

SUPPLY TEACHERS REVIEW GROUP – PROGRESS ON RECOMMENDATIONS

1. The 2015-17 pay agreement contained a commitment to review progress on the recommendations of the report of the SNCT Supply Working group published in February 2015. This report provides a summary of progress to date.
2. Most of these recommendations were addressed to Local Authorities under 4 key themes:
 - **Stability of Employment**
 - **Better administration**
 - **Maximising resources**
 - **Supporting Supply teachers**
3. In addition there were recommendations for the potential to streamline processes for the Protecting Vulnerable Groups Scheme (PVG) which could enable supply teachers registered on the system to work across multiple authorities under a single disclosure. The recommendations also addressed GTCS registration arrangements for teachers from outside of Scotland and consideration of dual registration of probationers by GTCS. A survey of all authorities was undertaken in November 2015 and a summary of those responses is attached at Annex A.

LA Survey Key messages include:

- Teacher recruitment in certain subjects and geographical locations remains a concern. The majority of Scottish Councils are reporting a declining situation in providing sufficient supply cover.
- Almost all local authorities keep supply lists open throughout the year. Over half of them operate supply pool arrangements with a number giving further consideration to alternative staffing arrangements
- In relation to pay, 10 local authorities make use of the pay flexibility contained in para 1.26 of the SNCT handbook in specific instances where this is appropriate. 1 authority applies this for all short term supply cover.
- There is little evidence of authorities working collaboratively to pool resources re recruitment of supply teachers. A number of authorities report that their specific geographies or that an overall shortage of supply teachers reduce the viability of this approach.
- The majority of local authorities would welcome a national supply booking system, though this would not be appropriate in every case. Almost half of local authorities currently use SEEMIS.

National Supply Booking System

4. The Supply Working Group addressed the development of supply teachers 'booking out' system at recommendation 2.1. This has now been explored through a number of different mechanisms.
5. Many local authorities have expressed strong interest in developing such a system, and this has been confirmed in the recent data request to councils (JS/15/60). In particular, while councils already operate a range of internal

systems and mechanisms in order to manage their local supply lists, they have reported that a key advantage of a web based supply system would be to connect supply teachers' availability with supply opportunities across a number of authority areas. A range of administrative benefits would also be associated with such a system, including the ability to introduce a consistent recruitment framework for registering supply teachers on the system, and in relation to improving the efficiency and effectiveness of communication channels. However, it should also be noted that a number of local authorities have also reported that their remote geographies would limit the benefits of a multi-authority web based booking system given that they are not routinely able to draw on supply teachers from outwith their geographic areas.

6. COSLA Advisers drafted an initial specification setting out key requirements of a system in September 2015, and this was formally endorsed by the SNCT Group on 8 October 2015. Steps are now being taken to explore delivery of this specification and associated issues with a view to identifying options that can be taken through the SNCT structures and potentially enable piloting of a new booking system for the 2016 academic year.
7. In particular, two avenues are being pursued in relation to the potential providers of the system. Around 45% of councils have reported that they currently use aspects of SEEMIS to manage their supply lists, often in combination with other local systems. SEEMIS has incorporated the project in its workplan, and this is being operated under its governance arrangements. A Supply Booking Module Working Group has been established to define the requirements and last met in April 2015, although SEEMIS has reported that attempts to convene the group have not been successful since then. The Joint Secretaries met with representatives of SEEMIS on 2 November 2015, and have subsequently exchanged further correspondence. SEEMIS has reported that the booking module is not currently identified as a priority project by its members, and dialogue will continue with a view to exploring further progress. Current SEEMIS functionality is not web based, and it is likely that a partnership with another provider would therefore be required in order to deliver any solution.
8. Opportunities to develop a booking system have also been explored with Lumesse, who operate the 'talentlink' platform used by all Scottish local authorities through the 'myjobscotland' service provided by COSLA. A number of initial discussions have taken place between the Joint Secretaries, advisers, myjobscotland team, and Lumesse representatives. A workshop to explore detailed functionality and processes takes place on 12 February. Initial indications are that the web based functionality provided by talentlink has scope to incorporate the draft specification that has been developed. Further exploration of this option, including any potential resource issues that would be associated with it, will now be taken forward with a view to exploring initial testing.

PVG Scheme Record Updates

9. Recommendation 2 of the Review Group's report states that options to address the need for supply teachers to have multiple PVG Scheme record updates should be identified, possibly along the lines of how NHS Scotland approaches this for bank (on-call) nurses.
10. The Joint Secretaries have met and discussed this issue with Disclosure Scotland, who confirmed that the regulations relating to the National Health Service (Primary Medical Services Performers Lists) had been amended in 2011 to allow a Health Board to be regarded as a Lead Board to carry out all pre listing suitability checks (including a PVG Scheme update) for each practitioner seeking inclusion in the Health Board's Performers List. The benefit of this approach is that other Health Boards do not have to duplicate this process if the performer was seeking to join another Health Board's list, but could rely on the Lead Board having carried out the necessary checks and sharing that information with them.
11. No such regulations apply to the supply teacher lists maintained by local authorities, however the possibility of applying this "lead employer" role to PVG scheme updates for teachers who wish to join the supply list of more than one local authority is being investigated and will be considered by stakeholders during the development of the national recruitment framework and booking out system for supply teachers.

