

FOI REQUEST – DOCUMENTS FOR RELEASE

From: Redacted under s.38(1)(b) (personal information)

Sent: 13 December 2019 11:18

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: Lead Teacher and Career Progression working group meeting 17 December - papers

Dear all

Please find attached papers for the first meeting of the Lead Teacher and Career Progression working group on Tuesday 17 December. I've also attached a link to the Independent Panel on Career Pathways for Teacher report [Independent panel on career pathways for teachers: final report](#)

- Agenda
- Career Pathways for Teachers – background paper
- Remit
- Lead Teacher and Career Progression recommendation

Lead Teacher and Career Progression Working Group

Tuesday 17 December 2019

10.30 am - 12.00 pm

Education Institute of Scotland, Moray Place, Edinburgh

AGENDA

1. Welcome and Introductions.
 2. Background to the Career Pathways for Teachers (Paper 01/01)
 3. Group remit (Paper 01/02)
 4. Discussion around implementation of the Lead Teacher and Career progression recommendation (Paper 01/03)
 5. Next steps
6. AOB

Lead Teacher and Career Progression Working Group

Tuesday 17 December 2019

10.30 am - 12.00 pm

Education Institute of Scotland, Moray Place, Edinburgh

AGENDA

1. Welcome and Introductions.
2. Background to the Career Pathways for Teachers (Paper 01/01)
3. Group remit (Paper 01/02)
4. Discussion around implementation of the Lead Teacher and Career progression recommendation (Paper 01/03)
5. Next steps

6. AOB

Career Pathways for Teachers

Lead Teacher and Career Progression Working group

Remit

The group will

- 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

Membership

Co-Chairs: **Redacted under s.38(1)(b) (personal information)**

Scottish Government **Redacted under s.38(1)(b) (personal information)**

COSLA **Redacted under s.38(1)(b) (personal information)**

Teachers' Panel

EIS **Redacted under s.38(1)(b) (personal information)**

NASUWT **Redacted under s.38(1)(b) (personal information)**

SSTA **Redacted under s.38(1)(b) (personal information)**

SLS **Redacted under s.38(1)(b) (personal information)**

In Attendance

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INDEPENDENT PANEL ON CAREER PATHWAYS FOR TEACHERS

Introduction

In June 2017 the Scottish Government published Education Governance – Next Steps Empowering our Teachers, Parents and Communities to deliver Excellence and Equity for Our Children, setting out the Government’s plans to create an education system in Scotland that is school and teacher-led, and is centred around the child. Next Steps provided for reforms which could be taken forward without legislation and set out a renewed ‘offer’ of support to teachers including the development of new career pathways.

The Education Governance - Next Steps paper states:

We will work with our partners to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.

The Extended Joint Chairs of the Scottish Negotiating Committee for Teachers (SNCT) agreed that an independent panel should be established to consider the design and development of teacher career pathway models and report its recommendations to the SNCT.

Scottish Government on behalf of the SNCT established the Independent Panel in June 2018.

Background

Independent Panel

The Independent Panel on Career Pathways for Teachers, chaired by Moyra Boland, Deputy Head of the School of Education at the University of Glasgow, comprised all key stakeholders with a vested interest in Scottish Education.

The Panel used a range of methods to gather information to support the development of their recommendations, including consideration of a literature review, which was specifically commissioned for this purpose; stakeholder engagement events; a survey of all teaching staff registered with the General Teaching Council for Scotland; stakeholder surveys; and the consideration of various policy documents.

Recommendations

The final report of the Panel sets out 10 ambitious recommendations aimed at developing and supporting new flexible and exciting career pathways for teachers and headteachers. The recommendations include the creation of a new post of Lead Teacher, which will be established for specialist roles in curricular, pedagogical and policy delivery; new pathways for Headteachers in and beyond headship; ensuring the availability of support for career development; and ensuring access to opportunities for career progression are coherent, fair and equitable.

The SNCT agreed to combine recommendation 2 and 4. The Lead Teacher and Career Progression Working group will take forward these recommendations.

The final recommendation of the Panel is that all recommendations from the report are to be implemented by August 2021.

Summary of recommendations

Recommendation 1: The Principles for Career Pathways should be adopted by the profession and all stakeholders.

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.

Recommendation 3: New and developing career pathways for Headteachers within and beyond Headship should be recognised including new opportunities in system leadership.

Recommendation 4: Opportunities should be created that enable career progression both incrementally and laterally for all teachers.

Recommendation 5: A national model for sabbaticals should be developed for all teachers, including Headteachers, that is both attractive and sustainable.

Recommendation 6: High quality, systematic, coherent and accessible support for career development should be available for all teachers.

Recommendation 7: Further steps should be taken to promote teaching as a masters level profession whilst recognising the importance of work-based professional learning and experience.

Recommendation 8: Existing and developing national processes should ensure that opportunities for and access to career progression are coherent, fair and equitable.

Recommendation 9: A mechanism should be established to ensure workforce planning is effective and coherent at all levels in the system.

Recommendation 10: All recommendations from the Career Panel Pathways report to be implemented by August 2021.

Career Pathways for Teachers

Lead Teacher and Career Progression Working group

The group will

- 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

Membership - Redacted under s.38(1)(b) (personal information)

RECOMMENDATION 2 – LEAD TEACHER

Existing structures need to be redefined and expanded to support a changing educational landscape, allowing for greater opportunity and flexibility for teachers. Analysis of the evidence from engagement with stakeholders, gathered through surveys and regional events (see section 2 and 3), overwhelmingly indicated a need to devise a pathway within the teacher career structure which embraces leadership relative to specialisms in curriculum, pedagogy and policy delivery. This pathway would function alongside and complement the existing leadership roles, structures and posts.

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.

There should be formal recognition of specialist roles in curricular, pedagogical and policy delivery, through the establishment of a new post entitled Lead Teacher which could be applied to any of these areas. For example, a Lead Teacher in Numeracy would embody curricular specialism; a Lead Teacher in Additional Support Needs pedagogical specialism); and a Lead Teacher in Raising Attainment would provide expertise in policy delivery.

Lead Teacher posts should be established as permanent or fixed term, as determined within the emerging empowered schools system.

Lead Teachers should have clear and agreed responsibilities as part of a progression pathway that runs in parallel with the existing leadership pathway as per SNCT staffing structures. There could be Lead Teachers at subject/department/stage level, school level, multi-school level, local authority level, Regional Improvement Collaborative (RIC) level or national level. The salary arrangements for the Lead Teacher could mirror and extend to the existing pay spines for promoted posts, as set out in the next section on resources.

In addition, the **Panel is of the view** that there should be an expansion of time bound leadership roles within and beyond existing structures.

There should be interim stages available for all teachers to develop their experience and to enable progression for those who wish it within their chosen pathway. This would provide important opportunities to develop and demonstrate leadership skills and so be better prepared to take on future and leadership roles.

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 community but must be defined according to the agreed principles of career progression.

Resource Implications

Lead Teachers are intended to be complementary to, rather than replacing, existing leadership roles, some of which may encompass similar elements to the new role. The focus

of these roles will be on curriculum, pedagogy or policy development. The new posts should have clearly defined roles and responsibilities, as part of a staffing structure which best reflects the curriculum and leadership requirements.

There needs to be a transition to this new structure including new duties and salaries determined by the SNCT.

The progression routes for Lead Teachers should parallel the existing leadership pay scales. Therefore, new salary spines will require to be developed for the new career structures. For example:

- Salary spine for Lead Teacher with whole school responsibility.
- Salary spine for Lead Teacher with cluster or local authority responsibility.
- Salary spine for Lead Teacher with regional or national responsibility.

In the context of the approach being taken to school empowerment, flexible funding models should be available in or between schools to provide Headteachers with the ability to create new Lead Teacher posts. Consideration will need to be given as to how to ensure this is consistently applied across the system while recognising the principles of empowered schools.

Consideration of applicants for selection should be on the basis of what a prospective new postholder brings by way of qualifications, expertise or experience, and what they can offer by way of enhancing the quality of the service in the specific area of responsibility in question.

