

LNCT

Aberdeenshire Local Negotiating Committee for Teachers



Date: January 2024

LNCT/24/01

Chartered Teachers

This agreement has been subject to review in 2023 by the LNCT Joint Secretaries and HR as part of a review of current Aberdeenshire LNCT Agreements.

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Chartered Teachers

The Role & Enhanced Contribution of Chartered Teachers (June 2023).

Initial guidance for Headteachers, Chartered Teachers and Teachers who have partially completed the Standard for Chartered Teachers and LNCTs.

The Scottish Negotiating Committee for Teachers has previously issued advice that Chartered Teachers and those who have partially completed the Standard for Chartered Teacher should demonstrate, promote and lead high quality learning and teaching through effective and innovative practice and that they must make an enhanced contribution to the school or wider educational community. The nature of this enhanced contribution is discussed below.

This requirement of an enhanced contribution will impact on the Professional Review and Development process for those who are Chartered Teachers or were working towards the Standard for Chartered Teacher. CPD will be provided for staff responsible for the PRD process for Chartered Teachers.

The enhanced contribution

The enhanced contribution will be delivered through the following list of professional actions, which will be differentiated according to placement on the Chartered Teacher pay scale and agreed at school level:

- (a) Leading and/or contributing to focused projects to initiate change at school, cluster or authority level.
- (b) Supporting, advising and mentoring colleagues in developing their skills of professional reflection, self-evaluation and continuous improvement.
- (c) Developing and evaluating aspects of the curriculum and leading curricular change and assessment in the school.
- (d) Leading in-service on research work on educational development; and
- (e) Promoting and developing effective relationships with pupils, parents, stakeholders and the wider community.

The Chartered Teacher and those who have partially completed the Standard remain primarily classroom teachers **and should not be regarded as part of the school's management structure**. Therefore, the contribution which could be

made must be consistent with the duties of a teacher as set out in the SNCT handbook, should maintain the primacy of the teacher's focus in learning and teaching and must be both realistic and capable of being delivered within the 35-hour working week and a school's Working Time Agreement.

Professional Review and Development (PRD)

The PRD process provides a means to facilitate dialogue about how Chartered Teachers make a distinctive contribution to the school and education community with reference to the professional actions outlined above. The PRD process for Chartered Teachers and those who were on the Chartered Teacher programme should record the planned and agreed contribution to be made by that person in the year ahead.

The process will identify both the contribution to be made and the time and resources required to facilitate the contribution. In any agreement on the contribution to be made by the Chartered Teacher, the professional actions to be undertaken must be capable of being delivered within the time and other resources provided for that purpose and having regard to the primacy of teaching and learning.

Professional Actions and Illustrative Examples

(a) Leading and/or contributing to projects. Projects may involve initiating or contributing to change in a specific curricular area or in a cross-curricular context such as health and wellbeing, eco schools or the development of citizenship or as a leading member of a team engaged on, for example, sharing good practice or making improvements in teaching and learning.

(b) Supporting, advising and mentoring colleagues. This might include supporting and mentoring probationary teachers/NQTs or assist in supporting underperforming teachers by exemplifying good practice and the provision of a theoretical framework for that practice.

(c) Developing aspects of the curriculum and leading curricular change. This may involve using their expertise to design, trial and evaluate new areas of work, alternative methodologies or resources. Leading curricular change may also involve individual or leading collegiate professional enquiry.

(d) Leading in-service on research work or educational development. Having gained knowledge and expertise from their studies, Chartered Teachers are well placed to support colleagues by providing direction on educational thinking, writing and research.

(e) Developing relationships in school and in the wider community. The Chartered Teacher may be involved in the promotion and development of partnerships with parents, stakeholders and the wider community.

An expanded version of the illustrative examples may be found on the SNCT website at www.snct.org.uk, Part 3, Circular 12/35.

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The role of the LNCT is to ensure that CPD Training is provided to managers, including understanding of the Standard for Career Long Professional Development, and the updated SNCT Code of Practice as well as to ensure that a structured process exists in schools to allow this CPD to take place. A further role is to ensure that time and resources are adequately provided for those whose contribution extends across establishments and to monitor its implementation in schools.