

There was submitted a report by Joint Secretaries relative to the annual report 2014/15. The report intimated that in the period covered by the annual report, five ordinary meetings of the Committee had taken place. The appendix to the report detailed the membership and minuted agreements of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff during 2014/15.

Councillor Henry and the management side wished to place on record the Council's appreciation for the work carried out by all teachers in Renfrewshire.

DECIDED:

(a) That the report be noted; and

(b) That the annual report be circulated to all education establishments as a JNC circular.

7 DATES FOR FUTURE MEETINGS 2015/16

There was submitted a report by Joint Secretaries relative to dates of future meetings of this Committee for 2014/15.

DECIDED: That it be noted that meetings of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff would be held at 2.00 pm on 8 September, 2015, 17 November, 2015, 2 February, 2016, 22 March, 2016, 24 May, 2016 and 14 June, 2016 (Annual General Meeting).

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 8 September 2015

**Report by
Acting Head of Service**

Amendment to JNC11

1. Background

- 1.1. In recent times, all local authorities, including Renfrewshire, have encountered difficulty in securing supply staff for absence cover. This has resulted in underspends in school absence cover.
- 1.2. JNC 11 "Absence Cover Arrangements for Teachers in Primary, Secondary and Special Schools" limits virement from school absence cover to 15% of the original budget.
- 1.3. Given the difficulties inability to secure supply causes at schools it seems reasonable to make consequential underspends available to schools.
- 1.4. To facilitate this, we propose to amend paragraph (g) of section F in the Appendix to JNC11. The current text and proposed amendment are appended to this report.

2. Recommendation

- 2.1. JNC is asked to agree to the amendment of paragraph (g) of section F in the Appendix to JNC11.

Current Text

The budgetary resource is intended to satisfy, within the terms of the agreement, each school's absence cover requirements. Prior to the end of the financial year schools will have the opportunity to make alternative use of unspent resources up to a limit of 15% of the budget originally allocated.

Through the consultation process schools will be able to exercise the following options:

- i. devote the resources to alternative uses such as the purchase of additional staff development or classroom supplies:
- ii. carry forward a surplus into the following financial period; or
- iii. some combination of i and ii above.

It should be noted that, as arrangements for virement will be made in advance of the end of the financial period, precise calculation will not be possible and schools over-estimating the resources available to them will be required to carry forward a deficit.

Proposed Text

The budgetary resource is intended to satisfy, within the terms of the agreement, each school's absence cover requirements. Prior to the end of the financial year schools will have the opportunity to make alternative use of unspent resources. Schools will be able to exercise the following options:

- i. devote the resources to alternative uses such as the purchase of additional staff development or classroom supplies:
- ii. carry forward a surplus into the following financial period; or
- iii. some combination of i and ii above.

As virement will be effected prior to the end of the financial year, any school over-estimating its available resources will be required to carry forward a deficit.



Renfrewshire Council Joint Negotiating Committee for Teaching Staff

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April 2005

Dear Colleague

JNC/11
ABSENCE COVER ARRANGEMENTS FOR TEACHERS IN PRIMARY, SECONDARY
AND SPECIAL SCHOOLS

Renfrewshire Council Joint Negotiating Committee for Teaching staff (JNC) has approved an agreement on absence cover arrangements for teachers in primary, secondary and special schools. The agreement is attached as an appendix. This JNC circular replaces Standard Circular 50 which described the previous absence cover agreement.

Yours faithfully

John Rooney (Education and Leisure Services)
Ian McCrone (Teachers' Panel)

Joint Secretaries

Enc

JNC/11

ABSENCE COVER ARRANGEMENTS FOR TEACHERS IN PRIMARY, SECONDARY AND SPECIAL SCHOOLS

This paper outlines the terms of an agreement reached between Renfrewshire Council and the unions represented in the Renfrewshire Joint Negotiating Committee for Teachers (JNC).

1. EMPLOYMENT GUARANTEE

The council agrees to maintain its teaching staffing standards and to ensure that no teachers will be made compulsorily redundant during the period of the agreement.

2. ADDITIONAL RESOURCES

The council will continue to provide resources at the level established in 1993/94. (under review).

3. TRADE UNION MEETINGS

Two hours will be set aside for trade union meetings. Agreement on the duration and timing of individual meetings should be reached between head teachers and union representatives at school level at some time in the course of the five in-service days.

