

**Aberdeenshire**  
COUNCIL



Education, Learning & Leisure

# **GUIDELINES**

  

# **SUPPORT FOR LEARNING TEACHERS**

**May 2009**

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## **1. WORKING PRACTICES**

SFL teachers are appointed initially to a network

### **1.1 Base School**

SFL teachers will be allocated a base school within their CSN for the purposes of calculating travel and subsistence claims. The school where the SFL teachers spend the majority of time will normally be identified as the base school.

A base(s) for the storage of specific resources and an access point for information, mail and e-mail will be allocated to SFL staff.

### **1.2 Class Contact**

All SFL teachers are expected to carry out their five roles for up to 22½ hours per week. Travelling time within the school day will be counted as class contact time.

### **1.3 Collegiate Time**

The weekly five hours collegiate time will be allocated in agreement with SFL staff and their line manager in the agreed negotiating forum, and, for planning purposes only, may be aggregated into a total of 190 hours of collegiate time. Allocations to individual schools for collegiate time with SFL staff will be agreed with the SFL teachers and allocated in accordance with the Guidelines on Working Time and Collegiate Activities.

### **1.4 Council Policies**

SFL staff will be provided with copies of the appropriate council policies and staff circulars from their line manager.

### **1.5 Guidelines on Behaviour Support**

SFL teachers should be provided with a copy of schools' behaviour policy and adhere to such. They must also liaise with the classroom teacher on all aspects of pupil behaviour when involved in team teaching situations.

### **1.6 Health and Safety**

SFL teachers should work in accordance with the health and safety policy of their school, and should have access to the written policy.

### **1.7 Induction and Training**

Arrangements will be made for the induction of newly appointed SFL staff by their line manager to include job shadowing of an existing teacher. An on-going programme of support and staff development will be planned on school in-service closure days throughout the session as appropriate.

Full-time staff are expected to attend five days in-service. Teachers employed on a part-time basis have a pro-rata entitlement to five days in-service. When this

involves working days in addition to the pro-rate portion of 195 days, these days will be undertaken with pay. These additional days will be subject to agreement.

### **1.8 Leave of Absence – Special Leave**

All requests by SFL staff for special leave must be made through line manager, giving as much notice as possible. Paid leave (LvAp1) and unpaid leave (LvAp2) forms are available in all schools.

### **1.9 Mileage**

SFL staff will be classified as essential car users and will be entitled to claim mileage from their base school, but where an employee travels from home to a place other than their base school, then the amount claimed should be the **lesser** of

- a) the distance actually travelled
- or
- b) the distance which would have been travelled if the employee had started their journey at their base school.

### **1.10 Occasional Day**

SFL staff will take occasional days chosen by their base school. Part-time teachers will be entitled to occasional days on a pro-rata basis, agreed at the beginning of the session with the line manager.

### **1.11 Planning and Preparation**

SFL staff will be required to undertake forward planning on an individual basis as part of the Working Time and Collegiate Activities Agreement.

### **1.12 Professional Development and Review**

Reviews for SFL teachers will be undertaken by the line manager in line with Aberdeenshire Education, Learning & Leisure policy. The agreed network coordinator will hold the budget for CPD.

### **1.13 Sick Leave**

In the event of illness or any other absence, the SFL teacher or their representative must notify the line manager concerned as soon as practicable. The line manager will make arrangements to advise other schools timetabled for that day.

For an absence of 4-7 days a self certification form (S/69) must be completed and submitted to the network coordinator on return to work. For absences exceeding seven days, a doctor's sick note is required (on 8<sup>th</sup> calendar day) and should be sent to the network coordinator with the self-certification form to cover the first seven days of absence.

### 1.14 Lunch Break and Travel Time

All staff have an entitlement to a minimum of 40 minutes lunch break. During this time, they should not be driving and under no circumstances should lunch be taken whilst driving to the next school.

Travelling time will be taken from either the morning or afternoon session by agreement with the line manager and Head Teachers to fit in with school timetables.

However, there may be occasion when a SFL teacher will have to travel between schools throughout the school day and travelling time will be taken from either school by agreement with the line manager and Head Teachers to fit in with school timetables.

Travelling time allocations are as follows:

Up to 5 miles	-	10 minutes
6 - 10 miles	-	15 minutes
11-15 miles	-	20 minutes

Only in exceptional circumstances will SFL teachers be asked to travel in excess of 15 minutes at lunchtime.

### 1.15 The Working Week

The working week is 35 hours which comprises of a maximum of 22.5 hours class contact time and each full time teacher will have a minimum of 7.5 hours personal allowance for preparation and correction and a further five hours for collegiate activities. The 2.5 hours non class contact time will be timetabled in blocks of not less than 45 minutes. There should be no aggregation of working hours over a period longer than a week. The weekly five hours collegiate time may however be aggregated over the school session for planning purposes only.

