

Audit Scotland Report on the Teachers' Agreement

Preamble

The Audit Scotland Report on the 2001 Teachers' Agreement was published in May 2006.

A number of the recommendations in the Audit Scotland Report refer to 'the Scottish Executive and Others'. The Teachers' Agreement set out a number of actions to be taken forward by the Executive, by local authorities or by the SNCT. Therefore, while the SNCT has a responsibility for the Agreement and will develop certain aspects of the Agreement, the lead responsibility may not lie with SNCT.

| Audit Scotland Recommendations | SNCT Response |
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| Terms and Conditions of Service | |
| <ul style="list-style-type: none"> The Scottish Executive needs to work with local authorities to monitor the size of the supply post in Scotland to inform workforce planning. | <ul style="list-style-type: none"> The Teachers' Panel and COSLA are represented on the Advisory Group on Teacher Workforce Planning. This is not a matter for the SNCT although the SNCT takes evidence from local authorities on teacher numbers to deliver the contractual elements of the 2001 Agreement. |
| Administration and Support Staff | |
| <ul style="list-style-type: none"> SNCT should monitor the impact of support staff on classroom teachers and ensure that they are effectively integrated within the school environment. | <ul style="list-style-type: none"> The SNCT established a working group to monitor the implementation of support staff. The SNCT commissioned independent research on the implementation. The SNCT has sought additional information from some councils. The Working Group will consider models for good practice. |
| CPD | |
| <ul style="list-style-type: none"> The Scottish Executive, and others, should explore models used in other professions to evaluate the impact of CPD and disseminate good practice, perhaps by commissioning the National CPD Team to undertake research of this kind. | <ul style="list-style-type: none"> The SNCT ensures that the contractual arrangements are met and, through LNCTs, that CPD opportunities are provided through effective review mechanisms. The CPD team is primarily responsible for quality control. |
| Career and Management Structures | |
| <ul style="list-style-type: none"> The Scottish Executive, and others, should undertake research to examine whether the | <ul style="list-style-type: none"> This is a complex issue and, in the first |

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| <p>reduction in applications for head teacher posts is a problem and the potential reasons behind this.</p> | <p>instance, is a matter for COSLA.</p> |
| <ul style="list-style-type: none"> • The Scottish Executive, and others, should evaluate the impact of the new structures. | <ul style="list-style-type: none"> • The SNCT is responsible for the grades of post (Head Teacher, Depute Head Teacher, Principal Teacher, Chartered Teacher and Teachers) but has no locus on management structures or on the number of promoted staff. • The SNCT is seeking evidence from job sizing coordinators on issues which have arisen from the application of the job sizing toolkit. |
| <p>Chartered Teacher Scheme</p> | |
| <ul style="list-style-type: none"> • The Scottish Executive, and others, should issue guidance on the roles that Chartered teachers should play within and across schools. | <ul style="list-style-type: none"> • The SNCT is responsible for the duties of Chartered Teachers, as set out in Annex B of the Agreement. • Any discussion on the role of Chartered Teachers must involve the SNCT • This is not primarily a matter for SNCT but for those who administer the Chartered Teacher programme. |
| <p>A Challenging Agenda</p> | |
| <ul style="list-style-type: none"> • The Scottish Executive, and others, should agree a comprehensive set of performance measures linked to the Agreement for use by all local authorities to benchmark their performance and progress | <ul style="list-style-type: none"> • The SNCT holds that the 2001 Agreement was a pay and conditions package for teachers and is therefore not susceptible to the imposition of performance measures. • The 'significant benefits' identified in the Report of stability in industrial relations at both national and local levels are not easily measured. • The SNCT has measured aspects of the Agreement: the creation of LNCTs, disputes on Working Time Agreements, support staff, teacher workload and the number of Chartered Teachers. |
| <ul style="list-style-type: none"> • The Scottish Executive, and others, should ensure that recognised best practice is more consistently applied across the education sector. | <ul style="list-style-type: none"> • The SNCT can assist in models related to aspects of the Agreement. |