4. ABSENCE COVER

Altered absence cover arrangements for teachers will pertain during the currency of this agreement. The first of the following sub-sections sets out general guidelines whilst the subsequent ones relate to the position in relation to primary, secondary and special schools respectively.

A. General

Schools will not be bound by the terms of SJNC Circular SE48 (i.e. 3 day cover) but will be required to abide by the following guidelines:

- (a) School arrangements for the provision of cover should be determined by the head teacher following open and genuine consultation with all staff, including trade union representatives, as follows:
 - i there must be formal consultation involving all staff, allowing time for consideration of detailed proposals,
 - ii each school should have a written school policy document,
 - iii there must be regular dissemination of information in relation to the budget, reasons for absence and staff usage,

- iv each school must have an agreed monitoring procedure involving regular consultation with staff, including trade union representatives, and
 - v absence cover arrangements should be reviewed on a regular basis during the school session.
- (b) Through the consultation process schools should determine a normal maximum affordable level of absence due to factors such as in-service training. Any such level would require to reflect the extent of staffing above basic standards, fluctuations in workload throughout the year and the school's budgetary position.
 - (c) Contractual non-contact time should always be respected.
 - (d) Internal cover duties should be distributed on an equitable basis, having regard to the respective workloads of all staff.
 - (e) Promoted staff should receive the appropriate amount of management time as outlined in JNC7, "Minimum Allocation of Management Time to Promoted Staff in Primary and Secondary Schools"
 - (f) The timetabled commitments of staff who may not have prime responsibility for a class but who do have contractual duties in areas such as home-link and learning support should normally be respected.
 - (g) The regular timetabled class commitments of staff appointed on a flexibility basis should normally be respected.
 - (h) In primary schools the splitting of classes should be avoided and only resorted to in exceptional circumstances.
 - (i) Non-contact time and departmental/stage meetings should be scheduled in units of not less than 30 minutes (approximately) duration.
 - (j) In secondary schools the amount of cover to be provided internally should take account of fluctuations in workload in the school session.
 - (k) The use of retired teachers for supply cover is only acceptable where there are no other supply teachers available. Authorisation, in such circumstances, should be sought from education and leisure headquarters.

B. Primary Schools

- 1. Each school will be delegated a budget, proportionate to its complement of teaching staff, from which it will be expected to finance such provision of supply staff as might be felt necessary in respect of:
 - (a) periods of absence not referred to in section 2 below,
 - (b) internal re-arrangements of class commitments necessitated by staff development or similar causes.

- (c) supply staff should in the first instance be appointed from the authority's complement of permanent, centrally deployed teaching staff.

If no such staff are available, temporary teachers may be appointed. Where the appointed teacher is allocated to a school for short term absence cover purposes, **and that teacher is from the central pool**, the establishment will be subject to a central recharge at the current daily rate.

2. Resources will be retained centrally in order to provide:

- (a) cover from the first day of maternity leave:
- (b) cover from the first day of a period of foreseen long-term absence (i.e. absence indicated by medical certificate or similar document as likely to extend beyond the period stated in section 3 below);
- (c) cover for long-term absence, other than on account of maternity, in accordance with the terms of section 3 below:
- (d) cover for absence on account of trade union duties, falling within the scope of the authority's agreement with teachers' trade unions;
- (e) cover for jury duty after the third day of absence;
- (f) cover, considered necessary following discussion between the head teacher and the head of service for absence resulting from participation in the work of the Learning and Teaching Scotland, GTC or other similar national body;
- (g) cover, considered necessary following discussion between the head teacher and the head of service, for absence resulting from participation in the work of the authority, for example as a member of an appointments committee; and
- (h) cover in other circumstances where the head of service is satisfied that an undue burden might otherwise be placed upon the school.

