

INDEX OF ENCLOSURES

Description	Date	Explanation of redactions	Clause
Enclosure 01, Email – Re: SLS Bilateral Meeting	16 September 2022 13:22	Personal information	s38(1)(b)
Enclosure 02, Email – FW: Meeting with Education Scotland FDA	20 September 2022 09:37	Personal information	s38(1)(b)
Enclosure 02.1, Email Attachment		Personal information	s38(1)(b)
Enclosure 02.1.1, Word Attachment		Personal information	s38(1)(b)
Enclosure 03, Word Document – BILATERAL MEETING WITH SSTA	22 September 2022	Personal information Policy formulation Provision of advice Exchange of views	s38(1)(b) s29(1)(a) s30(b)(i) s30(b)(ii)
Enclosure 04, Word Document – SSTA bi-lateral with Cabinet Secretary for Education and Skills – note of meeting	22 September 2022	Personal information	s38(1)(b)
Enclosure 05, Email – Re: SLS Bilateral meeting	22 September 2022 09:24	Personal information	s38(1)(b)
Enclosure 06, Email – RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing	22 September 2022 08:24	Personal information Exchange of views Out of Scope	s38(1)(b) s30(b)(ii)
Enclosure 07, Email – FW: Education Reform – Meeting with FDA – 22 September 2022 – Briefing	22 September 2022 14:59	Personal information Exchange of views	s38(1)(b) s30(b)(ii)
Enclosure 07.1, Word Attachment		Personal information Policy formulation Exchange of views	s38(1)(b) s29(1)(a) s30(b)(ii)
Enclosure 08, Email – readout: Cab Sec's meeting with FDA – 22 Sept	23 September 2022 13:49	Personal information Exchange of views	s38(1)(b) s30(b)(ii)
Enclosure 09, Email – RE: Education Reform – Meeting with FDA – 22 September 2022 – Briefing	26 September 2022 16:07	Personal information Out of Scope	s38(1)(b)
Enclosure 10, Email – RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing	26 September 2022 16:10	Personal information	s38(1)(b)
Enclosure 11, Word Document – BILATERAL MEETING WITH EIS	27 September 2022	Personal information Policy formulation Provision of advice	s38(1)(b) s29(1)(a) s30(b)(i)
Enclosure 12, Word Document – EIS bi-lateral with Cabinet Secretary for Education and Skills – note of meeting	27 September 2022	Personal information	s38(1)(b)

Enclosure 13, Email – Briefing Pack: Cab Sec's bilateral teacher union meeting with SLS- Tuesday 04 October	27 September 2022 10:15	Personal information	s38(1)(b)
Enclosure 13.1, Word Attachment		Personal information Policy formulation Provision of advice	s38(1)(b) s29(1)(a) s30(b)(i)
Enclosure 14, Email – RE: Meeting with Education Scotland FDA	28 September 2022 11:37	Personal information	s38(1)(b)
Enclosure 14.1, Word Attachment		Personal information	s38(1)(b)
Enclosure 15, Word Document – Note of SLS bilateral with Cabinet Secretary for Education and Skills	4 October 2002	Personal information	s38(1)(b)
Enclosure 16, Word Document – BILATERAL MEETING WITH NASUWT	6 October 2022	Personal information Policy formulation Provision of advice Exchange of views	s38(1)(b) s29(1)(a) s30(b)(i) s30(b)(ii)
Enclosure 17, Word Document – NASUWT bi-lateral with Cabinet Secretary for Education and Skills – note of meeting	6 October 2022	Personal information	s38(1)(b)
Enclosure 18, Email – RE: Education reform - Cabinet Secretary meeting with ES FDA reps - meeting note - 22 September 2022	02 November 2022 16:43	Personal information	s38(1)(b)
Enclosure 18.1, Word Attachment		Personal information	s38(1)(b)
Enclosure 19, Email – RE: Education reform - Cabinet Secretary meeting with ES FDA reps - follow up activities	03 November 2022 18:32	Personal information	s38(1)(b)

Enclosure 01, Email – Re: SLS Bilateral Meeting

From: Jim Thewliss <jim.thewliss@sls-scotland.org.uk>
Sent: 16 September 2022 13:22
To: [Redacted s38(1)(b)]@gov.scot>
Subject: Re: SLS Bilateral Meeting

Apologies [Redacted s38(1)(b)]
We would be looking to discuss

Pay award
Reduction in teaching time to 21.5 hours
Headteachers Charter/empowerment
Devolved management of resources
Job sizing
Funding and particularly Cost of the School Day

Jim Thewliss
General Secretary
School Leaders Scotland

[Redacted s38(1)(b)]
Email: jim.thewliss@sls-scotland.org.uk

Office Address
New College Lanarkshire
Kirkintilloch Campus
50 Southbank Road
KIRKINTILLOCH
G66 1HN
Office email : info@sls-Scotland.org.uk
[Redacted s38(1)(b)]

Disclaimer

This message is intended only for use of the addressee. If this message was sent to you in error, please notify the sender and delete this message. School Leaders Scotland cannot accept responsibility for viruses, so please scan attachments. Views expressed in this message do not necessarily reflect those of the association who will not necessarily be bound by its contents.

On 16 Sep 2022, at 11: 32, [Redacted s38(1)(b)]@gov.scot wrote:

Good Morning Jim,

I am sorry to be chasing this but would you be able to provide me with the proposed Agenda please ?

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]@gov.scot

From: [Redacted s38(1)(b)]@gov.scot

Sent: 12 September 2022 12:51

To: 'jim.thewliss@sls-scotland.org.uk' <jim.thewliss@sls-scotland.org.uk>

Subject: SLS Bilateral Meeting

Good afternoon Jim,

Could you please provide me with proposed Agenda items for bilateral meeting for Tue 4 Oct, 3.00 – 4.00?

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]@gov.scot

Enclosure 02, Email – FW: Meeting with Education Scotland FDA

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 20 September 2022 09:37
To: Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>
Cc: [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Subject: FW: Meeting with Education Scotland FDA

Morning Gillian,

The meeting with [Redacted s38(1)(b)] and colleagues has now been rearranged for Thursday morning (22 Sept; 09:15 – 10.00).

Given the agenda proposed by [Redacted s38(1)(b)] (email attached – apologies, I don't think I passed this on previously and should have), it's clear that the main focus is current HR issues within ES. As per previous email exchange, [Redacted s38(1)(b)] has been liaising with central HR colleagues and will share briefing with you for input before it goes up.

We should also reflect on who we should suggest to PO would be best placed to provide official support. Given the agenda, my feeling is that it would be good for both ES and Reform input, though [Redacted s38(1)(b)] is also checking whether someone from HR would be available. Any thoughts?

