

# The SNCT Lead Teacher and Career Progression Working Group

## Report

February 2021

### Introduction

1. The Lead Teacher and Career Progression Working Group was established in December 2019, following the recommendation 2 in the report from the Independent Career Pathways for Teachers group, chaired by Moyra Boland.
2. *Recommendation 2: A career pathway should be established for specialist roles in curricular, pedagogical and policy delivery through the creation of a new post of Lead Teacher.*
3. The working group membership included representatives from the Scottish Government, COSLA and all of the teaching organisations. The group agreed the following remit and held five meetings during 2019-2021.
4. Remit
  - Develop roles, duties and salaries for the new post of Lead Teacher.
  - Ensure that the new roles are compatible within movement across schools as well as across local authorities and other agencies affording opportunities to learn from working in partnership and collaboration.
  - Engage with the teaching profession and education stakeholders through a variety of mechanisms, such as focus groups.
  - Ensure the role of lead teacher is implemented by August 2021

### Background

5. Over the course of the five meetings the group considered and agreed a framework for lead teachers as at Appendix A. The group agreed that the Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery and that there should be three levels of Lead Teacher - School, Local Authority and Regional/National levels.
6. The focus in the discussions was on Lead Teacher at the school level as it was envisaged that this is where the majority of opportunities might be created and that the roles of the lead teacher would be similar across all three levels. These new posts should have clearly defined roles and responsibilities, as part of a staffing structure which best reflects the curriculum and leadership requirements. The framework identifies roles, time and remuneration for these posts.
7. It was agreed that the Lead Teacher would be established as a new post under the SNCT structure. It is envisaged that the Lead Teacher role would primarily

be a permanent post, however these roles can be creatively structured and determined locally according to agreed LNCT processes, and as outlined in the principles of the Headteachers' Charter, to meet the particular needs of a school, local authority or region.

### Lead Teacher Roles

8. School-based Lead Teachers will remain classroom teachers and should not be regarded as part of the school's management structure. Their role therefore will include the duties of a teacher as set out in the SNCT Handbook. Lead Teachers would function alongside and complement the existing leadership roles, structures and posts, bringing clear additionality to the system through supporting the professional learning of colleagues in their context and beyond.

### Specialisms

9. The list of specialisms presented in the framework at Appendix A is an example of specialist areas a Lead Teacher could lead on and are therefore not exhaustive. Areas of specialism for Lead Teachers could align with GTC Scotland's Professional Recognition Awards. <https://www.gtcs.org.uk/professional-update/professional-recognition.aspx>

### Recruitment

10. The creation of, and appointment to, all Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report:

<https://www.gov.scot/publications/independent-panel-career-pathways-teachers-final-report/pages/3/>

10.1 Recruitment to Lead Teacher posts would align to established local authority recruitment processes for promoted posts. Appointment to posts should be open, fair and transparent with consideration given to the potential of processes to support recruitment of teachers with protected characteristics to Lead Teacher posts.

10.2. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 of the SNCT handbook.

10.3 Opportunities should be available to progress within a career pathway incrementally through promotion, or laterally between different specialisms.

### Time allocated to the Lead Teacher Role

11. The group reflected on the need for additional time to be given to class teachers to undertake their additional lead teacher role. It was agreed that Lead Teachers must be given a reduction in weekly class contact to enable them to carry out those roles which are in addition to their roles as classroom teachers. Its extent may vary according to the nature and scope of those roles. The roles of lead teachers must be capable of being undertaken within the 35 hour working week and,

where a Lead Teacher retains a classroom teacher role, within the arrangements agreed at establishment level through the working time agreement.

### Remuneration

12. When considering remuneration, the group determined there should be three separate pay points attributed to the different levels of Lead Teacher. The school-based lead teacher post has been aligned to the equivalent salary of PT2 in order to allow for these posts to be widely available across the system, which is an agreed desire of the group. The rationale for the equivalency to the QIO points for local authority, regional and national lead teacher posts is to ensure the salary is attractive enough to encourage teachers in senior promoted posts and in recognition that some of the duties within the role of the lead teachers may complement those of the QIO.

### Timeline

13. The group has been working to the timeline as recommended in Recommendation 10 of the Independent Panel on Career Pathways for teachers report: **Recommendation 10:** All recommendations from the Career Panel Pathways report to be implemented by August 2021.

13.1 It is not envisaged that there would be a “big bang” approach to implementation rather the framework be available for schools and local authorities to make posts available as best suit their local needs.

### SNCT Recommendation

14. The SNCT is asked to approve the framework for Lead Teachers as at Appendix A and commend that framework be made available for implementation by August 2021.

**Lead Teacher - Framework**

Role

School based Lead Teacher

The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following in a stage, department, faculty, school or cluster as appropriate:

- a) Provide a lead role in the development of an area of specialism.
- b) Lead career-long professional learning opportunities on their area of specialism.
- c) Share, demonstrate and model effective practice in their area of specialism.
- d) Provide support for the professional needs of colleagues on their area of specialism.
- e) Collaborate through, and contribute to, local, regional and national networks related to their area of specialism.
- f) Keep abreast of developments in content and methodology related to their area of specialism.

Local Authority Lead Teacher

The role of a local authority Lead Teacher would include the duties of a classroom teacher and the following in a local authority as appropriate:

- a) Provide a lead role in the development of an area of specialism.
- b) Lead career-long professional learning opportunities on their area of specialism.
- c) Share, demonstrate and model effective practice in their area of specialism.
- d) Provide support for the professional needs of colleagues, including school leaders, on their area of specialism.
- e) Lead local networks and collaborate through, and contribute to, regional and national networks related to their area of specialism.
- f) Keep abreast of developments in content and methodology related to their area of specialism.

Regional or National lead Teacher

The role of a regional or national Lead Teacher may include the duties of a classroom teacher and the following in a region or nationally as appropriate:

- a) Provide strategic leadership in the development of an area of specialism.
- b) Lead career-long professional learning opportunities on their area of specialism.
- c) Share, demonstrate and model effective practice in their area of specialism.
- d) Provide support for the professional needs of colleagues, including school and system leaders, on their area of specialism.

- e) Lead, collaborate through, and contribute to, regional and national networks related to their area of specialism.
- f) Keep abreast of developments in content and methodology related to their area of specialism.

### Examples of Specialisms

Lead Teacher areas of specialism could include, but are not limited to:

- Literacy
- Numeracy
- Health & wellbeing
- Specific subjects or curricular areas
- Additional support needs
- Classroom practice
- Coaching & mentoring
- Student/probationer support
- Assessment & moderation
- Digital learning
- Enquiry
- BGE
- STEM
- Early years
- Raising attainment
- Transitions
- DYW
- Parental & community engagement
- Learner empowerment
- Professional learning
- Inclusive practice
- Learning for sustainability

### Time

Lead teachers must be given a reduction in weekly class contact to enable them to carry out those roles which are in addition to their roles as classroom teacher. Its extent may vary according to the nature and scope of those roles. The roles as classroom teacher and additional roles of lead teachers must be capable of being undertaken within the 35 hour working week and, where a Lead Teacher retains a classroom teacher role, within the arrangements agreed at establishment level through the working time agreement.

### Remuneration

<b>Point</b>	<b>Annual Salary 1.4.2020</b>	<b>Equivalent</b>
1 - School-based Lead Teacher	47013	PT2
2 - Local authority Lead Teacher	59850	QIO (1)
3 - Regional or national Lead Teacher	66780	QIO (3)