3. For the purposes of clauses 2(b) and 2(c) above, cover shall be funded centrally on the following basis:

- (a) Arrangements for the provision of immediate cover may be made on an exceptional basis by head of service in respect of schools where all teaching staff are full-time class committed;
- (b) Long-term absence cover will be funded centrally from the day following the day shown in column 2 (i.e. maximum length of short-term absence) below:

FTE TEACHING
COMPLEMENT

MAXIMUM LENGTH OF
SHORT-TERM ABSENCE

1 – 4.9	4
5 – 5.9	5
6 – 6.9	6
7 – 7.9	7
8 – 8.9	8
9 +	9

C. Secondary

1. Each school will be delegated a budget, proportionate to its complement of teaching staff, from which it will be expected to finance such provision of supply staff as might be felt necessary in respect of:
 - (a) periods of absence not referred to in section 2 below and not exceeding 20 consecutive working days;
 - (b) facilitating internal re-arrangements of timetabled commitments necessitated by staff development, internally determined examination arrangements or similar causes.
 - (c) Supply staff should in the first instance be appointed from the authority's complement of permanent, centrally deployed teaching staff. If no such staff are available, temporary teachers may be appointed. Where the appointed teacher is allocated to a school for short term absence cover purposes, **and that teacher is from the central pool**, the establishment will be subject to a central recharge at the current daily rate.
2. Resources will be retained centrally in order to provide:
 - (a) cover from the first day of maternity leave;
 - (b) cover from the first day of a period of foreseen long-term absence (i.e. absence indicated by medical certificate or similar document as likely to extend beyond 20 days);
 - (c) cover for long-term absence from the 21st day of any single absence;
 - (d) cover for absence on account of trade union duties falling within the scope of the authority's agreement with teachers' trade unions;
 - (e) cover for jury duty after the third day of absence;
 - (f) cover, considered necessary following discussion between the head teacher and the head of service for absence resulting from participation in the work of the SQA, Learning and Teaching Scotland, GTC or other similar national body;
 - (g) cover, considered necessary following discussion between the head teacher and the head of service for absence resulting from participation in the work of the authority, for example, as a member of an appointments committee; and

- (h) cover in other circumstances where the head of service is satisfied that an undue burden might otherwise be placed upon the school.

D. Special Schools

The arrangements indicated above in relation to primary schools will apply also to special schools.

E. Collaboration

It will be open to groups of schools to manage their absence cover budgets on a collaborative basis. Collaboration will be subject to the consultation arrangements already identified under 4A and the requirement to appoint permanent centrally employed staff in the first instance where available.

F. Resources and Virement

- (a) On behalf of the authority, it is the responsibility of the head teacher, following consultation with staff, to manage the absence cover budget as efficiently as possible. It is recognised, however, that there may be instances where, as a result of abnormal levels of staff absence, additional resources may require to be provided. Such additional allocations will, however, be made only following thorough investigation by the director of education and leisure.
- (b) The arrangements outlined in this section apply to all schools.
- (c) Schools will be reimbursed for any outlay on absence cover which, in terms of the agreement, should have been the subject of central provision.
- (d) Where education and leisure headquarters is liable to provide cover in relation to any absence it will continue to have responsibility for the funding of any replacement cover.
- (e) The budgetary resources available to each school will be calculated in proportion to its teaching complement which, for the purposes of this agreement, shall be taken to include its basic staffing allocation, any additional staffing provided in relation to areas of deprivation and additional staffing provided from the flexibility budget. Schools will receive a financial allocation equivalent to a number of days of cover per teacher as indicated below:

Primary	4.5 days
Secondary	3.5 days
Special	4.5 days (unless designated as a secondary school)

It should be noted that these allocations do not include the resources made available separately for staff development.

- (f) This financial allocation will cover the full financial year.

- (g) The budgetary resource is intended to satisfy, within the terms of the agreement, each school's absence cover requirements. Prior to the end of the financial year schools will have the opportunity to make alternative use of unspent resources up to a limit of 15% of the budget originally allocated.

Through the consultation process schools will be able to exercise the following options:

- i devote the resources to alternative uses such as the purchase of additional staff development or classroom supplies:
- ii carry forward a surplus into the following financial period; or
- iii some combination of i and ii above.

It should be noted that, as arrangements for virement will be made in advance of the end of the financial period, precise calculation will not be possible and schools over-estimating the resources available to them will be required to carry forward a deficit.

5. **MONITORING**

The effects of the agreed arrangements will be monitored on a joint basis through the Joint Negotiating Committee.

6. **DURATION OF AGREEMENT**

The agreement will last in the first instance for the financial year 2005/06 and will be reviewed towards the end of that period.

