

SNCT HANDBOOK

PART 2 Appendices

PART 2**APPENDIX 2.1****SNCT SALARY TABLES****Main Grade Scale**

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
0 (Probationer)	18000	18522	19059	19440	19878
1	21588	22215	22860	23316	23841
2	22875	23538	24222	24705	25260
3	24174	24876	25596	26109	26697
4	25578	26319	27081	27624	28245
5	27198	27987	28800	29376	30036
6	28707	29541	30399	31008	31707

Chartered Teacher Spine

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	29601	30459	31341	31968	32688
2	30600	31488	32400	33048	33792
3	31299	32208	33141	33804	34566
4	32601	33546	34518	35208	36000
5	33900	34884	35895	36612	37437
6	35199	36219	37269	38013	38868

Principal Teacher Spine

Job Sized

Point	Job Size Band	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	0-82	31299	32208	33141	33804	34566
2	83-96	32601	33546	34518	35208	36000
3	97-110	33900	34884	35895	36612	37437
4	111-126	35199	36219	37269	38013	38868
5	127-142	36501	37560	38649	39423	40311
6	143-159	37800	38895	40023	40824	41742
7	160-177	39099	40233	41400	42228	43179
8	178-196	40401	41574	42780	43635	44616

Conserved Spine

Roll	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
<301	32388	33327	34293	34980	35766
301-600	33462	34431	35430	36138	36951
601-800	34545	35547	36579	37311	38151
801-1000	35613	36645	37707	38460	39324
1001-1300	36708	37773	38868	39645	40536
>1300	37782	38877	40005	40806	41724
SEN	32817	33768	34746	35442	36240

Depute Headteachers and Headteachers

Job Sized Spine

Point	Job Size Band	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	0-128	35500	36531	37590	38343	39207
2	129-142	36600	37662	38754	39528	40416
3	143-157	37800	38895	40023	40824	41742
4	158-174	39099	40233	41400	42228	43179
5	175-191	40401	41574	42780	43635	44616
6	192-205	41499	42702	43941	44820	45828
7	206-220	42699	43938	45213	46116	47154
8	221-235	43899	45171	46482	47412	48480
9	236-250	45099	46407	47754	48708	49803
10	251-266	46299	47643	49026	50007	51132
11	267-291	48300	49701	51141	52164	53337
12	292-317	50301	51759	53259	54324	55545
13	318-342	52299	53817	55377	56484	57756
14	343-368	54300	55875	57495	58644	59964
15	369-406	57300	58962	60672	61884	63276
16	407-444	60300	62049	63849	65127	66591
17	445-483	63300	65136	67026	68367	69906
18	484-521	66300	68223	70200	71604	73215
19	522 and above	69300	71310	73377	74844	76527

Depute Headteachers and Headteachers

Conserved Spine

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	35565	36597	37659	38412	39276
2	36414	37470	38556	39327	40212
3	37266	38346	39459	40248	41154
4	38115	39219	40356	41163	42090
5	38964	40095	41259	42084	43032
6	39807	40962	42150	42993	43959
7	40656	41835	43047	43908	44895
8	41508	42711	43950	44829	45837
9	42369	43599	44862	45759	46788
10	43389	44646	45942	46860	47913
11	44817	46116	47454	48402	49491
12	46218	47559	48939	49917	51039
13	47640	49023	50445	51453	52611
14	49053	50475	51939	52977	54168
15	50469	51933	53439	54507	55734
16	51888	53394	54942	56040	57300
17	53304	54849	56439	57567	58863
18	54714	56301	57933	59091	60420
19	56136	57765	59439	60627	61992
20	57546	59214	60930	62148	63546
21	58962	60672	62430	63678	65112
22	60375	62127	63930	65208	66675
23	61797	63588	65433	66741	68244
24	63201	65034	66921	68259	69795
25	64620	66495	68424	69792	71361
26	66045	67959	69930	71328	72933
27	67449	69405	71418	72846	74484

Music Instructor Scale

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
0	16650	*	*	*	*
1	19971	20550	21147	21570	22056
2	21162	21777	22410	22857	23370
3	22359	23007	23673	24147	24690
4	23661	24348	25053	25554	26130
5	25161	25890	26640	27174	27786
6	26553	27324	28116	28677	29322

**Point 0 has been discontinued to recognise that Music Instructors have no probationary period.*

Educational Psychologist Scale

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
0 (Inductee)	32220	33153	34113	34794	35577
1	33447	34416	35415	36123	36936
2	34689	35694	36729	37464	38307
3	36270	37323	38406	39174	40056
4	38355	39468	40614	41427	42360
5	39570	40719	41901	42738	43701
6	40980	42168	43392	44259	45255

Senior Educational Psychologist

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	43527	44790	46089	47010	48069

Depute Principal Educational Psychologist and Principal Educational Psychologist Spine

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	43527	44790	46089	47010	48069
2	44364	45651	46974	47913	48990
3	45243	46554	47904	48861	49959
4	46110	47448	48825	49803	50925
5	46983	48345	49746	50742	51885
6	47835	49221	50649	51663	52824
7	48693	50106	51558	52590	53772
8	49572	51009	52488	53538	54744
9	50448	51912	53418	54486	55713

Education Support Officer Scale

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	32601	33546	34518	35208	36000
2	33900	34884	35895	36612	37437
3	35199	36219	37269	38013	38868
4*	36501	37560	38649	39423	40311
5*	39099	40233	41400	42228	43179

* Conservation Points as agreed under SNCT/32

Quality Improvement Officer Scale

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	* Point	Assimilation 1.8.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	40401	41574	1	42702	43941	44820	45828
2	41499	42702	2	45171	46482	47412	48480
3	43899	45171	3	47643	49026	50007	51132
4	45099	46407	* Incorporates salary structure agreed under SNCT/32				
5	46299	47643					

Quality Improvement Manager

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	48300	49701	51141	52164	53337

Note: In January 2007 the SNCT will meet to determine if the average annual inflation rate for the calendar year 2006 exceeds 2.25%. If the annual inflation rate exceeds 2.25% the SNCT will then reopen negotiations on whether a supplemental increase shall be paid, in addition to the 2.25% increase agreed as payable from 1 April 2007. The reopened negotiations will take account of wage and price inflation, recruitment and retention issues, affordability and the integrity of the salary values established in *A Teachers' Profession for the 21st Century*.

The average annual inflation rate will be the percentage movement between the arithmetic average of the 12 monthly Consumer Price Indices during one calendar year, against the same average for the previous calendar year.

Administrative Note: Each annual rate of salary shown has been increased or reduced to the nearest multiple of £3.

PART 2

APPENDIX 2.2

JOB SIZING OF PROMOTED POSTS

Promoted postholders in schools are placed on the appropriate salary point, as determined by the job sizing process.

The process is based on a questionnaire which captures information on the responsibilities of the post and, in conjunction with whole school information provided by the council, is then used to score the job through the job sizing toolkit. The questionnaire and explanatory notes are provided at Annex A of this Appendix. Annex B sets out the job size scores allocation to salary spines.

Where a new post is being established or a vacant post reviewed, the questionnaire should be completed by the headteacher or senior manager and signed off by a job-sizing co-ordinator.

JOB SIZING QUESTIONNAIRE**1 POST HOLDER DETAILS**

Post holder name _____ Post title _____

1.1 Local authority

1.2 Name of job sizing co-ordinator

1.3 Name of school

1.4 Type of post

Headteacher

Depute Headteacher

Principal Teacher

Tick the box below if the responsibilities of the post you hold relate to more than one school and enter the number of schools

Responsibilities in more than one school

Enter the number of schools

Tick the box below if you hold a part time post and enter the number of hours a week that you are contracted to work

Part time

Enter contracted hours per week

Also tick the boxes if the responsibilities of the post you hold include:

· Being a permanent member of the senior management team (SMT)

Being the SMT member who formally deputises for the Headteacher

Being a permanent member of an SMT that does not include a formal Depute

Where no formal Depute, enter the number of SMT members in the school (excluding HT)

1.5 Title of post

1.6 Name of post holder

1.7 Gender

Male

Female

2 RESPONSIBILITY FOR THE LEADERSHIP, GOOD MANAGEMENT AND STRATEGIC DIRECTION OF COLLEAGUES

2.1 Direct line management responsibility for teaching staff

Tick a box in each column below for the number of teaching staff for whom your post has line management responsibility.

	Number of staff	Number of full time equivalent staff
None	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>
2 to 5	<input type="checkbox"/>	<input type="checkbox"/>
6 to 10	<input type="checkbox"/>	<input type="checkbox"/>
11 to 25	<input type="checkbox"/>	<input type="checkbox"/>
26 to 50	<input type="checkbox"/>	<input type="checkbox"/>
Over 50	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Direct line management responsibility for other staff

Tick a box in each column below for the number of non-teaching staff for whom your post has line management responsibility

	Number of staff	Number of full time equivalent staff
None	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>
2 to 10	<input type="checkbox"/>	<input type="checkbox"/>
11 to 25	<input type="checkbox"/>	<input type="checkbox"/>
Over 25	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Accountability for budgets

Tick the box for the size of budget for which your post is accountable

None	<input type="checkbox"/>
Up to £1,000	<input type="checkbox"/>
£1,001 to £5,000	<input type="checkbox"/>
£5,001 to £10,000	<input type="checkbox"/>
£10,001 to £25,000	<input type="checkbox"/>
Over £25,000	<input type="checkbox"/>

2.4 Responsibility for health and safety

*All promoted post holders have responsibilities for health and safety. However, tick the box below if your post has **additional** health and safety responsibilities for the following:*

Direct curricular responsibility for Craft, Design and Technology; Physical Education (including outdoor activities); Chemistry; Physics; Biology; Home Economics; or Art and Design

Other direct curricular responsibilities

Year groups and/or specialist sections of the school

The whole school

3 RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND QUALITY ASSURANCE

3.1 To review the CPD needs, career development and performance of colleagues
All promoted post holders have responsibility to review the performance of those staff for whom they have direct line management responsibility.

3.2 To produce **and** implement the school development plan
*All promoted post holders contribute to the school development plan. However, tick the box below if your post has **additional** responsibility for producing and implementing development plans relating to:*

Departments/subjects

Guidance and pastoral support (secondary schools only)

Year groups and/or specialist sections of the school

Whole school policies

Say what the additional responsibility is below.

3.3 To develop the curriculum and monitor learning and teaching

Year Groups	Number of subjects	Number of national qualifications	Number of classes
Nursery			<input type="checkbox"/>
P1			<input type="checkbox"/>
P2	<i>Job sizing takes account of all areas of the primary school curriculum</i>		<input type="checkbox"/>
P3			<input type="checkbox"/>
P4			<input type="checkbox"/>
P5			<input type="checkbox"/>
P6			<input type="checkbox"/>
P7			<input type="checkbox"/>
S1	<input type="checkbox"/>		<input type="checkbox"/>
S2	<input type="checkbox"/>		<input type="checkbox"/>
S3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4 Other formal curricular/management responsibilities

Tick the box if your post has **whole school** responsibility for any of the following:

- | | |
|---|--------------------------|
| Whole school timetabling (secondary schools only) | <input type="checkbox"/> |
| ICT | <input type="checkbox"/> |
| Early years/nursery classes (primary schools only) | <input type="checkbox"/> |
| Learning and/or behavioural support | <input type="checkbox"/> |
| A special needs unit/classes | <input type="checkbox"/> |
| Other special sections such as English as a second language, asylum seekers | <input type="checkbox"/> |
| Head of the primary section of a combined school | <input type="checkbox"/> |

Sections 4 and 5 of this questionnaire are designed to capture other whole school responsibilities

3.5 Timetabled teaching time

Hours per week allocated to timetabled teaching time

4 RESPONSIBILITY FOR WHOLE SCHOOL POLICY AND IMPLEMENTATION

4.1 To develop, manage and implement a policy on pupil behaviour management

*All promoted post holders have responsibilities for pupil behaviour management. However, please tick the box below if your post has **additional whole school** responsibilities for pupil behaviour management with **impact on**:*

- | | |
|--|--------------------------|
| Year groups and/or specialist sections of the school | <input type="checkbox"/> |
| The whole school | <input type="checkbox"/> |

Say what the additional responsibility is below.

4.2 To develop, manage and implement a policy on guidance, pastoral care and pupil welfare
*All promoted post holders have responsibilities for guidance, pastoral care and pupil welfare. However, please tick the box below if your post has **additional whole school** responsibilities for guidance, pastoral care and pupil welfare with **impact** on:*

- Guidance and pastoral care
- Year groups and/or specialist sections of the school
- The whole school

Say what the additional responsibility is below:

Formal guidance responsibilities with a caseload (secondary schools only)

- None
- 1 to 50
- 51 to 100
- 101 to 200
- Over 200

The caseload selected above will also be used to capture guidance responsibilities covered by other sections of this questionnaire.

4.3 To develop, manage and implement a policy on pupil assessment
*All promoted post holders have responsibilities for pupil assessment. However, please tick below if your post has **additional whole school** responsibilities for pupil assessment with **impact** on:*

- Departments/subjects
- Year groups and/or specialist sections of the school
- The whole school

Say what the additional responsibility is below:

5 RESPONSIBILITY FOR WORKING WITH PARTNERS

5.1 To work with parents

*All promoted post holders have responsibilities for working with parents. However, please tick below if your post has **additional whole school** responsibilities for working with parents with **impact** on:*

Year groups and/or specialist sections of the school

The whole school

Say what the additional responsibility is below.