There should also be collaborative networks for Lead Teachers in order to support their professionalism and ensure that they are familiar with good practice, pedagogy, and national standards and expectations.

The **Panel is of the view** that the SNCT should take forward the recommendations with regards to structures, pay scales and a review of job sizing. It is recognised that this is a complex undertaking, though it should not hinder the timeous development of the Lead Teacher Pathway.

RECOMMENDATION 4 – CAREER PROGRESSION

The Panel is ambitious to increase the range of opportunities for teaching staff, encourage a culture of collaboration across the education system and increase opportunities for exchange and learning between different establishments and sectors. Evidence gathered during engagement events, and through teacher and stakeholder surveys, revealed very positive views of secondments, working across sectors and sharing practice through collaborative working beyond the classroom. In order to create flexible career pathways which provide these opportunities and enable movement by teacher professionals across local authorities and to within stakeholder bodies, barriers need to be identified and removed. **Annex D** provides four case studies that illustrate the recommendations within the report.

Recommendation 4: Opportunities should be created that enable career progression both incrementally and laterally for all teachers.

Opportunities should be available to progress within a career pathway incrementally through promotion, or laterally between different specialisms. For example, a Lead Teacher in Numeracy could be considered for a Lead Teacher in Additional Support Needs post through an appropriate recruitment process. A school Lead Teacher in Raising Attainment could be

considered, through an appropriate recruitment process, for a Depute Head Teacher post based on their prior experience even though they have not held a post as a Principal Teacher or Faculty Head. This movement could be enabled by appropriate job sizing or benchmarking. Attributing equal status to roles within new or existing structures will be desirable in developing a collaborative culture.

In addition, the **Panel is of the view** that there should be a straightforward, coherent and fair mechanism to facilitate movement within and between different parts of the education system. This will include recognising current barriers, such as variances in terms and conditions, and overcoming them by establishing a coherent mechanism (secondments/placements/agency). This will enable greater consistency of approach to movement within and across schools, local authorities, regional improvement collaboratives and other educational organisations such as higher education and national agencies.

Resource Implications

A national process should be developed to enable collaborative work between the various employers within the education system. The aim would be to set up a comprehensive mechanism, based on agreements between organisations to facilitate greater exchange and movement.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 27 January 2020 17:02

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: SNCT Lead Teacher and Career Progression working group meeting 29 January - papers
Colleagues

Please find attached papers for the Lead Teacher and Career Progression working group meeting on Wednesday 29 January 2.00 pm – 4.00 pm at EIS.

- Agenda
- Note of previous meeting
- Lead Teacher roles and responsibility summary paper (02/01)
- NASUWT submission
- Employers submission
- Scottish Government submission
- EIS submission
- SLS submission
- SSTA submission

Lead Teacher and Career Progression Working Group

Wednesday 29 January 2020

2.00 pm – 4.00 pm

AGENDA

1. Welcome and apologies
2. Note and action from previous meeting

•Members to provide written submissions with examples of what a Lead Teacher's duties could look like in curriculum, pedagogy and policy development at a school level, local authority level and regional/national level – complete

3. Discussion on Group's submissions with suggested specialisms and roles for Lead Teacher – summary of responses (paper 02/01)

4. Next Steps

5. AOB

Regards, **Redacted under s.38(1)(b) (personal information)**

Note of meeting - Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Redacted under s.38(1)(b) (personal information)

Sent: 20 February 2020 10:23

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: SNCT Lead Teacher and Career Progression working group meeting 26 February - papers

Colleagues

- Agenda
- Draft note of 29 January meeting.
- School based Lead Teacher roles - paper (03/01)

Redacted under s.38(1)(b) (personal information)

Note of meeting - Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Lead Teacher and Career Progression Working Group

Tuesday 17 December 2019

10.30 am - 12.00 pm

Education Institute of Scotland, Moray Place, Edinburgh

Actions from meeting

Attendees

Joint Chairs

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Andy Drought

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Scottish Government

Scottish Government

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Teachers side

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Apologies

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1. Welcome and Introduction

The Chair welcomed the members to the first meeting of the group. Apologies were received from **Redacted under s.38(1)(b) (personal information)**

2. Background to the Career Pathways for Teachers (Paper 01/01)

The Chair provided a brief background on the work of the Independent Panel on the Career Pathways for Teachers and emphasised that the group's role would be implementation of the recommendations.

The Chair also suggested that the group meet on a monthly basis which members agreed to.

3. Group remit Paper (01/02)

The remit was agreed.

The group will

- 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

4. Discussion around the implementation of the Lead Teacher and Career Progression recommendation (Paper 01/03)

The group had a lengthy discussion on the recommendations and the following actions were agreed for the next meeting.

Actions:

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Date of next meeting

The next meeting of the group will be Wednesday 29th January 2.00 pm, EIS.

The group agreed the following dates for the next two meetings:

- Wednesday 26th February - 10.30 am
- Wednesday 1 April 2020 - 2.00 pm

5.

AOB

There was no other business to be discussed.

Lead Teacher and Career Progression Working Group

Thursday 29 January 2020

2.00 pm – 4.00 pm

Education Institute of Scotland, Moray Place, Edinburgh

Actions from meeting

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)

Andy Drought

Redacted under s.38(1)(b) (personal information)

Scottish Government (Chair)

Scottish Government

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Teachers side

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Employers' Side

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Apologies

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5. Welcome and Introduction

The Chair welcomed the members to the meeting of the group. Apologies were received from Redacted under s.38(1)(b) (personal information)

6. Note and action from previous meeting

The note was agreed as an official record of the 19 December meeting.

Action from previous meeting:

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

7. Discussion on Group's submissions with suggested specialisms and roles for Lead Teacher – summary of responses.

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

8. Next steps

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Date of next meeting

The next meeting of the group will be Wednesday 25 February 10.30 am at EIS, Moray Place.

5. AOB

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

SCHOOL-BASED LEAD TEACHER ROLES

Introduction

1. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at a school level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
- b) Lead professional learning opportunities on their area of expertise for a stage/department/faculty/school.
- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next Steps

8. Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Redacted under s.38(1)(b) (personal information)

Sent: 30 October 2020 14:29

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: SNCT Lead Teacher and Career Progression working group meeting 3 November - papers

Colleagues

Please find attached papers for the next meeting of the Lead Teacher and Career Progression working group on Tuesday 3 November.

- Agenda
- Draft note of 26 February meeting.
- Lead Teacher roles - paper (04/01)

The meeting will be held on the Microsoft Team platform.
Look forward to seeing you all.

Redacted under s.38(1)(b) (personal information)

Lead Teacher and Career Progression Working Group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Microsoft Teams

AGENDA

1. Welcome and apologies
2. Note and action from previous meeting
 - Action 1: SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and regional or national Lead Teacher for the next meeting – **complete. Revised paper 04/01 attached.**
 - Action 2: Members to submit to secretariat proposals/arguments and practical options on the time to be allocated to the Lead Teacher role for the next meeting.
3. Discussion on paper 04/01
4. Next Steps
5. AOB

Lead Teacher and Career Progression Working Group

Wednesday 26 February 2020

10.30 am -12.30 pm

EIS, Moray Place, Edinburgh

Actions from meeting

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)
Andy Drought

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Scottish Government

Scottish Government

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Teachers side

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Employers' Side

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Apologies

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9. Welcome and Introduction

The Chair welcomed the members to the meeting of the group. Apologies were received from Redacted under s.38(1)(b) (personal information)

10. Note and action from previous meeting

The note was agreed as an official record of the 26 January meeting.

Action from previous meeting:

- SG to develop a paper on the roles and duties of a Lead Teacher at school level for discussion at the next meeting – **complete**.

11. Discussion on Lead Teacher roles and duties paper (paper 03/01)

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4. Next steps

Action 1: Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Action 2: Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Date of next meeting

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

1. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
- b) Lead professional learning opportunities on their area of expertise for a stage/department/faculty/school.
- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next Steps

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Redacted under s.38(1)(b) (personal information)

Sent: 04 December 2020 13:34

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: SNCT Lead Teacher and Career Progression working group meeting 9 December - papers

Colleagues

Please find attached papers for the next meeting of the Lead Teacher and Career Progression working group on Wednesday 9 December.