Education and Leisure
JR/LG
29/3/05

Renfrewshire Council Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 8 September 2015

Scheme For The Appointment of Temporary Teachers To Permanent Posts

JNC 20

Report by Joint Secretaries

1. Summary.

- 1.1 The attached revised Scheme was agreed following the AGM in June and is now in operation.
- 1.2 It should be noted that included in the agreement is commitment to review the working of the scheme on annual basis.

2. Recommendation

- 2.1 Members of the JNC are asked to
 - Note the content of this report.



Renfrewshire Council

JNC/20

Scheme for the Appointment of Temporary Teachers to
Permanent Posts

Background

1. Clause 8.5 of the Scheme of Salaries and Conditions of Service for Teaching Staff on school education allowed teachers working on temporary contracts with SRC to apply for transfer to the permanent staff of that authority after one year's continuous service.
2. In March 2004, SNCT/31 provided the guidelines by which LNCTs should reach local agreement on provisions to supersede Clause 8.5.
3. An agreement was already in place within Renfrewshire Council which reflected the previous SRC condition and confirmed its continuation with Renfrewshire Council. In light of this, the JNC took no action following the issue of SNCT/31.
4. Over the years the transfer to permanency of temporary teachers has created additional pressures in relation to the staffing of schools.
5. This paper seeks to agree a way forward which will balance the interests of temporary teachers, whilst safeguarding the future staffing needs of Renfrewshire Council.
6. Under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, all temporary contracts or series of continuous temporary contracts that extend beyond 4 years, will be made permanent unless the employer can objectively justify why this should not happen.

Proposal

1. Where a teacher has met the qualifying criteria they may apply for a permanent contract with the Council and will receive confirmation of their entitlement to permanency in writing when the qualifying criteria below are met;
 - The required period of service or qualifying period is completed.
 - There is evidence of satisfactory teaching throughout the period of service.
 - There is a permanent post, for which the teacher can be appointed.

Where there is no permanent vacancy available, applications will be held on file and the first suitable vacancy to arise will be offered. In the interim, every effort will be made to ensure approved applicants are considered for long-term temporary posts. Where no long-term temporary post is available, applicants may continue to work supply and will be paid for the hours that they work. Should a vacancy exist in the permanent supply pool, approved applicants may express an interest in that post.

The required period of service is when a teacher has accrued 78 weeks reckonable service, over no more than 3 consecutive schools sessions, irrespective of when deployment begins.

Evidence of satisfactory teaching service will be required. Said evidence will be way of head teachers' reports.

An application will not normally be refused if the above conditions above are met.

2. All teachers who meet the qualifying criteria and whose applications have been approved will be invited to attend an interview to determine the appropriate placement from the permanent positions available. Vacancies will be ring-fenced to those teachers whose applications have been approved.
3. Should no suitable permanent vacancy be available at the time of the Staffing Exercise, or an insufficient number of vacancies are available in respect of applications, every effort will be made to consider those teachers for long-term temporary posts, pending a suitable vacancy becoming available. (Note: Approved applicants will not lose their right to permanency pending appointment to a vacant post)
4. Business Support will maintain a list of all temporary teachers working for the council, together with details of service. It is the responsibility of the temporary teacher to make an application to be made permanent.
5. For the avoidance of doubt, probationer service will not qualify as service for the purposes of this agreement.
6. All permanent posts are open to teachers who have achieved the GTC Standard for Full Registration.
7. Teachers on temporary contracts will be provided with the same access to information on vacancies for permanent posts as is provided to existing permanent post holders. It is the responsibility of any temporary teacher or supply teacher wishing to secure a permanent post, to make an application for permanency.
8. An application for permanency must be submitted to the appropriate Education Manager using the Pro-Forma, Scheme for the Appointment of Temporary Teachers to Permanent Posts.
9. Appointment to the permanent staff of Renfrewshire Council, other than by way of the allocation priorities set out in Appendix 1, will continue to be by way of application and interview.

Scheme for the Appointment of Temporary Teachers to Permanency

Principles of Operation

A temporary teacher can make an application for permanency based on the following criteria:-

Where a teacher has accrued 78 weeks reckonable service, over no more than 3 consecutive schools sessions, they may make an application for a permanent contract within the Authority.