5.2 To lead or work with colleagues in the same establishment

*All promoted post holders have responsibilities for working with colleagues. However, please tick below if your post has **additional whole school** responsibilities to lead or work with colleagues with **impact** on:*

Year groups and/or specialist sections of the school

The whole school

Say what the additional responsibility is below.

5.3 To work with other establishments and agencies

*All promoted post holders have responsibilities to work with other establishments and agencies. However, please tick below if your post has **additional whole school** responsibilities to work with other establishments or agencies with **impact** on:*

Year groups and/or specialist sections of the school

The whole school

Other establishments or agencies

Say what the additional responsibility is below.

6 SIGNATURES

Post holder

Signature:

.....

Date:

.....

Headteacher (or local authority manager in respect of HT posts)

Signature:

.....

Print name:

.....

Date:

.....

Job sizing co-ordinator

Signature:

.....

Date:

.....

JOB SIZING NOTES FOR GUIDANCE

HOW TO COMPLETE YOUR QUESTIONNAIRE	
Who should complete the questionnaire?	<p>The questionnaire should be completed by the following post holders:</p> <ul style="list-style-type: none"> • Headteachers (HTs); • Depute headteachers (DHTs); and • Principal teachers (PTs)
Which sections of the questionnaire should I complete?	<p>DHT and PT post holders should complete all sections of the questionnaire where these are applicable to the post held.</p> <p>HT post holders should complete:</p> <ul style="list-style-type: none"> • all of Section 1; • Question 2.4, (where applicable); and • Questions 3.3 and 3.5 (where applicable). <p>The responsibilities of HTs relating to other parts of the questionnaire are determined by 'whole school' information which will be provided by your local authority.</p>
How should I complete my questionnaire?	<p>There are defined terms in the questionnaire and these are indicated by the bold letters. You should read the definitions which follow overleaf before completing questions that use defined terms.</p> <p>Enter tick boxes like this: <input type="checkbox"/> ✓</p> <p>Enter numbers or text in boxes like this: <input type="text" value="400"/></p> <p>Please ensure you state what your additional responsibilities are, where boxes are provided in the questionnaire to do this.</p> <p>You should also study the detailed explanatory notes and examples for each question.</p> <p>Please complete your questionnaire in ink, and NOT in pencil.</p>
What if a question does not apply to my post?	<p>Many of the questions may not apply to the post that you hold. This is because the same questionnaire is used to capture information on all of the promoted post holders in Scottish schools. If a question does not apply to your post, leave it blank.</p>
What information will be provided by my local authority?	<p>Information relating to your school will be used for job sizing, and this will be entered by your local authority. The questions that your local authority will need to complete, in respect of your school, are attached to this questionnaire.</p> <p>A copy of the information they provide is available from the local authority, so you know the information to be used for job sizing.</p>
How do the calculations work?	<p>The detail of the calculations and the weighting system in the toolkit have been agreed by the Scottish Negotiating Committee for Teachers (SNCT) and are confidential.</p>

DEFINITIONS

The following notes provide definitions of some of the terms that appear regularly in the questionnaire.

Additional responsibilities	Responsibilities that are additional to those that would be held by someone in your type of post, or by someone who is a permanent member of the senior management team in your school.
Departments/subjects	A section of the school relating to a subject, or to a group of subjects. For example, the History department, or the Science department.
Direct curricular responsibility	Direct responsibility, as a promoted post holder, for a particular subject area within your school. In a secondary school this will generally be the PT for that subject, but it could be a DHT post holder in a primary school.
Impact	The areas on which a responsibility primarily impacts. For example, the whole school responsibility for Scottish Qualifications Authority (SQA) liaison impacts on the whole school. The whole school responsibility for maths would impact on the maths department, rather than on the whole school.
Whole school responsibility	These are responsibilities that relate to the whole school, either because no other post holder holds that particular responsibility, or because the responsibility potentially impacts on all pupils in the school. For example, only one post holder in the school can have whole school responsibility for a subject, or for such responsibilities as ICT or timetabling.
Year groups and/or specialist sections of the school	A year such as P4 or S2, or a section of the school such as a Special Educational Needs section/classes or a Nursery section/classes.

JOB SIZING EXPLANATORY NOTES AND EXAMPLES

1. WHOLE SCHOOL INFORMATION	
1.1. Local authority	Enter the local authority in which the post is held.
1.2. Name of job sizing co-ordinator	Enter the name of the person who will be responsible for validating the data relating to the post.
1.3. Name of school	Enter the name of the school in which the post holder works, together with additional information if you have responsibilities in more than one school.
1.4. Type of post	<p>Tick a box for the type of post – for example HT, DHT or PT. Tick the box if your post relates to more than one school and enter the number of schools.</p> <p>For example <i>A PT who is responsible for SEN services across a group of six schools would tick the box and enter 6 against the number of schools.</i></p> <p>Tick the box if this is a part-time post and enter the number of hours a week you are contracted to work.</p> <p>Tick the box if the responsibilities of the post you hold include being a permanent member of the senior management team (SMT). Enter X in the next box if the responsibilities include being the only member of the SMT who formally deputises for the headteacher. If the school does not have a single formal depute, tick the next box and also enter the number of SMT members (excluding the headteacher) in the school.</p> <p>PT post holders should not generally tick that they are members of the SMT. In the rare circumstances where they do so, the salary calculated by the toolkit needs to be checked.</p>
1.5. Title of post	<p>Enter the name by which the post that is to be job sized is known.</p> <p>For example <i>PT of Maths, PT Guidance, PT for Learning Support.</i></p>
1.6. Name of post holder	Enter the name of the post holder, where known.
1.7. Gender	Enter the gender of the post holder if this information is required for monitoring purposes.
2. RESPONSIBILITY FOR THE LEADERSHIP, GOOD MANAGEMENT AND STRATEGIC DIRECTION OF COLLEAGUES	
2.1. Direct line management responsibility for teaching staff	Please include all teaching staff for whom you have direct line management responsibility. Line management responsibility means overall responsibility for the work carried out by staff. This does not include management that is limited to supervision of staff in the classroom, or reviewing CPD needs without overall responsibility for performance.

	<p>You have direct line management responsibility for all of the staff in a department or section of the school that you lead, so long as those staff are not line managed by another promoted post holder.</p> <p>For example</p> <p><i>If the DHT is responsible for four PTs, each of whom is responsible for three classroom teachers, then the total number of staff for whom the DHT has direct line management responsibility would be four. Each PT would have direct line management responsibility for three staff.</i></p> <p>Tick the box for the total number of staff, and also the box for full time equivalents in order to reflect any part time staff.</p> <p>For example</p> <p><i>A department of six teachers, two of whom work in the school for 2.5 days a week should be taken to be five full time equivalent teachers. Under 'Number of staff' the 6 to 10 box should be selected and under 'Number of full time equivalent staff' the 2 to 5 box should be selected.</i></p> <p>Full time equivalents (FTE) should be calculated based on the numbers of hours per week that an equivalent full time post would normally be contracted to work, and entered as a proportion of this time. Where it is not possible to identify a normal number of contracted hours for the post the calculation should be based on a 35 hour week.</p> <p>If the FTE figure falls between one of the bands round up to the nearest whole number.</p> <p>In cases where it is not clear which teachers have line management responsibility for staff, those staff should be allocated to each PT on a full time equivalent basis.</p> <p>For example</p> <p><i>A science teacher working for half the time in biology and half in chemistry, would be taken as .5 of a full time equivalent by both the PT of Biology and the PT of Chemistry.</i></p> <p>Probationers should be included as full time teaching staff, eg one full time equivalent.</p> <p>Music instructors should be included as other staff in 2.2 below.</p>
2.2. To manage other staff	As for 2.1 above but with respect to non-teaching staff for whom the post holder has direct line management responsibility. Other staff include all non-teaching staff such as classroom assistants, auxiliaries, SEN staff, janitor, office staff etc.

<p>2.3. Accountability for budgets</p>	<p>Tick the box for the amount of regular annual budget for which you are accountable.</p> <p>HTs are accountable for the whole school budget and the HT may delegate parts of this budget to other promoted post holders. It is not possible for more than one other promoted post holder to be responsible for the same monies.</p> <p>Budgets for capital expenditure or special one-off funding from the Scottish Executive or other sources should not be included. Monies collected from parents and other special funding arrangements should also be excluded.</p> <p>For example</p> <p><i>In a primary school parts of the budget may be delegated to DHT post holders, based on the year groups that they manage.</i></p> <p><i>In a secondary school DHTs may have a budget for classroom equipment and/or ICT whilst PTs would generally be accountable for the budgets for their respective departments/subjects. In a small school, the DHT may be responsible for all subject-related budgets.</i></p>
<p>2.4. Responsibility for health and safety</p>	<p>Tick the first box if your post has direct curricular responsibility for any of the subjects listed. Generally this will be the PT in that subject, but it could be a DHT or PT post holder in a smaller school.</p> <p>Tick the next box if your post has other direct curricular responsibilities for health and safety. PTs with whole school responsibility for a subject will have ticks in one of the first two boxes.</p> <p>For example</p> <p><i>A DHT, in a primary school, with curricular responsibility for environmental studies would have an additional direct curricular responsibility for health and safety.</i></p> <p>Tick the next box if your post has health and safety responsibilities for year groups and/or specialist sections of the school. This box can also be ticked by PTs Guidance.</p> <p>For example</p> <p><i>A DHT post holder who is head of P1 and P2 in a primary school would tick this box as responsible for health and safety for these year groups.</i></p> <p>Tick the last box if your post has overall responsibility for health and safety for the whole school. Only one promoted post holder in the school may have a tick in this box.</p> <p>HTs are assumed to have whole school responsibility for health and safety, but the first two boxes of this question could be selected by HT post holders if they have direct curricular responsibility for subjects.</p>
<p>3. RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND QUALITY ASSURANCE</p>	
<p>3.1. To review the CPD needs, career</p>	<p>No information needs to be entered for this item. The job size for CPD needs, career development, and performance of colleagues</p>

<p>development and performance of colleagues</p>	<p>will be based on the numbers of staff for whom line management responsibilities have been identified in 2.1 and 2.2.</p> <p>Further responsibilities, such as a whole school responsibility for CPD, should be captured in the response to 5.2.</p>
<p>3.2. To produce and implement the school development plan</p>	<p>Tick a box if your post has additional responsibility for leading the production and implementation of development plans with impact on any of the areas shown.</p> <p>Some parts of the development plan will impact on the whole school, while others will relate to departments/subjects and other areas of the school.</p> <p>For example</p> <p><i>A DHT of a primary school who is head of P6 and P7 has an additional responsibility for the production and implementation of the development plan with impact on year groups and/or specialist sections of the school.</i></p> <p><i>Where a PT of Chemistry leads the production and implementation of the development plan for Chemistry this would be an additional responsibility with impact on departments/subjects.</i></p>
<p>3.3. To develop the curriculum and monitor learning and teaching</p>	<p>Enter the number of subjects in each year group for which you have direct curricular responsibility for learning and teaching. In a secondary school subject PTs would generally have direct curricular responsibility for learning and teaching. In a primary school this responsibility is generally with DHTs.</p> <p>A subject is a separately recognised and identifiable subject, and the Catalogue of National Qualifications (published by the SQA) can be used as a guide in any areas where doubt arises. Personal and Social Education (PSE) should not be treated as a subject although formally timetabled PSE classes may be included in the classes column.</p> <p>Do not enter subjects and classes for which another promoted post holder has direct curricular responsibility. Also do not enter special classes such as support for learning and behaviour, as these responsibilities are captured elsewhere in this questionnaire.</p> <p>For example</p> <p><i>DHT post holders should not include subjects and classes in their year groups for which PTs have direct curricular responsibility.</i></p> <p>Enter the number of national qualifications for which all of the subjects for which you have direct curricular responsibility for learning and teaching are taught. National qualifications include Access 1,2 and 3, Standard Grade, Intermediate 1, Intermediate 2, Higher and Advanced Higher. They must be a complete award at a particular level rather than units or groups of units.</p> <p>Please ensure that the same national qualification level in the same subject is not counted against more than one year group. Count the national qualification against the year group in which the qualification is most commonly taught.</p>