GTCS

12. Recommendations 2 and 3 sought the GTCS to consider better administration and registration issues especially when processing applications from outside of Scotland and better support for dual accreditation during teacher training. The Joint Secretaries have met twice with GTCS and progress is as follows:
 - Since January 2016, GTCS have changed the registration and standards rules to include provisional conditional registration which will enable GTCS to register teachers whilst working. The conditional element means they will be subject to a specified condition to make up for any shortfalls identified in either their academic or teacher education. There is also currently a pilot with Moray council and 4 teachers who are spouses of military personnel. Already GTCS is seeing an increase in the number of applicants from outside of Scotland to be registered. Provisional conditional registration offers increased flexibility without compromising the overall teaching standards in Scotland.
 - GTCS have accredited initial teacher education courses at Buckingham and Northampton Universities.
 - A flowchart of options for registration is now on the GTCS website to assist those trained outside of Scotland to speed up the registration process and ensure correct documentation is sent to GTCS at appropriate time.
 - Further consideration is being given by GTCS to support the development of teacher education courses locally, in more rural areas. E.g. working with Aberdeen University and UHI to develop top up programmes to offer further flexibility registration.
 - Innovative forms of teaching qualifications are being considered e.g. working with Glasgow University at Crichton campus to consider hybrid Primary/lower

Secondary model of teacher qualification. Strathclyde University is looking at flexibility in registration for STEM graduates.

- Working with Fife Council re early identification of potential teachers who may be relocated from BFPO schools in Germany to Fife when they close later in the year.
- Work is underway to enable dual registration of probationers from August 2017. Universities need to ensure graduates have qualifications in both subjects. Currently about 50 probationers are dual qualified and could, if the rules had already been changed, be eligible for dual registration through their probationary year. This may require some system processes to be changed but in the meantime could be processed manually. Application for dual registration would be voluntary.

Workforce Planning

13. The remit of the Review Group included a provision to consider the interaction between supply and teacher workforce planning. The Review Group made no specific recommendations in this area, recognising that this was a matter for the Teacher Workforce Planning Advisory Group on which all 3 sides of the SNCT are represented. A copy of the Review Group's final report was submitted to the Teacher Workforce Planning Advisory Group for consideration of the concerns raised by stakeholders about the difficulties faced in recruiting and retaining supply teachers and the significant shortages in particular subjects and geographic areas.

14. The actions taken to date relating to the wider teaching workforce are set out below:

- Increasing the numbers of probationer teachers from August 2016. There are currently 3,115 registered to join in August 2016.
- Based on advice from the National Workforce Planning Advisory Group, Ministerial guidance on student intake targets for 2016/17 was sent to the Scottish Funding Council in December 2015, increasing overall target intake numbers from 3,230 in 2015/16 to 3,490 in 2016/17. This represents increases of 60 in primary and 200 in Secondary. This is the fifth consecutive annual increase and takes the increase since 2011/12 to 66%.
- The teacher census published in December 2015 showed that the national figure for teachers in local authority schools increased slightly by 8 FTE on 2014 figures.
- A national recruitment campaign with an initial focus on STEM subjects has been launched.
- The new Strategic Board for Teacher Education, which met for the first time in January 2016, has been asked to set up a short life working group to review the current arrangements for teacher workforce planning and bring forward any recommendations, by June 2016, about how the process might be enhanced and be more responsive to local need.
- The Cabinet Secretary launched the Making Maths Count campaign in September 2015 to address longstanding cultural and societal attitudes relating to Maths and STEM subjects. This comprises 2 groups, one to raise the profile of maths and address negative public perception and the other to

work with teachers to provide greater support for National Qualifications in Mathematics. The group will provide an interim report to the Cabinet Secretary in March with a full report in June 2016.

- Innovative approaches to Initial Teacher Education are being supported. In Dumfries and Galloway a scheme is running which allows council employees to retrain as teachers while in work, whilst a distance learning initial teacher education programme delivered by the University of Aberdeen is also allowing staff in Aberdeen City, Aberdeenshire, Moray, Highland and Angus Councils to do the same.

Survey Request (JS/15/60) – Supply Teachers Review Group Progress on Recommendations

Responses were received from all 32 local authorities.

1. Stability of employment

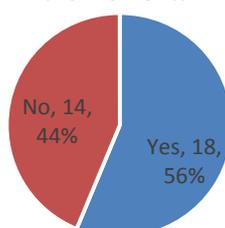
1.1 **Recommendation: Local authorities to consider the use of permanent supply options**

1.1.1 *Do you operate a permanent supply pool? If you operate a permanent supply pool, please briefly describe how this system works including any criteria that are used and the impact that this is having.*

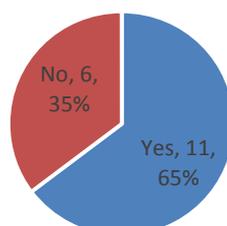
1.1.2 *If you don't currently operate permanent supply options, are you planning to do so?*

1.1.3 *If you have decided not to introduce permanent supply options, please describe the main reasons*

Do you operate a permanent supply pool at the moment?



Are you considering a permanent supply pool / further developing your pool?



18 councils reported that they operate supply pool arrangements of various kinds. These were predominately reported in the Primary sector. A number of authorities also reported that while they do not operate a specific supply pool, they do employ permanent teachers to cover supply opportunities.

Of those that do not currently operates such arrangements, a further 11 authorities reported that they planned to introduce these in the future (or would further develop existing supply pool arrangements).

Some concerns were raised about the cost of establishing a permanent supply pool amongst small authorities. A number of rural authorities also reported that they remote geography did not allow for supply pools to work effectively. Two authorities also reported operational management issues were a concern in relation to establishing a pool.