- Agenda
- Draft note of 3 November meeting.
- Lead Teacher roles - paper (05/01)

Redacted under s.38(1)(b) (personal information)

Lead Teacher and Career Progression Working Group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)

Andy Drought

Redacted under s.38(1)(b) (personal information)

Scottish Government (Chair)

Scottish Government

Redacted under s.38(1)(b) (personal information)

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Teachers side

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Employers' Side

Redacted under s.38(1)(b) (personal information)
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Redacted under s.38(1)(b) (personal information)

Apologies

Redacted under s.38(1)(b) (personal information)

12. Welcome and Introduction

The Chair welcomed the members to the meeting of the group. Redacted under s.38(1)(b) (personal information)

13. Note and action from previous meeting

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Action from previous meeting:

Action 1:

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Action 2:

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

14. Discussion on Lead Teacher roles and duties paper (paper 04/01)

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Discussion paper 04/01

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Time

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4. Next steps

Actions:

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Date of next meeting

The next meeting would take place on Wednesday 9 December.

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

1. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
- b) Lead professional learning opportunities on their area of expertise for a stage/department/faculty/school.
- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next Steps

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Email Communication

Lead Teacher and Career Progression Working Group

Wednesday 9 December 2020

1.00 pm – 3.00 pm

Microsoft Teams

AGENDA

Welcome and apologies

Note and action from previous meeting

Actions: Secretariat to revise paper 04/01 based on discussions and provide options around remuneration - **completed**

Discussion on paper 05/01

Next Steps

AOB

Email communication

Hi Andy

Do you have any further amendments to the report?

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 05 February 2021 11:42

To **Redacted under s.38(1)(b) (personal information)**; Drought A (Andrew)

Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: SNCT Career Pathways - Lead Teacher and Career Progression draft report

Hi **Redacted under s.38(1)(b) (personal information)**

Thanks for forwarding these.

Happy with the revised lead teacher roles paper.

I have tracked one amendment to the draft report.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**
Sent: 03 February 2021 09:17
To: Andrew.Drought@gov.scot; **Redacted under s.38(1)(b) (personal information)**

Subject: SNCT Career Pathways - Lead Teacher and Career Progression draft report

Andy/ **Redacted under s.38(1)(b) (personal information)**

I have attached the draft report of the SNCT Lead Teacher and Career Progression group.

In addition, I have attached a revised Lead Teacher roles paper, as **Redacted under s.38(1)(b) (personal information)** has asked for an amendment to be made to para 17. I have highlighted the amendment in red. I have also included this text in the draft report.

I would be grateful for any comments on the report by Tuesday 9 February.

Thanks **Redacted under s.38(1)(b) (personal information)**

From: Drought A (Andrew)
Sent: 30 October 2020 14:01
To: **Redacted under s.38(1)(b) (personal information)**
Cc: **Redacted under s.38(1)(b) (personal information)**
Subject: FW: SNCT CP - Lead Teacher and progression working group meeting - draft papers to clear

Redacted under s.38(1)(b) (personal information) grateful if you could clear on my behalf.
Andy

From: **Redacted under s.38(1)(b) (personal information)**
Sent: 30 October 2020 09:22
To: Drought A (Andrew) ; **Redacted under s.38(1)(b) (personal information)**
Cc: **Redacted under s.38(1)(b) (personal information)**
Subject: SNCT CP - Lead Teacher and progression working group meeting - draft papers to clear

Andy/ **Redacted under s.38(1)(b) (personal information)**

I have attached a draft note, agenda and a revised paper on the Lead teacher roles for our meeting on Tuesday.

I would be grateful if you could clear these so I can send to the members ahead of the meeting.

Thanks. **Redacted under s.38(1)(b) (personal information)**

Lead Teacher and Career Progression Working Group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Microsoft Teams

AGENDA

Welcome and apologies

Note and action from previous meeting

- Action 1: SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and regional or national Lead Teacher for the next meeting – **complete. Revised paper 04/01 attached.**
- Action 2: Members to submit to secretariat proposals/arguments and practical options on the time to be allocated to the Lead Teacher role for the next meeting.

Discussion on paper 04/01

Next Steps

AOB

Lead Teacher and Career Progression Working Group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Microsoft Teams

AGENDA

6. Welcome and apologies
7. Note and action from previous meeting
 - Action 1: SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and regional or national Lead Teacher for the next meeting – **complete. Revised paper 04/01 attached.**

- Action 2: Members to submit to secretariat proposals/arguments and practical options on the time to be allocated to the Lead Teacher role for the next meeting.

8. Discussion on paper 04/01

9. Next Steps

10. AOB

Lead Teacher and Career Progression Working Group

Wednesday 26 February 2020

10.30 am -12.30 pm

EIS, Moray Place, Edinburgh

Actions from meeting

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)

Andy Drought

Redacted under s.38(1)(b) (personal information)

Scottish Government

Scottish Government

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Teachers side

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Employers' Side

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Apologies

Redacted under s.38(1)(b) (personal information)

Redacted under s.38(1)(b) (personal information)

15. Welcome and Introduction

The Chair welcomed the members to the meeting of the group. Apologies were received from **Redacted under s.38(1)(b) (personal information)**

Note and action from previous meeting

The note was agreed as an official record of the 26 January meeting.

Action from previous meeting:

- SG to develop a paper on the roles and duties of a Lead Teacher at school level for discussion at the next meeting – **complete**.

Discussion on Lead Teacher roles and duties paper (paper 03/01)

The Chair opened up discussions on paper 03/01 and reinstated what the group had agreed so far in relation to the Lead Teacher post:

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next steps

Action 1: SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and the role of a regional or national Lead Teacher for the next meeting.

Action 2: Members to submit to secretariat proposals/arguments and practical options on time to be allocated to the Lead Teacher for the next meeting.

Date of next meeting

As you are aware, following 26 February meeting, the work of the group paused due to COVID-19. Due to this, the Chair recognises that members may not have had time to action point 2 above.

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

1. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
- b) Lead professional learning opportunities on their area of expertise for a stage/department/faculty/school.
- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next Steps

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Redacted under s.38(1)(b) (personal information)

Sent: 30 November 2020 16:16

To: Drought A (Andrew) <Andrew.Drought@gov.scot>

Cc: Redacted under s.38(1)(b) (personal information)

Subject: Lead Teacher - note of meeting

Andy

I've attached the note of the meeting on 3 November.

Any comments?

Thanks, Redacted under s.38(1)(b) (personal information)

Lead Teacher and Career Progression Working Group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)

Andy Drought

Redacted under s.38(1)(b) (personal information)

Scottish Government (Chair)

Scottish Government

Redacted under s.38(1)(b) (personal information)

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Teachers side

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Employers' Side

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Apologies

Redacted under s.38(1)(b) (personal information)

16. Welcome and Introduction

The Chair welcomed the members to the meeting of the group. Apologies were received from **Redacted under s.38(1)(b) (personal information)**

17. Note and action from previous meeting

The note was agreed as an official record of the 26 February meeting.

Action from previous meeting:

Action 1: SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and the role of a regional or national Lead Teacher for the next meeting - **complete**

Action 2: Members to submit to secretariat proposals/arguments and practical options on time to be allocated to the Lead Teacher for the next meeting.

The chair recognised that due to challenges presented by COVID- 19, members may not have had time to submit their proposals - action 2.

18. Discussion on Lead Teacher roles and duties paper (paper 04/01)

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)
Discussion paper 04/01

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)
Time

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)
Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4. Next steps

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Date of next meeting

The next meeting would take place on Wednesday 9 December.

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 02 December 2020 10:19

To: Drought A (Andrew) <Andrew.Drought@gov.scot>

Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: Lead Teacher - note of meeting

Andy

I would be grateful if you could clear the attached documents for the next meeting of the Lead Teacher group.