The employment may have been full-time or part-time and may have been on a fixed term contract or supply work, or any combination of the two. Where a permanent part-time teacher has undertaken additional hours then they will be entitled to apply for a permanent contract in respect of those additional hours where they meet the requirements set out of this agreement.

Where teachers have been employed on a succession of short-term, fixed term contracts, even where there have been breaks of service, they will be entitled to make an application for a permanent contract if they accrue a total of 78 weeks service over no more than 3 consecutive school sessions.

Qualifying service comprises any week in which a teacher is employed as a teacher by the Council.

An application must be submitted using the attached pro-forma (Application – Scheme for the Appointment of Temporary Teachers to Permanency – Appendix 1a) to the appropriate Education Manager. Submission must be no later than 30th April for consideration for permanency at the start of the following school session. Application forms received after the 30th April will not be considered until the following annual staffing review.

Appointment to the permanent teaching staff of Renfrewshire Council will be by way of application and submission of satisfactory head teacher's report. Detail of permanent vacancies will be provided to applicants.

All teachers who meet the qualifying criteria and whose applications have been approved will be invited to attend an interview to determine the appropriate placement from the permanent positions available. Vacancies will be ring-fenced to those teachers whose applications have been approved.

Where there is no permanent vacancy available, approved applicants will be considered for the first suitable vacancy to arise. Every effort will be made to ensure approved applicants are considered for long term temporary posts. Where no long-term temporary posts are available, approved applicants may continue to work supply and will be paid for the hours that they work.

The permanent appointment will match the hours undertaken by the teacher during the qualifying period of service. Where the hours have varied, an average will be taken over the qualifying period.

ouncil will request a head teacher's report as evidence of satisfactory service to cover the full qualifying period (Appendix 1b)

(Where teachers have worked in various establishments, during the qualifying period, reports submitted at the end of each long temporary contract (i.e. any period of 4 weeks or more) will be used to support their application)

Where an unsatisfactory report has been received for a deployment; an Education Manager will assess appropriate action and it may be that the period of unsatisfactory employment is excluded from the qualifying service period.

It is recognised that any vacancies are allocated on an agreed priority as follows:

1. Allocation of probationers – all local authorities are required to take an agreed allocation of probationers each year, therefore posts require to be identified for them in the first instance.
2. Teachers who have been transferred compulsorily within 2 years should be given the opportunity to return to their original schools should a vacancy arise.
3. Teachers who become surplus to establishment of a particular school as a result of a school closure or amalgamation.
4. Teachers who are either volunteers or who are to be transferred compulsorily because they are surplus to the establishment of a particular school as part of the annual staffing review.
5. Teachers entitled to a permanent contract under this agreement.

This policy will be monitored and reviewed annually by the Joint Secretaries.

Signed on behalf of Management Side

Signed on behalf of the Teachers' Side

Name: David Marshall

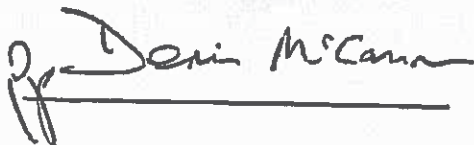
Name: Kenny Fella

Designation: Head of HR & OD

Designation: Branch Secretary

Date: 24 June 2015

Date: 24 June 2015







Application – Scheme for the Appointment of Temporary Teachers to Permanency

Personal Details

Teacher's Name: _____

Sector Secondary ☐ Primary ☐ Special Education ☐

Subject (if Secondary
qualified): _____

Start Date of Post: _____

Pointage (FTE) held: _____

Is current disciplinary action record on file for this teacher? ☐ Yes ☐ No

Have timekeeping or attendance given any recent cause for concern? ☐ Yes ☐ No

Approval to teach in a Denominational school (Please ensure this section is completed where applicable)

The relevant legislation on the management of denominational schools in Scotland states that:

"A teacher appointed to any post on the staff of any such school by the education authority... shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted".

For those teaching posts which impact on the teaching of Religious Education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

Do you hold church approval to teach in a denominational school? ☐ Yes ☐ No

Do you have an appropriate teaching qualification in Catholic Religious Education?

