

## Notice of Meeting and Agenda

### Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 02 June 2020	14:00	Skype Meeting,

KENNETH GRAHAM  
Head of Corporate Governance

#### Representing Renfrewshire Council Management

Provost L Cameron; Councillor J Paterson; G McKinlay, Head of Schools (Joint Secretary); J Calder, Head of Service (Curriculum and Quality); G Hannigan, Head Teacher, St Charles' Primary School; M A Renfrew, Head Teacher, Trinity High School; J Colquhoun, Education Manager (Development); A Hall, Education Manager (Development); M Thomas, Education Manager (Development); and L Mullin, Principal HR and OD Adviser (Finance & Resources).

#### Representing Renfrewshire Council Teaching Staff

K Fella (Joint Secretary), J Welsh, JP Tonner, A Howie, J McCusker, M McGlynn and C Carson (all EIS); S Dargie (SSTA); L Gibson (NASUWT); tbc (Voice); and S McCrossan (Adviser to the Teachers' side).

#### Further Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting online at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>  
For further information, please email [democratic-services@renfrewshire.gov.uk](mailto:democratic-services@renfrewshire.gov.uk)

## Items of business

### Apologies

Apologies from members.

### Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

#### 1 Appointment of Chairperson

Consider the appointment of a Chairperson for this meeting.

#### 2 Minute of Previous Meeting 5 - 8

Minute of previous meeting held on 28 January 2020.

#### 3 Membership of the Joint Negotiating Committee for Teachers 2020/21 9 - 10

Report by Joint Secretaries.

#### 4 Annual Report Session 2019/20 11 - 14

Report by Joint Secretaries.

#### 5(a) SNCT 20/74: Emergency Provision - Coronavirus Covid-19 15 - 20

Report by Joint Secretary (Management Side).

#### 5(b) SNCT 20/75: School Closures 21 - 26

Report by Joint Secretary (Management Side).

#### 6(a) JS/20/77: Workload Review 27 - 32

Report by Joint Secretary (Management Side).

#### 6(b) JS/20/78: Supply Teacher Job Retention Payment 33 - 36

Report by Joint Secretary (Management Side).

#### 6(c) JS/20/79: Advice on Working Time Agreements Session 2020/21 37 - 40

Report by Joint Secretary (Management Side).

#### 7 Supporting our Newly Qualified Teachers - Current Session and Session 2020/21 41 - 44

Report by Joint Secretary (Management Side).

<b>8</b>	<b>Professional Review and Development &amp; Professional Update Guidance (Revised)</b>	<b>45 - 60</b>
	Report by Joint Secretaries.	
<b>9</b>	<b>Covid-19 Recovery</b>	<b>61 - 62</b>
	Report by Joint Secretary (Teachers' Side).	
<b>10</b>	<b>Covid-19 Survey</b>	<b>63 - 64</b>
	Report by Joint Secretary (Teachers' Side).	
<b>11</b>	<b>Reopening of Schools and Early Learning Centres</b>	<b>65 - 66</b>
	Report by Joint Secretary (Management Side).	
<b>12</b>	<b>Dates of Future Meetings Session 2020/21</b>	<b>67 - 68</b>
	Report by Joint Secretaries.	
	<b>Procedures for Remote Meetings</b>	<b>69 - 70</b>
	Procedures to allow the efficient conduct of remote meetings.	



## Minute of Meeting

### Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 28 January 2020	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

#### Representing Renfrewshire Council Management

Councillor Paterson; G McKinlay, Head of Schools, L McAllister, Acting Head of Early Years and Broad General Education, J Colquhoun, Education Manager (Development), A Hall, Education Manager (Development), M A Renfrew, Head Teacher, Trinity High School, and M Thomas, Education Manager (Development) (all Children's Services); and L Mullin, Principal HR & OD Advisor (Finance & Resources).

#### Representing Renfrewshire Council Teaching Staff

K Fella, A Howie, J McCusker, JP Tonner and J Welsh (all EIS); S Dargie (SSTA); and L Gibson (NASUWT).

#### In Attendance

J Calder, Head of Service (Curriculum and Quality) (Children's Services); and S Fanning, Principal HR & OD Adviser, L Robson, Principal HR & OD Adviser and T Slater, Senior Committee Services Officer (all Finance & Resources).

#### Apologies

Provost Cameron; G Hannigan, Head Teacher, St Charles' Primary School (Children's Services); C Carson (EIS); and S McCrossan (Adviser to the Teachers' Side).

#### Declarations of Interest

There were no declarations of interest intimated prior to the commencement of the meeting.

## **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 Paterson would chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

**DECIDED:** That Councillor Paterson 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 12 November 2019.

In relation to item 4 of the Minute – Workplace Health and Safety Committees – the Head of Schools advised that the Health and Safety Committee had met two weeks previously and included representation from the Teachers’ Side. An audit was currently being undertaken which would be reported back on in due course.

In relation to item 5 of the Minute – Regional Collaboratives - the Head of Schools advised that managers had considered the issue of collating and distributing information on the initiatives of the West Partnership Collaborative to trade union representatives and would ensure that they were kept informed of any relevant issues. The Joint Secretary (Teachers’ Side) advised that the nomination for the trade union representative to sit on the Collaborative was still to be decided.

In relation to item 6 of the Minute – Additional In-Service Days – the Head of Schools advised that school plans for the two additional in-service days had been submitted to the Joint Secretaries prior to the Christmas break. The Joint Secretary (Teachers’ Side) indicated that further discussions would be required in relation to the workload campaign.

**DECIDED:**

(a) That the updates be noted; and

(b) That the Minute be approved.

## **3 Membership of the Joint Negotiating Committee for Teaching Staff 2019/20**

There was submitted a report by the Joint Secretaries relative to the membership of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff for 2019/20.

Following the appointment of Julie Calder to the post of Head of Service (Curriculum and Quality), it was proposed to amend the management side membership as follows:-

Management Side:  
Councillor Jim Paterson  
Provost Lorraine Cameron  
Gordon McKinlay, Head of Schools  
Julie Calder, Head of Service (Curriculum and Quality)  
Grace Hannigan, Head Teacher, St Charles' Primary School  
Margaret Ann Renfrew, Head Teacher, Trinity High School  
Linda Mullin, Principal HR and OD Adviser  
Amilia Hall, Education Manager  
Mairi Thomas, Education Manager  
Julie Colquhoun, Education Manager

**DECIDED:** That the revised Management Side membership be agreed.

#### **4 Absence Statistics - 2019/20 Quarter 2**

There was submitted a report by the Director of Finance & Resources relative to the Council's absence statistics for the period 1 July to 30 September 2019.

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 2.

**DECIDED:** That the report be noted.

#### **5 Value Education, Value Teachers**

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the announcement by the Scottish Government that there was going to be a review of Broad General Education.

The report advised that this followed the announcement of the review of the Senior Phase of Curriculum for Excellence and that these reviews were predicated on the premise that the Scottish education system was failing.

The Joint Secretary (Teachers' Side) rejected this narrative, considered it disrespectful to teachers, and felt that it detracted from issues that were affecting the education system, such as teacher shortages and workload.

The Chair advised that he also rejected this narrative and recognised the hard work of teachers and the successes that had been achieved in Renfrewshire.

The Head of Schools supported this position and thanked the Teachers' Side for the hugely positive impact that they had made to education in Renfrewshire. This included improving attainment and closing the attainment gap, despite financial constraints.

**DECIDED:** That the narrative that the Scottish education system was failing be rejected and the ongoing raising of attainment and the continuing efforts of teachers in Renfrewshire in contributing to that achievement be noted.

## **Order of Business**

The Chair intimated that he proposed to alter the order of business to facilitate the conduct of the meeting by considering the item tabled at the meeting prior to item 6 of the agenda.

### **6 The Domestic Abuse Policy**

There was submitted a report by the Principal HR & OD Adviser relative to the Council's Domestic Abuse Policy, attached as an appendix to the report, which had been approved by the Finance, Resources and Customer Services Policy Board at its meeting on 13 November 2019.

Consultation had taken place with the Trades Unions and Services and the policy had been developed in line with stakeholder feedback, best practice and legislation, including the new Domestic Abuse (Scotland) Act 2018 which came into force in April 2019. The Policy also included an increase to special leave provision (safe leave) to a maximum of 10 days per annum.

**DECIDED:** That the implementation of the Council's Domestic Abuse Policy for teaching staff be approved, which included an increase to special leave provision (safe leave) to a maximum of 10 days per annum.

### **7 Date of Next Meeting**

The next meeting was scheduled to take place on Tuesday, 24 March 2020 at 2.00pm in Corporate Meeting Room 2.

**DECIDED:** That it be noted that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff would take place on Tuesday, 24 March 2020 at 2.00pm in Corporate Meeting Room 2.



**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Joint Secretaries**

**Membership of the Joint Negotiating Committee for Teachers 2020/21****1. Background**

- 1.1. This report establishes the membership of the JNC for session 2020/21. 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 2020/21; and
  - agree chairpersons and secretaries for each side.