1.1.4 *If you have experienced any barriers to the development of permanent supply options then please provide more information about these.*

A number of authorities that operate supply pools reported that these were not always working in the ways that had been attended, particularly in terms of covering short term ad hoc requirements, due to wider issues around teacher recruitment. In general, a lack of teachers in permanent positions meant that often resources that had been allocated to the supply pool had to be deployed to fill these positions. It was similarly reported that a lack of applicants to supply positions was being experienced, and that in some instances it was challenging to retain permanent supply teachers as they would often seek other opportunities when these arose.

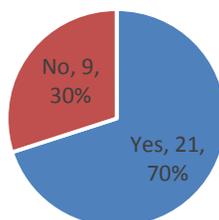
1.2 **Recommendation: Local authorities to consider alternative staffing complements.**

1.2.1 *Do you operate any alternative staffing complements to manage supply issues at the moment?*

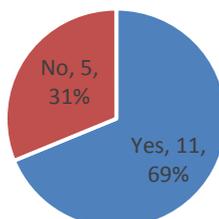
1.2.2 *If you don't currently operate alternative staffing complements, are you planning to do so?*

1.2.3 *If you have decided not to introduce alternative staffing complements, please describe the main reasons for this decision.*

Do you operate any alternative staffing complements to manage supply issues at the moment?



Are you planning alternative staffing complements/ further developing existing?



21 authorities reported that they were making use of alternative staffing complements to manage supply issues. These varied in scope, for example including solutions such as cluster arrangements to allow cover to be built in for multiple schools. Others also reported that they were finding innovative solutions to managing supply, such as advertising posts as permanent rather than fixed term, using secondary specialists in the primary sector where appropriate, and reviewing staffing complements where applicable. Two authorities mentioned activities to recruit teachers from overseas.

11 authorities also reported plans to either develop existing alternative staffing complements or introduce these.

Very few authorities therefore reported that they were not already, or planning to develop alternative staffing complements of some kind. Where this was reported, the reasons included that the level of existing vacancies they were experiencing meant that there were insufficient teachers to operate these arrangements, or that cost issues were prohibitive.

1.2.4 *If you have experienced any barriers to the development of alternative staffing complements then please provide more information about these.*

The majority of responses to this question cited the lack of availability of supply teachers to be the main barrier they experienced. Some issues with existing alternative arrangements were also cited. For example it was reported that secondary teachers were not always prepared to work in primary schools.

2. Better Administration

2.1 **Recommendation: Development of a recruitment framework to avoid duplication of recruitment procedures.**

2.1.1 *Please briefly describe how the recruitment framework system works in your authority*

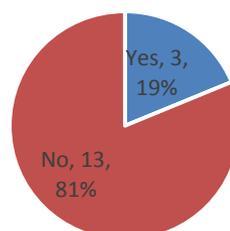
2.1.2 *If you haven't redeveloped your recruitment framework, are you planning to do so?*

All respondents to the survey provided an overview of their recruitment processes for supply teachers. Most reported that these had been reviewed recently and that a range of developments had been implemented to streamline and improve the process. These were aimed at both improving the range of applicants, for example through advertising and use of social media, as well as improving the recruitment process itself. Many authorities reported open adverts, regular interview panels, mechanisms to allow unsuccessful applicants for permanent jobs to join supply lists, and other steps. 9 authorities also reported that further review was currently underway with a view to introducing further improvement.

2.1.3 *If you have redeveloped your recruitment framework, or are planning to do so, does this work involve other local authorities? If you have decided not to redevelop your recruitment framework, please describe the main reasons for this decision?*

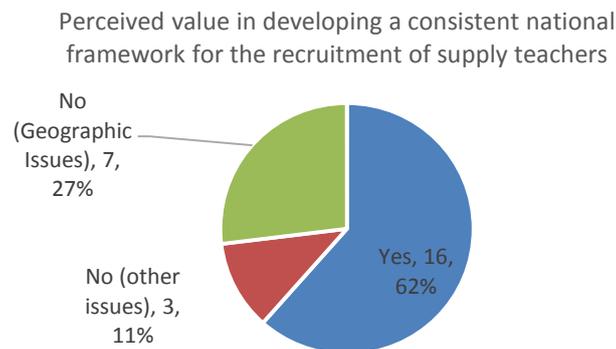
2.1.4 *If you have experienced any barriers to the development of your recruitment framework then please provide more information about these.*

If you have redeveloped your recruitment framework, or are planning to do so, does this work involve other local authorities?



Of the 16 responses received to this question, 19% reported that they were working with other authorities to develop recruitment. Of those that had not involved other local authorities, a number expressed interest in doing so, or reported that they were engaged in local discussions, for example in relation to recent joint working amongst northern authorities.

2.1.5 *To what extent do you think there would be value in developing a consistent national framework for the recruitment of supply teachers?*



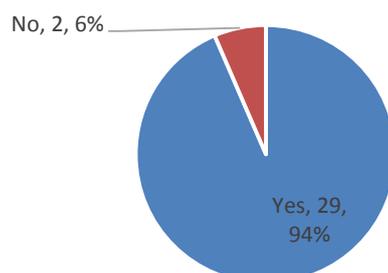
16 authorities reported that they felt there was benefit in exploring a national framework for the recruitment of supply teachers. While this question was interpreted in a range of different ways, those that were supportive cited the potential to improve and streamline recruitment procedures and relevant checks, and to match opportunities for supply with potential supply teachers across multiple authorities. However, while supporting the concept, it was also flagged by a number of authorities that such a development would not, of itself, improve the number of available supply teachers, which would remain a pivotal issues for councils.

10 authorities reported that they were unsure of the value of a national framework. In the majority of instances this was due to the fact that their geography meant that there were likely to be little or no opportunities for supply teachers to work across more than 1 council boundary.

