



REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 7 DECEMBER 2017

Primary Curriculum – Update on Managing Non-Class Contact Time

1 Recommendation

- 1.1 Note the update within this report on progress to date with arrangements in schools to ensure that non-class contact time (NCCT) is covered in schools.**
- 1.2 Note that a further update will be provided by a report to Education & Children's Services Committee on 1 February 2018.**

2 Background / Discussion

- 2.1 At the meeting the Education & Children's Services Committee on 31 August 2017 a report on the arrangements in primary schools for the covering of Non-Class Contact Time was considered.
- 2.2 As outlined in this report there is a move away from deployment of staff in a centralised model of VSTs to a model where schools and clusters can work collegiately to agree the composition of staffing for their situations.
- 2.3 The proposed changes to legislation in the Education Bill, including the proposal that 'Head Teachers' will be given clear, legal responsibility for decisions about the delivery of the curriculum in their school' need to be further considered to fully understand the implications.
- 2.4 As also outlined in the previous committee report, there are currently VSTs who while teaching in primary schools, come from both secondary and primary sectors, and there are different implications for each staff group.
- 2.5 For primary registered teachers there will initially be little change. In the longer term the number of schools in which they teach is likely to reduce as the teaching commitment will be part of a staffing allocation to agreed schools. There will be an expectation of flexibility as they integrate more fully with the schools' staffing complement under the management of Head Teachers. Head teachers will continue to have the choice on how they deploy teachers to fulfil the curriculum in their school, including having teachers offer specific curricular areas as appropriate.
- 2.6 For secondary registered teachers there are two options. The first option is to return to a secondary setting and there will be support provided for teachers who wish to do this. The second option is to gain primary registration. Discussions are ongoing with General Teaching Council for Scotland (GTCS) about this option with the aim of making the process for this as straightforward as possible for individuals. It has been agreed that secondary registered teachers will have up to 5 years to complete their transition to a primary qualification. This timescale will allow the service to plan the teaching workforce appropriately but allow those who do not want to retrain to consider

their personal options. In this context, the Service continues to discuss with individual teachers their circumstances to ensure the specialist skills they have are not lost to schools.

Following the Committee meeting the arrangements were made to meet individually with all Visiting Specialist Teachers. The current situation is:

Number of meetings held	60
Number still to take place	2
TOTAL	62
Number of Primary Registered	21
Number of Secondary Registered	35
Number of Dual Registered	6
Number of secondary who wish to:	
• Return to secondary	3
• Undertake Professional Registration in Primary over the next 5 years:	
2017/18	10
2018/19	3
2019/20	2
2020/21	2
2021/22	3
• Will retire in next 5 years / Other option being explored	8
• Have not stated preference	10

- 2.7 All other NCCT is now being delivered by Teachers of Primary, and some are continuing to deliver this through specific areas of the curriculum eg Music, PE, Drama, ICT, Modern Languages, etc.
- 2.8 All vacancies for NCCT cover are now filled with Teachers of Primary who hold Primary Registration with GTCS, and whilst they are vacant there is agreement to use Supply Teachers as an interim arrangement.
- 2.9 Meetings continue with Visiting Specialist Co-ordinators, as line managers of the VSTs, where information is exchanged so they are fully up to date and can pass this to the relevant staff within their Network where appropriate.
- 2.10 The most recent meeting with Visiting Specialist Coordinators took place on 23 November 2017 to discuss the collated responses from 1:1 meetings. Also discussed were the arrangements for those secondary registered teachers who wish to undertake transition to primary registration as this will involve support from the General Teaching Council for Scotland and any relevant professional learning required.
- 2.11 All relevant staff will focus their professional learning around service, school and network improvement planning in order that they are fully apprised of current developments within their own school/network. This includes participation in organised In-Service events provided by the service, school or network. They will also attend staff meetings, twilight events where relevant.

- 2.12 As part of the Professional Review and Development process those who are primary registered will be supported in identifying areas of professional learning which are required to enable them to deliver the full curriculum should they ever wish to return to class teaching.
- 2.13 Meetings will be arranged for Visiting Specialist Teachers in the New Year to continue the dialogue.
- 2.14 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

- 3.1 The Committee is able to consider this item in terms of Section E.3.4 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to the delivery of Education services.
- 3.2 The Director of Education and Children's Services has exercised her delegated powers in accordance with Sections A.2, A.3, E.3.13 and E.3.26 of the List of Officer Powers in Part 2B, as the decisions made relate to the appointment of employees, the interests of the effective operation of the Council's Services, school staffing levels and management of the arrangement for curriculum development.

4 Implications and Risk

- 4.1 An equality impact assessment is not required because this report updates committee on an operational change and does not have a differential impact on any of the protected characteristics.
- 4.2 The staffing and financial implications are implicit within the report.
- 4.3 The following Risks have been identified as relevant to this matter on a Corporate Level:

AORP003 Workforce. The actions in this report help to address attracting and retaining the right skills. Link to [Corporate Risk Register](#)

On a Service Level:

ECSR002 Developing Excellence and Equity. The actions in this report help to ensure that there is a full complement of teachers in all Aberdeenshire schools. Link to [Directorate Risk Registers](#)

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