	<p>For example <i>Where there is direct curricular responsibility for Maths at Standard Grade and Intermediate 1 level in both S3 and S4 and there is direct curricular responsibility for Intermediate levels 1 and 2 in S4, this should be entered as 1 national qualification against S3 and 2 national qualifications against S4.</i></p> <p>Also enter the number of classes in which the subject is taught to take account of the extent your responsibility for monitoring learning and teaching.</p> <p>For example <i>Where a DHT is responsible for P1 and P2 in a primary school with four classes in each year, 4 should be entered as the numbers of classes in both P1 and P2. No other promoted post holder can claim responsibility for these classes.</i></p> <p><i>A PT who is responsible for Maths in S1 to S6 would enter 1 in each of the subject boxes for these year groups. A PT for Modern Languages in a department that includes French, German and Spanish would enter 3 subjects in each year group in which those subjects are taught.</i></p> <p>For composite classes that cover more than one year group, enter the proportion of pupils from each group against those years, the aggregate of these amounting to one whole class. If several subjects are taught within the one class then this must be treated as a single class.</p> <p>Morning and afternoon nursery class should be treated as separate classes.</p> <p>For example <i>A composite class of 24 pupils, half of whom are from P1 and half from P2, should be included as .5 against P1 and .5 against P2.</i></p> <p><i>If three social subjects are taught to five classes the number of classes to be entered should be 5 classes and not 15 classes.</i></p> <p>Where responsibilities are shared, fractions of subjects, national qualifications or classes may be entered.</p> <p>For example <i>If a DHT is responsible for maths and expressive arts for all of P1 to P7, then this should be recorded as 0.35 against each stage (the figure of 0.35 coming from the recommended allocation of 15% of curriculum time for maths in 5-14 documents plus an additional 5% from flexibility, plus 15% for expressive arts, a total of 35% of the curriculum).</i></p> <p><i>Where three PTs share responsibility equally for Science, .33 should be recorded under number of subjects for each PT.</i></p>
<p>3.4. Other formal curricular/ management responsibilities</p>	<p>The post holder must have a formal whole school responsibility for each of these areas, as delegated by the HT.</p> <p>The whole school responsibility box should be selected if you are responsible for ICT across the school and the box should not be selected if you are only responsible for ICT as a subject.</p> <p>For example <i>A PT of learning support would generally have whole school</i></p>

	<p><i>responsibility for learning support.</i></p> <p><i>A post holder who has formal responsibility for the timetabling of all classes on a whole school basis would have this selected as a formal responsibility under this item.</i></p>
<p>3.5. Timetabled teaching time</p>	<p>Enter the number of hours of formal timetabled teaching time which must be undertaken as part of the responsibilities of the post, rounded to the nearest hour. This should not include time that the post holder teaches to cover for absence or time that the post holder chooses to spend on teaching. When signing off on the forms, the HT should confirm that the teaching time is necessary and, in the cases where HTs are required to teach this, it should be specifically confirmed on the sign-off at local authority level.</p> <p>Timetabled time for pupil registration classes should be included as teaching time, as should regularly timetabled learning support classes.</p> <p>Please enter the exact numbers of hours and not number of periods, as the length of periods can vary from school to school and authority to authority.</p> <p>If you are a part time post holder, include the actual hours that you teach. This will then be adjusted to calculate the timetabled teaching time you would have on a full time basis.</p> <p>If your teaching time is unusually low at the start of the session because of any temporary arrangements, then your teaching time should be adjusted to what it normally would be.</p> <p>For example</p> <p><i>A teacher who has formal teaching responsibilities for 20 out of 30 fifty-minute periods would have 16 hours and 40 minutes of formally allocated teaching time per week. Therefore 17 hours should be entered in the box.</i></p>
<p>4. RESPONSIBILITY FOR WHOLE SCHOOL POLICY AND IMPLEMENTATION</p>	
<p>4.1. To develop, manage and implement a policy on pupil behaviour management</p>	<p>All promoted post holders are assumed to have responsibilities for pupil behaviour management. This includes contributing to a whole school policy, applying it within their specific areas of responsibility, and dealing with day-to-day pupil behaviour issues.</p> <p>The boxes should be selected if your post has additional whole school responsibilities with impact on the areas shown.</p> <p>For example</p> <p><i>A DHT who is responsible for behaviour management as head of S1 and S2 year groups would have a leading responsibility with impact on year groups and/or specialist sections of the school.</i></p> <p>If a post holder occasionally deals with behaviour management issues across the school no box should be ticked because this is not a responsibility that is additional to those normally held by the post.</p> <p><i>However a DHT who is responsible for behaviour management and discipline for the whole school would have an additional responsibility for behaviour management with impact on the whole school.</i></p>

	<p>Boxes should not be ticked for temporary responsibilities such as membership of working groups to deal with particular issues. Also boxes should not be ticked for voluntary activities.</p> <p>If an additional responsibility is ticked, please state what that responsibility is.</p>
<p>4.2. To develop, manage and implement a policy on guidance, pastoral care and pupil welfare</p>	<p>All promoted post holders are assumed to have responsibilities for guidance, pastoral care and pupil welfare. This includes contributing to a whole school policy, applying it within their specific areas of responsibility, and dealing with day-to-day guidance, pastoral care and pupil welfare.</p> <p>The boxes should be ticked if your post has additional whole school responsibilities with impact on the areas shown.</p> <p>For example</p> <p><i>All Guidance PTs have formal guidance responsibilities with impact on guidance and pastoral care.</i></p> <p><i>A DHT who leads the guidance team in a secondary school would have an additional responsibility for guidance with impact on the whole school.</i></p> <p><i>A DHT in a primary school with whole school responsibility for pastoral care will have an additional responsibility in this area with impact on the whole school.</i></p> <p>The question on 'guidance case load' is only applicable for secondary school post holders. Only enter a tick for the caseload for which you are directly responsible.</p> <p>If two teachers share a guidance caseload between them then (for the purpose of completing this questionnaire) they should agree a fair allocation of the caseload so that the same pupils are not counted twice.</p> <p>DHT post holders should not tick a box for guidance caseload if a PT (or another teacher in the school) is directly responsible for that caseload.</p> <p>Responsibilities for pupil welfare that have an impact on departments/subjects are part of the responsibilities that all promoted post holders have, and are not additional responsibilities which require boxes to be ticked in this section.</p> <p>Boxes should not be ticked for temporary responsibilities such as membership of working groups to deal with particular issues. Also boxes should not be ticked for voluntary activities.</p> <p>If additional responsibility is ticked, please state what that responsibility is.</p>
<p>4.3. To develop, manage and implement a policy on pupil assessment</p>	<p>All promoted post holders are assumed to have responsibilities for pupil assessment. This includes contributing to a whole school policy and applying it within their specific areas of responsibility.</p> <p>If the post has responsibilities for assessing pupils as part of teaching responsibilities, rather than as part of a responsibility for leading a department/subject, this is not an additional responsibility for the purpose of this question. PTs who have direct curricular responsibility for subjects would tick the box with impact on departments/subjects. For PTs of English and</p>

	<p>Maths this first box must be ticked, even though pupil assessment may apply to all of the pupils in the school.</p> <p>The boxes should be ticked if your post has additional whole school responsibilities with impact on the areas shown.</p> <p>For example</p> <p><i>A PT of Physical Education would be responsible for assessing pupils with impact on departments/subjects.</i></p> <p><i>A DHT who is head of P6 and P7 would have a leading responsibility for assessing pupils with impact on year groups and/or specialist sections of the school.</i></p> <p><i>A DHT who is responsible for SQA liaison has responsibility for assessing pupils with impact on the whole school.</i></p> <p><i>SQA marking is not an additional responsibility that can be included under this section. It is paid for separately outside of the normal responsibilities of the post.</i></p> <p>Boxes should not be ticked for temporary responsibilities such as membership of working groups to deal with particular issues. Also boxes should not be ticked for voluntary activities.</p> <p>If an additional responsibility is ticked, please state what that responsibility is.</p>
<p>5. RESPONSIBILITY FOR WORKING WITH PARTNERS</p>	
<p>5.1. To work with parents</p>	<p>All promoted post holders are assumed to have responsibilities for working with parents. This includes contributing to a whole school policy, and applying it within their specific areas of responsibility.</p> <p>If the post has responsibilities for working with parents as part of teaching responsibilities this is not an additional responsibility for the purpose of this question.</p> <p>The boxes should be ticked if your post has additional whole school responsibilities with impact on the areas shown.</p> <p>For example</p> <p><i>A DHT who is head of P5 and P6 has a responsibility for working with parents with impact on year groups and/or specialist sections of the school.</i></p> <p><i>A DHT who has formal responsibility for managing the introduction of pupils to the school has an additional whole school responsibility for working with parents with impact on the whole school.</i></p> <p>Boxes should not be ticked for temporary responsibilities such as membership of working groups to deal with particular issues. Also boxes should not be ticked for voluntary activities.</p> <p>If an additional responsibility is ticked, please state what that responsibility is.</p>
<p>5.2. To lead or work with colleagues in the same establishment</p>	<p>All promoted post holders are assumed to have formal responsibilities for working with colleagues, with SMT members having greater levels of responsibility. The boxes should only be selected if the post has additional whole school responsibilities with impact on the areas shown.</p>

	<p>For example</p> <p><i>A DHT who manages several year groups (for example, S1 and S2) would have an additional responsibility to work with other year groups with impact on year groups and/or specialist sections of the school.</i></p> <p><i>A DHT who is responsible for co-ordinating and looking after CPD needs throughout the school has an additional responsibility with impact on the whole school.</i></p> <p>Boxes should not be ticked for temporary responsibilities such as membership of working groups to deal with particular issues. Also boxes should not be ticked for voluntary activities.</p> <p>For example</p> <p><i>The whole school box should not be ticked for chairing a school working party to improve sports facilities because this is a temporary assignment.</i></p> <p>If an additional responsibility is ticked, please state what that responsibility is.</p>
<p>5.3. To work with other establishments and agencies</p>	<p>All promoted post holders are assumed to have formal responsibilities for working with other establishments and agencies.</p> <p>The boxes should be ticked if your post has additional whole school responsibilities for working with other establishments and agencies with impact on the areas shown.</p> <p>For example</p> <p><i>A DHT who manages P1 year group and manages nursery/primary liaison would have an additional responsibility for working with other establishments (if the responsibility includes working with nursery schools that are not part of the school in which the DHT works) with impact on the whole school.</i></p> <p><i>A DHT of a secondary school who is head of S1 and is responsible for working with primary schools on the induction of pupils would have an additional responsibility for working with other establishments with impact on the whole school.</i></p> <p><i>A PT who is responsible for Education for Work would have an additional responsibility with impact on the whole school.</i></p> <p>These additional responsibilities do not impact on other establishments or agencies because its primary purpose relates to pupils within the school.</p> <p><i>If a DHT post has time formally allocated to help co-ordinate learning support across the local authority, this is an additional responsibility with impact on other establishments or agencies.</i></p> <p>If an additional responsibility is ticked, please state what that responsibility is.</p>

INFORMATION PROVIDED BY THE COUNCIL AND EXPLANATORY NOTES

1.8. Staff/payroll reference number	Any reference required for local authority use when processing the results.
1.9. Type of establishment	<p>Select one only:</p> <p style="padding-left: 40px;">Early years/nursery Primary Secondary Special Junior high school Other</p> <p>Select if appropriate:</p> <p style="padding-left: 40px;">School includes nursery unit/classes School includes special needs unit/classes</p>
1.10. School roll	<p>Enter the numbers of pupils in the school at the start of the school session, as reported in the previous census.</p> <p style="padding-left: 40px;">Up to 50 51 to 100 101 to 250 251 to 500 501 to 750 751 to 1000 1001 to 1250 1251 to 1500 Over 1500</p>
1.11. Numbers of staff (Full time equivalent)	<p>Enter the numbers of staff that make up the authorised staffing allocation on a full time equivalent basis:</p> <p style="padding-left: 40px;">Promoted posts Other teaching staff Other staff</p> <p>Full time equivalents should be calculated based on the numbers of hours per week that an equivalent full time post would normally be contracted to work. Where it is not possible to identify a normal number of contracted hours for the post the calculation should be based on a 35-hour week.</p> <p>Promoted posts should include HT, DHT and PT posts. Other teaching staff should include all other teaching posts within the school.</p> <p>'Other staff' includes all non-teaching staff; that is, classroom assistants, auxiliaries, SEN staff, janitor, office staff, etc.</p>

	<p>Only staff where direct line management responsibility is within the school should be included. Janitors / facilities management staff managed by outside agencies (for example as part of PPP) should not be included.</p> <p>If the school has unfilled vacancies these should be included in the totals, even if they are filled by supply teachers or subject to other temporary arrangements.</p> <p>For example</p> <p><i>A school with 1 HT, 3 full time DHT and one DHT working 3 days a week, 12 PTs and a total number of 40 other teaching staff should be recorded as 16.6 promoted post holders (1+3+0.6+12) and 40 other teaching staff.</i></p>
<p>1.12. Percentage of children registered for free school meals</p>	<p>The percentage of pupils registered as entitled to free school meals based on the information for the previous school session.</p> <p>0 to 10% 11% to 25% 26% to 50% 51% to 75% 76% to 100%</p>
<p>1.13. Size of school budget</p>	<p>The total budget should be entered in the box provided and the appropriate box ticked to indicate the size of the budget for which the HT is accountable, although costs relating to property maintenance and costs relating to permanent staff (including staff on fixed term contracts of more than one year) should not be included. Budgets relating to supply teachers and temporary staff should be included.</p> <p>Budgets for capital expenditure or special funding from the Scottish Executive and other sources should not be included. Monies collected from parents and other special funding arrangements should also be excluded.</p> <p>Total budget £ _____</p> <p><i>amount for which the headteacher is accountable (excluding amounts relating to property management and permanent staff costs)</i></p> <p>None Up to £100,000 £100,001 to £250,000 £250,001 to £500,000 £500,001 to £750,000 Over £750,000</p>