[Redacted s38(1)(b)] and I would be happy to have a quick word if helpful.

Thanks,

[Redacted s38(1)(b)]

(he / him)
Unit Head - Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]@gov.scot
Sent: 20 September 2022 09:25
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Morning [Redacted s38(1)(b)]

I've copied [Redacted s38(1)(b)] here who is preparing the official briefing for the Cabinet Secretary for the meeting. For that purpose it would be very helpful if you could confirm final attendees from FDA.

Given the suggested agenda includes both current ES HR and reform issues we'll discuss with ES and HR colleagues the appropriate official support for the Cabinet Secretary at the meeting.

Best wishes,

[Redacted s38(1)(b)]

(he / him)

Unit Head – Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)]

From: **[Redacted s38(1)(b)]@gov.scot** **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 20 September 2022 09:02

To: **[Redacted s38(1)(b)]@educationscotland.gov.scot**; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; **[Redacted s38(1)(b)]@educationscotland.gov.scot**;

[Redacted s38(1)(b)]@educationscotland.gov.scot; **[Redacted s38(1)(b)]@gov.scot**

Subject: RE: Meeting with Education Scotland FDA

Morning **[Redacted s38(1)(b)]**,

Please find the teams link for this meeting. On briefing, best liaise with **[Redacted s38(1)(b)]** on if it need updated after this delay.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: **[Redacted s38(1)(b)]@educationscotland.gov.scot**

Sent: 15 September 2022 16:35

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; **[Redacted s38(1)(b)]@educationscotland.gov.scot**;

[Redacted s38(1)(b)]@educationscotland.gov.scot; **[Redacted s38(1)(b)]@gov.scot**

Subject: RE: Meeting with Education Scotland FDA

Thanks for this **[Redacted s38(1)(b)]**

We would be delighted to accept this date and time. I presume you will send out a Teams invitation to everyone in due course.

Will it be necessary to resubmit a briefing note for the Cabinet Secretary?

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

[Redacted s38(1)(b)] | HM Inspector of Education |
[Redacted s38(1)(b)]



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills
Sent: 15 September 2022 15:41
To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

Apologies this would be 0915-1000 next Thursday.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills
Sent: 15 September 2022 11:51
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

We have been able to put aside 0930-1030 next Thursday morning (22nd) for this meeting. Grateful if you can let me know if this would work.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Sent: 09 September 2022 16:26
To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Thanks for letting us know promptly, [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

We do of course understand that the current national situation is inevitably leading to some changes. It is unfortunate that this includes our scheduled meeting next week with Ms Somerville.

Given the urgent nature of the issues which we would like to discuss with the Cabinet Secretary, we would appreciate it if the rescheduled meeting could be arranged as soon as is practicable.

Thanks again in anticipation of your help with this.

I look forward to hearing from you at your earliest opportunity.

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |
[Redacted s38(1)(b)]



Web:

[Education Scotland](#)

Twitter:

[Redacted s38(1)(b)]

LinkedIn:

[Redacted s38(1)(b)]

FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 09 September 2022 16:15

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

Hope you are well. Unfortunately, due recent events we are going to have postpone this meeting. I will be in touch in due course with alternative days, apologies about this.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 09 September 2022 14:08

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Thank you [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

Please find attached briefing for the Cabinet Secretary in preparation for our meeting next Tuesday. I am presuming that the meeting will last around 45 minutes. I am unable to confirm Allan Sampson's attendance at this point as he is still on annual leave, returning on Monday.

I'll be happy to respond to any queries that the Cabinet Secretary may have.

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |

[Redacted s38(1)(b)]



Web:

[Education Scotland](#)

Twitter:

[Redacted s38(1)(b)]

LinkedIn:

[Redacted s38(1)(b)]

FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 06 September 2022 09:12

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

Thanks for this, teams link below. I have copied in [Redacted s38(1)(b)], I would be grateful if you could please liaise with him on agenda etc.

Many thanks

[Redacted s38(1)(b)]

Microsoft Teams meeting

Join on your computer, mobile app or room device

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 02 September 2022 14:18

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Many thanks [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

We would be delighted to accept this offer of a meeting. I will send you a briefing note in due course and confirm attendees nearer the time - our National Officer, Allan Sampson, is currently on leave and does not return until the day before this meeting.

Can I presume that you will send out the Teams invitation?

Have a great weekend

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |

[Redacted s38(1)(b)]



Web:

[Education Scotland](#)

Twitter:

[Redacted s38(1)(b)]

LinkedIn:

[Redacted s38(1)(b)]

FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 01 September 2022 12:54

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

We can use teams for this?

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 01 September 2022 12:53

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Thanks [Redacted s38(1)(b)]

Would this be a virtual meeting on Teams/Zoom?

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |
[Redacted s38(1)(b)]



Web:

[Education Scotland](#)

Twitter:

[Redacted s38(1)(b)]

LinkedIn:

[Redacted s38(1)(b)]

FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 01 September 2022 11:32

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

I hope you are well, we can offer 15:00 on the 13th of September? Let me know if that would work.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 31 August 2022 08:49

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Many thanks for letting us know, [Redacted s38(1)(b)]

I look forward to hearing from you later this week.

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |

[Redacted s38(1)(b)]



Web:

[Education Scotland](#)

Twitter:

[Redacted s38(1)(b)]

LinkedIn:

[Redacted s38(1)(b)]

FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 31 August 2022 08:47

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Good Morning [Redacted s38(1)(b)],

Apologies for the delay in getting back to you, we are hoping to identify a date this week for this meeting. We will be in touch by end of the week.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 18 August 2022 20:27

To: [Redacted s38(1)(b)]@gov.scot>

Cc: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>; Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: Meeting with Education Scotland FDA

Good morning [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

I would be obliged if we could organise a meeting between FDA representatives from Education Scotland and the Cabinet Secretary at some point in the next few weeks.

Whilst we have found the reform-related meetings convened by Scottish Government colleagues helpful, there are a number of members' issues we would be keen to discuss which do not necessarily fall into that category. We will, of course, forward a proposed agenda in advance of the meeting once a date and time has been agreed.

Many thanks in anticipation of your help with this matter.

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |

[Redacted s38(1)(b)]



Web:

[Education Scotland](#)

Twitter:

[Redacted s38(1)(b)]

LinkedIn:

[Redacted s38(1)(b)]

FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

Enclosure 02.1, Email Attachment

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 20 September 2022 09:28

To: [Redacted s38(1)(b)]@gov.scot>

Subject: FW: Meeting with Education Scotland FDA

[Redacted s38(1)(b)]

(he / him)

Unit Head – Education Reform Policy & Delivery

Education Reform Directorate

Scottish Government

[Redacted s38(1)(b)]

***This chain diverges from Enclosure 02 after the email of 09 September 2022
14:08***

Enclosure 02.1.1, Word Attachment

Engagement title: Deputy First Minister and Cabinet Secretary for Education and Skills to meet with representatives of the FDA Education Scotland Section.