☐ Yes ☐ No

Assessment of professional performance

Measured against the Standards for Registration: mandatory requirements for registration with the General Teaching Council for Scotland, please tick the appropriate boxes below to indicate the overall level of professional performance in the following areas:-

	Excellent	Satisfactory	Unsatisfactory
Professional Knowledge and Understanding			
Professional Skills and Abilities			
Professional Values and Person Commitment			

If the performance of the teacher has been unsatisfactory in any of the above areas please indicate below which of the following steps you have taken:-

Yes	No

Made teacher aware of specific concerns on their performance
Offered appropriate support
Agreed appropriate professional development opportunities
Set appropriate targets for improvement

Professional Review & Development

Yes	No

Has the teacher engaged in the professional review and development process?

If yes, date of last review.

Overall assessment of suitability for transfer to permanent status

Yes	No

I consider this teacher to be suitable for employment as a permanent teacher with Renfrewshire Council – if ticking No, please give reasons below

Reasons why teacher should not be offered a permanent appointment anywhere in Renfrewshire Council (additional comments can be provided on a separate sheet):-

I confirm that this is an accurate report which has been discussed with the teacher concerned.

Name of Head Teacher (Print)		Signature of Head Teacher	
Name of Teacher (Print)		Signature of Teacher	
School		Date	



Report on Temporary Teacher
(Required for temps in post over 4 weeks)

Personal Details

Teacher's Name: _____

Sector Secondary ☐ Primary ☐ Special Education ☐

Subject (if Secondary
qualified): _____

Start Date of Post: _____

Pointage (FTE) held: _____

Is current disciplinary action record on file for this teacher? ☐ Yes ☐ No

Have timekeeping or attendance given any recent cause for concern? ☐ Yes ☐ No

Approval to teach in a Denominational school (Please ensure this section is completed where applicable)

The relevant legislation on the management of denominational schools in Scotland states that:

"A teacher appointed to any post on the staff of any such school by the education authority... shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted".

For those teaching posts which impact on the teaching of Religious Education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

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Do you have an appropriate teaching qualification in Catholic Religious Education?

☐ Yes ☐ No

Assessment of professional performance

Measured against the Standards for Registration: mandatory requirements for registration with the General Teaching Council for Scotland, please tick the appropriate boxes below to indicate the overall level of professional performance in the following areas:-

	Excellent	Satisfactory	Unsatisfactory
Professional Knowledge and Understanding			
Professional Skills and Abilities			
Professional Values and Person Commitment			

If the performance of the teacher has been unsatisfactory in any of the above areas please indicate below which of the following steps you have taken:-

	Yes	No
Made teacher aware of specific concerns on their performance		
Offered appropriate support		
Agreed appropriate professional development opportunities		
Set appropriate targets for improvement		

Professional Review & Development

	Yes	No
Has the teacher engaged in the professional review and development process?		
If yes, date of last review.		

I confirm that this is an accurate report which has been discussed with the teacher concerned.

Name of Head Teacher (Print)		Signature of Head Teacher	
Name of Teacher (Print)		Signature of Teacher	
School		Date	

General Teaching Scotland for Scotland (GTC)

The Standards for Registration: mandatory requirements For Registration with the General Teaching Council for Scotland

**DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS**

**The Standards for Registration: mandatory
requirements for Registration with the
General Teaching Council for Scotland**