<p>1.14. Physical nature of school</p>	<p>Transport</p> <p>Transport should include any arrangements for which the headteacher has responsibility for health and safety.</p> <p>Multi-Site Schools</p> <p>Multi-site schools are schools that have classrooms on more than one site and do not include schools that are made up of multiple buildings on a single site. The school is on more than one site if it is necessary to leave school premises to move from one site to another.</p> <p>Schools that have sports facilities, or other specialist facilities, on different sites should not be treated as multi-site schools. The option should be selected only if the HT is responsible for all sites of the school.</p>
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PART 2

APPENDIX 2.2: ANNEX B

JOB SIZE SCORE ALLOCATION TO SALARY SPINES

Principal Teachers

Job Size Score		Salary Point
from	to	
0	82	1
83	96	2
97	110	3
111	126	4
127	142	5
143	159	6
160	177	7
178	196	8

Headteachers and Depute Headteachers

Job Size Score		Salary Point
from	to	
0	128	1
129	142	2
143	157	3
158	174	4
175	191	5
192	205	6
206	220	7
221	235	8
236	250	9
251	266	10
267	291	11
292	317	12
318	342	13
343	368	14
369	406	15
407	444	16
445	483	17
484	521	18
522 and above		19

PART 2

APPENDIX 2.3

JOB SIZING REVIEW

1. The size of promoted posts will be subject to review where the review criteria are met. If the review results in a change in the job size score which takes a post into a lower or higher score banding there will be a change of salary point.
2. There are two points in the year at which a review can be triggered. The main review time is at, or around, the end of the school session (to be implemented from 1 August). However, to take account of other changes that may arise, a further opportunity to request a review of the post in December (effective from 1 February) is available. Under normal circumstances a post can only be reviewed once in any twelve month period.
3. The criteria set out in Annex A to this Appendix refer to the items in the job sizing toolkit and should be read in conjunction with the questionnaire and explanatory notes provided at Appendix 2.2 Annex A.
4. In looking at the review criteria it is important to consider all changes to the post. Using the criteria as a guide, when changes occur, will reduce the number of unnecessary reviews that take place. Changes in the allocation of responsibilities may trigger the need to check other posts in the school against the criteria for review.
5. Criteria are graded A, B or C depending on the likely effect they will have on the overall score for a post. Type A changes will automatically lead to a review. Type B changes will require at least one other change of type B or two other changes of type C before a review will take place. Type C changes require at least three other changes of type C to initiate a review.
6. Some changes only apply to certain posts. This is based on whether or not the particular section of the questionnaire impacts on the size of that type of post. Where this is the case, the posts that would be affected by the change are highlighted.
7. Where a postholder believes a review appears appropriate they should initially discuss this with their headteacher or manager. Where the council believes there is a need for a review this should be discussed with the postholder.
8. Once the criteria are met, the postholder will complete a new job sizing questionnaire in full, prior to the appropriate review date. The

completed questionnaire will then be processed through the toolkit towards the end of the session/early in the summer break or after the Christmas break and any resulting change in salary point, either an increase or decrease in the substantive pay point, will be effective from 1 August or 1 February.

9. Where an occupied post is to be reviewed, the postholder should complete the questionnaire. It should then be signed off, first by the headteacher and then by a job-sizing co-ordinator.
10. Where a vacant post is to be reviewed, the questionnaire should be completed by the headteacher or senior manager and signed off by a job-sizing co-ordinator.

PART 2
APPENDIX 2.3: ANNEX A

REVIEW CRITERIA

Question as set out in the job sizing questionnaire	Change in responsibilities either increases or decreases	Type of change	Posts affected
1. WHOLE SCHOOL/POST HOLDER INFORMATION			
1.4. Type of post	Change(s) to the allocation of responsibilities for formally deputising for the Headteacher amongst DHTs in the school. Change(s) in number of schools in which Headteacher posts have responsibilities. Change(s) in number of schools in which other posts have responsibilities.	A A B	DHTs HT DHT/PT
1.9. Type of establishment	The addition or removal of an SEN Unit/Classes or the addition or removal of a Nursery Unit/Classes	A	HT
1.10. School Roll (based on the September census of the previous school year)	Change(s) consisting of: <ul style="list-style-type: none"> • +/- 100 pupils, or +/- 10% of the school roll on which the last job sizing was based; which leads to a change in the school roll band in the job sizing toolkit.	A	All
1.11. Numbers of staff	Change(s) consisting of: <ul style="list-style-type: none"> • +/- 10 FTE staff, or +/- 15% of the numbers of FTE staff on which the last job sizing was based. 	B	HT/DHT
1.12. % of children registered for free school meals	Change(s) consisting of: <ul style="list-style-type: none"> • +/- 10% of the total numbers of pupils in the school; which leads to a change in the free school meals band in the job sizing toolkit.	B	All
1.13. Size of school budget	Change(s) consisting of: <ul style="list-style-type: none"> • +/- £100,000, or +/- 20% of the regular annual revenue budget on which the last job sizing was based; which leads to a change in the whole school budget band in the job sizing toolkit.	B	HT
1.14. Physical nature of school	Becoming or ceasing to be a multi-site school Change(s) consisting of +/- 100 pupils transported into school	B C	HT/DHT HT/DHT

Question as set out in the job sizing questionnaire	Change in responsibilities either increases or decreases	Type of change	Posts affected
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2. RESPONSIBILITY FOR THE LEADERSHIP, GOOD MANAGEMENT AND STRATEGIC DIRECTION OF COLLEAGUES

2.1. Direct line management responsibility for teaching staff	Change(s) consisting of: <ul style="list-style-type: none"> +/- 3 FTE teaching staff; which leads to a change in the teaching staff FTE band in the job sizing toolkit.	A	DHT/PT
2.2. Direct line management responsibility for other staff	Change(s) consisting of: <ul style="list-style-type: none"> +/- 3 FTE other staff; which leads to a change in the band in the other staff FTE band job sizing toolkit.	A	DHT/PT
2.3. Accountability for budgets	Change(s) consisting of: <ul style="list-style-type: none"> +/- £5,000, or +/- 20% of the regular annual revenue budget on which the last job sizing was based; which leads to a change in the budgets band in the job sizing toolkit.	B	DHT/PT
2.4. Responsibility for health and safety	Change(s) in responsibilities which leads to fewer or additional entries being made for this question in the job sizing questionnaire.	C	All

3. RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND QUALITY ASSURANCE

3.1. To review the CPD needs, career development and performance of colleagues	None required – covered by 2.1 and 2.2 above.	Not applicable	DHT/PT
3.2. To produce and implement the school development plan	Change(s) in responsibilities leading to fewer or additional entries being made for this question in the job sizing toolkit.	C	DHT/PT
3.3. To develop the curriculum and monitor learning and teaching	Change(s) consisting of: <ul style="list-style-type: none"> +/- 5 classes. +/- 1 subject, or +/- 2 NQLs 	B C	All All
3.4. Other formal curricular / management responsibilities	The addition or removal of whole school responsibility for learning/behavioural support. The addition or removal of any other responsibility listed in question 3.4	A B	DHT/PT DHT/PT
3.5. Timetabled teaching time per week	+/- 10 hours +/- 5 hours	B C	All All

Question <i>as set out in the job sizing questionnaire</i>	Change in responsibilities <i>either increases or decreases</i>	Type of change	Posts affected
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4. RESPONSIBILITY FOR WHOLE SCHOOL POLICY AND IMPLEMENTATION

4.1. To develop, manage and implement a policy on pupil behaviour management	Change(s) in responsibilities leading to fewer or additional entries being made for this question in the job sizing toolkit.	C	DHT/PT
4.2. To develop, manage and implement a policy on guidance, pastoral care and pupil welfare	<p>Change(s) in responsibilities for guidance, pastoral care or pupil welfare leading to fewer or additional entries being made for this question in the job sizing toolkit.</p> <p>Change(s) to formal guidance responsibility consisting of +/- 25 pupils in the guidance caseload which leads to a change of:</p> <ul style="list-style-type: none"> • 2 bands in the job sizing toolkit • 1 band in the job sizing toolkit. 	C B C	DHT/PT DHT/PT DHT/PT
4.3. To develop, manage and implement a policy on pupil assessment	Change(s) in responsibilities leading to fewer or additional entries being made for this question in the job sizing toolkit.	C	DHT/PT

5. RESPONSIBILITY FOR WORKING WITH PARTNERS

5.1. To work with parents	Change(s) in responsibilities leading to fewer or additional entries being made for this question in the job sizing toolkit.	C	DHT/PT
5.2. To lead or work with colleagues in the same establishment	Change(s) in responsibilities leading to fewer or additional entries being made for this question in the job sizing toolkit.	C	DHT/PT
5.3. To work with other establishments and agencies	Change(s) in responsibilities leading to fewer or additional entries being made for this question in the job sizing toolkit.	C	DHT/PT

PART 2

APPENDIX 2.4

JOB SIZING FOR PRINCIPAL AND DEPUTE PRINCIPAL EDUCATIONAL PSYCHOLOGISTS

1. Councils will complete the questionnaire that relates to population, deprivation, the numbers of staff managed and budget. The completed questionnaire will be passed to the postholder to countersign. The questionnaire is shown as Annex A in this Appendix.
2. The questionnaire will be returned to job-sizing co-ordinators to be validated. The job-sizing co-ordinators will be drawn from job-sizing co-ordinators appointed by the council and by the teachers' side, Local Negotiating Committee for Teachers (LNCT), in accordance with current arrangements.
3. Once the questionnaire has been validated, the council will score the post and notify the post holder in writing of the outcome, detailing the score, salary point and, where relevant, conservation arrangements.
4. The LNCT should use established appeals procedures to deal with any disputes between a postholder and the authority on information provided.
5. Posts will be subject to resizing if any change in responsibilities results in a change in the banding in any section of the questionnaire.
6. Annex B of this Appendix shows the allocation of job size scores to salary points.

(3) STAFF MANAGEMENT RESPONSIBILITIES

Enter the band for the number of educational psychologists (including educational psychologists in training (EPiTs) for which the post is responsible

- None
- 1 to 5
- 6 to 10
- 11 to 15
- 16 to 20
- 21 to 30
- 31 and above

Enter the band for the number of other staff for which the post is responsible

- None
- 1 to 3
- 4 to 6
- 7 to 9
- 10 to 12
- 13 to 15
- 16 and above

(4) FINANCIAL RESPONSIBILITIES

Enter the amount of budget for which the post is responsible

- None
- £1 to £20,000
- £20,001 to £40,000
- £40,001 to £60,000
- £60,001 to £80,000
- £80,001 to £100,000
- £100,001 and above

GUIDANCE NOTES

1. Post holder information	Enter the type of post. If there is more than one depute in the council tick the box and enter the number of depute posts. For example, if your council is split into two areas, each of which is managed by a depute tick the box and enter 2.
2. Council population/ deprivation	Enter this information for the council. If you are job sizing a principal post, and the council is split between a number of principals, divide the population by the number of principals and tick the box for the band into which the divided population falls.
3. Staff Management Responsibilities	Include all staff for whom the post holder has direct and indirect line management responsibility. Line management responsibility means overall responsibility for the work carried out by staff. Where staff are part time, include the numbers of staff on a full time equivalent basis. For example, if a principal psychologist directly manages a depute, who in turn manages a team of 2 full time and 1 three-day-a-week educational psychologist, enter 3.6 for the Principal and 2.6 for the Depute. If the numbers calculated fall between bands round up to the nearest whole number. Educational psychologists in training (EPiTs) should be included as educational psychologists and not as other staff.
4. Financial responsibilities	Enter the band for the amount of regular annual budget for which the post holder is responsible. Principal educational psychologists are generally responsible for the whole council budget for psychological services, even if parts of this budget are delegated to deputies. The budget figure used should exclude: <ul style="list-style-type: none">• salary and salary-related costs for permanent staff. (however, training and professional development costs and costs of temporary staff, if their numbers are not included as staff managed, should be included);• costs relating to buildings and property;• costs of educational placements; and• budgets for capital expenditure or special one-off funding.

PART 2

APPENDIX 2.4: ANNEX B

ALLOCATION OF JOB SIZE POINTS TO SALARY POINTS

Principal and Depute Principal Psychologists

Job Size Score		Salary Point
from	to	
0	25	1
26	47	2
48	69	3
70	91	4
92	113	5
114	135	6
136	157	7
158	179	8
180	and over	9

PART 2

APPENDIX 2.5

TEACHERS EMPLOYED IN REMOTE SCHOOLS, DISTANT ISLANDS AND RESIDENTIAL SPECIAL SCHOOLS

Remote Schools

1.1 Responsibilities

The council will maintain a list of the schools in its area that are designated Remote Schools and will review the list each year.

The SNCT will review annually the allowances payable in respect of Remote Schools. Increases will be made from 1 April in any year, on the basis of the movement in the Average Earnings Index. The current rate for this allowance is provided in Annex A of this Appendix.

1.2 Definitions

Centre of population means a place where the normal number of teachers employed in primary schools is three or more.