Date and time of engagement	Tuesday 13 September, 2022 15:00-15:45
Where	Via videoconference
Key message	Opportunity for the Minister to meet representatives of the Education Scotland Section of the FDA to discuss matters of shared interest with regard to current education policy.
Who	<u>FDA Education Scotland</u> [Redacted s38(1)(b)]HMI: FDA Section Convenor [Redacted s38(1)(b)]: FDA Section Deputy Convenor [Redacted s38(1)(b)]HMI: FDA Section Secretary (TBC: Allan Sampson: FDA National Officer for Scotland) Ministerial attendance: Tuesday 13 September, 2022 Cabinet Secretary for Education and Skills to meet with representatives of the Education Scotland branch of FDA.
Why	The FDA wishes to <ul style="list-style-type: none">• discuss issues that are concerns to our members including pay, rewards and expenses, workload, staff wellbeing and employee relations in light of the current financial crisis;• continue our dialogue around the reform of Education Scotland.
Official support required	n/a
Media handling	n/a
Dress code	No special requirements.
Greeting party and specific meeting point on arrival (if event is at a non SE building)	n/a
Specific entrance for Ministerial	Not required.

<i>car/parking arrangements</i>	
--	--

Briefing contents

Annex A	Cabinet Secretary for Education and Skills: agenda
----------------	--

Annex A

Education Scotland FDA & Cabinet Secretary for Education and Skills

Agenda

15.00 Introductions

15.05 Discussion of issues that are concerns to our members

- Pay, rewards and expenses
- Employee relations
- Workload and staff well-being

15.25 Discussion around the reform of Education Scotland and the potential impact of this for FDA members

- Role of FDA within Education Scotland
- Areas of concern relating to reform

15.40 Agree next steps

15.45 Close

Enclosure 03, Word Document – BILATERAL MEETING WITH SSTA

BILATERAL MEETING WITH SSTA

<i>Date and Time of Engagement</i>	Thursday 22 September, 15:30 – 16:15
Where	Scottish Parliament, Room TG 23
<i>Key Message</i>	Working in partnership for the benefit of Scottish education
<i>Who</i>	SSTA will be represented by: Catherine Nicol, SSTA President Stuart Hunter, Vice-President John Guidi, Immediate Past President Seamus Searson, General Secretary
<i>Official Support Required</i>	[Redacted s38(1)(b)] , Unit Head, Education Workforce Unit, BB: [Redacted s38(1)(b)] [Redacted s38(1)(b)] , Education Workforce Unit BB: [Redacted s38(1)(b)]

Briefing Contents

Annex A	Agenda
Annex B	Key Issues/Lines to Take: Retention of Teachers
Annex C	Examinations
Annex D	Education Reform

AGENDA

SSTA have suggested the following agenda items for discussion at the meeting:

1. Retention of Teachers
 - Excessive Teacher Workload
 - Career Pathways
 - Teachers' Pay

2. **Examinations**
 - Examinations 2023 and 2024

3. **Education Reform**
 - The National Conversation
 - Hayward Review

RETENTION OF TEACHERS

TEACHER WORKLOAD

Issue

The SNCT is continuing to discuss the PfG commitment to reduce class contact time by one-and-a-half hours per week for teachers.

[Redacted s30(b)(i)].

SG and COSLA are discussing further on how they envisaged the use of RCCT. The outcome of these discussions would be discussed further with the SNCT Joint Chairs (date to be agreed).

Currently teachers' weekly non class contact time is split into two components – teachers' personal time 7.5 hours and Collegiate time agreed at school level 5 hours.

[Redacted s30(b)(i)].

LINES TO TAKE

We take teachers' workload seriously.

- That is why we are committed to reducing teachers' class contact time by 90 minutes per week to give them more time to plan and ease their workload, and investing in support for teacher wellbeing.
- We are committed to reducing class contact time by one-and-a-half hours per week, in order to achieve associated benefits for teachers and children and young people and we will continue to discuss the reduction of class contact time through the SNCT forum.
- The SNCT, as the body responsible for teachers' terms and conditions, will be responsible for agreeing the implementation of this change.
- The pace of this will be determined by need and capacity in the system.
- We will continue to work with our SNCT partners to ensure that there is capacity in the system to allow this to happen and, in particular, to ensure that young people are provided with the support that they need.
- [Redacted s30(b)(ii)].

CAREER PATHWAYS

Issue

[Redacted s30(b)(i)]. As indicated in the Independent panel on Career Pathways for Teachers final report published in May 2019, under resource implications, the report states:

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.

Following last year's census, one LA indicated that they had lead teachers in place shortly after the census.

Background

The role of Lead Teacher was implemented under the Scottish Negotiating Committee for Teachers structure in August 2021 and was established following recommendation 2 in the final report of the Independent Panel on Career Pathways for Teachers:

- 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.

The role would provide formal recognition of specialist roles in curricular, pedagogical and policy deliver and provides a promotion route for teachers who want to further their careers but who do not want to move into school management.

The recruitment of Lead Teachers would be a matter for individual local authorities. Lead Teacher posts should be established as permanent or fixed term, as determined within the emerging empowered schools system.

Lines to take

- Teachers' career progression is an important aspect of our education system.
- It is the responsibility of individual local authorities to manage their own budgets and to allocate the total financial resources available to them, including on Education, on the basis of local needs and priorities.
- Headteachers should have the flexibility through the devolved school management and the Headteacher charter to determine their own staffing structure in their own schools.
- 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.

TEACHERS' PAY

As you are aware COSLA made a 5% offer to the teacher unions following a special Leaders meeting on 19 August. On 16 September EIS announced that members voted to reject the offer and support industrial action. In the consultative ballot 94% of members voted to reject the offer and 91% indicated their willingness to take strike action. Turnout was 78%, well above statutory thresholds. **[Redacted s30(b)(i)]**. The EIS are expected to commence a statutory ballot on industrial action on 28 September and run it for 6 weeks, with any industrial action likely to commence from

w/c 7 November. [Redacted s30(b)(i)]. Discussions are on-going with COSLA to consider a revised offer.

We need to keep in mind that only COSLA, as the employer, can make a formal offer of pay to the teacher unions. [Redacted s29(1)(a)], [Redacted s30(b)(i)].