Thanks, **Redacted under s.38(1)(b) (personal information)**

Lead Teacher and Career Progression Working Group

Wednesday 9 December 2020

1.00 pm – 3.00 pm

Microsoft Teams

AGENDA

1. Welcome and apologies
2. Note and action from previous meeting

Actions: Secretariat to revise paper 04/01 based on discussions and provide options around remuneration - **completed**

3. Discussion on paper 04/01
4. Next Steps
5. AOB

Lead Teacher and Career Progression Working Group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)

Andy Drought

Redacted under s.38(1)(b) (personal information)

Scottish Government (Chair)

Scottish Government

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Teachers side

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Employers' Side

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Apologies

Redacted under s.38(1)(b) (personal information)

19. Welcome and Introduction

The Chair welcomed the members to the meeting of the group. Apologies were received from **Redacted under s.38(1)(b) (personal information)**

20. Note and action from previous meeting

The note was agreed as an official record of the 26 February meeting.

Action from previous meeting:

Action 1: SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and the role of a regional or national Lead Teacher for the next meeting - **complete**

Action 2: Members to submit to secretariat proposals/arguments and practical options on time to be allocated to the Lead Teacher for the next meeting.

The chair recognised that due to challenges presented by COVID- 19, members may not have had time to submit their proposals - action 2.

21. Discussion on Lead Teacher roles and duties paper (paper 04/01)

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Discussion paper 04/01

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Time

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4. Next steps

Actions: Secretariat to revise paper 04/01 based on discussions and provide options around remuneration.

It was highlighted that by January the group needed to be in a position on what the paper and set principles would look like for the publication of the interim report by end of January.

Date of next meeting

The next meeting would take place on Wednesday 9 December.

Lead Teacher and Career Progression Working Group

Wednesday 9 December 2020

1.00 pm – 3.00 pm

Microsoft Teams

AGENDA

11. Welcome and apologies
12. Note and action from previous meeting

Actions: Secretariat to revise paper 04/01 based on discussions and provide options around remuneration - **completed**

13. Discussion on paper 04/01
14. Next Steps
15. AOB

From: **Redacted under s.38(1)(b) (personal information)**
Sent: 09 December 2020 10:58
To: Drought A (Andrew) <Andrew.Drought@gov.scot>; **Redacted under s.38(1)(b) (personal information)**
Cc: **Redacted under s.38(1)(b) (personal information)**
Subject: RE: SNCT Lead Teacher and Career Progression working group meeting 9 December - papers

Dear all

Please see an alternative suggestion to the second paragraph in point 14 of the 05/01 paper for our meeting this afternoon.

Thanks, **Redacted under s.38(1)(b) (personal information)**

05/01 paper - Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Drought A (Andrew)
Sent: 27 October 2020 09:59
To: **Redacted under s.38(1)(b) (personal information)**
Cc: **Redacted under s.38(1)(b) (personal information)**
Subject: RE: Career Pathway's Lead Teacher group pre-meet

Thanks, **Redacted under s.38(1)(b) (personal information)**. I think that would be sensible.

Andy Drought

From: **Redacted under s.38(1)(b) (personal information)**
Sent: 27 October 2020 09:58
To: Drought A (Andrew)
Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: Career Pathway's Lead Teacher group pre-meet

Andy

I've put a pre-meet for the Lead Teacher group meeting for 2 November 1.00-1.30 ahead of the meeting on the 3rd. Do you want a pre-meet with **Redacted under s.38(1)(b) (personal information)**? If so, I can put one in the calendar for 4.00 on the 2nd.

Redacted under s.38(1)(b) (personal information)

From: Drought A (Andrew)
Sent: 02 November 2020 19:33
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: CP Lead Teacher and Career Progression working group - Chair's brief.

Thanks Redacted under s.38(1)(b) (personal information)
Andy Drought

From: Redacted under s.38(1)(b) (personal information)
Sent: 02 November 2020 16:26
To: Drought A (Andrew)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: CP Lead Teacher and Career Progression working group - Chair's brief.

Andy

I've attached a chairs brief for the CP Lead Teacher group meeting tomorrow.

Hope this is helpful.

Redacted under s.38(1)(b) (personal information)

SNCT Lead Teacher and Career Progression working group

Tuesday 3 November 2020

11.00 am – 1.00 pm

Microsoft Teams

Chair's Brief

1.	Welcome and Apologies	11.00 am- 11.05 am
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Welcome:

- Chair to welcome members to the meeting of the Lead Teacher and Career Progression working group. You may wish to recognise that this is the first meeting since February due to COVID-19.

Apologies:

- Redacted under s.38(1)(b) (personal information)
- Redacted under s.38(1)(b) (personal information)

2.	Note and action from previous meeting	11.05 am - 11.10 am
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Note of 26 February meeting – You may wish to ask if the group is content with the note.

Action from 26 February meeting –

- **Action 1:** SG to draft a more detailed paper on the specialisms and roles for a lead teacher at school level and include the role of a local authority Lead Teacher and regional or national Lead Teacher for the next meeting – **complete. Revised paper 04/01 attached.**
- **Action 2:** Members to submit to secretariat proposals/arguments and practical options on the time to be allocated to the Lead Teacher role for the next meeting.

You may wish to recognise that as the meetings of the group paused due to the challenges presented by COVID, you appreciate that members may not have had time to submit their proposals.

3.	Discussion on Lead Teacher roles paper 04/01	11.10 am – 12.30 pm
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Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4.	Next Steps	12.30 pm – 12.50 pm
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Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

5.	AOB	12.50 pm – 12.55 pm
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6.	Date of next meeting	12.55 pm – 1.00 pm
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Date of next meeting - to be agreed.

Attendees – Wednesday 29 January 2020

Co-Chairs

Redacted under s.38(1)(b) (personal information)

Andy Drought

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SNCT Joint Chair, Scottish Government (Chair)

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Redacted under s.38(1)(b) (personal information)

Apologies

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Redacted under s.38(1)(b) (personal information)

Support /Secretariat

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In attendance

Redacted under s.38(1)(b) (personal information)

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 02 December 2020 11:44

To: Redacted under s.38(1)(b) (personal information)

Drought A (Andrew) <Andrew.Drought@gov.scot>; Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teacher - note of meeting

Thanks Redacted under s.38(1)(b) (personal information)

Redacted under s.38(1)(b) (personal information)

paper now attached.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 02 December 2020 11:38

To: Redacted under s.38(1)(b) (personal information)

; Drought A (Andrew) ; Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teacher - note of meeting

Hi Redacted under s.38(1)(b) (personal information)

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

2. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of

opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
- b) Lead professional learning opportunities on their area of expertise for a stage/department/faculty/school.
- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next Steps

3. The group is asked to consider the proposed outline for the Lead Teacher roles, identify areas of agreement and possible areas for modification. What additional practical or implementation issues does the group see as likely to arise from any agreed definition of lead teacher?

I think Andy may be quite tied up with Covid related issues at the moment so I have asked **Redacted under s.38(1)(b) (personal information)** to clear.

I think the note is fine but can you also attach **Redacted under s.38(1)(b) (personal information)** paper which shows the actions that we have taken to incorporate time and remuneration as this will need to go as part of the papers for the meeting too.

Thanks

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 05 February 2021 13:09

To: Redacted under s.38(1)(b) (personal information)

Drought A (Andrew) <Andrew.Drought@gov.scot>

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: SNCT Career Pathways - Lead Teacher and Career Progression draft report

Hi **Redacted under s.38(1)(b) (personal information)**

Thanks for your amendment.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 05 February 2021 11:42

To: Redacted under s.38(1)(b) (personal information)

Drought A (Andrew)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: SNCT Career Pathways - Lead Teacher and Career Progression draft report

Hi **Redacted under s.38(1)(b) (personal information)**

Thanks for forwarding these.

Happy with the revised lead teacher roles paper.

I have tracked one amendment to the draft report. Regards, **Redacted under s.38(1)(b) (personal information)**

Lead teacher roles papers – as above

From: Redacted under s.38(1)(b) (personal information)

Sent: 03 February 2021 09:17

To: Andrew.Drought@gov.scot;

Cc: Redacted under s.38(1)(b) (personal information)

Subject: SNCT Career Pathways - Lead Teacher and Career Progression draft report

Andy/ **Redacted under s.38(1)(b) (personal information)**

I have attached the draft report of the SNCT Lead Teacher and Career Progression group.