**Management Side:**

Councillor Jim Paterson  
Provost Lorraine Cameron  
Gordon McKinlay, Head of Schools  
Julie Calder, Head of Quality & Curriculum  
Hilary Paterson, Head Teacher, Heriot Primary School  
Margaret Ann Renfrew, Head Teacher, Trinity High School  
Linda Mullin, Principal HR and OD Adviser  
Amilia Hall, Education Manager  
Mairi Thomas, Education Manager  
Julie Colquhoun, Education Manager

**Teachers' Side:**

Kenny Fella EIS  
John Welsh EIS  
John Paul Tonner EIS  
Angela Howie EIS  
Craig Carson EIS  
Dominic Tollan EIS  
Yasmin Murray EIS  
Sarah Dargie SSTA  
Linda Gibson Nasuwt  
Voice - To be nominated

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

**Proposed Joint Chairs:**

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

**Proposed Joint Secretaries:**

Gordon McKinlay, Management Side  
Kenny Fella, Teachers' Side

**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Joint Secretaries**

**Annual Report Session 2019/20****1. Background**

- 1.1. Since the previous annual general meeting of the Renfrewshire Council Joint Negotiating Committee for Teachers held on 11 June 2019, three scheduled meetings of the committee have been held. Two meetings had to be cancelled as a result of the coronavirus pandemic.
- 1.2. The ongoing work of the committee continues to be extremely positive with joint collegiate activity being continued through the past year. Agreements reached and activity undertaken 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 Renfrewshire Joint Negotiating Committee for Teachers**

The following provides members of the JNC with a summary of operations from 11 June 2019 until the Annual General Meeting of 02 June 2020.

### **Membership of the committee during the period:**

#### **Teachers' Side:**

Kenny Fella EIS  
John Paul Tonner EIS  
John Welsh EIS  
Angela Howie EIS  
Joan McCusker EIS  
Craig Carson EIS  
Mark McGlynn EIS  
Sarah Dargie SSTA  
Linda Gibson NAS/UWT

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

#### **Management Side:**

Councillor Jim Paterson  
Provost Lorraine Cameron  
Gordon McKinlay, Head of Schools  
Laura McAllister, Acting Head of Early Years and BGE (06/19 - 12/19)  
Julie Calder, Head of Quality and Curriculum (01/20 - 06/20)  
Grace Hannigan, Head Teacher, St Charles' Primary School  
Margaret Ann Renfrew, Head Teacher, Trinity High School  
Linda Mullin, Principal HR and OD Adviser  
Amilia Hall, Education Manager  
Mairi Thomas, Education Manager  
Julie Colquhoun, Education Manager

#### **Joint Secretaries:**

Kenny Fella  
Gordon McKinlay

### **Reports Discussed**

The following areas were covered in reports submitted to the committee:

- Updates to SNCT Handbook
- School holiday arrangements
- Devolved school management
- Business World Implementation
- Bi and Tri level courses
- Teacher workload
- Job sizing
- Flexible working
- Health and safety
- Regional collaboratives

- Additional in-service days
- Absence statistics
- EIS Survey: Value Education, Value Teachers

## **Ongoing Discussions and Engagement**

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, early years expansion, teacher workload, tackling bureaucracy, devolved school management / school empowerment and working time agreements.

Of particular note has been the joint working to ensure reaccreditation of our scheme of professional review and development by the GTCS in January 2020.

The JNC and JNC sub groups have continued 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. professional review and development
5. Risk assessment/health and safety
6. Specific duties and job remits
7. Consultation on school holiday pattern
8. Equalities issues



Agenda Item .....

**Renfrewshire Joint Negotiating Committee for Teachers****To: Renfrewshire Joint Negotiating Committee for Teachers****On: 02 June 2020****Report by  
Head of Schools****SNCT 20/74: Emergency Provision - Coronavirus COVID-19****1. Background**

- 1.1. The current crisis associated with the coronavirus, COVID-19, has resulted in the closure of all schools on 20 March 2020. This has had a major impact on the whole of society and staff have had to adapt very quickly to new ways of supporting children and young people in their learning.
- 1.2. The commitment, energy and resolve of teachers and other school-based staff across Renfrewshire has been outstanding and the management side wish to acknowledge this with grateful thanks.
- 1.3. The attached SNCT circular, SNCT 20/74, was issued on 13 March 2020. In this document a number of key principles for pandemic situations which aim to assist in maintaining educational continuity during this time have been agreed. These effect temporary variations from the conditions of service contained within the SNCT Handbook which would be brought into immediate effect as directed by the local authority.
- 1.4. The purpose of this paper is to note the contents of the circular and to confirm that these have been adopted and implemented by Renfrewshire Council.

**2. Recommendation**

- 2.1 It is recommended that JNC notes the content of this report.

13 March 2020

SNCT 20/74

## SNCT Emergency Provision

### CORONAVIRUS (COVID – 19): MAINTAINING CONTINUITY OF EDUCATION

The World Health Organisation (WHO) has declared a public health emergency of international concern on Coronavirus (COVID – 19). COVID -19 has now been declared a notifiable infectious disease. The Scottish Government has produced generic advice to assist schools and other educational establishments in providing information to pupils, students, staff and parents or carers regarding COVID-19. This includes advice to pupils, students and staff returning from school trips in specified countries/areas. Please refer to the Health Protection Scotland Website. . <https://www.hps.scot.nhs.uk/web-resources-container/covid19-guidance-for-non-healthcare-settings/>

The SNCT has agreed a number of key principles for pandemic situations which aim to assist in maintaining educational continuity during this time. These effect temporary variations from the conditions of service contained within the SNCT Handbook which would be brought into immediate effect as directed by the local authority.

### Key Principles

#### (1) The Duties of Teachers and Associated Professionals

The SNCT recognises that teachers and associated professionals will not be required to undertake duties not defined in contracts of employment unless under the amendments permitted in this circular.

In emergency situations, teachers and associated professionals may volunteer to take on board other roles to provide short term assistance. Such service should only occur until arrangements for appropriate staff are in place.

#### (2) Communication

a) The incidence of absence due to coronavirus will be monitored on a school by school basis by Scottish Government. Councils will share this information within LNCTs and with other trade unions, as appropriate.

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b) Councils should as soon as possible make arrangements to discuss within LNCTs and with other trade unions situations which will lead to decisions to trigger contractual relaxations set out in this circular and decisions to close schools.

### (3) Class Arrangements

Depending on local circumstances, normal class arrangements and timetables may be subject to temporary alteration. This may mean combining certain classes or stages.

Where such measures require temporary relaxations of class size maxima, no class arrangement should exceed the statutory requirements set out in The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended by Education (Lower Primary Class Sizes) (Scotland) Regulations 2010/326) and no class arrangement including composite classes should exceed 33 pupils (P4 and upwards) or 20 in practical classes where practical lessons take place. *In extremis*, a teacher may volunteer to cover over these numbers (excepting the lower primary class sizes) for a short period of time.

There will be no relaxation of class sizes for special schools and units as set out in the SNCT Handbook, Part 2, Appendix 2.9.

### (4) Working Hours

The normal contractual hours of teachers may be subject to temporary alteration. In such situations, the first approach should be to require teaching staff to be class committed up to the contractual maximum of 22.5 hours. If there is a need to require teachers to be class committed over the contractual 22.5 hours, where practicable, a payback arrangement may be provided by the Council to reduce class contact following the return to normal arrangements.

Where normal working time arrangements are suspended due to staff shortages, the right of a teacher to undertake duties at a time and place of their choosing will be conditional on them not being required in school to assist directly in maintaining continuity of education.

### (5) External Supply Cover

The SNCT expects Councils to take every opportunity, within agreed absence cover arrangements and absence cover budgets, to maximise the use of supply teachers to cover for absent teachers.

### (6) Relocation

Relocation may occur in the following circumstances:

a) In the event of the closure of a school, staff may, where practicable, be reassigned to another school until the school re-opens. Consideration will be given to issues of travel and location taking account of individual circumstances.

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b) Where the whole school is not closed, teachers may nevertheless be asked to agree temporary relocation to another school with more pressing staffing circumstances to achieve educational continuity. The SNCT urges Councils to address this type of relocation on the voluntary principle. If no volunteers are forthcoming, LNCTs should determine how best to arrange temporary relocation.

Excess travel costs will be met and where a teacher takes up the duties of a promoted member of staff, acting up arrangements will apply, SNCT Handbook, Part 2, paragraphs 1.61 and 1.62.

#### (7) Self-Isolation

Employees who are undergoing self-isolation as instructed by their GP or as advised by Health Protection Scotland should advise their school and Council immediately. They should be entitled to full pay during this absence as COVID-19 is a notifiable infectious disease. The provisions of SNCT Handbook Section 6.34 will apply.

#### (8) Vulnerable Staff

Where there are confirmed cases of coronavirus in a workplace, Councils should follow the advice on <https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-nonhealthcare-settings/> and seek medical advice on the management of risk. Thereafter the Council should, in the first instance, consider transferring vulnerable staff to another work location or, if that is not practicable, assigning them duties for home working.