A revised local government pay offer has now been made (details below) [Redacted s30(b)(i)]. The ballots close on 28 September. SG has supported the LG pay offer with £140m revenue, and an additional £120.6 million of capital in 2022-23 and 2023-24. This additional capital allocation is specifically to enable councils to consolidate previously proposed cost of living payments, as part of a broader package which supports the lowest paid.

While the additional £140m revenue does include teachers (which allowed the 5% offer to be made), the additional £126.6m (capital, recurring next year) does not cover the teaching workforce. Therefore, separate funding would need to be identified for any increased pay offer for teachers.

Current Local Government offer and possible options

A revised Local Government pay offer has now been made, as below, [Redacted s30(b)(i)]:

- £2,000 consolidated increase for those earning £20,000 and under.
- A minimum consolidated increase of £1,925 for those above this level or 5%, whichever is higher, up to £60,000, at which point the increase will be capped at £3,000.
- A move to a 36 hour calculator for this award so that those working 36 hours receive at least £1,925 and therefore those on a 37 hour week receive slightly more – £2,035.

There are also non-pay elements in the offer including, SSSC fees to be paid for LG workers, one day extra annual leave, a review of the constitution governing the LG workforce pay bargaining process.

[Redacted s30(b)(i)]

Previous teachers' pay awards

The 2021-22 pay award for teachers was agreed on 31 March 2022, at approx. 2.2% (the award was 1.22% from 1 April 2021 and a further 1% from 1 January 2022, (with an £800 cap at £80k) with the addition of a £100 non-consolidated payment for all staff. While this was significantly less than the unions original claim of 3-5%, it was higher than Public Sector Pay Policy for last year, which equates to 1.2% when applied equally across all SNCT/teacher grades.

The previous pay award (April 2018 – March 2021) was the most generous across the public sector in the UK at the time. Over the three year period of the deal, teachers received an uplift of 13%.

This means that since January 2018, teachers in Scotland have benefitted from a cumulative pay increase of 16%. Adding the current 5% offer would bring that to a 21.8% cumulative increase. This does not take into account automatic pay progression for teachers on the main-grade scale.

Key points for discussion:

- The latest pay offer to teachers is backed by additional funding from the Scottish Government. [this is the initial £140m, of which around £50m would apply to teachers]
- Local government, including teachers, is the only sector to receive additional funding from the Scottish Government to help address pay pressures for 2022/23. All other sectors are having to make savings to live within existing budgets.
- The Scottish Government already has a fully committed Budget.
- We have no capacity to borrow to meet pay pressures and are not permitted under the relevant statutory arrangements to revisit tax policies in year.
- Notwithstanding the financial impact on our fully committed budget, the Scottish Government has dug deep and demonstrated our commitment to teachers to provide additional funding for pay.
- **[Redacted s30(b)(i)].**
- **[Redacted s30(b)(i)].**

Additional Lines to take:

- We are committed to supporting a fair pay offer for teachers through the SNCT. But it is for local government, as the employer, to make any revised offer of pay.
- We value the tri-partite partnership we have with local government and the teacher unions on the SNCT, and have no plans to change current arrangements.
- This Government has a strong record of support for teachers, and the 5% offer would mean a cumulative pay increase for teachers of 21.8% since 2018.
- We supported a significant 13% uplift for Scotland's teachers between 2018 and 2021, which was considerably higher than anywhere else in the UK at that time.
- In 2021-22 teachers received a 2.2% pay award, which was higher than the 2021-22 public sector pay policy.
- The starting salary for a fully qualified teacher in Scotland is the highest in the UK at £33,729, significantly more than the £28,000 proposed by the UK Government for teachers in England.

Position On Reserves

- The Scottish Fiscal Commission has highlighted the overall 2022-23 Scottish Budget is 2.6% lower than last year in cash terms primarily because of reduced Covid 19 funding and falling capital funding from the UK Government.
- We are all experiencing unprecedented pressures on public finances, which have been further exacerbated with the increase in inflation and the situation in Ukraine.
- Nevertheless, the Scottish Government has made difficult decisions across our public service provision to offer the financial contribution of £140 million in

recurring funding to local authorities in order to support a revised pay offer, including for teachers.

- The UK Government has not provided further funding for pay pressures.
- The Scottish Government has limited borrowing powers, and is not permitted under the relevant statutory arrangements to revisit sufficiently significant revenue raising policies, such as income tax, in-year.
- The Scottish Government has used reserves in full to deliver the 2022-23 budget.

EXAMINATIONS

NATIONAL QUALIFICATIONS

SSTA has made the case for retaining modifications to courses and assessment in 2023-24, [Redacted s30(b)(ii)]

In April, Seamus Searson said “The SSTA raised concerns in the summer 2021 of the potential problems this summer and the need to find a system that factored in further disruption to education due to the pandemic. This again was ignored and the ‘full’ exam diet for 2022 was hastened forward.” And “The SSTA sees further problems in the years to come with the pupils in S1 to S3, whose education has been disrupted in the last two years, as they join the conveyor belt of examinations with no changes or allowances being considered for 2023 and 2024.”

Key Lines:

- The hard work and effort of all our teachers in supporting our young people to catch up on their learning and achieve their potential is hugely appreciated.

2023 APPROACH

The effects of the pandemic are expected to have an ongoing impact on learners. We will continue to monitor the position and adapt as necessary.

- In April, SQA announced that the modifications to the National Qualifications in 2022 would continue into the 2023 academic session.
- SQA are engaging with partners, including through the National Qualifications 2023 Group and their Learner Panel, to consider remaining decisions on the approach to the 2023 qualifications (such as grading and appeals).
- Decisions should not be rushed and we need to allow enough time to reflect on learning and feedback from the 2022 approach, as well ensuring flexibility to take into account any further disruption in the year ahead.

The 2022/23 modifications to course assessments will follow this year’s approach, in recognition that learners are still recovering from the disruption caused by the pandemic.

- SQA sought the views of stakeholders, including learners, parents, teachers and lecturers, and their representatives, on the approach to the qualifications in 2022-23 and the broad consensus was that the existing types of modifications should continue in full for the next academic year.
- This approach will help to provide some certainty going into the next academic year, to help free up more time for learning and teaching of the course content to support learners who have experienced ongoing disruption, whilst maintaining sufficient credibility and integrity of the qualifications.
- This decision is not an indication of any future direction for the qualifications which will be informed by Professor Hayward’s work in consultation with stakeholders.

SQA continue to deliver their functions while the new body is being developed, ensuring continuity for learners, and opportunity to learn from experience.

