

## Future Options for Assistant Principal and Senior Teachers

### 1 Background

As part of the Agreement "A Teaching Profession for the 21<sup>st</sup> Century" the assistant principal teacher and senior teacher post title cease to exist in August 2003.

Glasgow City Council acknowledges the contribution which assistant principal teachers and senior teachers have made, and will continue to make, to the education service in Glasgow. The department is keenly aware of the dedicated commitment staff have given to supporting development of the curriculum, providing pastoral support to pupils or in supporting areas of whole school activity. The work undertaken is highly valued both by the department and by head teachers.

The position of staff is set out in SNCT (Scottish Negotiating Committee for Teachers) Circular 14, which offers postholders the option of assuming the role of teacher and being eligible for further progression on the Chartered Teacher scale, or becoming substantive principal teachers subject to an assessment of the level of need for new posts by the education authority and the application of appropriate appointment procedures.

### 2 Implementing SNCT Circular 14

There are several factors that have influenced the policy direction of Glasgow City Council in relation to SNCT 14

- the definition of teacher/chartered teacher duties in Annex B of the Agreement;
- the concept of staff working together in a collegiate manner;
- the review of management structures in schools;
- discussion and agreements reached within the Local Negotiating Committee.

Annex B of "A Teaching Profession for the 21<sup>st</sup> Century" identifies the remit and responsibilities of all teachers/chartered teachers. These include responsibility for the delivery and development of the

curriculum. All teachers have a responsibility for assessment arrangements including those associated with national qualifications. All teachers have a responsibility for pastoral care and for involvement in the wider range of school activities and developments. Agreement has been reached by the LNCT on the range of pastoral care responsibilities that are undertaken by all teachers.

There is a requirement for schools to begin to review their management structures during the course of school session 2002/03 so that new structures might be implemented from August 2003 subject to availability of resources and this will begin to offer new opportunities for current assistant principal and senior teachers.

Where new principal teacher posts are created in primary or other schools for session 2003/04 these will, in the first instance, be ring fenced to existing senior teachers. A separate LNCT agreement relates to interim appointment procedures for principal teacher posts.

### 3 The Three Strands of the Authority's Approach

In taking forward SNCT 14, and the implications this has for maintaining support for pupils in schools, the authority is pursuing an approach in which there are three strands.

The first relates to the application of Annex B of the Agreement where curriculum development, curriculum delivery and assessment arrangements, pastoral care and an involvement in a range of pupil activities are seen as responsibilities of all members of staff. It is the case that senior teachers do undertake certain management duties which in future will fall to principal teachers.

Any teacher, however, may volunteer to lead a particular area of development and co-ordinate school activity to that end. There is therefore no reason why staff already trained and experienced in leading curricular development, organising various school activities or in co-ordinating work in aspects such as ICT or science should not continue to do so after August next year provided these are not management activities.

Assistant principal and senior teachers do undertake some duties which are more appropriate undertaken by principal teachers or senior managers, as outlined in the Annex B – (Duties of principal teachers). In the second strand the **management duties** and corresponding “management time” will be transferred from assistant principal and senior teachers to substantive management postholders who remain in post in August 2003.

In the third strand the authority, as part of its leadership and management development programme will introduce new opportunities for staff to engage in project leadership. Project leadership is seen as the first, and essential, component of the authority’s management development programme, which provides the parallel route to the chartered teacher programme for those teachers wishing to pursue a management pathway in education. Senior teachers, together with other unpromoted members of staff, have the option (subject to the outcome of professional review and the development needs of the school) of taking up Project Leadership activities that would involve you on a professional management development route in preparation for new Principal Teacher posts in due course. Priority of access to the programme may be given to assistant principal and senior teachers in session 2003/04. A separate LNCT Circular provides more information about the Project Leadership programme.

For those senior teachers who would wish in future to consider the management route in career progression there are obvious benefits to be gained from maintaining a curricular or pastoral care leadership role and developing skills further through the project leadership programme.

#### **4 Options for Assistant Principal and Senior Teachers**

A number of options are available for assistant principal teachers and senior teachers.

1. For those assistant principal and senior teachers who are interested in promotion, they can apply for new substantive posts of principal teacher which may be established (and which, in the first instance, will be ring fenced to assistant principal and senior teachers within the individual school) or elsewhere within the authority during the period of suspension of that part of school board legislation which requires the national advertising of promoted posts, subject to the availability of resources.
2. For those teachers interested in a management pathway, participate in the Project Leadership Programme. In this management tasks are undertaken but the context of professional development with time provided where appropriate. The management responsibility would remain with a promoted member of staff. A copy of the Project Leadership paper that gives more information about this programme has been issued.
3. Teachers interested in a change of career path have a right to relinquish all duties other than those in Annex B for teachers/chartered teachers, assimilate to point 3 on the chartered teacher scale with the possibility of further progression on that scale. More information on the chartered teacher option is available in the booklets on chartered teachers recently issued by SEED. Teachers will continue to be responsible for responsibilities of teachers/ chartered teachers in Annex B of the Agreement in areas including curriculum development and pastoral care, but all specific management duties and any time allocated for these would be transferred to promoted postholders in August 2003.
4. Teachers who assimilate to point 3 on the chartered teacher scale but who have no wish to pursue a management career path can continue to carry out many of the activities which they currently do and which are not part of the management responsibilities outlined in Annex B of the agreement. This would mean that the experience and expertise the staff have developed over a period of time can still be for the benefit of children and young people in Glasgow.
5. For those teachers who have reached a stage in their career where these options do not appeal then there may be opportunities for teachers to consider the option of accessing the winding down or the actuarially reduced pension scheme.



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**This Policy has been agreed by the Glasgow LNCT and approved by the Education Services Committee**