### 1.16 Travel and Subsistence

All SFL staff are allocated a base school from which mileage, when travelling on authority business, will be calculated. Travel expenses and subsistence incurred through normal timetabled duties are claimed on form TRAV 01 (white). A list of dates is given for submission on TRAV 01. These forms must be completed and submitted timeously month by month to the line manager.

**Travel costs for in-service travel are claimed on form GF58 (orange)**

## 2. ROLES AND RESPONSIBILITIES

### 2.1 Roles and Responsibilities of the SFL Teacher

Deliver a quality education to pupils in accordance with national curricular guidelines and council policies and guidelines.

- to teach assigned classes/groups of pupils;
- to plan, prepare, assess and record appropriate activities for all pupils within the schools' policies and procedures;
- to report and discuss pupils' progress with teachers, parents and any other bodies;
- to maintain good order and discipline among pupils and to safeguard their health and safety;
- to advise and guide pupils on issues relating to their education;
- to promote a climate of creativity and enterprise.

Contribute to the professional and corporate life of the school(s)

- to contribute to the development of the school curriculum;
- to participate in the professional development and review scheme and undertake appropriate continuing professional development;
- to contribute to the professional development of colleagues, including probationary and student teachers;
- to participate in the administration and organisation of the school, as appropriate;
- to accept a commitment to the corporate life of the school in relation to pupils, parents and staff – teaching and non-teaching;
- to cooperate with promoted and non-promoted staff and with any other relevant bodies;
- to become familiar with and implement operational and curriculum matters.

Operate within Aberdeenshire Council's framework for Quality Assurance and Development

- to participate in the self evaluation of the school through use of "How Good Is Our School?" and "The Child at the Centre";
- to contribute to the establishment of priorities for the improvement Plan and thereafter the Action Plans, as appropriate;
- to contribute to the evaluation of agreed specified targets;
- to contribute to the identification, organisation and management of resources.

### **2.2 Roles and Responsibilities of the Class Teacher**

- The class teacher will liaise with the SFL teacher regarding the needs of specific individual pupils.
- Effective use of both teachers' and pupils' time must be ensured, and good use made of opportunities to plan collaboratively as agreed within the Working Time and Collegiate Activities Guidelines.
- The class teacher will liaise with the SFL teacher on planning, delivery, assessment, recording and reporting.

### **2.3 Roles and Responsibilities of the head Teacher and Promoted Staff in the schools in which SFL staff are deployed**

- The Head Teacher/promoted staff must ensure that all staff are aware of the ways of working of SFL teachers, and are implementing these accordingly.
- The Head Teacher/promoted staff must ensure appropriate, effective and flexible use is made of SFL teachers' time and that adequate and appropriate

time is arranged for liaison with relevant staff to plan collaboratively as agreed within the Working time and Collegiate Activities Guidelines.

- It is vital that the management team involve the SFL teacher nurturing a sense of belonging and enabling them to feel part of the school team.
- The Head Teacher/promoted staff should liaise with SFL staff on planning, delivery, assessment, recording and reporting, quality improvement, classroom observation and professional development needs.
- The management team should ensure the availability of necessary resources and their accessibility to the staff.
- Policy documentation should be made available to the SFL staff, including health and safety and an efficient and effective communication system established for dissemination of information.
- The Head Teacher will inform the line manager if there are work performance and potential disciplinary issues involving the SFL teacher.

### **3. DEPLOYMENT OF TEACHERS WITHIN CSNs**

#### **3.1 Introduction**

3.1.1 PTs SFL are already experienced in deploying their staff to meet the needs of pupils but there is a need to ensure consistency of approach across all CSNs. There is also a need to ensure that policies and procedures are being followed as outlined in “Supporting Learning in Aberdeenshire: Pathways to Policy”.

3.1.2 The deployment of SFL teachers will therefore build on existing practice and be informed by Pathways to Policy.

#### **3.2 Criteria for deploying SFL teachers**

3.2.1 Pupil and staff support needs should be reviewed regularly and SFL staff should be redeployed in line with policy to meet changing needs.

3.2.2 There will be no automatic entitlement for support.

3.2.3 The allocation of SFL teachers to individual schools will be based on:

- a systematic approach to providing pupil support using the staged procedures as outlined in Pathways to Policy Book 2 pages 14-19

and

- take account of teacher’s knowledge and experience and linked to the skills, confidence and ability of staff and schools to meet all needs within the classroom.

3.2.4 Therefore there will be no formula for allocation of support to individual schools.

3.2.5 It is recognized that the staged procedure requires to be more specific in terms of school based action, service based action and multi-agency action. This has now been done and is attached as APPENDIX 3.

- 3.2.6 It is expected that actions which have taken at each of the three stages will be recorded. Documentation on pages 27-30 in Pathways to Policy Book 2 is provided for this purpose.
- 3.2.7 Some CSNs have already developed documentation and systems to assist in SFL staffing allocations in line with the staged procedure. No new documentation of pro-formas will be provided for this purpose.