

Perth & Kinross Local Agreements: McCrone Report

**PERTH AND KINROSS COUNCIL 01/129
EDUCATION & CHILDREN'S SERVICES COMMITTEE - 28 FEBRUARY 2001
A TEACHING PROFESSION FOR THE 21st CENTURY
REPORT BY THE DIRECTOR OF EDUCATION AND CHILDREN'S SERVICES**

ABSTRACT

"A Teaching Profession for the 21st Century" - Agreement reached following recommendations made to the McCrone Report.

1 RECOMMENDATIONS

It is recommended that the Committee:

1.1 note this report which outlines agreement reached following recommendations made in the McCrone Report.

1.2 and instructs the Director of Education & Children's Services to bring forward further reports in due course including a timetable for the various actions required.

2 BACKGROUND

In May 2000 the report of the enquiry into professional conditions of services for teachers was published. In September 2000 Ministers established a tripartite Implementation Group with representations from employers, teacher organisations and the Scottish Executive.

3 THE AGREEMENT - KEY FACTS

3.1 Career Structure

- A new four band structure to be introduced from 1 April 2002, consisting of:

- Classroom Teacher/Probation/Maingrade
- Chartered Teacher
- Principal Teacher
- Senior Management/Head Teacher

- Progression through the Chartered Teacher grade by qualification.
- Final salary placement to the new structure for existing holders of promoted posts determined through a job sizing exercise. This exercise being completed no later than 1 April 2003.

3.2 Conditions of Service

- The introduction of a 35-hour week for all teachers from 1 August 2001.
- A phased reduction (from August 2001 through to August 2006) in maximum class contact time to 22.5 hours per week equalised across the primary, secondary and special school sectors.
- From August 2006, at the earliest, the contractual obligation of teachers will be expressed in relation solely to a 35-hour week within which a maximum of 22.5 hours will be devoted to class contact.
- In order to complement the phasing arrangements and the new structure of the working week, a Code of Practice on Working Time Arrangements has been agreed (see Annex E of the agreement).
- The Implementation Group has considered the working arrangements for promoted post holders and has agreed that managers require time for additional duties outwith teaching and associated preparation in order to fulfil their broad professional duties.
- The Implementation Group has noted that disciplinary procedures are currently being examined under the auspices of ACAS and recommends that the Scottish Negotiating Committee for Teachers should take forward the implementation of the conclusions in April 2001.

3.3 Continuing Professional Development (CPD) and the Working Year

- The length of the working year for teachers will continue to be 195 days.
- Teachers have an ongoing commitment to maintain their professional expertise through an agreed programme of CPD.
- An additional contractual 35-hour CPD per annum will be introduced as a maximum for all teachers and will consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small-scale school based activities or other CPD activity.
- Every teacher will have an annual CPD plan agreed with his/her line manager and every teacher will be required to maintain an individual CPD record.
- It is recognised that a quality based framework for professional development will take some time to deliver and therefore, teachers will work towards, but not be expected to meet, the full annual commitment of 35 hours until August 2003.

3.4 Pay

- Teachers have been offered a pay increase of 21.5% over three years commencing 1 April 2001. The phased increases are as follows: 10% from 1 April 2001; 4% from 1 April 2002; 3.5% from 1 January 2003 and 4% from 1 August 2003.

- In August 2003, Senior Teachers and Assistant Principal Teachers will assimilate to the third point of the Chartered Teacher scale.

- The salary scales provided in the Agreement for Deputies and Head Teachers incorporates existing Assistant Head Teachers.

- Final salary placement to the new four-band structure for existing holders of promoted posts

will be determined through a job-sizing exercise. This exercise is scheduled for completion by no later than August 2003.

3.5 Retirement Options

- A winding down scheme will be introduced to which teachers meeting the agreed criteria can apply. The scheme will offer teachers part-time employment whilst retaining full pension rights.
- The Scottish Negotiating Committee for Teachers (the new national negotiating body) will undertake further work with the Scottish Public Pensions Agency to develop the implementation details of the winding down scheme.