#### (9) Pregnant Staff

Councils are required, under The Management of Health and Safety at Work Regulations 1999, to conduct risk assessments for pregnant employees. Where there are confirmed cases of coronavirus in a workplace, Councils should seek medical advice on the management of risk. Thereafter relocation to another work location should be considered in the first instance.

#### (10) Care Arrangements

It is likely that there will be a significant reduction of workforce due to care demands of young people, vulnerable persons and the elderly. In such circumstances Councils are required to be sympathetic to the pressures on staff. Councils will already have arrangements for granting leave with pay but could consider reviewing and enhancing those to reflect the exceptional circumstances.

Under Section 57A of the Employment Rights 1996 employees have the right to a reasonable amount of unpaid time off work to care for or make arrangements for dependants. A dependant is defined in the Act.

The Maternity and Parental Leave etc Regulations 1999 allows a parent with responsibility for a child to take up to 4 weeks unpaid leave in one week blocks in any one year. The SNCT Handbook, Part 2, paragraphs 7.7.1 to 7.7.7 provides the requirements for Parental Leave.

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## (11) Communication with Staff

Where temporary contractual relaxations are put in place in any school, all staff should be advised in writing of the changes and the likely duration. In the first instance, no relaxation should extend beyond 10 working days, although it is recognised that a further relaxation may be required. LNCT Joint Secretaries shall be kept informed of schools entering and leaving periods of temporary relaxation in advance of such changes.

## (12) Absence Management

An employee who is prevented from attending work because of contact with an infectious disease will advise their Headteacher or HR department immediately and will be entitled to receive normal pay. The period of absence on this account will not be reckoned against the employee's entitlements to sickness allowance.

## (13) Medical Certification

At present the period for self-certification is 7 days. Should the UK Government consider any temporary relaxation of this during any outbreak of coronavirus, the SNCT handbook would be amended accordingly (Part 2 paragraphs 6.27 to 6.30) for the duration of the change.

The SNCT Joint Chairs will continue to monitor the situation regularly.

Yours sincerely

Tom Young (Employer's Side)  
Louise Wilson (Teachers' Panel)  
Stephanie Walsh (Scottish Government)

## **Joint Secretaries**

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## Agenda Item .....

**Renfrewshire Joint Negotiating Committee for Teachers****To: Renfrewshire Joint Negotiating Committee for Teachers****On: 02 June 2020****Report by  
Head of Schools****SNCT 20/75: School Closures****1. Background**

- 1.1. The current crisis associated with the coronavirus, COVID-19, has resulted in the closure of all schools on 20 March 2020. This has had a major impact on the whole of society and staff have had to adapt very quickly to new ways of supporting children and young people in their learning.
- 1.2. In particular, the management would like to acknowledge and thank all those staff who have volunteered to work in one of the emergency hub establishments to support and care for the children of key workers and vulnerable families.
- 1.3. The attached SNCT circular, SNCT 20/75, was issued on 26 March 2020. This document notes that, for the duration of the crisis, the SNCT recognises that teachers and associated professionals may be asked to volunteer to undertake duties not defined in contracts of employment while engaged in schools or educational establishments that remain open to vulnerable children or those of key workers.
- 1.4. The circular also highlights details of payment for teachers on temporary contracts and arrangements for those undertaking acting up duties. along with support for vulnerable staff and those with underlying health conditions.
- 1.5. The purpose of this paper is to note the contents of the circular and to confirm that these have been adopted and implemented by Renfrewshire Council.

**2. Recommendation**

- 2.1 It is recommended that JNC notes the content of this report.

26 March 2020

**SNCT 20/75****SNCT School Closures****CORONAVIRUS (COVID – 19)**

In response to the escalating COVID -19 outbreak, the Scottish Government has announced that all schools and ELC premises would close from 17.00 on 20 March for an indefinite period with the exception of any **critical provision** to protect the following key interests and groups:

- **Key workers:** to ensure that children of key workers, for example NHS and social care staff, have continuing access to all-age learning and childcare, potentially beyond the normal school day, that allows their parents/carers to participate in the national response to COVID-19. Teachers providing education for these pupils are also in the key workers category if no alternative provision can be made for their own children at home. Further advice can be found at:  
<https://www.gov.scot/publications/coronavirus---school-and-elc-closuresguidance-on-critical-childcare-provision-for-key-workers/>
- **Vulnerable children:** to maintain protections and support for children who may be particularly vulnerable in the current circumstances, particularly in respect of free school meals, children with additional support needs and at risk children.

This presents practical challenges for teachers and associated professionals who will almost all be working from home to provide continuity of education remotely for pupils or called upon to provide cover in schools or educational establishments that remain open to vulnerable children or those of key workers.

For the duration of this emergency the SNCT recognises that teachers and associated professionals may be asked to volunteer to undertake duties not defined in contracts of employment while engaged in schools or educational establishments that remain open to vulnerable children or those of key workers. SNCT 20/74 published on 16 March 2020 provides flexibility for relaxation of teachers working time/ class sizes and relocation in these circumstances where not all schools are closed.

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## **Pay**

COSLA have already stated that there should be no detriment in pay arrangements for all staff. This also applies to teachers on acting appointments and in receipt of temporary responsibility allowance and for those supply teachers on temporary fixed term appointments.

Teachers on temporary fixed term contracts will continue to be paid for the duration of their contract, or the return to work of an absent post holder due to sickness or maternity leave. Where there is no defined end date on that contract this should be until the end of the school summer term.

Where a teacher had been appointed prior to 20 March 2020 on a temporary basis to carry out the duties of a promoted post holder in a school, education establishment or education team, Councils shall continue to increase the teacher's salary to the salary for the post for the duration of their contract.

The SNCT is giving further consideration to the issue of payment for supply teachers not currently in contract.

## **Wellbeing of Teachers and Associated Professionals**

The wellbeing of all staff is paramount. Every effort should be made to accommodate working from home for any teacher or associated professional who has caring duties for, or in their household, anyone in the vulnerable groups referred to below or at higher risk of severe illness.

Teachers and associated professionals should ensure that they are taking steps to look after their wellbeing during their period of working from home. This includes:

- maintaining regular contact with their manager and colleagues
- taking regular breaks
- avoiding being 'always on' by ensuring that they identify non-working time
- contacting the employee assistance programme if they need support, for example, in relation to heightened feelings of anxiety. Teachers and associated professionals should be made aware of such programmes.
- being aware of the things that can cause them poor wellbeing and the activities and resources that can help to address this.

### Vulnerable groups

Pregnant and vulnerable teachers should follow government advice on self-isolation and social distancing on <https://www.nhsinform.scot/illnesses-andconditions/infections-and-poisoning/coronavirus-covid-19#social-distancing-andprotecting-older-and-vulnerable-people>

This group currently includes those who are:

- aged 70 or older (regardless of medical conditions)
- under 70 with an underlying health condition

- those who are pregnant

#### Underlying health conditions include:

- chronic (long-term) respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
- chronic heart disease, such as heart failure
- chronic kidney disease
- chronic liver disease, such as hepatitis
- chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS), a learning disability or cerebral palsy
- diabetes
- problems with your spleen – for example, sickle cell disease or if you have had your spleen removed.
- a weakened immune system as the result of conditions such as HIV and AIDS, or medicines such as steroid tablets or chemotherapy
- being seriously overweight (a BMI of 40 or above)

#### Higher risk of severe illness

There are some clinical conditions which put people at even higher risk of severe illness from COVID-19. If you are in this category, further advice will be issued. For now, you should rigorously follow the social distancing advice in full, outlined below.

People falling into this higher risk group are those who may be at particular risk due to complex health problems such as:

- People who have received an organ transplant and remain on ongoing immunosuppression medication
- People with cancer who are undergoing active chemotherapy or radiotherapy
- People with cancers of the blood or bone marrow such as leukaemia who are at any stage of treatment
- People with severe chest conditions such as cystic fibrosis or severe asthma (requiring hospital admissions or courses of steroid tablets)
- People with severe diseases of body systems, such as severe kidney disease (dialysis)

#### **Spring Break**

Community Hubs will be open over Spring Break for vulnerable children and for children of key workers who cannot make their own childcare arrangements. The Community Hubs should be staffed on a volunteer basis and any holiday time worked will be paid back (\*either as pay or a time off in lieu to be taken during the normal summer term of session 2019-20.) Specific arrangements will be determined locally across each of the 32 Councils. Teachers on supply lists should also be given the opportunity to provide cover for Spring Break.

The SNCT Joint Chairs will continue to monitor the situation on an ongoing basis and revisions will be made as necessary.