In addition, I have attached a revised Lead Teacher roles paper, as **Redacted under s.38(1)(b) (personal information)** has asked for an amendment to be made to para 17. I have highlighted the amendment in red. I have also included this text in the draft report.

I would be grateful for any comments on the report by Tuesday 9 February.

The SNCT Lead Teacher and Career Progression working group

Report

January 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 **Redacted under s.38(1)(b) (personal information)**
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

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
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- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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.

Recruitment

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Timeline

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

SNCT Recommendation

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 26 January 2021 16:05

To: Drought A (Andrew) <Andrew.Drought@gov.scot>; **Redacted under s.38(1)(b) (personal information)**

Cc: **Redacted under s.38(1)(b) (personal information) x 5**

Subject: SNCT Lead Teacher and Career Progression working group - draft note of 9 December meeting and revised LT paper

Colleagues

I have attached a draft note of the 9 December meeting and a revised Lead Teacher Roles paper.

I would be grateful for any comments you may have as soon as possible and preferably by Monday 1 February to allow the papers to be prepared for the Joint Secretaries meeting on Tuesday 2 February.

Many thanks, **Redacted under s.38(1)(b) (personal information)**

Lead Teacher and Career Progression Working Group

Wednesday 9 December 2020

1.00 pm – 3.00 pm

Note of meeting

Attendees

Joint Chairs

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Scottish Government

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Teachers side

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Employers' Side

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Redacted under s.38(1)(b) (personal information)

Apologies

Redacted under s.38(1)(b) (personal information)

Andy Drought

Scottish Government

22. Welcome and Introduction

The Chair welcomed the members to the meeting of the group.

23. Note and action from previous meeting

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Actions from previous meeting

Action: Secretariat to revise Lead teacher paper based on discussions and provide options around remuneration.

24. Discussion on Lead Teacher roles and duties paper (paper 05/01)

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Narrative and time allocated to Lead Teacher

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4. Next steps

It was agreed that a further meeting of the group would not be required. However if needed, the group would reconvene.

Action 1: Secretariat to revise paper 05/01 based on discussions and circulate to the group.

Action 2: Secretariat to draft a report including a framework of the Lead teacher roles and responsibilities by end of January to be submitted to the SNCT meeting on 23 February.

5. AOB

None

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

4. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

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- Numeracy
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- Additional support needs

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- Early years
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- Parental & community engagement
- Learner empowerment
- Professional learning
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- 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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From:

Sent: 15 February 2021 09:59

To: McLean L (Liza) <Liza.McLean@gov.scot>

Cc: Drought A (Andrew) <Andrew.Drought@gov.scot>; **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 12 February 2021 16:51

To: Drought A (Andrew) **Redacted under s.38(1)(b) (personal information)**

Subject: SNCT Lead Teacher and Career Progression working group report/compensatory leave

Good Afternoon,

Please see attached documentation for the SNCT Meeting on Monday.

Kind regards

Redacted under s.38(1)(b) (personal information)

Documentation - Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 28 February 2020 10:04

To: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: Lead Teacher

Thanks **Redacted under s.38(1)(b) (personal information)**, looks good. I've suggested one small addition in para 3 and added a comment against para 4 We should probably discuss that one.

Thanks

Redacted under s.38(1)(b) (personal information)

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 27 February 2020 14:37

To: **Redacted under s.38(1)(b) (personal information)**

Subject: Lead Teacher

Hi all,

Following the conversation yesterday morning, I've had a go at updating the Lead Teacher paper in order to reflect the feedback from the meeting on the roles and areas of specialisms, and also to add in possible roles for the other two levels of Lead Teachers – attached.

Thoughts welcome,

Redacted under s.38(1)(b) (personal information)

Lead Teacher and Career Progression Working Group

Wednesday 9 December 2020

1.00 pm – 3.00 pm

Note of meeting

Attendees

Joint Chairs

Redacted under s.38(1)(b) (personal information)

Redacted under s.38(1)(b) (personal information)

Scottish Government

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Teachers side

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Employers' Side

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Apologies

Redacted under s.38(1)(b) (personal information)

Andy Drought

Scottish Government

25. Welcome and Introduction

The Chair welcomed the members to the meeting of the group.

26. Note and action from previous meeting

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Actions from previous meeting

Action: Secretariat to revise Lead teacher paper based on discussions and provide options around remuneration.

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Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Narrative and time allocated to Lead Teacher

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

4. Next steps

It was agreed that a further meeting of the group would not be required. However if needed, the group would reconvene.

Action 1: Secretariat to revise paper 05/01 based on discussions and circulate to the group.

Action 2: Secretariat to draft a report including a framework of the Lead teacher roles and responsibilities by end of January to be submitted to the SNCT meeting on 23 February.

5. AOB

None

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

5. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

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2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .
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Remuneration

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Redacted under s.38(1)(b) (personal information)

Sent: 28 February 2020 11:58
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teacher

Maybe we could remind working group members of the following statements from the report?

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 community.....

The new posts should have clearly defined roles and responsibilities, as part of a staffing structure which best reflects the curriculum and leadership requirements

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 28 February 2020 10:44
To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teacher

Thanks **Redacted under s.38(1)(b) (personal information)**
This seems good but agree with **Redacted under s.38(1)(b) (personal information)** maybe about being more explicit about additional posts and add tonality the role will bring.

Good to have a chat next week and then we can take forward for next stage.
Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 28 February 2020 10:04
To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teacher

Thanks looks good. I've suggested one small addition in para 3 and added a comment against para 4. We should probably discuss that one.

Thanks **Redacted under s.38(1)(b) (personal information)**

Lead Teacher paper - Draft note – as above

From: Redacted under s.38(1)(b) (personal information)
Sent: 27 February 2020 14:37
To: Redacted under s.38(1)(b) (personal information)

Hi all,

Following the conversation yesterday morning, I've had a go at updating the Lead Teacher paper in order to reflect the feedback from the meeting on the roles and areas of specialisms, and also to add in possible roles for the other two levels of Lead Teachers – attached.

Thoughts welcome, **Redacted under s.38(1)(b) (personal information)**

LEAD TEACHER AND CAREER PROGRESSION WORKING GROUP

LEAD TEACHER ROLES

Introduction

1. The Lead Teacher and Career Progression Working Group is currently exploring the possible roles and responsibilities of the Lead Teacher role. The following paper sets out a summary of the proposed Lead Teacher role at each level for discussion. The group is asked to consider the paper and suggest possible modifications.

Background

2. The school-based Lead Teacher role would provide formal recognition of specialist roles in curricular, pedagogical and policy delivery at school level. School-based Lead Teachers 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 .

3. The school-based 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 employers would be able to appoint on a fixed term basis in line with the emerging empowered schools system.

4. Headteachers will play a leading role in the recruitment and appointment of school-based Lead Teachers in line with Appendix 2.20 . The creation of, and appointment to, school-based Lead Teacher posts should align with the principles of opportunity, support and recognition as outlined in the first recommendation of the Career Pathways report .

Roles

3. The role of a school-based Lead Teacher would include the duties of a classroom teacher and the following as appropriate:

- a) Provide a lead role in an area of expertise in a stage/department/faculty/school.
- b) Lead professional learning opportunities on their area of expertise for a stage/department/faculty/school.
- c) Share and model effective practice in their area of expertise for a stage/department/faculty/school.
- d) Provide support for colleagues on their area of expertise in their stage/department/faculty/school.
- e) Collaborate through local, regional and national networks in order to keep abreast of developments in content and methodology related to their area of expertise.

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
- Developing the young workforce (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

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Next Steps

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 October 2021 15:54

To: Redacted under s.38(1)(b) (personal information)Subject: RE: Lead Teachers

Hi Redacted under s.38(1)(b) (personal information)

That's great, thanks for confirming this for me.

Regards

Redacted under s.38(1)(b) (personal information)

From Redacted under s.38(1)(b) (personal information)

Sent: 12 October 2021 15:34
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi Redacted under s.38(1)(b) (personal information)
Hope you are well.

Just wanted to confirm that Aberdeen City Council does not have any Lead Teachers for this census.