2.2 Recommendation: Local authorities to keep supply opportunities open throughout the year (for those subjects, sectors and geographical areas that are experiencing shortages).

- 2.2.1 *Do you keep supply opportunities open throughout the year?*
- 2.2.2 *If you don't keep supply opportunities open, are you planning to do so?*
- 2.2.3 *If you have decided not to keep supply opportunities open throughout the year, please describe the main reasons for this decision.*
- 2.2.4 *If you have experienced any barriers to keeping supply opportunities open throughout the year then please provide more information about these here.*

Are supply opportunities kept open throughout year?



Of the authorities that answered this question, 94% reported that they currently keep supply opportunities open throughout the year. Of the two authorities who reported other arrangements, both reported that adverts open at the start of each term and either close at the end of term or on an agreed closing date and are then reopened once candidates have been interviewed.

A small number of authorities mentioned the administrative overheads associated with these processes, but these were not seen to be prohibitive. Again, overall lack of suitable applications were also cited as a barrier.

3. Maximising Resources

3.1 Recommendation: Local authorities to support teachers who are about to retire and wish to do supply work to join their supply list and remove any unnecessary barriers.

- 3.1.1 *Please describe the activities you undertake to help support teachers who are about to retire to consider joining the supply list.*
- 3.1.2 *Have you take any steps recently to help teachers who are about to retire to overcome unnecessary barriers to them joining your supply list? Do any barriers remain?*

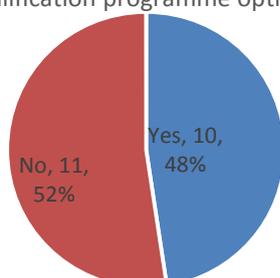
Of those that responded to the question, 30 councils reported activities undertaken to support teachers about to retire to join their supply lists. A range of activities were identified. A number of authorities reported that specific proactive steps were being taken in this regard, including several councils who had taken steps to enable retiring teachers to be automatically added to the supply list. A large number also reported that steps were taken locally to simplify the process, including removing the need for a formal application/ selection process for those who join the list prior to retirement (or in some instances, for a period of 6 months afterwards). However, one council reported that they retained application processes for quality assurance purposes. Two authorities specifically also mentioned their support for teachers about to retire in terms of helping to address professional update requirements.

It was also reported that barriers to enabling teachers about to retire to return included administrative issues relating PVG checks if they choose to register after retiring, and the tax liabilities associated with working following retirement. Several authorities mentioned that professional update requirements were potentially off-putting in this context. Two authorities also mentioned the pay rates available to supply teachers.

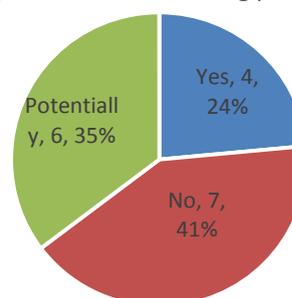
3.2 Recommendation: Approaches should be made to training providers to develop dual qualification programme options for current teachers. This should be done on a multi authority basis if appropriate.

- 3.2.1 Please describe any activities that you have undertaken with training providers to develop dual qualification programme options for current teachers. Please indicate the impact that this work is having, including the numbers of teachers affected by this approach where possible
- 3.2.2 If you have not undertaken any activities with training providers, are you planning to do so? Please describe what is planned, and indicative timescales for its introduction.
- 3.2.3 If you have undertaken activities with training providers, or are planning to do so, is this being done on a multi-authority basis?
- 3.2.4 If you have experienced any barriers to working with training providers on this task then please provide more information about these.

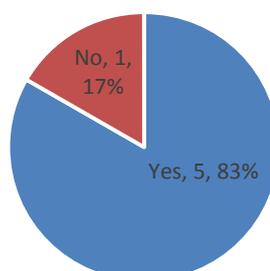
Activities with training providers to develop dual qualification programme options?



Dual qualification work being planned?



Dual qualification work being done on a multi authority basis?



Of the 21 authorities that provided information, 48% reported that they were taking activities of some form with training providers to develop dual qualification options. Two councils reported activities geared toward enabling secondary teachers to retrain for the primary sector. Similarly, one council reported early work with a University to enable primary teachers to teach up to S3 in secondary schools in English and Maths. Eilean Siar and Highland councils also highlighted funding to allow teachers to retrain in Gaelic medium. South Ayrshire highlighted work in relation to dual qualification across sciences for some post graduate students. 5 authorities reported that they had taken forward initiatives to date on a multi authority basis. For example, work involving Glasgow and Renfrewshire councils and Strathclyde University was highlighted in relation to Drama, and Angus council flagged its involvement in a programme with Dundee and Aberdeen to grow its own teaching workforce through distance learning.

Four authorities highlighted plans to develop dual qualification going forward, and a further 6 highlighted that this was under consideration.

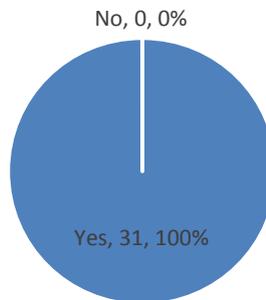
Some practical barriers were highlighted, including capacity to support these locally. Nevertheless, of those that did not report any current plans, many reported that they

were interested in exploring dual qualification programmes and would benefit from information and support about how to engage in this agenda.