December 2012



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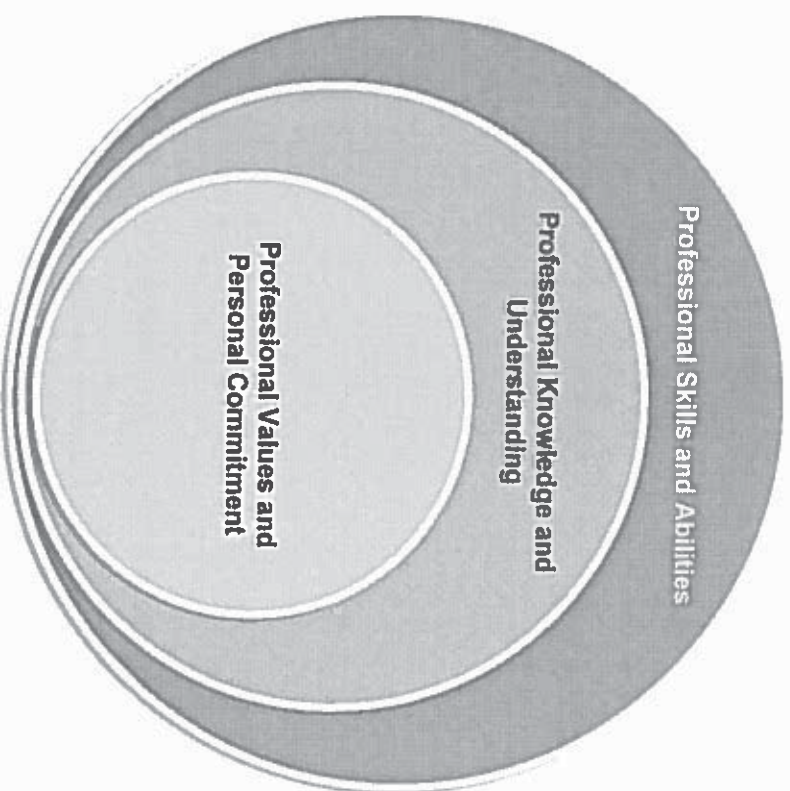
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The Standards for Registration



The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

- ❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- ❖ a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- ❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;
- ❖ a baseline standard of professional competence which applies to teachers throughout their careers.



1 Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Student Teacher Code and Code of Professionalism and Conduct (COPAC).

Professional values are at the core of the Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with GTC Scotland.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

❖ Social justice

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

2 Professional Knowledge and Understanding

2.1 Curriculum

The Standard for Provisional Registration		The Standard for Full Registration	
2.1.1 Have knowledge and understanding of the nature of the curriculum and its development			
Professional Actions		Professional Actions	
Student teachers:		Registered teachers:	
<ul style="list-style-type: none">❖ develop an understanding of the principles of curriculum design and the contexts for learning;❖ know about and understand the processes of change and development in the curriculum;❖ develop an awareness of connections with other curricular areas, stages and sectors.		<ul style="list-style-type: none">❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place;❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum;❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.	
2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum			
Professional Actions		Professional Actions	
Student teachers:		Registered teachers:	
<ul style="list-style-type: none">❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;❖ understand how to match the level of curricular areas to the needs of all learners;		<ul style="list-style-type: none">❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance;❖ know how to match and apply the level of the curricular areas to the needs of all learners;	

<ul style="list-style-type: none"> ❖ know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning; ❖ know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners' needs; ❖ have knowledge and understanding of current educational priorities such as learning for sustainability. 	<ul style="list-style-type: none"> ❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning; ❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs; ❖ have secure knowledge of current educational priorities such as learning for sustainability.
<p>2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting</p> <p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning; ❖ know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; ❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports; ❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

Professional Actions	Professional Actions
<p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop an understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice; ❖ have a working knowledge of the teacher's contractual, pastoral and legal responsibilities; ❖ have an awareness of and respect for a school's distinctive ethos; ❖ have an understanding of the roles and responsibilities of all staff within the learning community. 	<p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice; ❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers; ❖ understand the importance of making a commitment to the distinctive ethos in all areas of the learning community; ❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.

3 Professional Skills and Abilities

3.1 Teaching and Learning

The Standard for Provisional Registration		The Standard for Full Registration	
3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities			
Professional Actions		Professional Actions	
Student teachers:		Registered teachers:	
<ul style="list-style-type: none">❖ plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.		<ul style="list-style-type: none">❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.	
3.1.2 Communicate effectively and interact productively with learners, individually and collectively			
Professional Actions		Professional Actions	
Student teachers:		Registered teachers:	
<ul style="list-style-type: none">❖ model appropriate levels of literacy and numeracy in their own professional practice;❖ use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;❖ communicate appropriately with all learners, and promote competence and confidence in literacy;❖ demonstrate effective questioning strategies;		<ul style="list-style-type: none">❖ model appropriate levels of literacy and numeracy in their own professional practice;❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;❖ communicate appropriately with all learners, and promote competence and confidence in literacy;❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;	

3.1.4 Have high expectations of all learners	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately; ❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required; ❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.
3.1.5 Work effectively in partnership in order to promote learning and wellbeing	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ ensure learners contribute to planning and enhancement of their own learning programmes; ❖ demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school; ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