3.6 Salary Conservation

- Agreement has been reached to the effect that all teachers holding promoted posts at 31 March 2001 will continue to be protected by the current conservation arrangements as outlined in Section 6.3 of the Scheme of Salaries and Conditions of Service.
- All teachers appointed to promoted posts from 1 April 2001 onwards will be entitled to cash conservation for a period of three years.

3.7 Developing and Supporting the Profession

- There will be a review of initial teacher education.
- All probationers should be guaranteed a one-year training contract with a maximum class commitment of 0.7 FTE, the remaining time available for professional development. Probation will be limited to one year and permanent employment restricted to fully registered teachers.
- It is agreed that the deployment of additional support staff across a wide range of tasks and functions such as administration, finance and secretarial services etc., is important both in addressing teacher workload and in bringing in to education professional skills, which are appropriate to the range of activities required. To take this forward the following provision has been agreed:
 - There will be significant investment in support staff (approximately the equivalent of 3,500 staff), phased in over a three-year period commencing 1 April 2001. These additional staff should be used to provide bursar, administrative and ICT support to schools.
 - Classroom Assistants will be introduced to secondary schools as part of the general uplift in resources for support staff.
 - The development of these additional resources will be determined locally on the basis of local need and within the context of devolved school management arrangements.
 - All schools must have somebody available to deal with routine emergencies and contact with parents during the pupil day. This resource will be found through the review of existing support staff arrangements or as part of the additional support staff resources.

- A list of tasks, which should not be routinely carried out by teachers, has been agreed (see Annex E of the agreement).

3.8 Future Negotiating Machinery

- There will be a new national negotiating committee, to be known as the Scottish Negotiating Committee for Teachers (SNCT).
- The Committee will be fully tripartite (i.e. will have representation from the Teacher Unions (11 representatives), COSLA (8 representatives) and the Scottish Executive (3 representatives). Membership will be a matter for determination by each side.
- Agreement has been reached on the establishment of local negotiating committees for teachers. These Committees will have powers to vary certain devolved, conditions of service agreements and for each agreement on a range of matters not subject to national bargaining.
- It has been agreed that the SNCT will have power to commission research into pay levels or any other matter, which it may agree would be helpful within its remit.

4 CONSULTATION

The Director of Finance and Head of Legal Services have been consulted in the preparation of this Report.

5 RESOURCE IMPLICATIONS

Nationally, the 2001-02 local government finance settlement includes a total provision of £105.4 million to meet the cost of implementing the McCrone recommendations on Teacher's Terms & Conditions in the coming financial year. The main elements of this provision are £48.4 million for teachers pay awards and £44.5 million for changes in teaching structures arising from McCrone. The Scottish Executive estimate that over the 3 years of the current settlement the un-funded cost to local authorities of implementing the McCrone recommendations will be at least £42.7 million which equates to the difference between the 2% pay award assumed within the settlement and a more likely award of 3% under normal negotiating conditions.

Preparations for implementing McCrone are in progress and the detailed costing of the scheme as it applies to Perth & Kinross Council is still being undertaken. A provision of £2,400,000 has therefore been made within the 2001-02 Education & Children's Service's budget for meeting the cost of implementing the McCrone recommendations. This allows for funding a 3% Teachers Pay Award in 2001-02 (£1,260,000) plus Perth & Kinross Council's estimated share (£1,140,000) of the national provision for changes in teaching structures arising from McCrone. In addition, a further £190,000 has been added to the Education & Children's Services budget in respect of the estimated cost of teachers' increments in 2001-02; the cost of increments being excluded from the McCrone funding arrangements. The provision matches the assumptions contained within the local government settlement. However, the actual cost of implementing the McCrone recommendations will exceed this provision and additional resources are being made available by the Scottish Executive to fund the estimated shortfall.

6 STRATEGIC PRIORITIES

This paper meets the Council's Strategic Aim to maximise learning, training and employment opportunities for young people.

7 CONCLUSION

The agreement reached offers a number of opportunities firstly, there will be a period of stability with regard to the pay levels of teaching staff, secondly, there will be opportunities for a review of management and structures while simultaneously rewarding appropriately allowing classroom teachers to carry out their duties in a flexible and professional manner, and finally, there will be opportunities for local negotiation on a number of key areas.