

NORTH LANARKSHIRE COUNCIL

REPORT

To: Education Committee	Subject: THE McCRONE NEGOTIATION A TEACHING PROFESSION FOR THE 21ST CENTURY
From: Director of Education	
Date:	
Ref: MON/CP/AMcG	

Purpose of Report

This report summarises the agreement reached following the recommendations made in the McCrone Report. The teaching profession accepted the agreement on Monday 12 February 2001, implementation of the agreement will begin from 1 April 2001.

Recommendations

The Education Committee is asked;

- i) to note the content of the agreement on pay and conditions for a Teaching Profession for the 21st Century
- ii) to note the implementation tasks and timescales outlined in paragraphs 4.1 and 4.2.
- iii) to request that the director of education liaise with the director of administration to progress the establishment of the Local Negotiating Committee for Teachers from August 2001.
- iv) to request that the director of education provides a future report for the Education Committee on the progress of the tasks for 2001/2002.

Members wishing further information please contact:

Michael O'Neill, Director of Education on 01236 812336 or
Christine Pollock, Depute Director of Education on 01236 812338

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NORTH LANARKSHIRE COUNCIL

DEPARTMENT OF EDUCATION

THE MCCRONE NEGOTIATION A TEACHING PROFESSION FOR THE 21ST CENTURY

Report by Director

1. BACKGROUND

- 1.1 Following the publication of the McCrone Report into the pay and conditions of service of teachers in May 2000, a Ministerial Implementation Group was established with a view to seeking agreement on the best way to develop and implement the recommendations made. Detailed negotiations took place in five sub groups, each reported back to the Minister of Education on 18 December 2000.
- 1.2 On 12 January 2001 the Minister of Education launched the tri-partite agreement and the Teacher Trade Unions balloted their membership which resulted in an acceptance of the offer on pay and conditions of service on 12 February 2001.

2. SUMMARY OF THE AGREEMENT

2.1 The main features of the agreement are:

- Generally councils will have much more management discretion and local flexibility in a service which is noted for the high levels of central prescription
- Councils will see real changes to conditions of service over the course of this agreement, particularly regarding working time (i.e. no demarcated time zones)
- The changes to conditions of service will change working practices and the culture of the education service
- The package seeks to raise standards through the introduction of universal CPD provision and recognition of high standards of classroom practice by introducing Chartered Teacher status
- The changes to probation will ensure a consistent quality training exercise
- There will be flatter management structures in schools and councils can design management structures to reflect their local service needs; and
- This package will make a significant contribution to the modernisation of the education service.

3. KEY ASPECTS OF THE AGREEMENT

The agreement covers five specific areas: career structure; conditions of service; pay; developing and supporting the profession; and future negotiating machinery.

3.1 Career Structure

The agreement indicates that there will be a four grade structure in schools. Classroom teachers, including Chartered Teachers; Principal Teachers; senior managers and Head Teachers.

New three year cash limited conservation arrangements which will apply from 1 April 2001 to new appointments

3.2 Conditions of Service

- The most significant changes to the conditions of service are concerned with working time arrangements.
- The introduction of a 35 hour working week (August 2001) and an additional contractual 35 hours for CPD. The package will phase out the existing time zones within the working week producing simplified working arrangements and more management flexibility. These arrangements will be supported by the introduction of a Code of Practice on Working Time Arrangements that will be devolved to councils and schools.
- Absence cover will now become a matter for local determination in councils.
- The existing clause in the 'Yellow Book' concerning the transfer of temporary teachers to the permanent staff is to be replaced by a Code of Practice.

3.3 Pay

- The salaries package runs over a three year period from 1 April 2001 to 31 March 2004 and involves a 21.5% uplift in all teachers salaries based on a 10% increase in April 2001; a 4% increase in April 2002; a 3.5% increase in January 2003; and a further 4% increase in August 2003, which includes assimilation to a shorter pay scale for maingrade teachers and any annual increment that would otherwise be due.
- To illustrate the salary increases, a teacher at the top of the unpromoted scales will go from an existing salary of £23,313 to £28,707 from 1 August 2003.
- Principal Teachers' salaries from 1 August 2003 will range from £32,388 to £37,782 and Assistant Headteachers, Depute Headteachers and Headteachers salary points will range from £35,565 to £67,499 from the same date.