<ul style="list-style-type: none"> ❖ show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ apply the school's positive behaviour policy, including strategies for understanding and preventing bullying; ❖ know how and when to seek the advice of colleagues in managing behaviour; ❖ demonstrate the ability to justify the approach taken in managing behaviour. 	<ul style="list-style-type: none"> ❖ show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; ❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; ❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; ❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.
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3.3 Pupil Assessment

The Standard for Provisional Registration	The Standard for Full Registration
<p>3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning</p> <p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self-evaluation and peer assessment to benefit learning; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self evaluation and peer assessment to benefit learning;

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

Professional Actions	Professional Actions
<p>Student teachers:</p> <ul style="list-style-type: none"> ❖ reflect and engage in self evaluation using the relevant professional standard; ❖ adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue; ❖ evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning; ❖ engage where possible in the processes of curriculum development, improvement planning and professional review and development; ❖ work collaboratively to share their professional learning and development with colleagues; ❖ maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan. 	<p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ reflect and engage in self evaluation using the relevant professional standard; ❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue; ❖ evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning; ❖ demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development; ❖ work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning; ❖ maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.

GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland

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Main site: www.gtics.org.uk	Professional Update: www.gtics.org.uk/professional-update
Probation department: www.gtics.org.uk/probation	Professional recognition: www.gtics.org.uk/professional-recognition
Probation site for teachers: www.probationteacherscotland.org.uk	Fitness to Teach: www.gtics.org.uk/fitness-to-teach
Registration department: www.gtics.org.uk/registration	Research: www.gtics.org.uk/research

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 8th September 2015

Teacher workload

Report by Joint Secretary (Teachers' Side)

The advice issued by the Joint Secretaries of the SNCT in JS/09/11 put an onus on each LNCT to develop a workload action plan and keep the plan under review. The success of this plan would be reflected in school Working Time Arrangements that effectively controlled workload. It has been brought to the attention of the Teachers' Side that some schools have made changes to their reporting systems which run counter to this advice on workload and which fail to comply with the recommendation in the Scottish Government's Tackling Bureaucracy Report which states that reporting systems maximise the time spent on teaching and learning and avoids unnecessary workload. Renfrewshire has a reporting working group 'Engaging with Parents' looking at the whole reporting format in its schools with a view to improving meaningful engagement with parents and to improve upon the traditional bureaucratic reporting systems which parents have admitted to the group are unhelpful. It is not an unreasonable expectation that any major change in a school's reporting system would have been put on hold until the Renfrewshire Engaging with Parents Group had published its findings and recommendations.

Action Point

Schools to revert to their previously agreed reporting system until such time as the Engaging with Parents Group reports its findings and recommendations thereby avoiding the need for multiple changes to a school's reporting system and facilitating compliance with the Scottish Government's Tackling Bureaucracy Report.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 8 September 2015

Supply Issues

**Report by
Joint Secretary (Teachers' Side)**

The Teachers' Side wish to express concerns around the identification and deployment of available supply teachers on the Renfrewshire supply list. There are teachers on the supply list who are available but are not being contacted.

Action Point

The Teachers' Side calls on Business Support to rationalise its system as a matter of urgency to facilitate the deployment of available supply teachers to address the continuing problem of supply cover in Renfrewshire schools.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 8 September 2015

**Report by
Acting Head of Service**

Working Groups

1. Background

- 1.1. For session 2015/16, the management side and teachers' side have agreed to set up a number of working groups to discuss key issues that would involve revisiting certain policies and JNC agreements as detailed below:
- discipline and grievance procedures;
 - voluntary transfer policy for teachers / teacher transfer scheme;
 - working time agreement (in light of "reporting to parents" working group / professional update and PRD);
 - absence management.
- 1.2. Working groups will be made up of representatives of both the management side and teachers' side and meet on a regular basis throughout the session. This will enable discussions to move forward with a view to reporting back to JNC on progress and if agreement is reached to bring amended policies / agreements to JNC for formal agreement.

2. Recommendation

- 2.1. It is recommended that the JNC note:
- that the working groups have been set up to discuss key issues that involve revisiting certain policies and JNC agreements as highlighted above; and
 - progress reports will be fed back to JNC and if agreement is reached to bring amended policies / agreements to JNC for formal agreement.