Public Passenger Service means a public service available throughout the year on Saturdays and on at least 1 other day a week (weather permitting) which is timed to allow a person using that service to complete both outward and homeward journeys on the same day. In addition, it must be possible to spend a minimum of 2 hours at the place travelled to.

Recognised means accepted generally and by the council.

Remote School means a school where the following criteria are in place:

- (a) No more than 2 teachers are normally employed on a full-time basis in that establishment.
- (b) The recognised customary route to a 'centre of population' includes one of the following:
 - (i) not less than 15 miles on land or on land and water;
 - (ii) 8 miles, approximately, on water which is recognised as either sheltered water or partly sheltered and exposed water;

- (iii) 2 miles or thereby on water recognised as exposed water;
- (iv) lacks a public passenger service for not less than approximately 5 miles on land; or
- (v) lacks a public passenger service for not less than half a mile or thereby on water.

1.3 Payments to Teachers in Remote Schools

Where a teacher is employed in a remote school the council will pay, in addition to the teacher's normal salary, the remote school allowance as stipulated by the SNCT.

A teacher employed on a part-time contract will receive this allowance on a *pro rata* basis.

There are two rates of allowance payable in respect of Remote Schools. The rate of payment made to a teacher working in a Remote School will be in accordance with the following:

- (a) Where the remote school conforms to one of the descriptions specified in (i) to (v) in 1.2 (b) above, the lower rate specified by the SNCT will be paid.
- (b) Where the remote school conforms to any one of (i), (ii) or (iii) and either (iv) or (v) in 1.2(b) above, the higher rate specified by the SNCT will be paid.

1.4 Special Circumstances

Where a teacher is employed in a school that is not a designated Remote School, but there are exceptional financial disadvantages arising out of the isolated situation of the school, the council may increase the salary of that teacher.

Where a teacher is not employed in a school but is employed in teaching in a place that fulfils the criteria of a Remote School as defined above, the teacher will be deemed to be employed in a Remote School.

Distant Islands

1.5 Responsibilities

The SNCT will review annually the allowances payable in respect of Distant Islands. Increases will be made from 1 October in any year on the basis of the movement in the Average Earnings Index. The current rate for this allowance is provided in Annex A of this Appendix.

1.6 Definition

For the purposes of the payment of Distant Islands Allowance, a distant island is any of the following:

- Orkney Islands
- Shetland Islands
- Outer Hebrides
- Colonsay
- Tiree
- Coll
- Muck
- Eigg
- Scalpay
- Rhum
- Canna
- Soay

1.7 Payments to Teachers on Distant Islands

Where a teacher is employed in a school on a distant island, the Council will pay, in addition to the teacher's normal salary, the Distant Islands Allowance specified by the SNCT. A teacher employed on a part-time contract will receive this allowance on a *pro rata* basis.

Remote Schools on Distant Islands

- 1.8** Where a teacher is employed in a Remote School on a Distant Island both the Remote Schools Allowance and the Distant Islands Allowance are paid, in addition to the teacher's normal salary.

Residential Special Schools

1.9 Residential Responsibility

Where a headteacher or depute headteacher resides at the school, or in such close proximity that they can undertake immediately action in respect of management and supervisory tasks arising outwith teaching hours, and responsibility for such tasks is an accepted part of the duties of the post, the salary for the post will be increased by the amount specified in Annex A of this Appendix.

1.10 Extra Curricular Activities

Where a teacher is involved in extra curricular activities for a maximum of 15 hours a week, his/her salary will be increased by the amount specified in Annex A of this Appendix.

PART 2

APPENDIX 2.6

ADMINISTRATIVE AND OTHER NON TEACHING TASKS

The lists of tasks should not routinely be carried out by teachers. The list is illustrative and not exhaustive. These tasks would generally be carried out by support staff thereby allowing the particular skills and experience of the teacher to be deployed most effectively.

- The supervision of pupils within the school grounds, in dining and/or recreation areas during school hours but outwith scheduled teacher class contact time.
- Administration of the school meals service, including collection of money and issue of tickets.
- Collection/collation of data for the school meals service.
- Documenting and maintaining pupil disciplinary records.
- Administrative elements of pupil welfare requirements, including support of guidance staff with routine documentation and information dispersal.
- Reception and telephonist duties.
- First aid and administration of medication.
- Administration and documentation relating to out-of-school visits/work experience/visiting groups etc.
- Copy typing/filing/photocopying.
- Administrative detail of register/absence procedures/issue of standard letters.
- Non-professional aspects of school reporting procedures, preparation of envelopes, transfer of information, photocopying, filing etc.
- Inputting of assessment data.
- Transmission of recorded data to external bodies.
- Organising and obtaining supply cover.

- Administrative aspects of resourcing, stocktaking, ordering, checking and invoice reconciliation.
- Property management.
- Repair and maintenance of IT and AV resources.
- Recording of educational broadcasts.
- Administration of after-school care.

PART 2

APPENDIX 2.7

CODE OF PRACTICE ON WORKING TIME ARRANGEMENTS FOR TEACHERS

The working hours and duties of teachers are negotiated nationally and form part of the agreed conditions of service for teachers. This Code of Practice has been drawn up to describe in more detail the rights and responsibilities involved in translating national conditions of service into practice.

The Code of Practice will operate within the context of national and local negotiating arrangements.

For the duration of the transitional period, individual contracts will contain an additional condition that working time arrangements will operate in accordance with the Code of practice.

The Code of Practice will be kept under review during the transitional period.

It shall inform discussions on working conditions at local level and will require to be supported by effective consultative arrangements at establishment level that ensure full participation by all staff in key decisions affecting their establishment. Discussions will be led by the headteacher as overall manager and the person ultimately accountable for the activities of the school.

With these mechanisms in place, it should be possible to resolve disputes, which may be individual or collective, without recourse to grievance procedures. This would not affect a teacher's existing right to resort to formal grievance procedures.

It is also intended that the Code of Practice will help teachers to manage their workload more effectively. Effective planning procedures should assist with the management of workload.

In terms of assisting with local planning and with the control of teacher workload, national priorities will be set. These will be few in number and will normally be constant over a reasonable period of time. Teachers have a right and an obligation to contribute to the process by which national and local priorities are determined. Programmes of change will require the full participation of staff at establishment level in decisions about the pace of change.

Each educational establishment will prepare a school plan in accordance with the Standards in Scotland's Schools etc Act 2000. The plan will reflect establishment, local and national priorities. Plans will take account of staffing and other resources required. All teachers will have the right to be fully involved in the development of the plan and to be consulted on their

contribution to the plan, and the responsibility for realising the school's development priorities. If a plan requires to be reviewed to take account of individual or collective circumstances, staff will be involved in any review as appropriate.

Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service. Each educational establishment will prepare an annual programme of activities, which require the involvement of 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 use of the remaining time (that is, time beyond the combined class contact and preparation/correction allowance) will be subject to agreement at school level and will be planned to include a range of activities, such as:

- additional time for preparation and correction;
- parents meetings;
- staff meetings;
- preparation of reports, records etc;
- forward planning;
- formal assessment;
- professional review and development;
- curriculum development;
- additional supervised pupil activity; and
- Continuing Professional Development.

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

Each education establishment will put effective mechanisms in place to assist the process of reaching agreement on collective time. These mechanisms will be determined at local authority level and will reflect local circumstances. The negotiating machinery at local authority level and at national level will monitor the effectiveness of school mechanisms in ensuring agreement on, and prioritisation of, teachers' working time.

Individual teachers will use their professional judgement in relation to the prioritisation of tasks. In exercising their professional judgement, teachers will require to take account of objectives determined at school, local authority and national levels.

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. In terms of the remaining time, teachers will be available for meetings and other collective activities during the course of the 35 hour working week. If a teacher is not required to be on the school premises for certain duties, for example preparation and

correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect.

Teachers have a right and a responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of Continuing Professional Development (CPD). An additional contractual 35 hours of CPD per annum will be introduced as a maximum for all teachers, which shall consist of an appropriate balance of personal professional development, small scale school based activity, attendance at nationally accredited courses or other CPD activities. As part of this professional commitment teachers will have a CPD plan that is agreed annually with their line manager, based on assessment of individual need. Teachers are also required to maintain an individual CPD record for professional purposes.

PART 2

APPENDIX 2.8

CODE OF PRACTICE ON THE USE OF TEMPORARY CONTRACTS

1. INTRODUCTION

- 1.1 The aim of this Code of Practice is to establish good practice on the use of temporary contracts.
- 1.2 The SNCT recognises the important contribution made by temporary teachers, many of whom go on to hold permanent contracts. The SNCT believes that it is essential that temporary teachers are treated in the same way as permanent staff and given access to appropriate induction, training and support.
- 1.3 The Code of Practice takes into account the Employment Rights Act 1996, as amended by the Employment Relations Act 1999 and the Employment Act 2002, as well as Part-Time Workers (Prevention of Less Favourable Treatment) and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

2. PURPOSE

- 2.1 The purpose of the Code of Practice is to enhance the principles of a professional service by helping councils to manage their staffing requirements in a co-ordinated and structured way. This must be responsive to service needs whilst, at the same time, providing teachers with access to secure employment opportunities, wherever possible.
- 2.2 The Code of Practice aims to ensure that employees on temporary contracts are not treated less favourably than permanent employees.
- 2.3 It is recognised that there will be teachers who may be employed on temporary contracts for significant periods of time. In such cases the letter of appointment must clarify the expected length of appointment.
- 2.4 It is recognised that there will always be a requirement for short term temporary cover, and indeed there will always be teachers wishing to work on that basis. In order to achieve an element of consistency as well as giving staff security of permanent employment, councils are encouraged to consider the option of appointing permanent peripatetic teachers to work within groups or

'clusters' of schools. However, it is recognised that the need for additional *ad hoc* short-term cover will remain.

3. DEFINITIONS

The SNCT recognises two situations when a council may need a teacher to work other than on a permanent basis. These are set out below and apply irrespective of the number of hours worked.

3.1 *Fixed-Term Temporary Requirement*

3.1.1 Where it is known from the outset the reasons for the temporary requirement and its likely duration, a temporary contract of employment will be issued, as soon as possible, specifying entitlement to pay and conditions of service and detailing the expected duration and reason for the appointment.

3.1.2 The use of a fixed term temporary appointment may be made in a number of circumstances including the following:

- maternity leave;
- parental leave;
- adoption leave;
- career break;
- long term sickness absence;
- secondment;
- sabbaticals; and
- staffing from time limited funding.

3.2 *Short-Term Temporary Requirement*

3.2.1 In certain limited circumstances, teachers may be offered work on a short term temporary basis, generally with little or no notice, and usually on a day-to-day basis. In such instances there is no obligation on the council to provide work or on the teacher to accept the offer of work. In the short-term situation, teachers may be asked to provide cover for absences including the following:

- in-service training/staff development/working groups;
- special leave, for example, bereavement leave, jury duty;

- paternity/maternity support leave;
- short-term sickness absence;
- trade union duties; and
- SQA duties.

3.2.2 Where it becomes clear that the need for the temporary replacement is likely to be ongoing or lengthy, then the individual should be issued with a fixed-term contract as described in paragraph 3.1 above.

3.2.3 Councils will need to ensure that adequate systems are in place to record the days/hours worked by temporary teachers, for pay purposes.

4. RECRUITMENT

- 4.1 Every teacher recruited to undertake work on a fixed term or short term temporary basis will be appointed in accordance with that council's recruitment procedures.
- 4.2 Following this process, such teachers will be placed on a register of approved teachers maintained for these purposes.

5. TRANSFER TO PERMANENT STATUS

- 5.1 Movement to a permanent post will be open to temporary teachers through normal application. Temporary teachers should be provided with the same access to information on vacancies for permanent posts as is provided to existing permanent post holders.
- 5.2 Transfer to a council's permanent staff will also be through arrangements agreed by the LNCT.
- 5.3 Under the Fixed Term Employees Regulations 2002 any temporary contract extended beyond four years will be made permanent, unless the authority can objectively justify not doing so.
- 5.4 Fixed term temporary employees should not be selected for redundancy on the grounds of their employment status. Any selection for redundancy must be objectively justified.

PART 2**APPENDIX 2.9****CLASS SIZE MAXIMA**

Primary	Number of pupils
P1	30*
P2	30*
P3	30*
P4	33
P5	33
P6	33
P7	33
Composite classes	25
Secondary	
S1	33
S2	33
S3	30
S4	30
S5	30
S6	30
Practical classes	20

Notes: * The provisions set out are drawn from the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999. The Schedule to Regulation 4, Excepted Pupils, and the 'Explanatory Note' to the Regulations are provided in Annex A to this Appendix. Annex A sets out the circumstances in which class sizes may exceed the stated maximum.

CLASS SIZES FOR SPECIAL SCHOOLS AND UNITS

Additional Support Needs arising from:	Number of pupils
Moderate learning difficulties	10
Profound learning difficulties	10 **
Severe physical impairment	8
Severe learning difficulties	8
Significant hearing impairment	6
Significant visual impairment	6
Language and communication difficulties	6
Social, emotional and behavioural difficulties	6

Note: ** This figure applies where teachers are complemented by support staff and councils are recommended to apply an adult/pupil ratio of 1:2.5.