3.1 Recommendation: Local authorities to consider offering existing permanent part-time staff supply opportunities.

- 3.2.5 *Does your local authority offer supply opportunities to existing permanent part time staff? If so, please describe how this system operates, including the number of teacher affected if possible.*
- 3.2.6 *If you do not currently offer supply opportunities to existing permanent part time staff, are you planning to do so? Please describe how this system will work, and indicative timescales for its introduction.*
- 3.2.7 *If you have decided not to offer supply opportunities to existing permanent part time staff, please describe the main reasons for this decision.*
- 3.2.8 *If you have experienced any barriers offering supply opportunities to existing permanent part time staff then please provide more information about these here.*

Do you offer supply opportunities to existing permanent part time staff?



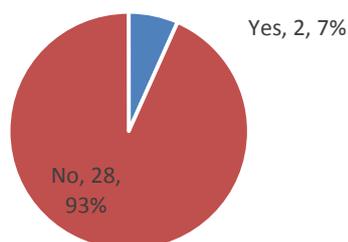
All authorities that provided information reported that they took steps to offer supply opportunities to existing permanent part time staff. In some cases such teachers were automatically provided with the opportunity to undertake additional hours via a supply pool or by being issued with a supply contract as standard. In other cases less formal approaches were reported, for example through headteachers making part time staff aware of these, although in some instances councils reported that they were planning to improve this process in future. Some authorities reported that their part time teachers were always provided with supply opportunities in the first instance, whereas other authorities reported that part time staff were approached if other avenues were unsuccessful.

In many cases it was reported large proportions of part time staff also undertook some supply work. However, it was also reported that many part time staff were not available to take up supply opportunities as they did not wish to take on additional hours for family or other reasons. Although authorities did not cite considerable numbers of other barriers, suggestions included effective communication with part time teachers regarding supply opportunities, a view that some part time teachers were less willing to work outside of their normal schools, and pay rates.

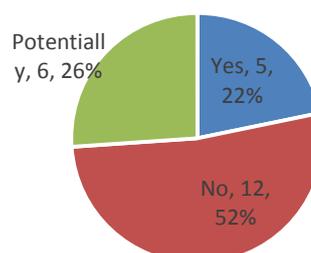
3.4 Recommendation: Local authorities should consider opportunities to provide supply across Council boundaries.

- 3.4.1 Does your local authority work with other local authorities to meet demand for supply across Council boundaries? If so, please describe how this system operates, for example through cluster supply pools or other mechanisms.
- 3.4.2 If your local authority does not work with other local authorities to meet demand for supply across Council boundaries, are you planning to do so? Please describe how this system will work, and indicative timescales for its introduction.
- 3.4.3 If you have decided not to work with other local authorities to meet demand for supply, please describe the main reasons for this decision.
- 3.4.4 If you have experienced any barriers to working across Council boundaries to meet demand for supply then please provide more information about these here.

Do you work with other local authorities to meet demand for supply?



Do you plan to work with other LAs in the future?



Of those that responded to the question, 93% of authorities reported that they do not currently work with other authorities to meet demand for supply across Council boundaries. Stirling and Clackmannanshire reported that they operate a combined list.

A number indicated that they did not see that this approach was appropriate to their local circumstances. In many instances this was due to their unique or remote geographical circumstances which would make travel times for supply teachers prohibitive. Other authorities were not clear about how such joint working could work, reporting that an overall lack of supply teachers meant that many authorities would effectively be competing for the same people. Nevertheless, many reported that a number of teachers currently on their local supply lists were also registered in neighbouring authorities' lists.

22% of respondents reported that they have plans to work with other authorities, and a further 26% said that this was an area for potential consideration. For example, scope to extend the existing pool in Stirling and Clackmannanshire is being explored in Falkirk. Some highlighted the scope for a better booking system across authorities to help manage opportunities. 52% reported no current plans to explore this area. Common reasons included geographical issues or lack of overall supply teachers that would not be addressed by multi authority working in its own right.

3.5 Recommendation: A coordinated approach should take place to encourage those who have left the profession to return.

- 3.5.1 Please describe the activities that you undertake to help support those who have left the profession to return to supply opportunities. Please include any targeting of issues such as specific subjects or geographic shortages.
- 3.5.2 Please describe any coordination of this work that has taken place at a local or regional level.
- 3.5.3 Please indicate the impact that this work is having, including the numbers of teachers who have been recruited through these approaches this year, and how this compares with previous years.

- 3.5.4 *If you have decided not to work with other local authorities to encourage those who have left the profession to return, please describe the main reasons for this decision*
- 3.5.5 *If you have experienced any barriers to encouraging those who have left the profession to return then please provide more information about these here.*

A wide variety of approaches were identified by respondents. Some councils provided very detailed accounts of their activities. Aberdeenshire Council, for example, reported it attended PACE events for oil and gas industry in order to promote retraining as a teacher, attendance at university recruitment events, and hosting of their own events.

A number of themes emerged as common to several authorities, including use of advertising and social media. Aberdeen Council, for example, highlighted that it promoted opportunities in local media for teaching currently not working to return. Many councils cited the use of myjobscotland to advertise and manage applications. They also offer a CPD programme to refresh skills. Dumfries and Galloway Council also reported that it was in the early stages of offering a Return to Teaching programme in house, and several other councils mentioned that they support returning teachers to develop relevant skills. Falkirk Council and Perth and Kinross Council, for example, highlighted that they match people interested in returning to teaching with a local school.

South Ayrshire Council highlighted a pilot programme in 2014/15 arising from Teaching Scotland's Future, which supported returning teachers, and that the approach would now be adopted going forward.

Others reported that their approach focused on encouraging and enabling retiring teachers to join the supply pool, as detailed elsewhere in the survey. A number highlighted local networking by headteachers to contact potential candidates. Only one council reported that it did not currently take steps in this regard, but that they were now planning refresher courses to target returning teachers.