- While in this period of change in our education system, the SQA remains the qualifications and awarding body and retains our confidence.
- It is through the continued hard work of staff at the SQA that this year's exam diet and awards were successfully delivered for the first time since 2019 and we thank staff for their work during this uncertain and challenging period.

SUPPORT FOR LEARNERS IN 2023

Schools are best placed to provide tailored support for individual learners to catch up on any learning and to demonstrate their potential.

- Teacher numbers are currently the highest they have been since 2008. There are now over 2,000 more teachers than before the start of the pandemic and the ratio of pupils to teachers is 13.2 – its lowest since 2009 – increasing the amount of teacher attention available to each child.
- Over the next four years we are increasing investment to tackle the poverty-related attainment gap to £1 billion over the course of the Parliamentary term. Schools have flexibility to target resources to children, young people and schools where it can have the greatest impact.
- To complement and enhance school-based support, Education Scotland continue to provide support through the National eLearning Offer, which includes study support sessions during the academic year.
- In addition, there are a wide range of offers from local authorities and the Regional Improvement Collaboratives, often with partners. For example, the South East Improvement Collaborative are developing Bespoke Tutor Support for secondary pupils; and Glasgow City learners can take advantage of Glasgow Caledonian University's Advanced Higher Hub.
- SQA processes also rightly allow for reasonable adjustments to assessments (such as digital papers, extra time or separate accommodation) for learners that require additional support.

2022 RESULTS

Despite a challenging year, learners have achieved a strong set of results.

- Exams returned this year, but it has not been a return to normal.
- The approach taken to this year's exams reflects the significant disruption our young people have experienced, and delivered a set of results that are consistent, credible, and fairly reflect learners' knowledge, understanding and skills.
- The SQA delivered almost 138,000 certificates to learners which is the highest number since 2017.
- It is testament to the resilience and hard work of our young people during exceptional circumstances that overall, this is one of the strongest ever set of results in an exam year.
- Compared with 2019 – the last year we had exams – pass rates for National 5, Higher and Advanced Higher are up, and the poverty-related attainment gap has narrowed slightly.
- There has been an increase in those undertaking skills-based qualifications, awards and certificates. 64,240 qualifications were awarded in 2022 compared to 55,470 in 2021.
- We know that the pandemic has disproportionately impacted learners from more disadvantaged backgrounds, as is true of many countries, and we remain absolutely committed to continuing to narrow the poverty related attainment gap.

RETURN TO EXAMS

The decision to proceed with exams in 2021-22 was taken to return to as close to the pre-Covid position as possible in delivering qualifications.

- It was based on the latest public health position at the time, while building in contingencies for further disruption and learning lessons from 2020 and 2021.
- Partners were clear that the 2021 Alternative Certification Model was not a sustainable approach in terms of additional workload for teachers.
- The approach taken offered a stable, coherent position for teachers and learners, prioritising a return to more familiar teaching, learning and assessment approaches, with flexibility to respond to any changing situation.
- At Education Committee on 22 Sep 21, Larry Flanagan, then General Secretary of EIS said [QUOTE] “reverting to the existing system was probably the most straightforward approach. We could not have moved to a continuous assessment system this year.”
- Billy Burke, Headteacher Renfrew High School and former SLS president, said [QUOTE]: “Most feedback I have received from colleagues across Scotland has been generally positive about the SQA exams. In the main, they seemed fair, balanced and gave young people a fair crack of the whip.” (TES 7 Aug)

REVISION SUPPORT/SUPPORT FOR LEARNERS IN 2022

SQA published revision support in March to aid learners preparing for exams. This complemented modifications made at the start of the academic session.

- The type of revision support varied between courses, taking account of the subject, assessment type and any existing modifications made.
- For some courses, the extent of the modifications at the start of the session meant that only limited revision support was provided to ensure that the qualification remains valid and credible.
- Officials in Education Scotland looked across a sample of subjects, and when considered in the round with modifications already made at the start of the year, the SQA support was broadly comparable to that offered elsewhere in the UK.

Schools provided Easter study support sessions and this was boosted by £4m of additional funding to increase support where appropriate, particularly for those from the most deprived backgrounds.

- To complement and enhance school-based support, Education Scotland provided support through the National eLearning Offer, including targeted study support sessions during the year as well as revision support over Easter break.
- In addition, the approach SQA implemented for exceptional circumstance, grading and appeals took into account the disruption learners faced this year.
- Taken together, the package of support available gave learners the best chance to prepare for exams, demonstrate their potential and receive the grades they deserve.

EDUCATION REFORM**New National Education Bodies**

- We will establish three new national education bodies, replacing SQA and Education Scotland.
- We will establish a new national agency, a new qualifications body and an independent inspectorate.
- As highlighted in the Programme for Government, an Education Reform Bill will be introduced. This will establish an independent education inspectorate and a new public body responsible for qualifications.
- The Scottish Government is committed to real and meaningful reform of Scottish Education, building a system fit for the future, one responsive to the needs of learners and those who support them. We will actively engage with all those with an interest and stake in the continued success of Scottish Education as part of the design and delivery of the new bodies and invite and welcome views.

National Discussion on the future of Scottish Education

- The National Discussion will be launched by the Cabinet Secretary for Education and Skills at the Scottish Learning Festival on 21 September and will run until 5 December.
- The National Discussion is intended to be a high-profile public engagement activity, seeking input from as wide and inclusive range of participants as feasible. This will involve a range of stakeholders, primarily (but not exclusively) children and young people, in a conversation about a future vision of education in Scotland and will require outreach to those groups and communities who are less often engaged in education reviews. The views of those adults who are involved in children and young people's lives and the people who work in the early learning and education sectors are also critical. Therefore, whilst we will start with a focus on children and young people, the views of teachers, parents/carers and other practitioners are also very important.
- The National Discussion will be co-convened by the Scottish Government and local government partners COSLA. Professor Carol Campbell, and Professor Alma Harris will co-facilitate the National Discussion and are committed to demonstrating and actively modelling that the discussion is authentically engaging learners, their parents/carers, teachers, a range of front-line early years, and other education practitioners, such as community learning and development.

Independent Review of Qualifications and Assessment

- Professor Louise Hayward is leading the Independent Review of Qualifications and Assessment. The aim is to ensure that all senior phase learners have an enhanced and equal opportunity to demonstrate the width, depth and relevance of their learning.
- The Review is adopting an inclusive approach that draws on the thinking of individuals and communities. It is committed to the development of final recommendations that are principled, practical and broadly supported. The views of learners, teachers and practitioners are vital to achieving this.