PART 2

APPENDIX 2.10

CODE OF PRACTICE ON KEEPING IN TOUCH DAYS

Background

- 1.1 As part of the Government's policies on work and families the concept of Keeping in Touch Days has been introduced.
- 1.2 The SNCT's advice on Keeping in Touch Days based on guidance from the Department of Trade and Industry (DTI) is provided below.
- 1.3 Each Local Negotiating Committee for Teachers will set out operational arrangements for Keeping in Touch Days.

Contact

- 2.1 Councils should have clear arrangements for maintaining contact with employees on maternity and adoption leave.
- 2.2 Prior to the commencement of maternity or adoption leave a meeting should be arranged to discuss how contact can be maintained. Both the employer and employee should have a clear understanding of the nature and frequency of contact.
- 2.3 Communication may be facilitated by home computers where employees on leave can exchange e-mails with colleagues at work and access council's intranets. For employees who have no home access to e-mails then communication by telephone or letter should be agreed.
- 2.4 Employers have a responsibility to ensure employees on maternity or adoption leave have information on vacancies and promotion, including acting appointments, and in-service or other CPD opportunities. The employee should also be apprised of changes to the workplace or work organisation which may impact on her or him.

Keeping in Touch Days

- 3.1 Keeping in Touch Days are formal arrangements to allow employees to undertake work of some kind during maternity or adoption leave. An employee cannot be required to take up Keeping in Touch days – participation is not compulsory.
- 3.2 The statutory provision allows for up to 10 Keeping in Touch Days in any period of maternity or adoption leave. The number of days and the activity to be undertaken must be agreed between the employer and employee, taking account of the wishes of both parties. It is noted that if

the employee works for part of a day that will count as a Keeping in Touch Day.

- 3.3 The purpose of Keeping in Touch Days is to keep the employee informed on what is happening in the workplace. While a Keeping in Touch Day could simply be used for the person to undertake normal contractual duties on that day DTI guidance stresses that Keeping in Touch Days could be particularly useful in enabling an employee to attend a conference, undertake a training activity or attend a team meeting.
- 3.4 The SNCT recommends the following as examples of good practice which may be undertaken in Keeping in Touch Days:
- (i) Attending INSET days, as set out in the school calendar.
 - (ii) Team teaching with the teacher covering the leave, particularly in the weeks preceding the date of return.
 - (iii) Attending CPD events, including participating in annual review discussions.
 - (iv) Attending team or departmental meetings.
 - (v) Work shadowing a colleague or liaison with a colleague.
- 3.5 Where the employee on maternity or adoption leave holds a promoted post the SNCT strongly advises that the employee should not resume those duties for Keeping in Touch Days or break the contract of the employee who had taken the post of temporary responsibility. This would not preclude a Keeping in Touch Day to be used for work shadowing or liaison, as set in 3.4(v) above.
- 3.6 The Regulations make it clear that an employer and employee are allowed to make reasonable contact during maternity leave to discuss such issues as the return to work. This would not constitute 'work' and would not therefore count towards the 10 days.

Payment for Keeping in Touch Days

- 3.7 Pay arrangements for Keeping in Touch Days should be agreed by the employer and employee. The SNCT has agreed normal contractual pay for all employees for such days (as set out in Part 2, Section 1, Pay) and payment for accrued leave (Part 2, Section 5, Annual Leave) this amount will be inclusive of SMP, SAP or Maternity Allowance, where these are still being paid.
- 3.8 Where the period worked is less than a full day, the employee shall be paid an hourly rate with payment of accrued leave on a pro rata basis.

Recording Keeping in Touch Days

3.9 The agreement on Keeping in Touch Days should normally be recorded on an individual basis.

Reviewing Keeping in Touch Days

3.10 It is acknowledged that circumstances may well change and it must be open to both parties to review arrangements.

Appeals

3.11 It is expected that Keeping in Touch Days will be subject to amicable agreement.

3.12 However, if resolution cannot be achieved through informal discussion then formal grievance procedures may have to be invoked by employees who are unable to obtain an agreement on Keeping in Touch Days.

PART 2

APPENDIX 2.11

DISCIPLINARY FRAMEWORK

1. Introduction

1.1 Where an employee's performance or conduct gives rise to serious concern, disciplinary action may be taken by the council in accordance with its locally agreed disciplinary procedures. As the aim of the disciplinary process is to seek improvement in performance or conduct, assistance to enable improvement to occur is essential. These procedures should conform to the framework set out below.

2. Principles

2.1 Disciplinary rules and procedures are necessary for promoting orderly employment relations as well as fairness and consistency in the treatment of individuals. They enable organisations to influence the conduct of workers and deal with problems of poor performance and attendance, thereby assisting organisations to operate effectively. Rules set standards of conduct and performance at work; procedures help ensure that the standards are adhered to and also provide a fair method of dealing with alleged failures to observe them.

2.2 All employees should be made aware of the standards of conduct and performance expected of them. In particular, employees should be made aware of what constitutes gross misconduct; for example sexual offences, assault or dishonesty. All problems involving minor misconduct and poor performance should be dealt with, at least in the early stages, through the use of informal advice, guidance and counselling. It is essential that all problems of this nature are fully discussed and that support is provided with the objective of encouraging and helping employees to improve. It is essential also that employees are aware that support and counselling are available at all times, even where it has been necessary to take disciplinary action under the procedures.

2.3 Disciplinary procedures must comply with ACAS Code of Practice (No 1) Disciplinary and Grievance Procedures. Where the concern relates to the performance of an individual's teaching, the procedures must comply with the General Teaching Council for Scotland (GTCS) Code of Practice on Competence. Where the concern relates to the performance of

an administrative or managerial function of a promoted post, the procedures must comply with similar principles and processes as contained in the current GTCS Code of Practice of Employee Competence which is set out in Appendix 2.12.

- 2.4 If formal disciplinary process is considered necessary, the agreed procedure will comply with the following principles.
- (a) The initiation of disciplinary actions/sanctions should be accompanied by appropriate support mechanisms
 - (b) No disciplinary action will be taken until the matter has been fully investigated. Any decision to then impose a disciplinary sanction must not be taken by the person who conducted the initial investigation. In addition, no appeal should be heard by the same person who issued the disciplinary sanction.
 - (c) Apart from gross misconduct, no employee shall be dismissed for the first breach of discipline.
 - (d) There shall be a right of appeal against all disciplinary sanctions.
 - (e) No disciplinary action will be initiated against a trade union representative until the matter has been discussed with a full-time official of the union concerned.
 - (f) An employee shall have the right to be represented at all stages of the disciplinary process, including investigatory meetings.

3. The Investigatory Stage

- 3.1 In situations where either a complaint has been received or where an employee's conduct or performance has given cause for concern, the employer should appoint an investigating officer. The investigating officer should, if possible, interview all of the parties involved (including the employee in question) and, if appropriate, prepare signed and dated statements from all of these witnesses.

The investigating officer should then produce a report that will enable another representative of the employer to decide whether the matter should be further progressed through the formal disciplinary process.

It is preferable that this decision is not taken by the investigating officer, who must not have any function at a future disciplinary hearing other than presenting the facts of the investigation to that hearing.

The employee involved must be advised at an early stage that a complaint or concern has been lodged, of the nature of any complaint, of the process that will be followed and of the right to be represented.

- 3.2 The investigatory process should be conducted as speedily as possible, consistent with the principles of fairness and natural justice. Time limits should be incorporated into the terms of the disciplinary procedure to ensure that, in most cases, the investigation takes no longer than, for example, 15 working days.
- 3.3 All employees should be entitled to be represented at ***all*** hearings and meetings as part of the disciplinary process ***including*** investigatory hearings. In addition, in most cases, the employee whose conduct or performance has given rise to the investigation will be interviewed. He/she must be given a clear indication of the nature and purpose of the investigation and the procedures that will be followed at the interview well in advance of any meeting with the investigating officer
- 3.4 Once the investigation is completed the employee should be advised of the outcome of the investigation. Where, following an investigation, no further action is to be taken in terms of the disciplinary procedures then all references to the investigation should be removed from the employee's personal file and destroyed.
- 3.5 Any procedure which includes 'precautionary suspension' as part of the disciplinary procedure, must also comply with the following principles:
 - (a) The precautionary suspension must be on full pay and must not be associated with any assumption of guilt.
 - (b) Precautionary suspensions should only be used in the most serious cases of misconduct or poor performance, or where the employee's presence at the normal place of work could prejudice the investigation. Consideration could be given to a temporary transfer, pending the conclusion of the investigation and any subsequent disciplinary process.
 - (c) All precautionary suspensions should be reviewed at agreed regular intervals.

4. The Disciplinary Hearing

4.1 A decision to proceed with a disciplinary hearing should be based on the evidence secured during the investigatory stage but should not be taken by the person who conducted the investigation.

4.2 Once a decision has been taken to proceed to a disciplinary hearing, the employee should be informed, in writing, about:

details of the allegations;

the date for the hearing;

the procedures to be followed at the hearing; and

any rights under the disciplinary procedure.

He/she should also be provided with copies of the evidence that will be used during the disciplinary hearing including any written evidence and the names of any witnesses that will be called. The employee should also provide the employer with similar evidence that will be led in his/her defence within a reasonable time before any hearing.

4.3 The employee (and/or representative) must be given every opportunity to present his/her case, to provide additional documents for the hearing, to call and question witnesses and to sum up his/her case.

4.4 At the conclusion of the hearing, the disciplinary officer (see paragraphs 5.3 and 5.4 below) shall either announce his/her decision (to be confirmed in writing thereafter) or indicate that the decision will be communicated in writing within the agreed time limits (see paragraph 7.1 below).

4.5 If it is decided that no disciplinary action is to be taken, all references to the case shall be removed from the employee's personal file and destroyed.

5. Disciplinary Sanctions

5.1 All disciplinary sanctions shall be recorded in writing and shall remain in the employee's personal file during the period of currency of the warning (see paragraph 7.2 below). In being advised of the disciplinary sanction that is being applied, the employee should be advised also of the improvements which will be expected of them and the availability of appropriate support to allow them to achieve and maintain the improvement.

5.2 The following disciplinary sanctions shall be available.

- (a) **Formal Oral Warning.** For minor breaches of discipline, misconduct or continued poor performance, the warning must include reference to the fact that any further breach may render the employee open to further disciplinary action.
- (b) **Written Warning.** For more serious breaches of discipline, misconduct or continued poor performance or a failure to improve conduct or performance following receipt of a formal oral warning, the employee must be informed that a further breach may result in further disciplinary action being taken.
- (c) **Final Written Warning.** For serious breaches of discipline, misconduct, continued poor performance, a failure to improve conduct or performance following receipt of a written warning, the employee must be warned that any further breach may result in dismissal.
- (d) **Dismissal.**
 - (i) For serious repeated misconduct or poor performance during the currency of a final written warning or for gross misconduct for which no previous warning exists. The employee must be informed, in writing, of the effective date of dismissal and whether the dismissal is summary or with notice.
 - (ii) The following punitive sanctions are available in conjunction with a final written warning as an alternative to dismissal: demotion, transfer or suspension of an increment. Where an employee does not agree to the application of the punitive sanction then the council will have no alternative but to dismiss the employee.

5.3 The headteacher will have overall responsibility for the management of employees within their school and will have the power to issue oral and written warnings.

5.4 The Director of Education will have the power to apply all forms of disciplinary sanction described in this section and to dismiss an employee under the agreed disciplinary procedures of the authority.

5.5 In cases involving performance issues, the GTCS Code of Practice on Competence should be followed at all times. Before taking action for dismissal a Director of Education must ensure that the Code has been followed.

6. Appeals

6.1 Employees will have the right of appeal against all disciplinary sanctions imposed by the authority. The table below outlines the appropriate level at which appeals should be heard.

Nature of Warning	Issued by	Appeal Heard By
Oral warning	Headteacher or nominee	Director of Education or nominee
Written warning	Headteacher or nominee	Director of Education or nominee
Final written warning	Director of Education or nominee	Appeals Sub Committee or other appropriate sub committee

6.2 Appeals procedures are devolved for determination to local negotiating committees. Appeals against dismissal will be to an appropriate sub committee (or equivalent) of the council set up for that purpose.

7. Time Limits

7.1 Appropriate time limits should be agreed within the local negotiating committee covering the following aspects of the disciplinary procedure. The suggestions included are for illustrative purposes only and refer to working days and must be agreed at local level. Any time limits set should not prejudice an employee's rights in cases of dismissal to submit a claim to an employment tribunal. Suggested time limits are provided in the table below, page 7.

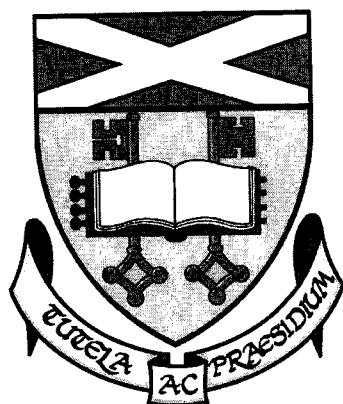
Aspects of Disciplinary Procedure	Suggested Time Limit (Working Days)
Precautionary suspension	10 days until each review
Notification of decision to proceed to disciplinary hearing	10 days notice (minimum) or shorter (by agreement in individual cases)
Notification of decision of disciplinary hearing	5 days (maximum)
Time limit to lodge appeal	10 days (maximum) from date of notification of decision of disciplinary hearing
Date of notification of appeal hearing	No later than 20 days from receipt of notice of appeal
Notification of outcome of appeal hearing	5 days (maximum)

- 7.2 Time limits for the duration of warnings will have to be agreed as will what is to happen to warnings at the end of the agreed period of time. Warnings can either be expunged (i.e. removed from the employee's personal file and destroyed) or disregarded after the appropriate length of time. The following suggested time limits must be agreed at local level.