Yours sincerely

Tom Young (Employer's Side)

Louise Wilson (Teachers' Panel)

Stephanie Walsh (Scottish Government)

**Joint Secretaries**



## Agenda Item .....

**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Head of Schools**

**JS/20/77: Workload Review**

**1. Background**

- 1.1. The attached SNCT Joint Secretaries letter, JS/20/77, was uploaded to the SNCT website on 28 February 2020. However, normal notification was only done on 12 May 2020.
- 1.2. The SNCT letter draws attention to the key provisions already contained within the SNCT Handbook which should be considered as part of ongoing work on tackling teacher workload and excessive bureaucracy. These key provisions are appended to this letter from the Joint Secretaries.
- 1.3. A request was also made to receive information on how the two additional in-service days 2019-20 were used to allow schools time to focus on the key issues such as workload, additional support and empowering schools. As a result of the current coronavirus pandemic, this request was not completed by the due date of 03 April 2020.
- 1.4. The purpose of this paper is to note the contents of this letter and to confirm that collegiate endeavour will continue to address the challenges of teacher workload and bureaucracy.

**2. Recommendation**

- 2.1 It is recommended that JNC notes the content of this report.

28 February 2020

**JS/20/77****SNCT Workload Review – SNCT Circulars and Handbook Provisions**

Dear Colleague

As part the SNCT Pay Agreement 2018 to 2021, outlined in Circular SNCT 19/70, the SNCT acknowledged and approved the offers made by Scottish Government for all parties to work to together to reduce the workload of teachers and to undertake joint activity to assist in reducing and preventing unnecessary workload through increasing teacher agency and school empowerment.

As part of these processes, the SNCT wishes to draw to your attention the existing key provisions already contained within the SNCT Handbook which should be considered as part of your LNCT's ongoing work on tackling teacher workload and excessive bureaucracy. These key provisions are appended to this letter from the Joint Secretaries.

In addition, it would be helpful for the SNCT to receive information on how the two additional in-service days 2019-20 were used to allow schools time to focus on the key issues such as workload, additional support and empowering schools.

Responses to this request for information should be sent to the Clare Clark at [cfraser@eis.org.uk](mailto:cfraser@eis.org.uk) by **Friday 3 April 2020**.

Yours sincerely

Tom Young (Employers' Side)  
Louise Wilson (Teachers'  
Panel)  
Stephanie Walsh (Scottish Government)

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## **SNCT HANDBOOK**

### **PART 1: APPENDIX 1.4 – CODE OF PRACTICE ON COLLEGIALITY**

Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised.

All staff contribute to the construction of the Working Time Agreement through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the Agreement.

## **SNCT HANDBOOK**

### **PART 2: SECTION 2 - MAIN DUTIES**

2.5 The duties of all teachers should be undertaken with due regard to workload and contractual obligations in order to allow them time to focus on their core role as leaders of learning.

2.6 Teachers will not be expected to undertake the duties generally undertaken by administrative and support staff but will work co-operatively with all staff to ensure an appropriate distribution of workload.

## **SNCT HANDBOOK**

### **PART 2: SECTION 3 - WORKING YEAR AND WORKING WEEK**

3.10 All tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing: teachers will notify the appropriate manager of their intention in this respect.

Teachers (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per annum.

3.13 The contractual commitments required of teachers, as set out in Section 2 (Main Duties), will take place at a suitable time on a day on which the teacher is employed.

## **SNCT HANDBOOK PART 2: APPENDIX 2.6**

### **Statement on Teacher Professionalism**

The SNCT believes that teachers are best placed to exercise professional judgement over how they manage and organise their time in school.

Teachers will not be asked to undertake administrative and non-teaching duties which are generally undertaken by support staff.

The SNCT is committed to fulfilling its obligations to monitor teacher workload and situations in which teachers feel there is pressure to undertake tasks which they consider to be out with their remit

## **SNCT HANDBOOK PART 2: APPENDIX 2.7**

### **CODE OF PRACTICE ON WORKING TIME ARRANGEMENTS FOR TEACHERS**

In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis

The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week.

For most teachers, preparation and correction will be the most time-consuming activities outside class contact time. This needs to be reflected in the way that a teacher's working time is deployed

## **SNCT HANDBOOK PART 2 APPENDIX 2.17**

### **CODE OF PRACTICE ON WORKING HOURS, WORKING WEEK**

(v) Preparation, correction and collegiate activities are key elements of the work of teaching professionals and Headteachers must allow appropriate time for such core activities.

(viii) Planning at school level should be characterised by collaborative, consultative and collegiate processes focused on the best outcomes for the school and its pupils.

## **SNCT HANDBOOK**

### **PART 2 APPENDIX 2.18**

#### **Working Time Agreements – Managing Teacher Workload**

We need to guard against too much paperwork and overly complex processes which get in the way of teaching and learning.

Professional dialogue is key to improving learning and managing workload. Paperwork should be kept to the minimum required to support this.

Curriculum Planning should be proportionate and based on agreed policy guidance and capacity to deliver.

Documentation should be concise and relevant.

Schools should review and evaluate on a regular basis each session's Working Time Agreement

#### **JS/09/11      Teacher Workload Appendix**

The evaluation of a WTA is crucial in adjusting arrangements for the following session and to allow teachers to recognise that evaluation of WTAs and consequent actions in terms of time allocations in the WTA is important in trying to manage workload more constructively.

While LNCTs can set out mechanisms to assist and manage workload each teacher has a responsibility to critically examine workload demands, to exercise professional judgement on workload issues and to raise concerns when demands are unreasonable.

#### **JS/16/69      Teacher Workload**

LNCTs should be taking account of the Education Scotland report, Review of Local Authorities' Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools.

This can be accessed on the [Education Scotland website](#).





## **Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Head of Schools**

### **JS/20/78: Supply Teacher Job Retention Payment**

#### **1. Background**

- 1.1. The current crisis associated with the coronavirus, COVID-19, has resulted in the closure of all schools on 20 March 2020. This has had a major impact on the whole of society and staff have had to adapt very quickly to new ways of supporting children and young people in their learning.
- 1.2. The attached SNCT Joint Secretaries letter, JS/20/78, was issued on 03 April 2020. This gives details regarding how the issue of payment for supply teachers not in a contract as at 20 March 2020 should be administered in all councils.
- 1.3. The purpose of this paper is to note the contents of this letter and to confirm that these payments have been implemented by Renfrewshire Council.

#### **2. Recommendation**

- 2.1 It is recommended that JNC notes the content of this report.

3 April 2020

**JS/20/78****Supply Teachers Job Retention Payment**

Dear Colleague

In response to the escalating COVID -19 outbreak, the Scottish Government has announced that all schools and ELC premises would close from 17.00 on 20 March for an indefinite period.

Circular SNCT 20-75 School Closure COVID-19 outlines that COSLA has stated that there should be “no detriment in pay arrangements for all staff”. For teachers and associated professionals, these “no detriment in pay” scenarios apply to:

- teachers on acting appointments who are in receipt of temporary responsibility allowance
- supply teachers on temporary fixed term appointments
- teachers on temporary fixed term contracts
- teachers on temporary fixed term contracts where there is no defined end date
- teachers appointed to acting up posts prior to 20 March 2020

The SNCT now gives details regarding how the issue of payment for supply teachers not in a contract as at 20 March 2020 should be administered in all Councils.

If a supply teacher has been on a supply list during the 2019/20 school year and has been engaged for the period 1<sup>st</sup> January 2020 to 31<sup>st</sup> March 2020, the mechanism for determining the compensatory payment for loss of expected earnings until the end of June will be calculated with reference to the average hours worked over the three month period.

This arrangement should ensure that supply teachers and other SNCT workers engaged on a casual basis between 1<sup>st</sup> January 2020 to 31<sup>st</sup> March 2020 whose earnings fluctuate are not disadvantaged. The deployment of supply teachers may still occur during this period of enforced school closure. Supply teachers should be encouraged to cover in the education hubs as necessary during this national emergency or be given the opportunity to volunteer

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for redeployment, similar to other local authority employees, to other duties within the Council. Should they do so they will be paid at their normal hourly rate of pay if their hours worked are above the average hours paid.

The job retention payment will be paid April, May and June and be open to the end of June. Accrual of annual leave will be applied in accordance with the SNCT Handbook and local arrangements.

Please note that Income Tax, National Insurance contributions and any other deductions will apply to this payment.

The SNCT Joint Chairs and the SNCT Joint Secretaries will continue to monitor the situation on an ongoing basis and revisions will be made as necessary.

Yours sincerely

Tom Young (Employers' Side)  
Louise Wilson (Teachers' Panel)  
Stephanie Walsh (Scottish Government)

**Joint Secretaries**



## Agenda Item .....

**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Head of Schools**

**JS/20/79: Advice on Working Time Agreements Session 2020-21****1. Background**

- 1.1 The attached SNCT Joint Secretaries letter, JS/20/79, was issued on 12 May 2020. the purpose of the letter is to recommend that LNCTs consider deferring negotiations on working time agreements at this time, pending strategic advice from the Covid-19 Education Recovery Group and in light of the practical restrictions created by the current Covid-19 crisis.
- 1.2 The advice letter also notes that should working time agreements for next session be agreed in May/June 2020, all sides should recognise that the current situation is far from normal and that such agreements must be considered indicative at this stage.
- 1.3 The purpose of this paper is to note the contents of this letter and agree that advice be issued to all schools regarding flexibility in agreeing working time agreements which may be reviewed during academic session 2020/21.