- The Classroom Teachers' scale will also be reduced to a six point scale over the course of the implementation of the salaries package.
- The salaries package will also see the introduction of Chartered Status for Classroom Teachers, which will provide Classroom Teachers with the opportunity of progressing on to this new six point scale by means of qualification. The salary scale for Chartered Teachers will range from £29,601 to £35,199.
- A job sizing exercise will determine the final salaries of promoted post holders. The deadline for the job sizing exercise has been set at August 2003. The new negotiating body, the Scottish Negotiating Committee for Teachers (SNCT) will develop the job sizing methodology that will then be used by councils for this purpose.
- A winding down scheme will be developed, subject to the requirements of the service and operational requirements for teachers approaching retirement age. Further work is still required on this scheme. The work will be undertaken under the auspices of the new negotiating body.

3.4 Developing and Supporting the Profession

- A new one year probationary training period will be introduced for new entrants to the profession.
- Every teacher will have a contractual commitment to undertake Continuing Professional Development (CPD), with individual CPD plans agreed once a year. Teachers will also keep a CPD record.
- It is the employers' responsibility to ensure that a wide range of CPD development opportunities are available for teachers as part of agreed individual programmes.
- Additional support staff will also be introduced over a phased three year period based on a wide range of jobs and functions.
- The deployment of resources will be determined locally on the basis of local need and within DSM structures

3.5 Future Negotiating Machinery

- A new national negotiating body will be established called the Scottish Negotiating Committee for Teachers (SNCT).

- The SNCT is a free collective bargaining arrangement which will be a tripartite body comprising of representatives of the teachers unions, COSLA and the Scottish Executive.
- As part of the new bargaining arrangements there will be more local bargaining on a broad range of items, which means a reduction in the scope of national bargaining and less national prescription
- A timetable for the establishment of local bargaining has been agreed which indicates that new local bargaining arrangements should be established within the period August 2001 – April 2002. From August 2001 local agreements can be concluded on a range of conditions of service not reserved to the SNCT.

4. WAY AHEAD

4.1 The following National tasks and timescales have been identified

Immediate Tasks-up to April 2001

- Ratify agreement – SJNC and SNCT
- Appoint Members and Advisers to SNCT
- Establish SNCT
- Agree salary placement revisions
- Issue pay circular and advice
- Revise and issue national agreement on working time and code of conduct
- Develop employers advice

Short Term Tasks – April 2001 – August 2001

- Review Advisers and Psychologists, and Music Instructors
- Roll out framework for local bargaining – issue advice and monitor the situation
- Start the work on the job sizing methodology
- Issue revised conditions of service
- Development of one year probation national scheme
- Develop winding down scheme
- Develop codes – the use of temporary contracts

Medium Term – August 2001 – April 2002

- Minister’s review group on CPD
- Development of “chartered status” – qualifications and APL
- Look at PT posts in primary
- Guidance on the development of support staff
- Family leave/sabbaticals/career breaks
- Review of supply cover

- 4.2 The tasks which require to be implemented at a local authority level are outlined below with appropriate timeframes.

Immediate Tasks – Up To April 2001

- Arrange salary increase in April payrun
- Prepare guidance to schools on 35 hour working week
- Decide what arrangements to be in place for filling promoted vacancies until 2003

Short Term Tasks April 2001 – August 2001

- Prepare models/case studies of 35 hour working week
- Consultation at local consultative committee/JCC
- School level consultation on school 'planner' – management requirements
- Audit at school level of individual staff against school planner
- Agree work patterns for August 2001
- Implementation August 2001

Short to Medium Term Tasks August 2001 – April 2002

- Establish local negotiating committee and agree formal procedures
- Head Teacher to audit needs for support staff at school/cluster level
- Head Teacher submit proposals / Year 1, 2, 3
- Head Teacher request advert for staff – recruitment process
- Establish a new promoted post structure for Primary sector
- Consider phasing in PT posts in Primary sector to replace ST's – national advert
- Issue guidance on additional 35 hours of CPD and CPD portfolio content
- Review local agreements e.g. absence cover, management time etc.
- Review daily rate pay for supply cover

Medium to Longer Term Tasks April 2002 – August 2002

- Prepare detailed arrangements for probationers for August 2002
- Allocate training posts to establishments
- Allocate a budget resource to each school for support staff

Longer Term Tasks August 2002 – August 2003

- Start the job sizing scheme/pilot
- Issue guidance on new promoted post structure for secondary sector
- Consult on new promoted post structures in secondary sector on a school by school basis
- Consider the introduction of the 'winding down' scheme at local level
- Put arrangements in place to assimilate ST/APTs onto point 3 of Chartered Scale for August 2003

- Circulate arrangements for APL for chartered status. Seek applications
- Establish partnership arrangements to provide modules/courses for chartered qualification. Seek applications for Module 1
- Issue guidance to nursery/primary sector on reduction to 22.5 hours contact
- Implement 22.5 hours contact in secondary sector

Recommendations

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