Level of Warning	Time Limit (Months)
Oral warning	6 months
Written warning	9 months
Final written warning	12 months

- 7.3 If an appeal is successful and the original disciplinary sanction withdrawn, any written reference shall be expunged from the employee's personal file and the employee notified accordingly.
- 7.4 Any disciplinary sanction which has been imposed and which relates to a breach of the council's child protection policies can remain on an employee's file for a longer period of time than defined in paragraph 7.2 above.

Note: A 'modified' two step disciplinary procedure, as allowed for by the Employment Act 2002 (Dispute Resolution) Regulations, may be used in circumstances which are beyond the council's control, for example, if the employee is working illegally. Agreement on use of a 'modified disciplinary procedure' should be agreed by the LNCT.



Code of Practice on Teacher Competence

gtc
SCOTLAND

The General Teaching Council for Scotland
Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT

The General Teaching Council for Scotland ("the Council") was set up under the Teaching Council (Scotland) Act 1965. It was the first such body for teachers in the United Kingdom and, indeed, one of the first teaching councils in the world. One of the fundamental principles underlying the work of the Council is that of professional self-government.

The public interest is represented on the Council. Its membership of 50 consists of 26 elected registered teacher members; 18 appointed members representing local authorities, directors of education, directors of social work, further and higher education institutions, the churches and the Scottish Council of Independent Schools; and 6 members nominated by Scottish Ministers.

The Council is an advisory non-departmental public body (NDPB), but differs from other NDPBs in that it is funded from the annual registration fees paid by registered teachers and not from the public purse. With regard to the public interest, policy statements and general advice issued by the Council are made available to the public and Minutes of meetings of the Council are made available to the press and on the Internet, subject to confidentiality in the Council's case work.

The Standards in Scotland's Schools etc Act 2000 made a number of important changes to the functions of the Council. In the light of these changes this Code of Practice on Teacher Competence is intended to illustrate how the Council defines teacher competence and the proposed procedures for dealing with cases of under-performance.

The principal aims of the General Teaching Council for Scotland are:

- ❖ To contribute to improving the quality of teaching and learning;*
- ❖ To maintain and to enhance professional standards in schools and colleges in collaboration with partners including teachers, employing authorities, teacher education institutions, parents and the Scottish Executive Education Department;*
- ❖ To be recognised as a voice and advocate for the teaching profession;*
- ❖ To contribute to the development of a world-class educational system in Scotland.*

The Council's key functions are:

- ❖ To maintain and enhance the quality of teaching in Scotland;*
- ❖ To maintain standards of professional conduct and competence in teaching;*
- ❖ To provide advice on the entry requirements for initial teacher education and the supply of teachers;*
- ❖ To enhance the status and standing of teaching and the teaching profession;*
- ❖ To develop the strengths of Council staff;*
- ❖ To run an effective and cost-efficient organisation.*

1 Introduction

The Code of Practice on Teacher Competence provides the definition of competence in terms of the Standard for Full Registration (SFR) and explains the steps in the process for dealing with cases of short-lived under-performance and long-running under-performance. This Code is part of the Council's procedures for maintaining standards of professional conduct and competence in teaching.

It is important to note that this Code will be kept under continuous review and will be updated regularly.

It should be noted that where the alleged under-performance relates to administrative/managerial duties of a promoted teacher, similar procedures may be applied, but in the knowledge that the power of the Council, at the end of the day, to remove the name of a teacher from the register for long-running under-performance relates to teaching competence not administrative/managerial competence.

2 Definition of Teacher Competence

Teacher competence is described in terms of the SFR and applies to teachers who have gained full registration with the General Teaching Council for Scotland.

The Standard describes the:

- ❖ professional knowledge and understanding
- ❖ professional skills and abilities
- ❖ professional values and personal commitment

which all fully registered teachers should be able to demonstrate in their professional activities.

Professional Knowledge and Understanding

Registered teachers:

- (a) have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum;
- (b) have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.);
- (c) understand the nature of the curriculum and its development;
- (d) have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects;
- (e) have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it;
- (f) have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them;

- (g) can articulate their professional values and practices and relate them to theoretical principles and perspectives;
- (h) have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.

Professional Skills and Abilities

Registered teachers:

- (a) are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach;
- (b) communicate clearly, making skilful use of a variety of media, and interact productively with pupils, individually and collectively;
- (c) use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils;
- (d) set and maintain expectations and pace of work for all pupils;
- (e) work co-operatively with other professionals and adults;
- (f) organise and manage classes and resources to achieve safe, orderly and purposeful activity;
- (g) manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary;
- (h) understand and apply the principles of assessment, recording and reporting;
- (i) use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.

Professional Values and Personal Commitment

Registered teachers:

- (a) learn from their experience of practice and from critical evaluation of relevant literature in their professional development;
- (b) convey an understanding of practice and general educational matters in their professional dialogue and communication;
- (c) reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development;
- (d) should show in their day-to-day practice a commitment to social justice and inclusion;
- (e) take responsibility for their professional learning and development;
- (f) value, respect and are active partners in the communities in which they work.

3 Procedures for Dealing with Under-Performance

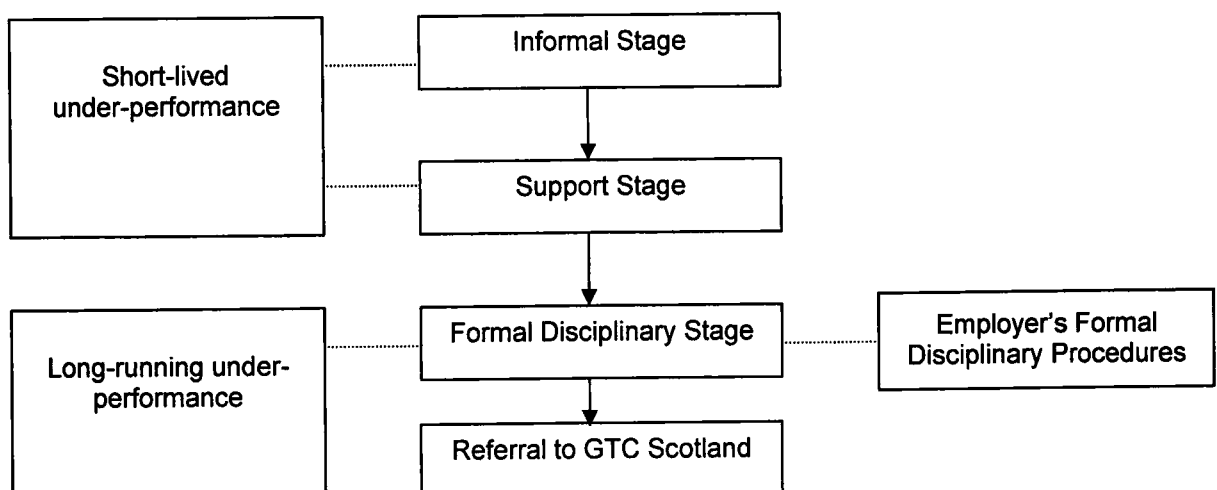
The procedures assume that the teacher has been performing at a competent level up to the point at which temporary under-performance is first identified.

Short-lived under-performance may be caused by many different factors such as illness, personal circumstances, lack of understanding of current methodology, loss of confidence or external factors beyond the control of the teacher. In stages 1 and 2 of the following procedures it is assumed that the teacher's problem is one of short-lived under-performance.

Long-running under-performance is the term used to describe the problem when stage 3 of the procedures is implemented. By this stage, although support and guidance and professional development opportunities have been offered to the teacher, this has not resulted in the teacher maintaining the level defined in the Standard for Full Registration.

(Note: This advice is in line with relevant provisions of the ACAS Code of Practice on Disciplinary and Grievance Procedures as revised in September 2000, ref: para 8, para 22.)

There are four stages in the procedures:



Stage 1 : Informal

- (a) The informal stage does not form part of the employer's formal disciplinary procedures.
- (b) It is assumed, at this stage, that the problem is one of short-lived under-performance.
- (c) Teachers are encouraged to invite a colleague or a representative from their Professional Association to accompany them to any meetings.
- (d) Informal discussions should be held between the teacher and senior colleagues to discuss identified areas of under-performance. During these informal discussions the teacher should be encouraged to participate fully in identifying the causes of the under-performance and suggesting possible remedies. Advice and guidance should be offered from senior colleagues to support improvement.

- (e) At the conclusion of the first informal discussion a date should be agreed by the teacher and senior colleagues to review performance. Depending on the context of the situation a reasonable length of time should be given for the teacher to reach the required standard.
- (f) At the conclusion of the meeting to review performance, ie whether or not the required standard has been achieved, an oral report should be given to the teacher indicating the outcome. Two outcomes are possible:

Outcome 1:

Where improvements have been made to the required standard, no further action will be taken. The teacher should be informed of this decision in writing.

Outcome 2:

Where improvements have not been achieved to the required standard, the teacher should be informed that the matter will be referred to the headteacher who will consider whether the second stage of the procedures should be implemented. The teacher will be informed of the headteacher's decision and the underpinning reasons in writing.

Stage 2 : Support

- (a) The support stage does not form part of the employer's formal disciplinary procedures.
- (b) It is assumed, at this stage, that the problem is still one of short-lived under-performance.
- (c) Teachers are encouraged to invite a colleague or a representative from their Professional Association to accompany them to any meetings.
- (d) The teacher should be informed by the headteacher of:
 - the specific aspects of the SFR which are to be addressed;
 - the proposed mechanisms which will be put in place to support the teacher;
 - appropriate professional development opportunities which can be accessed.
- (e) Discussions should be held between the teacher and headteacher to agree the way ahead. During these discussions the teacher should be encouraged to address the issues openly in order to:
 - clarify the areas of under-performance;
 - suggest forms of support which he/she would find helpful;
 - agree appropriate professional development opportunities.

Sympathetic consideration should be given to all reasonable requests made by the teacher.

At the conclusion of these discussions the headteacher should give a broad indication of the support mechanisms and professional development opportunities which will be made available. Dates for an Interim Review meeting and a Final Review meeting will be confirmed.

As soon as possible after the discussion the headteacher should confirm in writing:

- the improvements to be made;
- the support mechanisms and professional development package to be provided;
- confirmation of the review dates.

Depending on the context of the situation a reasonable length of time should be given for the teacher to reach the required standard.

- (f) At the conclusion of the Final Review meeting the teacher should be informed of the outcome.

Two outcomes are possible:

Outcome 1:

Where improvements have been achieved to the required standard, no further action will be taken. The proceedings will be deemed to be complete. The teacher should be informed of this discussion in writing.

Outcome 2:

Where improvements have not been achieved to the required standard, the teacher should be informed that formal disciplinary procedures will be implemented. This decision and the underpinning reasons should be communicated to the teacher in writing.

The teacher should be advised of their statutory and contractual rights to be accompanied at stages 3 and 4.

Stage 3 : Disciplinary

- (a) This stage comprises the employer's formal disciplinary procedures.
- (b) The problem is now considered to be one of long-running under-performance.
- (c) The teacher should be advised of their statutory and contractual rights to be accompanied.
- (d) A comprehensive statement should be produced by the headteacher indicating:
- details of the teacher's alleged failure to maintain the standards described in the SFR with clear identification of which aspects are alleged not to be of the required standard;
 - details of the support mechanisms and professional development opportunities offered to the teacher;
 - the duration of stages 1 and 2;
 - the teacher's performance at the start of the support stage;
 - the teacher's performance at the end of the support stage.
- (e) The above information will be considered:
-

- at subsequent stages in the employer's formal disciplinary proceedings;
- if the case is referred to GTC Scotland.

Stage 4 : Referral to the General Teaching Council for Scotland

- (a) A case is referred to the Council under the terms of Section 9B of the Teaching Council (Scotland) Act 1965 as amended, ie where a case culminates in:
 - the dismissal of the teacher;
 - the resignation of the teacher in the context of a possible dismissal.
- (b) Relevant information from the Disciplinary stage will be sent to the Council.
- (c) Information relating to the Council's procedures for dealing with such cases can be found in the Council's Code of Practice on the Exercise of its Disciplinary Functions and in the Conduct, Competence and Disciplinary Rules.

PART 2

APPENDIX 2.13

GRIEVANCE FRAMEWORK

1. Introduction

- 1.1 Every employee has a right to seek redress for grievances relating to their employment. The following framework should, therefore, provide the basis for establishing locally agreed grievance procedures (within the Local Negotiating Committee for Teachers (LNCT)) to be applied at both the school and council level. The framework complies with both the Employment Act 2002 and with the ACAS Code of Practice (Number 1) entitled *Discipline and Grievance Procedures*.
- 1.2 Grievance procedures provide a mechanism whereby problems in relation to work, the working environment or working relationships can be raised and addressed. These problems should be dealt with speedily and fairly before they can develop into major problems or, potentially, collective disputes.