Enclosure 04, Word Document – SSTA bi-lateral with Cabinet Secretary for Education and Skills – note of meeting

SSTA bi-lateral with Cabinet Secretary for Education and Skills

Thursday 22 September 2022

Note of meeting

Attendees

Cabinet Secretary for Education and Skills
Catherine Nicol, SSTA President
Stuart Hunter, Vice-President
John Guidi, Immediate Past President
Seamus Searson, General Secretary
[Redacted s38(1)(b)], Unit Head, Education Workforce Unit
[Redacted s38(1)(b)], Education Workforce unit

Agenda items

Retention of Teachers
Examinations
Education Reform

Introductory Remarks

The Cabinet Secretary welcomed colleagues to the meeting. SSTA invited the Cabinet Secretary to their congress in May next year. SSTA will send a formal invite.

Education reform

National Discussion

SSTA expressed concerns that teachers will find it difficult to get involved with the National conversation due to time constraints.

The Cabinet Secretary explained that Professor Carol Campbell, and Professor Alma Harris who are co-facilitating the National Discussion are committed to ensuring that engaging with the process is as easy as possible. Toolkits and resources for staff will be available and are designed to be used in different ways. Cab Sec said that they are keen to link in with unions to get involved, but that we are not at that stage yet. Cab Sec asked SSTA to keep in touch and if local authorities were not allowing time for teachers to take part, to let us know.

Hayward review

SSTA's view is to retain modifications to courses and assessment in 2023-24. Their views are that members want consistency and no more changes before the replacement of SQA. The union said the timetable for the review was right and has

concerns about the processes and consequences this would have in terms of teacher workload.

The Cabinet Secretary was conscious of the unintended consequences and assured SSTA that they would not be implemented before she was happy with Professor Hayward's recommendations.

Retention of Teachers

SSTA reported that teachers are struggling with workload and indicated that pay was not on the top of the agenda for members but rather, education recovery, the Hayward review and the national discussion. They reported that teachers' morale was low and that members were worried if they got a pay rise this would cut support in schools. They highlighted that past surveys have indicated that members in secondary schools are working 2 days overtime per month. They reported that teachers were more susceptible to Long COVID and that medical evidence suggest this is caused by stress due to workload which is causing teachers to leave the profession.

The Cabinet Secretary recognised teachers concerns around workload and highlighted our commitment to reduce teachers' class contact time by 90 minutes per week.

Teachers' Pay

SSTA reported that teachers' morale was low and that there was a lot of resentment on how long the teachers' pay deal was taking and said that a 5% pay rise was not enough.

The Cabinet Secretary highlighted DFM's statement to Parliament on 7 September on Public Sector pay and the emergency budget review, where DFM reported that there was no available money, the SG have had to make £500m reductions on planned spend to support the cost crisis and public sector pay and reiterated that massive cuts would have to be made in order to meet a 10% the pay claims.

Cab Sec suggested that SSTA may want meet with officials to discuss non-monetary aspects that would help secure a pay deal. Cab Sec also reiterated that she would like to have the pay deal resolved before unions ballot their members.

SSTA was happy to meet with officials to discuss further.

Action: SSTA to meet with education workforce officials - complete

Cab Sec thanked the attendees and looked forward to further discussions.

Enclosure 05, Email – Re: SLS Bilateral meeting

From: Jim Thewliss <jim.thewliss@sls-scotland.org.uk>

Sent: 22 September 2022 09:24

To: [Redacted s38(1)(b)]@gov.scot>

Cc: jon.reid@falkirk.gov.uk; campbell.wilson@scotborders.gov.uk; Julie MacDonald (Education) <Julie.MacDonald2@highland.gov.uk>; Graham Hutton <ghutton859@dundeeschools.scot>; Neil Shaw <neil.shaw@ascl.org.uk>

Subject: Re: SLS Bilateral meeting

Good morning [Redacted s38(1)(b)]

I will be accompanied at the meeting by

Jon Reid SLS President and Headteacher Larbert High School
Campbell Wilson SLS Vice President and Headteacher Peebles High School
Julie MacDonald SLS Vice President and Headteacher Nairn Academy
Graham Hutton SLS Past President and Headteacher Grove Academy
Neil Shaw SLS Field Officer

Besides and including the issues which you highlight in regard of the cost of the school day we have concerns over

- the disparities in approach taken to the allocation of monies across 32 Local Authorities
- the lack of transparency and rationale in the allocation of monies
- the general inadequacy of the monies allocated in meeting the costs of the school day

By the time we meet we will be able to provide a data set to inform the discussion

Jim Thewliss
General Secretary
School Leaders Scotland

Home Address
[Redacted s38(1)(b)]

Office Address
School Leaders Scotland
272 Bath Street
Glasgow
G2 4JR
Office email : info@sls-Scotland.org.uk
Tel : 0141 4042792
Fax : 0141 4042793

Disclaimer

This message is intended only for use of the addressee. If this message was sent to you in error, please notify the sender and delete this message. School Leaders Scotland cannot accept responsibility for viruses, so please scan attachments. Views expressed in this message do not necessarily reflect those of the association who will not necessarily be bound by its contents.

On 22 Sep 2022, at 08:35, [Redacted s38(1)(b)]@gov.scot wrote:

Good morning Jim,

I am sorry to chase this but if you could please get back to me with clarification by COP today I would be really grateful.

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Senior Policy Officer

Professional Learning and Leadership| Education Workforce Unit | Directorate For Learning|Scottish Government

[Redacted s38(1)(b)]@gov.scot

From: [Redacted s38(1)(b)]@gov.scot

Sent: 20 September 2022 10:29

To: 'Jim Thewliss' <jim.thewliss@sls-scotland.org.uk>

Subject: SLS Bilateral meeting

Good morning Jim

I hope you are well and had a restful weekend. Would you be able to confirm who will be attending above meeting from SLS side please? Could you also elaborate on cost of school day agenda item- would you be interested to discuss the increase of cost of running school as per cost of living crises or is this item related to other issues?

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Senior Policy Officer

Professional Learning and Leadership| Education Workforce Unit | Directorate For Learning|Scottish Government

[Redacted s38(1)(b)]@gov.scot

Enclosure 06, Email – RE: Education Reform – Meeting with FDA – 22 September 2022 – Briefing

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 22 September 2022 08:24
To: Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>
Subject: RE: Education Reform – Meeting with FDA – 22 September 2022 – Briefing

Thanks for sorting out [Redacted s38(1)(b)].

[Redacted s30(b)(ii)]

[Out of Scope]

[Redacted s38(1)(b)]

(he / him)
Unit Head - Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)]

From: Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>
Sent: 22 September 2022 08:02
To: [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>
Subject: RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Thanks [Redacted s38(1)(b)].