**2. Recommendation**

- 2.1 It is recommended that JNC notes the content of this report and agrees that working time agreements be agreed in line with this guidance.

12 May 2020

**JS/20/79****SNCT Advice on Working Time Agreements Session 2020-****CORONAVIRUS - COVID-19**

Dear Colleague

In response to the Covid-19 outbreak, the Scottish Government announced that schools and ELC premises would close on 20 March for an indefinite period. Only a small number of settings are open and only for vulnerable children and children of key workers.

The decision to close schools has had dramatic effects on the provision of education throughout Scotland and these effects will be experienced in the months to come. There has also been an impact on local and national decision-making as face-to-face meetings have been suspended and we have all had to learn to adapt by working remotely and away from our normal network of colleagues.

A Covid-19 Education Recovery Group has been convened to ensure that appropriate structures are in place as we move towards the recovery phase where schools begin to re-open. Both the nature and the duration of any recovery period is currently unknown. Accordingly, the Joint Secretaries recommend that LNCTs consider deferring negotiations on WTAs at this time, pending strategic advice from the Covid-19 Education Recovery Group and in light of the practical restrictions created by the current Covid-19 crisis.

It is the further advice of the Joint Secretaries that should working time agreements for next session be agreed in May/June 2020, all sides should recognise that the current situation is far from normal and that such agreements must be considered indicative at this stage since the work of the Covid-19 Education Recovery Group is not yet overtaken.

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It is essential, therefore, that any advice issued by Local Negotiating Committees for Teachers (LNCTs) setting out mechanisms to assist and to manage workload in working time agreements (WTAs) for session 2020-21 should provide that WTAs agreed in May/June 2020 must have the ability to be reviewed as session 2020-21 develops.

The Joint Secretaries recommend that timescales within WTA processes should be reviewed by LNCTs and that LNCTs should consider extending these as part of broader discussions around issues of timing and flexibility in respect of the additional demands and practical restrictions created by the current Covid-19 crisis.

A starting point for discussions at school level should be a systematic review of the 2019-20 school improvement plan and an evaluation of the WTA for 2019-20 in order that arrangements can be adjusted to take into account the effects of Covid-19 and consideration of the impact of Covid-19 on operational parameters likely to operate for most of next session e.g. enforcing physical distancing, operating a blended teaching and learning model etc.

Covid-19 has and will impact on schools' improvement plans and WTAs, and this will result in a recalibration of time allocations in the WTA.

At its meeting on 28 February 2020, the SNCT agreed to draw to your attention the existing key provisions already contained within the SNCT Handbook which should be considered as part of your LNCT's ongoing work on tackling teacher workload and excessive bureaucracy.

This was outlined in the letter of advice from the Joint Secretaries JS/20/77 SNCT Workload Review – SNCT Circulars and Handbook Provisions.

The advice outlined in that letter should also be considered by the LNCTs in each Council when advice on the formulation of Working Time Agreements for session 2020-21 is issued.

Yours sincerely

Jane O'Donnell (Acting Employer's Side Secretary)  
Louise Wilson (Teachers' Panel)  
Stephanie Walsh (Scottish Government)

**Joint Secretaries**





**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Head of Schools**

**Supporting our Newly Qualified Teachers – Current Session  
and Session 2020-21****1. Summary**

- 1.1. Due to the emergence of the COVID-19 virus, the Scottish Government took the decision to close all schools and early learning establishments on 20 March 2020. This has resulted in our current cohort of NQTs missing the final term in front of their class/es and those due to join the Teacher Induction Scheme in August 2020 missing their final term at university. Both cohorts are understandably anxious about the potential impact of this on their progress.
- 1.2. Renfrewshire Council is committed to supporting both cohorts of NQTs during these challenging and uncertain times to reach the best possible outcome. The attached Appendix lists the supports being provided for our current NQTs and that planned for those joining the council in August 2020.

**2. Background**

- 2.1. Renfrewshire Council has always had a strong programme of support for its probationary teachers. This includes a comprehensive induction programme, initial school visit and series of professional learning opportunities throughout the year. The programme is evaluated and revised each year, taking cognisance of feedback from our NQTs and headteachers. In addition, a seconded part-time development officer provides bespoke support for individual NQTs as required.
- 2.2. Evaluations of our NQT programme are always extremely positive with the vast majority of NQTs reporting that they feel very well supported to carry out their role. Almost all attain a 'satisfactory' outcome in their final profile submission to GTCS.

**3. Recommendation**

- 3.1 Members are asked to note the ongoing and planned support for our NQTs during this period of uncertainty and significant challenge.

## Renfrewshire Council

### Current Cohort of NQTs 2019-20

#### Ongoing provision of local authority support:

- Recommended weekly online mentor support meetings - as far as is possible
- Provision of professional reading e.g. TES articles, newspaper articles, learning activities linked to the Standard for Full Registration
- Provision of learning materials for sharing with pupils e.g. Digital Escape Room, home theatre packs, streamed theatre and musical productions
- Online delivery of aspects of the planned professional learning programme e.g. Education Scotland Introduction to Unconscious Bias/Gender Balance, NQT Development Officer session to support completion of professional enquiry projects
- Direction to online support materials e.g. GTCS Health and Wellbeing resources, GTCS FAQs for NQTs, British Psychological Society resources
- Ongoing one to one online bespoke support from the development officer

### NQTs 2020-21

- Online welcome induction **Wed 17 June 2020**
  - Role of NQT Dev Officer
  - GTCS Profile support
  - Explanation of the role of the mentor
  - Professional Learning programme 2020-21
  - NQT Questions

NQTs will also be forwarded:

- video links to 2 Headteachers (one secondary, one primary) outlining their expectations of NQTs in the coming session
- School visit checklist
- Code of Conduct for all Renfrewshire employees
- GTCS Code of Professionalism and Conduct
- GTCS Student Teacher Code
- GTCS Profiles – minimum requirements

Depending on Scottish Government advice on the opening of schools, NQTs will be offered the opportunity to visit their allocated establishment and meet with the HT towards the end of June 2020

- Optional online group support sessions during the **summer holiday period**
  - NQTs will be sent a variety of articles/documents in advance, to be discussed during the facilitated session
  - Opportunities to ask any questions
  - Meetings will be organised to include others from the cluster & school
- **12 August 2020** Induction
  - Welcome to Teaching in Renfrewshire from Steven Quinn, Director of Children's Services
  - HR information
  - Use of social media
  - Personal Health & Wellbeing

NQTs will also be forwarded:

- Probationer's Handbook
- Renfrewshire's Social Media Policy
- GTCS Professional Guidance on the Use of Electronic Communication and Social Media
- Video links to previous NQT's experiences during their Teacher Induction Scheme year

- **Sept 2020 onwards** Professional learning programme – the format of this will be adapted according to Scottish Government advice. Initially we will plan to deliver this online and will deliver face to face when circumstances allow.

Content will include:

- Child Protection Part 1
- Managing challenging behaviours & inclusive education
- Professional enquiry project – ongoing support throughout the session Sept 2020 – May 2021
- Learning Environment, Children as Partners in their Learning, Children's Thinking (primary only)
- Renfrewshire's Literacy coaching approach/Literacy across Learning
- SEAL & approaches to Numeracy/Numeracy across Learning
- Sexual Health
- Digital Literacy
- Approaches to assessment/SQA
- Applications & Interviews
- Improving Gender Balance and Equalities
- Forums for sharing good practice

- **Sept 2020 onwards** (dependent on Govt advice) Access to part-time NQT Development Officer.

Clair McCrossan will endeavour to support NQTs in a variety of ways to meet their needs:

- Team teaching
- Carry out observations at NQTs request & provide constructive feedback/ allow NQTs to observe in her class
- Support with planning lessons
- Support for professional enquiry project
- Highlight appropriate professional learning/reading
- Provide pastoral support
- Support liaison with staff in schools
- Support with classroom management
- Support with behaviour management
- Provide 'drop in' sessions on matters arising e.g. report writing, parent's appointments, profile completion

- **May 2021**

Celebration of professional enquiry projects:

- Sharing the learning amongst NQTs across sectors
- Opportunity for HTs and senior managers to view & celebrate the wide range of projects undertake



## Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 02 June 2020

### Report by Joint Secretaries

## Professional Review and Development & Professional Update Guidance (Revised)

### 1. Background

- 1.1. In response to the introduction of Professional Update from GTCS, Renfrewshire Council's original policy was developed in 2014 with minor amendments in May 2016. Following publication of updated GTCS guidance ***Unlocking the potential of Professional Review and Development (GTC Scotland 2019)*** a working group was convened to update Renfrewshire guidance to reflect national documentation.
- 1.2. Renfrewshire Council's approach to Professional Review and Development and Professional Update was revalidated by GTCS on 27 January 2020. The Revalidation panel considered the documentation from the local authority and reflected on the discussions it had with focus groups and strategic staff to inform and make their decision.
- 1.3. GTCS noted one condition in relation to the revalidation: The panel acknowledges the strong partnership with professional associations to enhance policy and practice. However, the revised agreement requires endorsement by the LNCT. It is anticipated that this process will be concluded by 30 June 2020. The lead officer for PU should advise GTCS servicing officer of progress accordingly.