8 councils reported that their work included an element of local or regional coordination. Actions arising from the North and North East of Scotland Summit were highlighted, as was work between Dundee, Fife and Perth and Kinross Councils regarding the development of a refresher course.

Not all councils provided data on the specific impact of their work to date in recruitment. However, a number of authorities were able to highlight information. Aberdeen City Council, for example, highlighted that the first year of their initiative has attracted 3 teachers. Aberdeenshire Council highlighted that despite its activities, between January-October 2015, they recruited 167 teachers, while during the same period last year, 295 teaching staff were recruited. Dumfries and Galloway reported that around 6 teachers had returned to work following their actions, an improvement on previous years. South Ayrshire reported that their pilot had supported 7 returning teachers in session 2014-15 and that they have already seen an increase compared to this point last session with 8 returning teachers supported since September 2015.

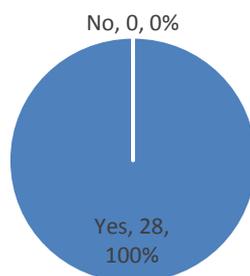
In terms of barriers to encouraging teachers to return to the profession, few responses were provided but highlighted remote geographic location and a general lack of suitable supply teachers as issues. Local capacity to develop and run programmes for returning teachers was also highlighted. Impact on pension was also again highlighted in this context, and two authorities also mentioned supply pay rates.

4. Supporting Supply Teachers

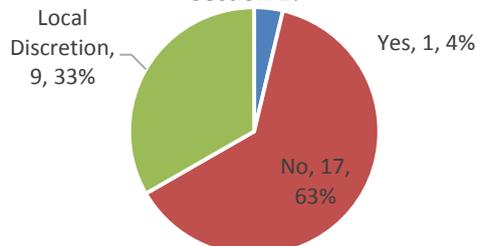
4.1 Do you currently make the terms of each engagement explicit in accordance with SNCT Code of Practice on the Engagement of Short Term Supply Teachers (Part 2, Appendix 2.8 A, SNCT Handbook)?

4.2 Does your local authority currently make use of the existing handbook discretion to increase the salary of a teacher if, in the particular circumstances of the post, it considers the salary to be inadequate in accordance with paragraph 1.26, Part 2, Section 1 of the SNCT Handbook? If so, please describe the circumstances under which this would be considered.

Terms of each engagement made explicit in accordance with Code ?



Make use of existing handbook discretion in accordance with paragraph 1.26, Part 2, Section 1?

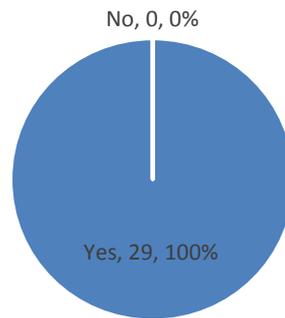


All respondents reported that they make the terms of each agreement explicit in accordance with the SNCT Code of Practice.

Of the 27 respondents to the question, 17 authorities reported that they do not currently make use of the existing handbook discretion to increase the salary of a teacher if it considers the salary to be inadequate in accordance with paragraph 1.26, Part 2, Section 1 of the SNCT Handbook. 9 authorities reported that they make use of this discretion according to local circumstances. Moray Council reported that its LNCT had agreed to introduce the actual salary point for all supply teaching appointments in order to support the current shortages being experienced.

4.3 Do you provide CPD for supply teachers to address curricular changes and new qualifications? If you have experienced any barriers to this then please also provide more information about these.

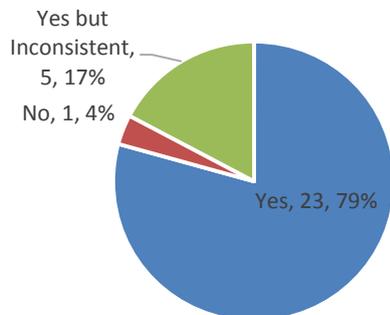
CPD for supply teachers to address curricular changes and new qualifications?



All respondents reported that CPD opportunities are made available to supply staff. A variety of different approaches were highlighted. Most reported that they offer all supply teachers the opportunity to attend any CPD opportunities offered in the authority. Some highlighted specific CPD opportunities designed for supply teachers, for example through special twilight sessions offered by West Dunbartonshire Council and Supply networking meetings in Midlothian. Some authorities including Aberdeenshire also cited their work in relation to providing PRD for supply teachers, and support for professional update, for example in Falkirk Council. However, some councils reported that uptake was very low.

4.4 Do schools in your local authority provide information packs to supply teachers outlining school procedures including guidance on managing pupil discipline?

Information packs outlining school procedures including pupil discipline?



Of the 29 respondents, 23 reported that information packs were routinely provided to supply teachers outlining school procedures including guidance on managing pupil discipline. A further 5 reported that this was council policy but that implementation may be inconsistent in some cases or that steps were being taken locally to improve the process. Eilean Siar reported that there are no packs in place as such, as it is understood that retired supply staff will be fully familiar with school processes but that this will be reviewed to ascertain if there is a need to develop packs which may assist supply staff who have moved to the authority area or for probationers who have come onto supply. Some authorities also highlighted that they had, or were developing, an authority wide supply teacher manual or handbook.

4.5 Do schools in your authority routinely communicate any significant areas of concern in classes allocated to supply teachers?

It was clear that respondents had interpreted this question in two different ways. It was intended to gather information about the steps that councils take to ensure that supply teachers have information about areas of concern in classes they teach. Those who provided information generally reported that Head Teachers or senior staff would be expected to report such issues routinely on a school by school basis, although some reported that practice may sometimes be inconsistent.