Gillian Hamilton

Depute Chief Executive and Strategic Director, Education Scotland, Foghlam Alba

Address: Education Scotland, Optima Building, Robertson Street, Glasgow.

Email: Gillian.Hamilton@educationscotland.gov.scot

Mobile: [Redacted s38(1)(b)]

Web: education.gov.scot

From: [Redacted s38(1)(b)] @gov.scot>
Sent: 22 September 2022 07:59
To: Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>
Subject: RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Hi Gillian

I've gone back to [Redacted s38(1)(b)] in PO via Teams and shared [Redacted s38(1)(b)]'s response with him. He's going to check with the Cabinet Secretary and come back to us with her preference.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | [Education Reform Directorate](#) | [Scottish Government](#)

From: Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>

Sent: 22 September 2022 07:32

To: [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>; [Redacted s38(1)(b)] @gov.scot>

Subject: FW: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Morning folks,

[Redacted s30(b)(ii)]

Gillian

Gillian Hamilton

Depute Chief Executive and Strategic Director, Education Scotland, Foghlam Alba

Address: Education Scotland, Optima Building, Robertson Street, Glasgow.

Email: Gillian.Hamilton@educationscotland.gov.scot

Mobile: [Redacted s38(1)(b)]

Web: education.gov.scot

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 22 September 2022 07:20

To: [Redacted s38(1)(b)]@gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Minister for HE, FE, Youth Employment and Training <MinisterHEFEYET@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; Director for Education Reform <DirectorforEducationReform@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Hamilton G (Gillian)

<Gillian.Hamilton@educationscotland.gov.scot>; Livey D (David) <David.Livey@gov.scot>

Subject: RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Hi [Redacted s38(1)(b)]/Gillian

Many thanks for the briefing. [Redacted s30(b)(ii)]

Thanks.

[Redacted s38(1)(b)] (he/him)

Private Secretary to Cabinet Secretary for Education & Skills

[Redacted s38(1)(b)] | E: cabsecES@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

All e-mails and attachments sent by a Ministerial Private Office to any other official on behalf of a Minister relating to a decision, request or comment made by a Minister, or a note of a Ministerial meeting, must be filed appropriately by the recipient. Private Offices do not keep official records of such e-mails or attachments.

Scottish Ministers, Special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 21 September 2022 15:08

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Minister for HE, FE, Youth Employment and Training <MinisterHEFEYET@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; Director for Education Reform <DirectorforEducationReform@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>;

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>;

[Redacted s38(1)(b)] @gov.scot>; Hamilton G (Gillian)

<Gillian.Hamilton@educationscotland.gov.scot>; Livey D (David) <David.Livey@gov.scot>

Subject: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Hi [Redacted s38(1)(b)]

As discussed, please find attached a briefing for the Cabinet Secretary's meeting with the FDA Education Scotland Division tomorrow.

[Redacted s38(1)(b)], [Redacted s38(1)(b)] and Gillian Hamilton will support the Cabinet Secretary and I would be grateful if you could forward the Teams invite to [Redacted s38(1)(b)] and Gillian. Also, we haven't forwarded the Teams link to [Redacted s38(1)(b)] and his colleagues but please let me know if you need me to do so.

Many thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | [Education Reform Directorate](#) | [Scottish Government](#)

Enclosure 07, Email – FW: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 22 September 2022 14:59
To: [Redacted s38(1)(b)]@gov.scot>
Subject: FW: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

For ERDM pls [Redacted s38(1)(b)]. I will provide a readout separately to you and [Redacted s38(1)(b)] – some interesting point raised. V

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 21 September 2022 15:08
To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>
Cc: Minister for HE, FE, Youth Employment and Training <MinisterHEFEYET@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; Director for Education Reform <DirectorforEducationReform@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)] @gov.scot>; Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>; Livey D (David) <David.Livey@gov.scot>
Subject: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Hi [Redacted s38(1)(b)]

As discussed, please find attached a briefing for the Cabinet Secretary's meeting with the FDA Education Scotland Division tomorrow.

[Redacted s38(1)(b)], [Redacted s38(1)(b)] and Gillian Hamilton will support the Cabinet Secretary and I would be grateful if you could forward the Teams invite to [Redacted s38(1)(b)] and Gillian. Also, we haven't forwarded the Teams link to [Redacted s38(1)(b)] and his colleagues but please let me know if you need me to do so.

Many thanks
[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | Education Reform Directorate | Scottish Government

Enclosure 07.1, Word Attachment

What	Meeting FDA Education Scotland Division
When	Thursday 22 nd September 2022. 9.15 – 10 am.
Where	Teams.
Who	<u>FDA Education Scotland</u> [Redacted s38(1)(b)]HMI: FDA Section Convenor [Redacted s38(1)(b)]: FDA Section Deputy Convenor [Redacted s38(1)(b)]HMI: FDA Section Secretary
Why	The FDA Education Scotland Division requested this meeting in order to discuss issues that are of concern to their members [Redacted s30(b)(ii)]; and continue dialogue around the reform of Education Scotland.
Key messages	<ul style="list-style-type: none">• Thank you for engaging so proactively on behalf of your members.• I am always keen to understand the views of your members, particularly given the changes that are taking place through the Reform Programme.
Official support	[Redacted s38(1)(b)], Education Reform Directorate [Redacted s38(1)(b)], Early Learning and Childcare Directorate Gillian Hamilton, Education Scotland
Agenda	<ul style="list-style-type: none">• Education reform of Education Scotland• Future inspection of early learning and childcare settings• [Redacted s30(b)(ii)]• Employee Relations
Main objective	This meeting provides the Cabinet Secretary with an important opportunity to: continue engagement on the Education Reform Programme with the FDA; to understand its members' views on Reform; and to gauge whether its members feel engaged enough in the reform process. In addition, the Cabinet Secretary will have the opportunity to hear [Redacted s30(b)(ii)].