### 2. Recommendation

- 2.1. JNC is asked to:
  - approve the attached guidance and support pack



## **Children's Services (Education)**

### **Professional Review and Development & Professional Update Guidance**

**Revised  
January 2020**

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## Section 1 Introduction

### 1.1 Renfrewshire Council's Education Service

Renfrewshire Council is committed to providing an education service of the highest quality. An appropriately skilled staff is crucial to improving the quality and effectiveness of learning and teaching and through appropriate professional learning and support, our teachers will be more confident to undertake the duties associated with their posts. The Council has the responsibility to implement and resource effective Professional Review and Development (PRD) and Professional Update (PU) for all teaching staff. To this end, Renfrewshire Council has engaged with the teacher trade unions and teaching staff, from a variety of roles, in reviewing this guidance which underpins the PRD and PU processes.

### 1.2 Professional Review and Development and Professional Learning

Professional Review and Development (PRD) is a vital element in a teacher's professional learning experience. Set within a culture and climate of trust, its aim is to support teachers to maintain and improve their skills with the ultimate aim of improving the learning experiences of the children and young people in their care.

- Teachers work in a complex, dynamic and changing society. This means that teachers need to be critically informed, have professional values and knowledge and take actions that ensure a positive impact on learners and learning. Teachers must be mindful of issues of bias, unconscious or otherwise, and be willing to challenge their own and others thinking to advance equality and prevent discrimination. Teachers therefore need opportunities to develop in order to address these changing demands.
- The teaching profession has risen to the challenge set out in Teaching Scotland's Future *G. Donaldson, Scottish Government (2011)*. Above all, evidence suggests there has been a significant shift in the culture of professional learning. This shift in culture can be demonstrated in four key areas of improvement:
  - **teachers are much more engaged in their professional learning**
  - **there is a greater focus on the impact of professional learning on pupils**
  - there is a consensus that **teachers are engaging in professional dialogue more often** and that there has been a cultural shift towards more openness, sharing of experience and willingness to talk about pedagogy
  - **there is a greater willingness to try new approaches***Evaluation of the impact of the implementation of Teaching Scotland's Future (TSF) – Scottish Government 2016*
- The need for continuing development of skills and knowledge is recognised as a key feature of success vital to any education system. Changes to curriculum and approaches to learning have always dictated the pace of change in education. In addition, the impact of modern technologies, including social media, and the constantly evolving role of schools require teachers to adapt to such change through skills and knowledge update, review and development.



- In order to meet the demands of change, PRD is the process whereby the professional learning requirements of teaching staff are identified, agreed and, to some degree, facilitated by the employer. The needs identified should strike a blend and balance between the requirements of the individual teacher, school and authority, the wider needs of the education service and national and legislative priorities.
- PRD will provide access to opportunities in those areas where teachers require support or the opportunity to further develop and help them enhance their careers and aspirations as empowered professionals.
- The National Model of professional Learning outlines the kinds of learning that will empower and enable teachers to best meet the needs of learners. We encourage all Renfrewshire staff to engage with the range of materials provided by GTC Scotland and Education Scotland to support their engagement with the model and plan their professional learning alongside reviewers.

## **Section 2 The National Context for Professional Review and Development and Professional Update**

### **2.1 PRD**

Professional Review and Development (PRD) has been an important and formal part of a teacher's working life since the early 1990s. Since then, various national developments have reinforced the significance of PRD and taken it in new directions, including:

- ***Advancing Professionalism in Teaching*** (The "McCormac Review", September 2011)
- ***Teaching Scotland's Future*** (The "Donaldson Report", January 2011)
- ***GTC Scotland Professional Update scheme established August 2014***
- ***Professional Review and Development*** (Education Scotland, 2014)
- ***Promoting and Supporting a High-Quality PRD Experience for All*** (GTC Scotland, 2019)
- ***Unlocking the potential of Professional Review and Development*** (GTC Scotland Guidelines, 2019)

### **2.2 GTC Scotland Professional Standards**

GTC Scotland acknowledges that teachers are already committed to maintaining high standards, as expressed in their suite of Professional Standards :

- **The Standards for Full Registration**  
Including the Standards for Provisional Registration and the Standards for Full Registration. The Standards for Full Registration are the gateway to the profession and the benchmark of teacher competence for all teachers.

- **The Standard for Career-long Professional Learning**  
It enables teachers to identify, plan and develop their own learning needs thus ensuring a continuum in development of professional practice as they progress through their teaching careers. It will inform on-going dialogue between the reviewee and reviewer in the professional review and development process.
- **The Standards for Leadership and Management**  
These include both the Standard for Middle Leadership and Standard for Headship. This benchmark of standards should be used to support self-evaluation and reflection for teachers in, or aspiring to, formal leadership roles in schools.

## 2.3 PU

On 17 March 2011, the Scottish Parliament approved the Public Service Reform (General Teaching Council for Scotland) Order 2011 which set out the Government's plans for the granting of independent status to the GTC Scotland from April 2012. As part of this legislation (Section 31), the Government placed the GTC Scotland under a **duty** to introduce a scheme of re-accreditation for teachers.

Professional Update, introduced in August 2014, is based on the legislative requirement in the 2011 Public Services Reform Order. Engagement in the Professional Update process is a requirement for registration with GTC Scotland and will impact on all those who are currently registered with the General Teaching Council Scotland.

Professional Update has two purposes:

- *to maintain and improve the quality of our teachers as outlined in the appropriate GTC Scotland's Professional Standards and thereby enhance the impact they have on the learning of children and young people; and*
- *to support, maintain and enhance teachers' continued professionalism and the Professional Update of the teaching profession in Scotland.*

## Section 3 Key Features of Effective Professional Review and Development and Professional Update

### 3.1 Professional Review and Development:

PRD is an entitlement and the responsibility of all teachers, head teachers and system leaders as part of their commitment to career-long professional learning. As such it:

- has a positive impact on planning for and engagement in professional learning, practice and development and on outcomes for children and young people;
- is an on-going process which takes places within a supportive, trusting and collegial culture;
- is supportive and challenging but not threatening and is led by a teacher's self evaluation;

- involves focussed professional dialogue facilitated through the use of a coaching approach;
- requires teachers, head teachers and systems leaders to maintain a professional learning record (Renfrewshire Council recommends MyPL) supported by evidence of impact; and
- is accessible by all across the profession.

### 3.2 The Professional Review Process

GTC Scotland has identified ten key features of a high-quality PRD that should be set within a culture and climate of trust, with school readiness for PRD in place, and ongoing professional dialogue between colleagues happening regularly throughout the school session, together ensuring a positive experience for all.

The ten key features are:

- self-evaluation across the Professional Standards
  - ongoing engagement in meaningful professional learning & reflection
  - explore leadership opportunities
  - support strategic development
  - career conversations and next steps
  - coaching conversations to support and challenge
  - provide a reflective space to explore successes and challenges
  - celebrations of success and planning for future next steps
  - enable empowerment and develop teachers as agents of change
  - nurture teacher professionalism, building professional capital
- refer to GTC Scotland 'Key Features of High Quality PRD' Wheel within Renfrewshire Support Pack*

In addition, it is important to remember:

- Reviewees should take **responsibility for and ownership** of their own professional review and development experience. Reviewers should support, facilitate and resource the professional review and development process
- PRD discussions should take place with the **minimum of bureaucracy** and be **an integral part of school life** with minimal disruption to learning and teaching. Time should be allocated from local and school working time agreements to facilitate preparation for these discussions.
- The key participants in the professional review and development process are those staff identified as reviewers and the teaching staff they will review. The reviewer should normally be the person who is most familiar with the work of the person they are reviewing.
- In Renfrewshire, head teachers will be reviewed by link Education Managers or a Head of Service.
- Each reviewee will have a designated reviewer. The reviewee should know who the reviewer will be at the beginning of each session. In normal circumstances this will be the reviewee's line manager who is familiar with the work of the teacher being reviewed. There are occasions however when the line manager might not be the most appropriate person to review a teacher's work. It may be necessary to arrange for another reviewer to carry out the professional review. Schools should appoint alternative reviewers in such instances.

- Where a teacher is deployed in more than one department or has an additional remit in addition to that of class teacher, such as in pastoral care, each area of responsibility should be reviewed as part of the professional review and development process. Only one reviewer should review the work of a teacher in cases where there are additional remits to classroom teaching.
- In cases where teachers work in more than one establishment, only one reviewer should review the work of the teacher.