Others interpreted this question to refer to the processes in place to allow head teachers or others to report any area of concern regarding the conduct or performance of supply teachers in the classroom. Where this interpretation was given, again it was reported that Head Teachers would be expected to report any such concerns to the authority, and that it was not common or routine for such issues to be encountered. However, two authorities did cite potential anxieties regarding capability issues regarding the provision of adequate supply cover. West Lothian Council reported that it operates an annual performance review/ grading system.

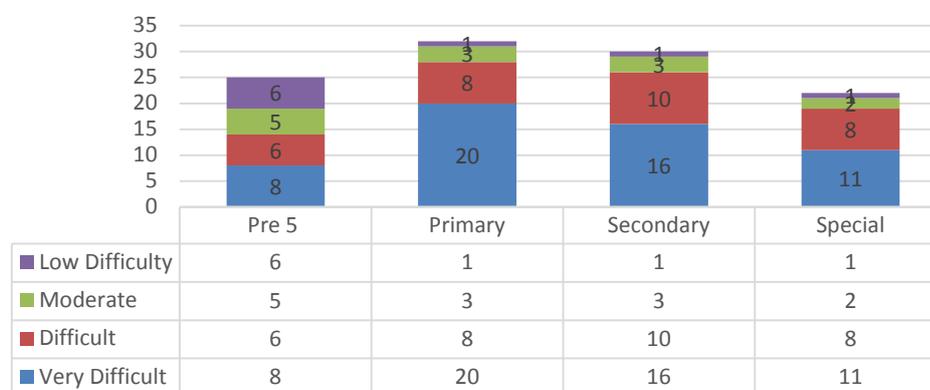
5. Other Information

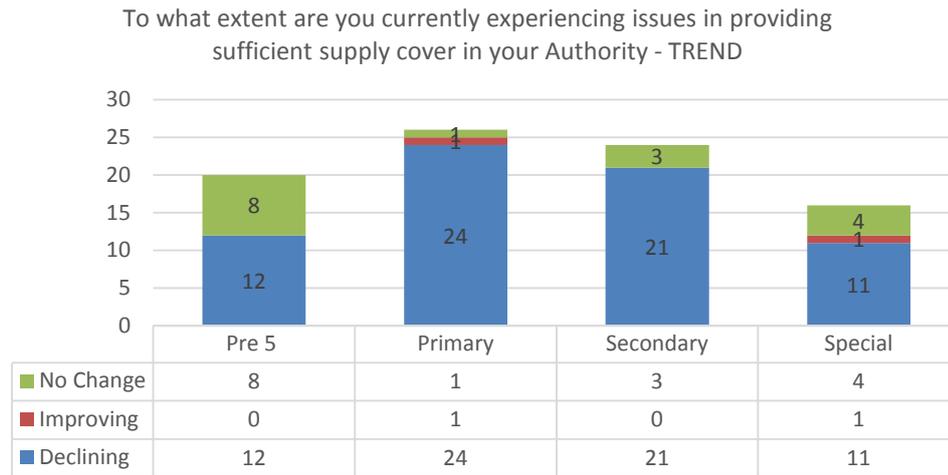
5.1 Recent Experience of Supply

5.1.1 *To what extent are you currently experiencing issues in providing sufficient supply cover in your Authority?*

PRE 5, PRIMARY, SECONDARY and SPECIAL

To what extent are you currently experiencing issues in providing sufficient supply cover in your Authority?



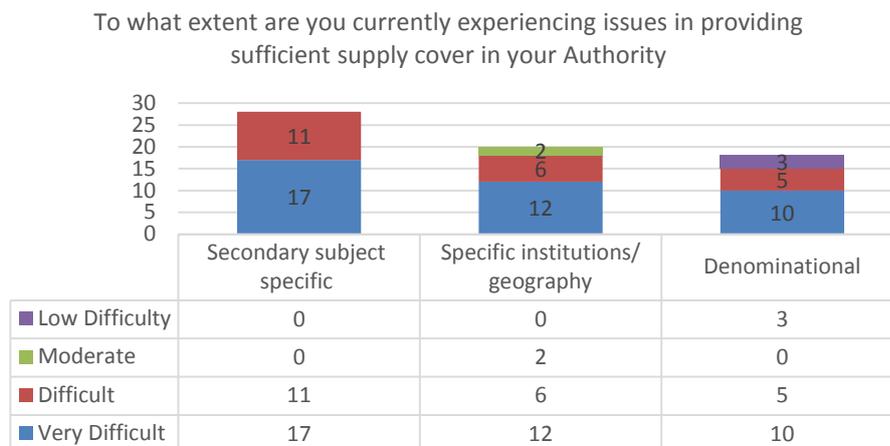


Pre 5: Respondents generally reported that there were fewer difficulties at pre 5 levels, and that the occurrences of supply were less frequent. While 8 respondents reported no change over time, 12 reported a declining situation.

Primary and Secondary: was flagged as a consistent area of difficulty for the majority of authorities, with many reporting it was very difficult to provide sufficient cover at the moment. Most authorities also reported a declining position compared with previous years. Many reported issues across all sectors, citing primary school cover in particular.

Special: The majority of councils also reported it was difficult or very difficult to cover supply in the SEN sector, and it was highlighted that the small size of the supply pool was felt to be one of the main reasons for this.