2. Principles

- 2.1 It is good employment relations practice to provide all staff with a reasonable and prompt opportunity to obtain redress on any grievance. The process applies equally to groups of teaching staff and the same stages should be utilised as for individual grievances. *status quo ante* provisions should be included as appropriate (see paragraphs 2.5 (d) and 5.1 below). Employees have the right to be accompanied at all stages in the grievance process and this framework complies with the legal requirement in relation to the provision of a minimum statutory grievance procedure.
- 2.2 Apart from dealing with grievances quickly and fairly, decisions in relation to a particular grievance should be taken, if possible, at the lowest level within the hierarchy of stages at which the matter can be resolved. It is accepted, for example, that the headteacher may not have the power or authority to sanction solution to a grievance that may be available to staff at, for example, directorate level.
- 2.3 It is neither possible nor desirable to specify every issue which may give rise to a grievance, but the main areas would include: terms and conditions; health and safety; relationships at work; new working practices; organisational change and equal opportunities matters. Employees should be made aware of the

terms of the local grievance procedure and have ready access to a copy of it.

2.4 Every effort should be made to resolve a grievance, or potential grievance, using informal mechanisms – for example, discussion with a senior colleague or through an informal approach by a trade union representative. However, if informal methods do not succeed and the aggrieved party remains dissatisfied with the outcome or response, the formal procedure should be utilised. In summary, therefore, the following principles should comprise a locally agreed grievance procedure.

- (a) All grievances should be dealt with quickly, fairly and within agreed time limits.
- (b) Individual and group grievances should be dealt with using the same procedure and including the same stages.
- (c) Decisions relating to a grievance should be taken at the lowest appropriate level and should, where possible, involve the use of informal mechanisms to secure a resolution.
- (d) It is anticipated that the use of the *status quo ante* provisions should be restricted to grievances that relate to situations where changes to terms and conditions are being contemplated. However they should also apply, where practicable, to changes to working practices or organisational structures.

3. The Formal Grievance Procedure

3.1 Every attempt should be made to resolve the matter through informal discussion or through informal representation by a trade union official etc. The headteacher or other senior manager should respond as quickly as possible to an informal approach, not necessarily in writing.

If, however, the aggrieved party is dissatisfied with the response or if no response has been forthcoming, within a reasonable period, the employee should initiate the first stage of the formal grievance procedure.

3.2 **Stage 1**

The employee should submit a formal written statement of grievance to the headteacher or senior manager (perhaps using a prepared *pro forma*) which should outline clearly the nature of

the grievance. The form could also include reference to the resolution sought by the aggrieved party.

The headteacher or senior manager will convene a formal grievance hearing within ten working days (or otherwise by mutual agreement) of receipt of the written statement of grievance. The employee will have the right to be represented at the hearing and the headteacher or senior manager will respond in writing to the formal statement of grievance within five working days of the date of the hearing.

Where the headteacher is the aggrieved party, the formal statement of grievance should be submitted to the director or nominee.

In line with paragraph 2.2 above, there may be other circumstances where it would not be appropriate for the headteacher or senior manager to hear the grievance at Stage 1, in which case the grievance should be submitted directly to the director.

3.3 **Stage 2**

Should the employee be dissatisfied with the decision of the headteacher, there shall be a right of appeal to the director. A statement of appeal, also perhaps on a prepared *pro forma*, must be submitted in writing within ten working days of receipt of the headteacher's or senior manager's decision explaining the reasons for continuing dissatisfaction.

The director or nominee will convene a formal appeal hearing within ten working days of receipt of the written statement of appeal. The director or nominee shall respond in writing to the aggrieved employee within five working days of the date of the hearing.

3.4 **Stage 3**

If the employee remains dissatisfied with the response from the director there shall be a right of appeal to an appropriate committee or sub committee of the council set up for that purpose.

Time limits for convening a meeting of the appeals committee and for transmitting its decision to the aggrieved party must be agreed within the Local Negotiating Committee for Teachers (LNCT) and should adhere, as closely as possible, to the time limits used in the earlier stages.

3.5 **Stage 4**

The final decision of the local council can be submitted to the Joint Secretaries of the Scottish Negotiating Committee for Teachers (SNCT) for consideration through its appeals process only if the subject matter of the original grievance relates to the

interpretation or implementation of a national agreement promulgated by the SNCT (see Appendix 2.14, the SNCT Appeals Procedure).

4. The Conduct of Formal Grievance and Appeal Hearings

- 4.1 The employee must be given every opportunity to present evidence in support of his/her grievance and the employee and/or representative can call witnesses, submit additional written information and/or use verbal presentation. In addition, the headteacher or director (with advice from an appropriate human resources officer or other professional adviser) must be given every opportunity to justify a decision which is subject to appeal. Where possible, the officer providing advice to the director should be different from the officer who provided advice to the headteacher at an earlier stage. Procedures for the conduct of grievance hearings and appeals must be agreed within the LNCT.

5. The Modified Grievance Procedure

- 5.1 Under the Employment Act 2002 (Dispute Resolution) Regulations 2004 a modified two step grievance procedure can be used in circumstances where the employment has already terminated.
- 5.2 The council and employee must agree to use the modified procedure.
- 5.3 The employee must set out, in writing, the grievance and the grounds for the grievance and send the statement, to the council. This constitutes Step 1.
- 5.4 The council must send its response, in writing, to the employee. This constitutes Step 2.

6. General Provisions

- 6.1 **Status quo ante** - In the event of a formal grievance being lodged in response to a proposed change to terms and conditions of employment and, when practicable, where a grievance has been lodged in response to changes to working practices or organisational structures, no change shall be made to the relevant terms and conditions of employment until the agreed grievance procedures have been exhausted.

6.2 **Withdrawal** - The aggrieved employee may at any stage withdraw from these procedures by giving notice in writing. In these circumstances the employee will be deemed to have abandoned the grievance.

6.3 **Collective Grievances** -
Two or more employees who share a common grievance arising from the same circumstances shall be entitled to pursue their grievance in common by means of the procedures outlined above.

7. The Grievance Stages, Appeals and Time Limits

7.1 The Local Negotiating Committee for Teachers is charged with reaching agreement on the local grievance procedures for teaching staff based on the above national framework. However, the following table provides advice in relation to the basic stages within the process and suggested time limits.

Stage	Heard By	Suggested Time Limit
1	Headteacher or Senior manager	10 days to arrange formal hearing 5 days to issue written response
2	Director	10 days to arrange appeal hearing 5 days to issue written response
3	Appeals committee	20 days to arrange appeal hearing 5 days to issue written response
4*	SNCT	Determined by SNCT (see Appendix 2.14)

* Only applicable to matters relating to national agreements.

PART 2

APPENDIX 2.14

SCOTTISH NEGOTIATING COMMITTEE FOR TEACHERS (SNCT) APPEALS PROCEDURE

1. PURPOSE

- 1.1 Where an employee has a grievance with his/her employing council which remains unresolved after the Council's grievance/appeals procedure has been exhausted, then he/she may refer the case to the Scottish Negotiating Committee for Teachers (SNCT) which has put in place a conciliation and appeals mechanism to permit disputes on conditions of service matters to be settled at national level.

2. COMPETENCE

- 2.1 The case will first of all be considered by the Joint Secretaries representing the Convention of Scottish Local Authorities (COSLA) and the Teachers' Side.
- 2.2 The Joint Secretaries will consider whether the appeal is competent by reference to the National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals.
- 2.3 It shall not be competent to appeal matters devolved to Local Negotiating Committees for Teachers (LNCTs) as listed in Part 1: Appendix 1.3, Local Framework Recognition and Procedure Agreements.

3. STAGE ONE – JOINT SECRETARIES

- 3.1 Where the Joint Secretaries representing COSLA and the Teachers' Side hold the appeal to be competent, the Joint Secretaries can issue advice to both parties to assist resolution. Such advice cannot be binding.
- 3.2 If there is a failure by the Joint Secretaries to agree advice or where advice from the Joint Secretaries does not resolve the matters the case will be referred to an Appeals Panel of the SNCT.

4. STAGE TWO – APPEALS PANEL

- 4.1 The SNCT Appeals Panel will consist of a member from each of the Teachers' Side, the Scottish Executive and COSLA. No member of the panel shall have a previous involvement with the case being considered.
- 4.2 The decision of the Appeals Panel will be final and be binding on all parties to the appeal.

5. APPEALS PROCEDURE

5.1 Lodging the Appeal

- 5.1.1 Notice of appeal to the SNCT must be lodged by the appellant or representative with the Joint Secretary (Teachers' Side) within 14 days of the outcome of the final local appeal being notified to the appellant. The Joint Secretary (Employers' Side) shall be informed.
- 5.1.2 Within one calendar month of the appeal being lodged, the appellant or representative shall submit to the Joint Secretary (Teachers' Side) a written Statement of Case together with all necessary supporting papers. Where more than one teacher is involved in an appeal, separate submissions should be made unless the details are identical.
- 5.1.3 The evidence and papers submitted in support of a case shall be those presented at the local hearing unless otherwise agreed by the parties in dispute.
- 5.1.4 On receipt of the papers from the Joint Secretary (Teachers' Side), the Joint Secretary (Employers' Side) shall forward these to the appropriate employing body, which shall make written response to the Joint Secretary (Employers' Side) within one calendar month. Copies of the response shall be sent to the appellant and representative on receipt.
- 5.1.5 The Joint Secretary (Teachers' Side) and the Joint Secretary (Employers' Side) shall then meet to consider the case and seek to reach agreement on joint advice. A response providing the joint advice shall normally be issued within one calendar month unless additional information is sought from the appellant or the employer. In such circumstances the response will be within one

calendar month of the receipt of the additional information.

- 5.1.6 Where the Joint Secretary (Teachers' Side) and the Joint Secretary (Employers' Side) cannot agree joint advice they will call a meeting of the Appeals Panel, within one calendar month of receipt of the employer's response.
- 5.1.7 Where joint advice has been issued and this is not acceptable to either or both of the parties involved in the case the Joint Secretaries should be advised of this, in writing, within one calendar month of the advice being received. The Joint Secretaries will call a meeting of the Appeals Panel within one calendar month of receipt of this notice.

5.2 Appeals Panel

- 5.2.1 A chairperson will be appointed for each case heard. Each side will take the chair by rotation.

5.3 Hearings

- 5.3.1 The appellant or representative will state the appellant's case, calling any relevant witnesses with personal knowledge of the case. Any persons attending as witnesses shall not normally speak except to answer questions.
- 5.3.2 The representative of the respondent employer will then be given the opportunity of questioning the appellant, his/her representative, or any witness.
- 5.3.3 The members of the Appeals Panel may then question the appellant, his/her representative, or any witness to clarify areas of uncertainty. The witness will then withdraw.
- 5.3.4 The representative or the respondent employer will then state the case on behalf of the employer, calling any relevant witnesses. Any persons attending as witnesses shall not normally speak except to answer questions.
- 5.3.5 The appellant or representative will then be given the opportunity of questioning the representative of the respondent employer or any witness.
- 5.3.6 The members of the Appeals Panel may then ask questions of the representative of the respondent employer or any witness to clarify areas of uncertainty. The witness will then withdraw.

- 5.3.7 The chairperson shall ensure that all questioning is completed before each side is given the opportunity to sum up its case. No further questioning or other contribution shall be allowed after the process of summing up has commenced.
- 5.3.8 The representative of the respondent employer will then sum up the employer's case and may reply to any points raised at the hearing but may not introduce fresh evidence.
- 5.3.9 The appellant or representative will then sum up his/her case and may reply to any points in the course of the hearing but may not introduce fresh evidence.
- 5.3.10 After the case for the appellant has been summed up, all parties will withdraw.
- 5.3.11 If the members of the Appeals Panel need to ask further questions to help in their deliberations, both parties will be recalled, even if questions are to be asked of one party only.
- 5.3.12 The parties will not normally be called back to hear the decision of the Appeals Panel, but will be informed in writing, by the Joint Secretary (Employers' Side), within ten days of the decision.

5.4 Decisions of the Appeals Panel

- 5.4.1 The Appeals Panel shall reach its decisions by voting, each member having one vote. Where the majority of the panel decide in favour of the appellant, the appeal shall be upheld. Where a majority of the panel decide against the appellant, the appeal shall be rejected.

5.5 Report to SNCT

- 5.5.1 Decisions of the Appeals Panel will be reported to the next full meeting of the SNCT.

6. LNCT FAILURE TO AGREE

- 6.1 Where a failure to agree occurs on a condition of service matter, the LNCT constitution shall determine what happens in such circumstances.
- 6.2 It shall be open to either side to refer the failure to agree to the SNCT for conciliation. If the conciliation is unsuccessful the Joint

Chairs of the SNCT may recommend further procedures for resolution of the difference. This could include external conciliation, mediation or binding arbitration.

- 6.3 Before a failure to agree is reached a joint approach can be made to the Joint Secretary (Teachers' Side) and the Joint Secretary (Employers' Side) for advice. Such advice is not binding.