### 3.3 The Professional Learning Profile - MyPL

All teachers are required to maintain and update a professional learning profile (*within each individual's MyGTCS account*) which should include:

- reference to significant professional learning activities undertaken linked to professional standards;
- evidence of the impact of the professional learning activities on professional development and learners; and
- a professional learning plan indicating future goals agreed through the professional review meeting and the development activities to be undertaken to achieve these goals

In addition, MyPL offers a variety of functions to enhance a teacher's professional learning activities such as access to a library of links to professional learning advice and resources and the ability to tag learning in order that preferences will be remembered for future activities.

MyPL cuts down the time it takes to record professional learning. Entries should be kept **brief and concise** and considered only as a prompt for PRD discussion.

### 3.4 The Professional Review Procedure

The following should contribute to an effective and successful professional review and development meeting.

Before the review meeting:

- through a process of self-evaluation, the reviewee is required to complete their MyPL record on an ongoing basis, which refers to their last review and reflects on the appropriate GTC Scotland Standards. The MyPL record is where evidence of impact and progress of professional learning is recorded; and
- the reviewer invites the reviewee to the meeting. At least 10 working days notice should be given. The reviewee sets the agenda based on self-evaluation and it is shared with the reviewer 5 days prior to the meeting.

During the meeting:

- the reviewee/reviewer must be mindful of issues of bias, unconscious or otherwise, and be willing to challenge their thinking, and that of colleagues to advance equality and prevent discrimination;
- the reviewee should refer to professional learning which has had most impact on themselves, pupils, the school and/or the local authority;

- the dialogue should be carried out in an atmosphere of mutual trust and professional respect;
- goals agreed should impact on the teacher's professional development, the pupils in their care and the needs of the school and service improvement plan; and
- the reviewer should confirm with the reviewee the main points discussed which will be recorded by the reviewer and the meeting should be concluded within 1 hour.

After the review meeting:

- the reviewer will have the responsibility of taking a succinct note of the meeting agreed by both parties;
- the record of the meeting should be completed, agreed and signed off by both the reviewer and reviewee within 4 weeks of the meeting;
- the reviewee updates the Areas for Development section within their MyPL record;
- the reviewee passes a note of their professional learning requests to the Professional Learning Coordinator (where this is someone different to their reviewer, most likely in secondary schools) who may seek professional learning opportunities to meet their needs; and
- the original review meeting record will be retained by the reviewer and a copy given to the reviewee.

It is vital that **confidentiality** is adhered to at all stages in the process.

*Note: materials within the Renfrewshire Support Pack will support reviewees and reviewers with the professional review process*

### 3.5 Professional Learning Activities

When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.

It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

Professional learning can take many forms. Below are some examples:

- experiential, action or enquiry-based learning
- professional dialogue with colleagues, other professionals, parents and pupils
- online learning/blogs
- professional reading and research
- Masters study and qualifications
- leading or participating in a working group
- self-evaluation or critical reflection processes
- academic conferences
- secondments and acting posts
- probationer support

### 3.6 Professional Update

Professional Update seeks to ensure effective and consistent professional review and development and high-quality professional learning based on focused outcomes for a teacher's own development as well as on improving the learning experiences of children and young people.

GTC Scotland recognises Professional Update provides an opportunity to make more effective use of professional review and development as a means of developing teacher expertise and professionalism. The process is about improving teachers' skills and abilities rather than underperformance, which is dealt with under competency procedures.

All registered teachers in Scotland are required to participate in Professional Update. GTC Scotland registration will be renewed every five years, provided that the requirements of professional update have been met.

Participation in Professional Update requires:

- an annual online update of basic personal information on a teacher's MyGTCS account (e.g address and base school);
- continuing engagement in the professional review and development process and professional learning;
- reflection against the appropriate GTC Scotland Professional Standard;
- maintenance of a MyPL record; and
- a five yearly professional update declaration to the GTC Scotland by the end of the school session in the sign off year.

#### Professional Update Declaration

This will be completed online and will confirm:

- active engagement in the professional review and development process over the previous five years;
- maintenance of an up-to date portfolio of the impact of professional learning.

The declaration will be required to be verified by the reviewer on GTC Scotland website by the end of the school session in the sign-off year. Professional Update will take place on a five-yearly cycle.

### 3.7 Teachers unable to complete the Professional Update process in their designated year

GTC Scotland recognises that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult. This may include career breaks, forthcoming retirement, extended illness, maternity/paternity/adoption leave, and occasional supply work. If a teacher is unable to complete the process in the designated year, then the teacher should have the opportunity to request to bring forward or defer their PU year. Such requests should be made to reviewers/professional learning co-ordinators who should then notify the local authority/employer level and the decision notified to GTC Scotland. Deferrals will normally be granted for a period of one year. Reviewees should consult

GTC Scotland Professional Update Guidance Notes when considering requesting a deferral. Requests to bring forward the PU year will be considered on an individual basis.

## **Section 4 Roles and responsibilities**

### **4.1 Head teachers and other relevant managers will:**

- ensure the professional review and development policy is made available to **all staff**, and that the policy is followed and applied fairly;
- ensure that an annual professional review and development meeting is arranged for each teacher for whom they have responsibility;
- ensure that the meetings comply with the school's Working Time Agreement;
- ensure staff are involved in self-evaluation and have access to appropriate sources of support;
- provide opportunities for professional dialogue to facilitate the professional review and development process;
- sign off to validate professional update when appropriate;
- promote a positive climate and culture of trust;
- promote the importance of professional learning linked to improved outcomes for children and young people;
- provide access to professional learning at school/cluster/local authority/organisational levels;
- provide skills development opportunities for all staff including coaching/mentoring approaches;
- ensure the participation in professional review and development includes all staff;
- ensure the process is fit for purpose for staff at every stage of their career;
- appoint an appropriate member of staff as Professional Learning Coordinator;
- ensure resources are available for professional learning processes; and
- notify the local authority of any member of staff looking to defer or bring forward their PU year.

### **4.2 All teachers will:**

- familiarise themselves with local and national guidance on professional review and development;
- have an entitlement to, and responsibility for their own professional learning;
- undertake an annual update of contact details with the GTC Scotland;
- engage in self-evaluation against an appropriate GTC Scotland Professional Standard as an integral part of the PRD process;
- plan and undertake professional learning, completing 35 contractual hours per school year outwith the 35 hour working week (full time teachers);
- maintain a professional learning record including evidence of impact (MyPL);
- discuss the impact of professional learning as part of the PRD process including the annual review where a professional learning plan will be agreed with the reviewer and signed off;
- record agreed professional learning development goals in the PRD section of MyPL;

- confirm engagement with the PRD process in the 5 yearly declaration of Professional Update to GTC Scotland; and
- inform their reviewer/professional learning co-ordinator if they wish to defer or bring forward their PU year.

#### **4.3 Peripatetic, temporary and supply teachers**

GTC Scotland requires that all registered teachers, including peripatetic, temporary and supply teachers should engage in professional learning and complete the GTC Scotland 5 year cycle of Professional Update.

- **Peripatetic teachers**

Peripatetic teachers have an entitlement to access professional review and development processes and associated professional learning opportunities. This should be facilitated by their line manager although it is recognised that some professional learning opportunities may be planned for strategically by Renfrewshire Council. Peripatetic teachers work in a number of establishments but should have only one formal review meeting each session. The teacher should know who their reviewer will be at the beginning of each session.

- **Temporary and supply teachers**

Temporary teachers and supply staff must comply with the PU process in order to register for work in Renfrewshire. As for all teachers, they have an entitlement to access professional review and development processes and associated professional learning opportunities. For long term temporary teachers this should normally be afforded to them in the school they are in when their annual professional review and development cycle is due for review.

If temporary and supply teachers are not in employment when their professional review and development is due for review, they should request a review meeting in a school where they are known and have taught within the last six months. Where they are unable to identify a reviewer, they should contact business support at Renfrewshire House, who will pass this information to the link education manager who will discuss this with them and allocate a reviewer.

#### **4.4 Teachers working in education but out with schools and those not involved in education.**

Some teachers are employed in education linked posts but are not currently teaching. This includes:

- teachers on secondments, teachers working in quality improvement and systems leaders;
- qualified teachers who are employed outwith education or are currently not working; and
- teachers who are working across different authorities.

These teachers will be required to engage in professional update and to maintain registration with GTC Scotland. They should make arrangements with their current line manager to have their professional update validated.



## **Section 5 Training**

### **5.1 Training for Reviewers and Reviewees**

All members of staff should have access to appropriate training. This is necessary to ensure that both the reviewer and the reviewee derive maximum benefit from the professional review and development process.

Training should cover aspects of knowledge and understanding of:

- Renfrewshire Council's professional review and development guidance for teachers;
- the maintenance of the professional learning record;
- the use of an effective coaching approach; and
- the national standards toolkits including reflection against the Professional Standards and the support materials on GTC Scotland's website.