SUBJECT SPECIFIC, SPECIFIC INSTITUTIONS/ GEOGRAPHY, DENOMINATIONAL





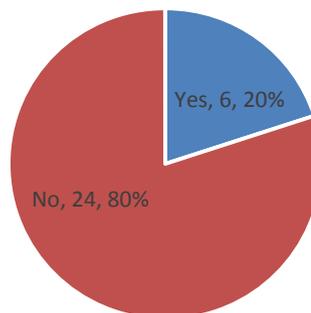
Secondary Subject Specific: All respondents identified difficulties in this area. Most respondents who provided information highlighted difficulties regarding specific subjects, including in particular STEM subjects, Home Economics, Technical/CDT, Computing, and Business.

Institutions/Geography: While many authorities did not provide information, particular problems around rural schools were highlighted, as was some feedback regarding supply teachers' preferences for certain schools above others.

Denominational: While 3 reported low difficulty, 15 respondents highlighted issues covering supply in denominational schools. Where information was provided, this largely related to the availability of approved teachers.

5.1.2 Do you offer to pay travel costs or offer other allowances for supply teachers? If so, under what circumstances would these be considered?

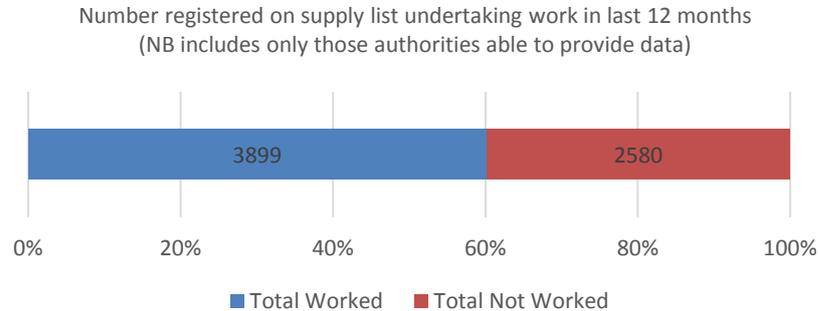
Pay travel costs or offer other allowances?



24 respondents reported that they have no provisions to pay travel or other allowances. 6 rural authorities reported that travel allowances are paid in some circumstances. For example Highland have paid travel costs for supply teachers travelling to rural areas and provided assistance with housing costs for long term supply in rural areas both on an exceptional basis. Moray have done so on a case by case basis, as have Perth and Kinross in circumstances of recruitment difficulties, for example, in rural geographical areas.

5.2 Supply Lists

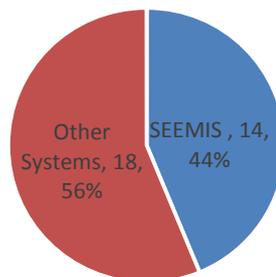
5.2.1 Please indicate how many supply teachers you have on your supply register, and, if possible, how many have undertaken work in the last 12 months?



Many authorities were not able to provide information on both the number of teachers on their register, and the number who had undertaken work in the last year. Of those that were able to, around 60% of supply teachers on lists had undertaken work. However, this figure was also affected by the fact that many authorities undertake an annual data cleansing exercise to update their lists and remove supply teachers who no longer undertake work. It should also be noted that many teachers will work across multiple lists and that this will not be reflected in the figures for any single authority.

5.2.2 How do you maintain your supply list? Do you use SEEMIS or any other information technology to help with this process?

Maintenance of Supply Lists



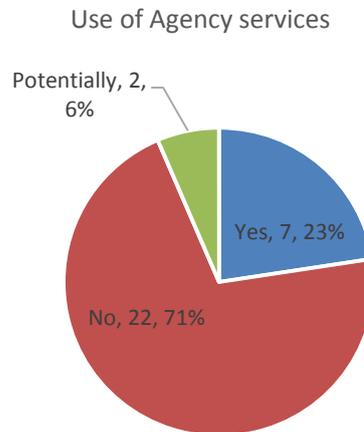
Respondents use a variety of different local systems to manage supply lists. 44% use SEEMIS as part of this. Others have local web based systems that can be accessed, or integrate with other HR systems. Several use spreadsheets to manage their lists.

5.2.3 How do you make people aware of supply opportunities? Does this involve the use of any information technology or other innovative processes?

A wide array of processes were highlighted by respondents. Many highlighted advertising that was produced to highlight and market longer term opportunities. Short term cover was generally highlighted to those on the supply list through a variety of means including email, text, telephone / group call. Messaging via SEEMIS

Click and Go was also cited. Many councils reported the use of contact centres or dedicated staff to undertake these processes.

5.2.4 *Have you considered using agency services to source supply teachers? If so, are you intending to pursue this option? If not, what were your reasons for not pursuing this option?*



City of Edinburgh Council is the only authority to routinely use an agency to manage supply. However, overall 7 authorities report that they have used agency services of some kind on occasion. A number of island and northern authorities have worked with Timeplan including regarding overseas recruitment, although the success of this was reported to be mixed. Two authorities suggested that they would be prepared to use agencies if this would improve the availability of supply teachers. However, 22 reported that agency services were not used.

5.2.5 *Please provide information about any other relevant activities that you undertake in relation to recruitment of supply teachers or managing supply opportunities that are not covered above. Are there any specific changes that would help you manage supply more effectively?*

Although only a few responses were received, many mentioned the need for an effective web based supply booking system. It was also suggested that more could be done to communicate and work with Long term Supply teachers who prefer to work on supply and so remain on the register for long periods of time rather than apply for other positions in terms of greater flexibility in their acceptance of work and CPD. Several highlighted that the PVG checking process was lengthy and resource intensive, and that it would be helpful to address this. It was also suggested that the need to fill permanent vacancies would then help improve the position regarding supply. Two authorities mentioned pay rates for supply teachers, with one reporting that supply teachers did not agree with this, and one reporting that they were considering applying existing discretion where there were exceptional circumstances.