Thanks
Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 18 October 2021 08:54
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning Redacted under s.38(1)(b) (personal information)
Thank you for confirming this, we have updated our records to reflect this.

Regards Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 18 October 2021 08:35
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi Redacted under s.38(1)(b) (personal information)
We have no Lead teachers in Angus.
Thanks __ Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 25 October 2021 12:24
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers [OFFICIAL]

Classification: OFFICIAL

Hi Redacted under s.38(1)(b) (personal information)
I am really sorry that I missed this email last week – I was on annual leave.
We didn't have any in place at census. We have recruited and they have started today though.
Thanks, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 10:45
To: Redacted under s.38(1)(b) (personal information)
Subject: FW: Lead Teachers

Morning
I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 25 November 2021 17:21
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers [OFFICIAL]

Classification: OFFICIAL
Hi Redacted under s.38(1)(b) (personal information)

No, we didn't have any in place for Census. We had one start on 15th October though! We have a couple in place now.

Thanks Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 25 November 2021 16:48
To: Redacted under s.38(1)(b) (personal information)
Subject: Lead Teachers

Afternoon Redacted under s.38(1)(b) (personal information)
I hope that this email finds you well?

We previously emailed out to all Local Authorities seeking confirmation on whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census. I am unable to find my email to you regarding this so apologies if this was not originally sent to you.

Could I therefore ask you to email me confirmation regarding if there was or was not Lead Teachers employed at Argyll and Bute at the time of the Staff Census?

Many thanks
Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 11 October 2021 10:26

To Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

Thank you for getting back to me so quickly to confirm this for us.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 11 October 2021 10:02

To: Redacted under s.38(1)(b) (personal information)

Subject: Re: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

to confirm that in Clacks we don't have any Lead teachers

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 October 2021 16:24

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: EXTERNAL: Lead Teachers

Afternoon **Redacted under s.38(1)(b) (personal information)**

Thanks for providing this information, as you had no Lead Teachers at the time of the Staff Census, we do not require any further information pertaining to this.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 October 2021 16:20

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: EXTERNAL: Lead Teachers

OFFICIAL

Dear **Redacted under s.38(1)(b) (personal information)**

I refer to your email below and can confirm that within our LA we had no Lead Teachers employed at the time of the Staff Census.

I hope this meets your needs, however should you have any further queries, please do not hesitate to contact me.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 26 October 2021 09:20

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

That's great, thanks for confirming this, we will update our records accordingly.

Regards,

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 26 October 2021 09:00

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

Apologies for the delay – was on leave.

No, we did not have any Lead Teachers at the time of the census.

Regards

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 10:47

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks **Redacted under s.38(1)(b) (personal information)**

Thank you for confirming this for us.

Regards

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 12:07

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers [OFFICIAL]

CLASSIFICATION: OFFICIAL

Hi **Redacted under s.38(1)(b) (personal information)**

I can confirm that we had no Lead Teachers in East Ayrshire Council at the time of Census

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 20 October 2021 08:14

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: [Official]: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

Thank you for confirming this and for your time for a chat yesterday.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

-----Original Message-----

From: Redacted under s.38(1)(b) (personal information)

Sent: 20 October 2021 08:11

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: Re: [Official]: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

I can advise that no Lead Teachers were employed by East Dunbartonshire Council at the time of the 2021 Staff Census.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 16:18

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Afternoon **Redacted under s.38(1)(b) (personal information)**

That is great, thank you for confirming this, we will update our records accordingly.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 11:39

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

I can confirm that we didn't have any employed in the new Lead Teacher role at the time of the Staff Census.

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 10:50

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: Lead Teachers

Morning

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 18 October 2021 09:26
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning Redacted under s.38(1)(b) (personal information)
Thank you for confirming this, we will update our records to reflect this.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 18 October 2021 09:20
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi Redacted under s.38(1)(b) (personal information)
I can confirm that at the time of census we had no lead teachers in post.

Thanks, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 13 October 2021 10:18
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning Redacted under s.38(1)(b) (personal information)
Thanks for confirming this.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 13 October 2021 10:06
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi Redacted under s.38(1)(b) (personal information)
There were no Lead Teachers in Edinburgh at the time of the census.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 16:32
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Afternoon Redacted under s.38(1)(b) (personal information)
That's great thank you for confirming this, we will update our records to reflect this.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 11:00
To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

I can confirm we had no lead teachers employed at the time of the staff census.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 21 October 2021 10:54

To: **Redacted under s.38(1)(b) (personal information)**

Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: FW: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 11 October 2021 09:31

To: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: Lead Teacher - Falkirk

Morning **Redacted under s.38(1)(b) (personal information)**

Thank you for your quick reply to this, we have noted this on our records.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 11 October 2021 08:59

To: **Redacted under s.38(1)(b) (personal information)**

Subject: Lead Teacher - Falkirk

Hi **Redacted under s.38(1)(b) (personal information)**

I can confirm that we have no Lead Teachers in Falkirk.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 11 October 2021 09:31

To: **Redacted under s.38(1)(b) (personal information)**

Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

Thank you for your quick reply to this, we have noted this on our records.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 11 October 2021 08:53

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Morning Redacted under s.38(1)(b) (personal information)

I can confirm that Fife did not have any Lead Teachers employed at the time of the census.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)**Sent:** 21 October 2021 16:21

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers (OFFICIAL)

Afternoon Redacted under s.38(1)(b) (personal information)

Thanks for confirming this, we will update our records to reflect this.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 11:28

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers (OFFICIAL)

OFFICIAL

Good Morning Redacted under s.38(1)(b) (personal information)

Education Services have no Lead Teachers that will be submitted under this year's Census.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 10:55

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: FW: Lead Teachers

Morning

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 11 October 2021 09:31

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers - 270 Highland

Morning Redacted under s.38(1)(b) (personal information)

Thank you for your quick reply to this, we have noted this on our records.

Cheers, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 08:56
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers - 270 Highland

Good morning Redacted under s.38(1)(b) (personal information)
Highland did not have any Lead Teachers employed at time of census
Thanks, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 20 October 2021 07:38
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning Redacted under s.38(1)(b) (personal information)
That's great thank you for confirming this.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 19 October 2021 10:49
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi Redacted under s.38(1)(b) (personal information)
Confirming no Lead Teachers for Inverclyde Council.

Thanks, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 14 October 2021 07:35
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning Redacted under s.38(1)(b) (personal information)
Thank you for confirming this, we will update our records accordingly.

Regards, Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 13 October 2021 17:16
To: Redacted under s.38(1)(b) (personal information)

Hi Redacted under s.38(1)(b) (personal information)
I can confirm we had no Lead Teachers at the time of the census.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 09:30
To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

Thank you for your quick reply to this, we have noted this on our records.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 11 October 2021 09:27

To: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: Lead Teachers

Nil return from Moray Council with regard to lead teachers.

Redacted under s.38(1)(b) (personal information)

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 21 October 2021 16:24

To: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: Lead Teachers

Afternoon **Redacted under s.38(1)(b) (personal information)**

Thanks for confirming this, we will update our records accordingly.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 21 October 2021 11:25

To: ScotXed <ScotXed@gov.scot>

Subject: RE: Lead Teachers

Morning

North Ayrshire have not appointed any Lead Teachers yet.

Take care, **Redacted under s.38(1)(b) (personal information)**

From **Redacted under s.38(1)(b) (personal information)**

Sent: 21 October 2021 10:57

To: **Redacted under s.38(1)(b) (personal information)**

Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: FW: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: **Redacted under s.38(1)(b) (personal information)**

Sent: 21 October 2021 16:30

To: **Redacted under s.38(1)(b) (personal information)**

Cc: **Redacted under s.38(1)(b) (personal information)**

Subject: RE: Lead Teachers

Afternoon **Redacted under s.38(1)(b) (personal information)**

Thank you for confirming this, we have updated our records accordingly.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 11:00

To: Redacted under s.38(1)(b) (personal information)

Cc Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

I can confirm that we have no Lead Teachers employed at the time of the census.