### **5.2 Coaching and Mentoring**

In the specific context of teachers' professional review and development, a coaching approach is most effective in ensuring the reviewee is appropriately supported and challenged in their professional learning conversations. Coaching training will be offered on a regular basis to all those involved in the PRD process – both reviewers and reviewees.

## **Section 6 Resolving Disputes Involving Professional Review and Development and Professional Update**

Professional Update is intended to focus on a teacher's professional development and continuous improvement, and it should not be used to determine whether a teacher is, or has remained, competent. In instances of under-performance or where a teacher's competence is in question, GTC Scotland Framework for Teacher Competence should be used.

### **6.1 Dispute resolution**

It is the expectation of Renfrewshire Council that every effort will be made by all parties involved to resolve disputes informally and at as early a stage as possible. Disputes around the review and update processes should be rare and should only arise in cases where requirements as described in this document have not been met. All concerns should be addressed by the line manager at the earliest opportunity in the review cycle. It would be exceptional that disputes would arise where there has been effective management of the review process, and so most concerns will have been addressed well in advance of the point at which the employee is expected to be reviewed, but especially prior to making their five-yearly Professional Update declaration.

However, where disputes around Professional Update or any aspect of the review process arise, the following measures should be adopted as a means of achieving a resolution:

- A meeting should be arranged to focus on the area of disagreement between both parties. The reviewee may be accompanied by a representative at this meeting. At this meeting the reviewer should make clear the reason for refusing to sign off on the review or update;
- The outcome of this meeting will be an action plan which is agreed by both parties. This plan should stipulate the actions to be taken to allow the annual review or Professional Update to be achieved. There should be realistic timescales attached to enable the reviewee to achieve the goal or goals identified;
- Where there is a failure to agree an action plan, the reviewee may request that the matter be referred to an appropriate independent senior manager, who will convene a meeting with relevant parties, consider the facts and determine the action plan to be implemented in an attempt to reach a resolution;
- When all attempts to reach resolution have failed and the reviewer still cannot verify the online declaration the matter will be escalated to the Joint Secretaries of the JNC in an attempt to mediate a resolution;
- If at any time in the process the reviewee is not satisfied with the process or its outcome the reviewee may resort to grievance procedures to seek resolution. All employees have this right in accordance with their terms and conditions of employment; and
- If, at the end of the grievance and appeals process, a manager still feels unable to verify the online declaration then the matter will be referred to the GTCS for a final decision regarding the employee's registration renewal.

## **6.2 Failure to complete Professional Update**

In Renfrewshire, cases of teachers failing to complete Professional Update are very rare. For most teachers in this situation, it is due to valid reasons such as career breaks, extended periods of illness, maternity / paternity / adoption leave, engagement in only occasional and sporadic supply work or other exceptional circumstances. Where a registered teacher was to make a deliberate and conscious decision not to meet the requirements of Professional Update, through non-compliance with contractual requirements for continuing professional development or PRD, this would be dealt with in line with the council disciplinary process 'Procedures and Conduct of the Disciplinary Process for Teachers, Quality Improvement Officers, Educational Psychologists and Music Instructors'.

## **Section 7 Monitoring and evaluation of the policy**

### **7.1 School level**

At school level, it is the responsibility of the head of establishment to monitor and evaluate the effectiveness of the establishment's PRD arrangements in enhancing the quality of teaching and learning and the impact on attainment. Evaluation should also include how well identified professional needs have been met.

## **7.2 Authority level**

At authority level, the Education Manager with responsibility for professional learning will ensure that the PRD process and the quality of professional learning provision are monitored and evaluated. Strategies may include sampling, questionnaires, focus groups and quality audits with evidence scrutinised by the PRD/PU working group. Teachers will be surveyed periodically, the results analysed with a report on progress taken to the JNC. The working group will evaluate relevant information and contribute to this report.

These activities will not impinge on the confidential nature of the process between individual teaching staff and their line manager.

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## **Renfrewshire Joint Negotiating Committee for Teachers**

**To:** Renfrewshire Joint Negotiating Committee for Teachers

**On:** 2 June 2020

### **Covid-19 Recovery Report by Joint Secretary (Teachers' Side)**

#### **Background**

The Scottish Government's Education Recovery Group was charged with providing recommendations to support the re-opening of schools after enforced closure due to the lockdown related to the control of Covid-19. The EIS is clear that certain protocols must be in place before the re-opening of schools in Renfrewshire in order to protect the health and safety of staff, pupils and parents. These include a test, trace and tracking regime, robust cleaning and hygiene regimes, clear and consistent guidelines for movement within school buildings and meaningful social distancing measures.

#### **Action**

Ongoing dialogue to continue between the Management and Teachers' Side to facilitate an agreed way forward to allow Renfrewshire schools to reopen in a fashion that maximises the health and safety of all involved in the delivery of educational provision within schools.

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## **Renfrewshire Joint Negotiating Committee for Teachers**

**To:** Renfrewshire Joint Negotiating Committee for Teachers

**On: 2 June 2020**

### **Covid-19 Survey Report by Joint Secretary (Teachers' Side)**

#### **Background**

The EIS has recently published the results of a survey which was issued to elicit teacher concerns around Covid-19 and the reopening of schools. Over 26,000 EIS members responded to the online survey and the responses identified the difficulties and challenges to education provision presented by the Covid-19 pandemic.

#### **Action**

The results of this national survey and the local survey conducted within Renfrewshire to be utilised to inform future discussions around the reopening of schools in Renfrewshire.

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## Agenda Item .....

**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Head of Schools**

**Reopening of Schools and Early Learning Centres****1. Background**

- 1.1. All schools and early learning centres were closed on 20 March 2020 as a result of restrictions put in place in order to respond to the coronavirus pandemic.
- 1.2. Although most buildings have been closed, learning has continued from home with staff engaging remotely with children and young people. In addition, emergency childcare provision has been established for the children of key workers and vulnerable families.
- 1.3. On 21 May 2020, the first minister published a road map for recovery which indicated the intention to reopen schools and early learning centres. Provided the country continues to make progress in dealing with COVID-19, schools will reopen from 11 August 2020 through a blended approach of learning at home and in school. Early learning centres will start to reopen in June and throughout the summer.
- 1.4. The national guidance proposes that staff will return to school buildings prior to the end of the current session in June 2020. This would allow time to ensure schools are ready to receive children and young people and that all appropriate measures have been put in place to protect the health and wellbeing of both children and staff. In addition, staff will have the opportunity to plan for implementing blended learning approaches which will be required.
- 1.5. There will also be an opportunity for small groups of children to have access to school in June in order to ensure effective transition into primary 1 and secondary 1.
- 1.6. Planning will be underpinned by an evidence-based framework taking account of national guidance as well as enabling establishments to devise their own individual recovery plans, based on the specific circumstances they operate within.

- 1.7. It is recognised that significant discussion and engagement will be required in order to ensure support is in place for childcare requirements for staff and for those who are unable to return to school buildings due to underlying health conditions.
- 1.8. The experience of a broad range of services and partners will be required, including professional organisations, in order to ensure effective planning and implementation.
- 1.9. An extensive parental survey has been undertaken with hundreds of responses received and responded to. This has provided extremely helpful understanding of the priorities of families at this time.
- 1.10. The experiences of neighbouring local authorities across the West Partnership alongside case studies from other countries such as Denmark will allow best practice to be shared and developed in our own context.

## **2. Recommendation**

- 2.1 It is recommended that JNC notes the content of this report and agrees that there should be full engagement with JNC related to the planning for reopening of schools and early learning centres.

**Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 02 June 2020**

**Report by  
Joint Secretaries**

**Dates for Future Meetings Session 2020/21****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 2020 to June 2021 as approved by Council.

**2. Recommendation**

- 2.1. Members of the JNC are asked to note the schedule of meetings for session 2020/21.

**Schedule of Meetings Session 2020/21**

**All Meetings at 2.00 pm**

Tuesday 01 September 2020

Tuesday 10 November 2020

Tuesday 09 February 2021

Tuesday 23 March 2021

Tuesday 27 April 2021

Tuesday 8 June 2021 (Annual General Meeting)

## **Renfrewshire Council Joint Negotiating Committee for Teaching Staff - Procedures for Remote Meetings**

**Anyone attending a meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff, where access to the meeting is through skype, must follow some basic rules to allow the meeting to proceed efficiently:**

- **Could you all begin by turning your microphones to mute.**
- **Only have your microphone unmuted if you have been invited to speak or you wish to attract the Chair's attention.**
- **Because not everyone will be immediately visible to the Chair, if you wish to speak could you either indicate by typing the letter "Q" in the instant messaging facility or by stating your name clearly through the microphone. Your wish to speak will be noted and you should wait to be invited to speak by the Chair.**
- **In respect of the Minute, each member of the Board will be asked individually whether they can agree the minute or raise any issue they may have.**
- **In respect of each other item the relevant officer will be invited by the Chair to speak to that item. Each member will be asked individually to indicate whether they can approve the item or if they wish to make a comment or ask a question. If another member or an officer is able to deal with the query, they will be asked to speak.**