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 10:58

To: Redacted under s.38(1)(b) (personal information)

Cc Redacted under s.38(1)(b) (personal information)

Subject: FW: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 20 October 2021 12:25

To Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

Thank you for confirming this for us.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 20 October 2021 12:23

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

I can confirm that Orkney has no Lead Teachers.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 October 2021 09:53

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hello **Redacted under s.38(1)(b) (personal information)**
I can confirm we have no Lead Teachers currently employed at Perth and Kinross Council.
Kind Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 22 October 2021 07:32
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**
That's great thanks for confirming this, we will update our records to note this.

Kind regards, **Redacted under s.38(1)(b) (personal information)**
Kenny

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 14:29
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**
I can confirm that Renfrewshire had no Lead Teachers employed at the time of census.

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 11:00
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: FW: Lead Teachers

Morning

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 26 November 2021 10:52
To: Redacted under s.38(1)(b) (personal information)
Subject: [OFFICIAL] RE: Lead Teachers

Good Morning

Apologies I thought I had responded to this Scottish Borders Council have no Lead Teachers

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 25 November 2021 16:38
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

CAUTION: External Email

Afternoon

I do not appear to be able to find a response from in response of my email below, apologies if you have sent this already. Could I therefore ask you to confirm if you had any Lead Teachers employed at SBC at the time of the census?

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: FW: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

Thank you for confirming this, we will update our records accordingly.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 11:41
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**
We didn't have any Lead Teachers at time of census.

Regards, **Redacted under s.38(1)(b) (personal information)**
Shetland Islands Council

From: Redacted under s.38(1)(b) (personal information)
Sent: 21 October 2021 11:01
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: FW: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 09:32
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

Thank you for your quick reply to this, we have noted this on our records.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 11 October 2021 08:52

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I can confirm there are no lead teachers in post in South Ayrshire Council.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 13:56

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Afternoon **Redacted under s.38(1)(b) (personal information)**

Thank you for confirming this, I will update our records accordingly.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 12:45

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

We do not have any Lead Teachers employed in South Lanarkshire Council.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 21 October 2021 11:02

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: FW: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**

I was wondering if you will be able to confirm whether or not you have any Lead Teachers employed in your Local Authority at the time of the Staff Census?

Many thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning **Redacted under s.38(1)(b) (personal information)**
Thank you for confirming this, I will update our records to reflect this.

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 18 October 2021 10:07
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: Re: Lead Teachers

Hi, just to confirm we have no lead teachers to report on for this years Staff Census.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 10:28
To Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning
That's great, thanks for confirming so quickly.
Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 09:40
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

No Lead Teachers in West Dunbartonshire Council

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 11:22
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Morning
Thank you for confirming this so quickly, we will note it on our records.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 11 October 2021 10:55
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: Lead Teachers

Dear **Redacted under s.38(1)(b) (personal information)**

Confirming that Jordanhill School (Grant maintained) does not have any teachers employed as Lead Teachers.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 11 October 2021 09:04

To: Redacted under s.38(1)(b) (personal information)

Subject: Fwd: Lead Teachers

Redacted under s.38(1)(b) (personal information)

This would be a question for you I think.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: Redacted under s.38(1)(b) (personal information)

Monday, October 11, 2021 8:48:36 AM

To: Subject: Lead Teachers

Following the implementation of the new Lead Teacher role commencing at the start of the new academic year we have unfortunately not been in a position to update our templates for the Staff collections to record these posts.

We therefore need to collate the information for these teachers separately and would ask you to confirm if you have any Lead Teachers employed in your Local Authority at the time of the Staff census and Pupils collections. We will then contact you directly to gather the required information for these teachers.

Could you please email us this confirmation by close of play Friday 22nd October 2021?

Should you have any questions regarding this, then please do not hesitate to contact us.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 09 July 2021 09:53

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Career pathways

Re the first I doubt that Lead teacher for the LA or national would be school based but they could be. Depends on the role they are undertaking. We won't know until LAs start to create them. But I would assume not school based.

Again don't know answer to your second until we see the shape of the job – they are certainly not intended to replace QIOs etc.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 06 July 2021 13:24

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Career pathways

Hi **Redacted under s.38(1)(b) (personal information)**

Just wanting to ask whether you've had a chance to consider the questions highlighted below (which you may have missed amongst all the other emails?) or is there someone else I should ask?

We've gone out to our data contacts in LAs to ask whether they know of any plans to employ lead teachers prior to this year's census. But we would like to have a better idea of how we would like to record them if LAs do come back and say they are going to employ them by September.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 16 June 2021 12:17

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Career pathways

Thanks **Redacted under s.38(1)(b) (personal information)**

I have a couple of questions to understand a bit more about the roles– basically I'm trying to work out if they should all count as teachers for the purpose of the census collection?

Are the Local Authority and Regional or National lead teacher roles likely to be based in schools?

Would we expect these roles to complement QIOs / Education Scotland curriculum leaders / Attainment advisors– or potentially replace them?

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 15 June 2021 18:29

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Career pathways

[SNCT Lead Teacher Career Pathways report Feb 21.pdf](#)

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 15 June 2021 15:56

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Career pathways

Can you provide any details you have to help us decide if we need to collect any data

From: Redacted under s.38(1)(b) (personal information)

Sent: 15 June 2021 15:54

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Career pathways

Hi **Redacted under s.38(1)(b) (personal information)**

Yes they will be introduced but there isn't a quota etc. Will be up to schools to use them as they see fit.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 15 June 2021 14:08

To: Redacted under s.38(1)(b) (personal information)

Subject: Career pathways

Hi

I saw this in TES [New 'lead teacher' posts to be introduced in August | Tes](#)

Are the lead teacher jobs due to be introduced in August? If so, do you have any sense of how many are likely to be recruited this year (I'm wondering about what we do for the census and FTE pay collections – it may be too late to make a change in the specification).

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 25 November 2021 14:05

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Great thanks.

It's very unlikely to happen but if there is any dispute over the numbers down the line it's good to be able to produce the evidence for what we say on lead teachers.

From: Redacted under s.38(1)(b) (personal information)

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Afternoon **Redacted under s.38(1)(b) (personal information)**

The Lead teacher tracker should be accurate and up to date, I will follow up with SBC and A&B as they never got back to us. The emails have not been saved, however I can arrange for them to be and send you the link.

Cheers, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 25 November 2021 13:59

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teachers

Hi **Redacted under s.38(1)(b) (personal information)**

Exempt under section 30(b)(i) of FOISA (free and frank provision of advice)

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 August 2021 16:32

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: Lead Teacher data

Hi **Redacted under s.38(1)(b) (personal information)**

Sorry for the delay in getting back to you. Thanks to the information **Redacted under s.38(1)(b) (personal information)** has collected through his consultation we can be pretty confident that there will be few, if any, lead teachers in place at the time of the census. So the main objective for us is really about being able to demonstrate that we've asked LAs for information on any lead teachers they have in place.

So on the basis that we're not expecting to receive much data other than "no, we've not got any" I think that in the first instance we can keep it really simple and just ask LAs to tell us if they have any lead teachers in place. You're probably better placed than me to decide the simplest way of doing that but it could just be an email to LA contacts, or even just piggy backing on another email to contacts about the census.

In the event that anyone says they do have lead teachers my team can liaise directly with them to get the information we need – basically we just need to identify the teacher post involved.

Happy for this to go to the 1 September event and we can take on board any feedback we get.

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 04 August 2021 15:37

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: Lead Teacher data

Hi **Redacted under s.38(1)(b) (personal information)**

There has been some dialogue of late around the collection of data to capture the new Lead Teacher role in the up and coming census commencing on 15 September. This timescale is now obviously not achievable to secure any amendments to SEEMIS or ProcXed for this year.

We want to ensure we maintain a the good working relationship with our Local Authorities and get their buy in to submit this additional information. We were therefore wondering that in addition to your pre-census letter to the LA Directors where this requirement will be highlighted, we could also send your suggestion on how the LA's could submit the Lead Teacher information to us along with the Agenda for the Forum in advance of the Webinar on the 1 September? We could then discuss this at the event and listen to any suggestions or concerns that they may have. This should then allow an achievable timeline for this to be initiated at the time of the census.

Going forward with Change Requests, to ensure clarity for all, I am about to send out confirmation of the process, timescales and clarification of responsibilities.

I hope that this makes sense, but let me know if there is anything I have missed or is not clear?

Regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 09 August 2021 13:40
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

Hi **Redacted under s.38(1)(b) (personal information)**

For Lead Teachers, we are clear on the process for taking this forward and thanks again for clarifying.

However, I'm less clear on our way forward for the AD stage.

From the details below, it sounds like you are indicating no direct impact from an SG data perspective but there does appear to be the need to discuss further with the LAs to agree a consistent approach for all 32 LAs? I wonder if SG should take a lead on this and indicate within our Guidance this is how we expect this to be recorded? The alternative is we agree that this issue is more for LAs to agree amongst themselves? Should the latter approach be considered, we might want to be careful as I think there may be implications on Insight data that we might want to take more control over. Happy for **Redacted under s.38(1)(b) (personal information)** to pitch in if I have got this completely wrong.

The new academic year is fast approaching and I am thinking that we have all this new information from LAs and we may have an opportunity to update our Guidance now. Should we wait until the ScotXed Forum and/or the Change Request Process, there will be a delay and LAs will then need to take reactive and retrospective measures to have the data accurately recorded.

Would welcome any input into this especially if anyone is thinking I misunderstanding action required.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 30 July 2021 13:42
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

Hi,

Lead teachers – I can confirm that we definitely need this information. Fortunately for this year the numbers will be low so we can collect the data from LAs through a simple excel form alongside the main census collection. We can alert LAs that this is happening through the usual pre-census letter to LA Directors* that'll go out at some point in August. Longer term this will need to go through as a change request at which point we can fight over whether the effort required to submit the data outside the SEEMiS submission process outweighs the effort required for SEEMiS to add another category to staff grade.

AD stage – It's not really an immediate issue for us as we already exclude AD and S9 from our stats. So from my point of view, removing AD is really just a tidying up exercise. However, it's maybe a good test case for how the change process should work. I don't know if the idea of the SEEMiS group is to flush out and resolve all issues so that the stage where all LAs get to vote on the change should be a formality, or whether the SEEMiS group just gives an initial indication of how the change might be received? Either way, as we now know

that A&B use AD I think it makes sense to discuss the implications of removing AD with them directly.

*I'll share a draft of this in the next couple of weeks

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 30 July 2021 12:22

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

Redacted under s.38(1)(b) (personal information)

For the Staff Census and the Lead Teacher role/grade my understanding is that it is not going to be possible to capture this information as part of the staff census and the current MIS. There are only five teacher grades and this list cannot be added to on the current platform or it may be possible but there would be significant development required. There exists a number of other grades/roles available to LAs as part of a drop down, but they are mapped to one of the five so ultimately, you would lose the data as part of the mapping.

Should a decision be made that we need this data, I suspect with the delays to the next gen platform this will not be possible until 2023/24 rather than 22/23. Based on the feedback we have had so far, with the exception of ABC, it doesn't seem as if the LAs are looking to actually take on any Lead Teachers and therefore we may be looking to capture the information for a small percentage of the LAs.

Depending on the decision, we can of course include this as a change request for the CRB to undertake an impact assessment and we can take it from there.

Hope this has been helpful rather than adding any uncertainty.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 30 July 2021 10:58

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

Ideally I think that should be the case.

An alternative is that we just handle that ourselves (and combine S9 and AD together as Adult Learners) – and check to make sure that any pupils with S9/AD have Status Code 03 (we can check our data specs / validation rules / guidance notes – and also check with **Redacted under s.38(1)(b) (personal information)** to see if ProcXed does this check – or could be updated to do so).

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 30 July 2021 10:45

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

Thanks **Redacted under s.38(1)(b) (personal information)**

Redacted under s.38(1)(b) (personal information) – on the lead teachers aspect, I see ABC appear to indicate they might want to record them, which is different to the message we've had from other LAs. Does this change your thinking at all or do you think we're fine to just wait and implement the change in 22/23?

And on the stage aspect – you did mention to me the other day about AD still being used by some LAs and ABC indicate that they would use that for an adult learner. Do you think we should discuss it further with them to see if they'd be happy to use S9 and not AD going forward before we run our recommendations past the SEEMiS group again?

Thanks, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 30 July 2021 08:30
To: Redacted under s.38(1)(b) (personal information)
Cc: Redacted under s.38(1)(b) (personal information)
Subject: FW: SG Education Census Data Collection Working Group (OFFICIAL)

Redacted under s.38(1)(b) (personal information)

Some further responses below.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)
Sent: 29 July 2021 16:38
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

OFFICIAL

Hello **Redacted under s.38(1)(b) (personal information)**
Please find attached above responses from Argyll & Bute Council (ABC) and also Glasgow (GCC)

We also received the details below from West Dunbartonshire Council (WDC) –

WDC's responses for the pupil questions would be the same as ABC's . I contacted our staffing section and they provided the following response re the Lead Teacher post: WDC has not yet had a discussion on implementing Lead Teacher posts, but believes an LNCT agreement would need to be in place outlining the framework. Based on this, we think it would be unlikely that Lead Teachers would be recruited before this year's census, and no guidance has been issued in relation to recording such posts in the census.

I didn't get any response from the rest of the West – but I did get a lot of out of office messages – If I receive any other replies I will forward them on asap.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)
Sent: 16 July 2021 14:49
To: Redacted under s.38(1)(b) (personal information)
Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

Thanks **Redacted under s.38(1)(b) (personal information)**

If you have Glasgow's thoughts on this meantime, it would be helpful to have these.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 16 July 2021 14:34

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: SG Education Census Data Collection Working Group (OFFICIAL)

OFFICIAL

Hi **Redacted under s.38(1)(b) (personal information)**,

Apologies – I am only picking this up now. **Redacted under s.38(1)(b) (personal information)**

I will circulate round the West area reps and feedback asap.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 July 2021 12:19

To: Redacted under s.38(1)(b) (personal information)

Subject: RE: SG Education Census Data Collection Working Group

Redacted under s.38(1)(b) (personal information)

Apologies. I didn't update the circulation list prior to sending this. **Redacted under s.38(1)(b) (personal information)** has been in touch since.

Redacted under s.38(1)(b) (personal information)

From: Redacted under s.38(1)(b) (personal information)

Sent: 12 July 2021 12:16

To: Redacted under s.38(1)(b) (personal information)

Cc: Redacted under s.38(1)(b) (personal information)

Subject: RE: SG Education Census Data Collection Working Group

Good afternoon all,

Many thanks for the responses so far. However, now that I have had the time to review the responses, it does appear that you have replied based on your own authority only and not the wider geographical group you are representing. It would be grateful if you can circulate amongst your group and submit responses accordingly. It would be appreciated if you can respond as quickly as possible.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

From: Redacted under s.38(1)(b) (personal information)

Sent: 17 June 2021 16:07

To: Redacted under s.38(1)(b) (personal information)

Subject: SNCT Support Group - 22 June 2021

Good afternoon

Please see attached papers for the meeting to be held on Tuesday 22 June 2021.

Kind regards, **Redacted under s.38(1)(b) (personal information)**

To: Members of the SNCT Support Group

Dear Colleague

The next meeting of the SNCT Support Group will be held via videoconference (Microsoft Teams) on Tuesday 22 June 2021 at 2.00 pm.

The Agenda for this meeting is printed overleaf.

Redacted under s.38(1)(b) (personal information)

SNCT Support Group 22 June 2021

Agenda

- 6.2 SNCT 21/82 Establishment of Lead Teacher Posts – SNCT Handbook Changes **attached – Exempt under Section 25 (Information otherwise accessible: [Appendix 2.22 - SNCT Handbook](#))**

Lead Teacher and Career Progression Working Group

Wednesday 9 December 2020

1.00 pm – 3.00 pm

Microsoft Teams

AGENDA

16. Welcome and apologies

17. Note and action from previous meeting

Actions: Secretariat to revise paper 04/01 based on discussions and provide options around remuneration - **completed**

18. Discussion on paper 04/01

19. Next Steps

20. AOB

Note – as above

Discussion paper – as above