ITEM 1	Education reform of Education Scotland.
Issue/ background	<p>Officials understand the purpose of this agenda item is to continue dialogue around the reform of Education Scotland with the Cabinet Secretary.</p> <p>Following recommendations by Professor Ken Muir to have a single national agency, the focus of which should include support for learning and teaching and curriculum and assessment, and a separate, independent inspectorate, you announced the creation of a new national agency for education, to replace Education Scotland.</p> <p>You also committed to establishing a new Inspectorate body that would be independent and to that independence being underpinned by legislation. It will be staffed by civil servants and inspectors will be appointed by His Majesty via the Privy Council. [Redacted s29(1)(a)].</p> <p>The new agency will be an Executive Agency of the Scottish Government, mirroring the current status of Education Scotland.</p> <p>The creation of the new agency and inspectorate is set within the wider Education Reform Programme, recognising the interdependencies with other parts of the education system. [Redacted s38(1)(b)]HMI, FDA Section Convenor, is the FDA member of the new agency and new inspectorate Programme Delivery Board.</p> <p>There has been recent criticism of the Reform Programme governance structure in The Times. Primarily, the criticism has focussed on The Times reporting that “failed officials” are guiding education reform.</p> <p>[Redacted s38(1)(b)]HMI, on behalf of the FDA, has previously noted [Redacted s30(b)(ii)].</p> <p>The SG has committed to continuous and meaningful engagement and communication with all staff affected by the reform plans. The leadership teams in each of the existing organisations will remain accountable to the existing governance and accountability frameworks until new organisations are established.</p> <p>The SG has committed to protecting job security for existing staff and has provided assurances there will be no mandatory redundancies, and that TUPE, CoSOP and Fair Work policies will be respected.</p> <p>Information on the governance arrangements for the reform programme and progress to date can be found at Annex A.</p>
Key message(s)	<ul style="list-style-type: none"> • I understand that uncertainties around reform may be unsettling for some staff and I thank you for engaging so proactively with the Programme on behalf of your members.

Programme governance

- I am overseeing this reform to ensure it produces the significant changes that we – and the education sector – want and need to see.
- Overall accountability and responsibility for the education reform programme sits with Scottish Government and with me as Cabinet Secretary for Education and Skills.
- We recognise that reform of this nature and scale is not something government can or should do alone. We will draw on the insights, views and experiences of all those with a stake in the continued success of Scottish Education.
- Education Scotland continues to deliver its functions while the new bodies are being developed, ensuring continuity for schools, local authorities and ES staff. I am grateful for colleagues' continued commitment and hard work.
- As you know, the Programme Delivery Boards are leading the work to develop strategic Target Operating Models for the new education agency and independent inspectorate by the end of 2022. This will be a key moment in the process of designing the new bodies.
- External members have been appointed to each of the boards and are actively providing input and critical challenge to their work. We recognise that achieving significant change in the Scottish education system is not something that government can or should do alone.

Job Security

- I have committed to protecting job security for existing staff. We have assured staff that there will be no mandatory redundancies and TUPE, CoSOP and Fair Work policies will be respected.
- I have committed to the new Inspectorate body being independent and to that independence being underpinned by legislation. I have also committed to it being staffed by civil servants and for inspectors to be appointed by His Majesty via the Privy Council.
- Where job matching is necessary through the reform process, the Scottish Government has an established job matching process which was agreed with trade unions and this will be used for the reform programme. The job matching percentage will be confirmed following negotiation with the relevant trade unions.

Suggested question(s)	<p>I am very keen to understand the views of your members at this point in the reform programme?</p> <p>Are your members satisfied with the current arrangements of the FDA membership on the Delivery Boards?</p> <p>Is there any specific action we could take to include them further?</p>
Contact point	<p>[Redacted s38(1)(b)], Education Reform Directorate</p>

ITEM 2	Future inspection of early learning and childcare settings
Issue/ background	<p>In his report on education reform, Professor Ken Muir highlighted that the ELC and school age childcare sector feels disproportionately subject to external accountability compared to other parts of the education system and warned about the need to avoid confusion, overlap and bureaucracy. He recommended that, as a matter of urgency, both bodies should work together to agree a shared inspection framework designed to reduce the burden on providers.</p> <p>The Scottish Government welcomed Professor Muir’s recommendation and committed to consult the sector on proposals. The consultation, which was launched on 11 July, sets out our vision for the inspection of ELC and school age childcare services and the guiding principles that underpin our approach. It also seeks to gather views on the strengths of existing arrangements, where improvements can be made and on specific proposals to streamline and improve the inspection of ELC and school age childcare services through the introduction of a shared quality framework. The consultation closes on 28 October, and the findings will be published in early 2023.</p> <p>In the immediate term, the inspectorates announced on 30 August that they are working together to undertake shared inspections where a setting provides funded ELC. They have also outlined that if a setting has been inspected by one inspectorate then it will not receive an inspection from the other within an 18 month period</p> <p>Views of the FDA and other trade unions</p> <p>The ELC Inspection Team met trade union representatives, including the FDA, on 16 June as part of engagement on the development of the ELC inspection consultation document prior to its launch on 11 July. [Redacted s30(b)(ii)]</p> <p>A range of engagement events have been arranged over the course of the consultation. There is a consultation event for trade union representatives, to which the FDA has been invited, on 11 October. In addition, we have invited trade unions to work with us to organise bespoke events for their members.</p>
Key message(s)	<ul style="list-style-type: none"> • We welcomed Professor Muir’s recommendation for the creation of a shared framework for the inspection of ELC, which represents a positive step forward. • We are conscious of the challenges the ELC sector has raised regarding the dual inspection regime, whereby some funded ELC settings are inspected by both the Care Inspectorate and the education inspectorate under different quality frameworks. • That is why we have launched a consultation seeking views from the sector on inspection of ELC and school age childcare services. • The consultation will provide an opportunity to understand these concerns and to work collaboratively to develop an inspection

	<p>model that minimises bureaucracy while ensuring local authorities can be confident in the quality of the provision they fund.</p> <ul style="list-style-type: none"> • Both the Care Inspectorate and Education Scotland are committed in principle to working in partnership to develop, agree, and implement a shared inspection framework. • We will also ensure that work to establish the new education Inspectorate body is taken into consideration when developing a shared inspection framework. <p>Engagement with trade unions on the consultation</p> <ul style="list-style-type: none"> • We are also running a series of engagement events to support the consultation, which will give people the opportunity to express their views in person. I understand that my officials have invited members of FDA – along with other unions - to an engagement event on Tuesday 11 October at 2.30pm. • Feedback from these events will be incorporated into the overall consultation responses and included in the analysis. <p>Inspections of ELC over the academic year 2022/23</p> <ul style="list-style-type: none"> • On 30 August, the Care Inspectorate and Education Scotland jointly wrote to the sector to confirm their commitment to taking a coordinated approach to inspection activity in early learning and childcare and to advise that, while awaiting the outcome of Scottish Government consultation, both organisations aim to minimise any burden on settings. <p>Consultation on a single inspectorate body [if pressed]</p> <ul style="list-style-type: none"> • Establishing a single body would require legislation and structural changes to take place, and I am mindful of the wider education reforms that are currently under way. • I am also clear that I would not wish further organisational changes to delay rapid progress being made to improve and streamline the approach to inspection of funded ELC in particular. I’m confident that significant improvements can be delivered with the commitment of both inspectorate organisations and the support of the sector. • We are therefore not consulting on the option to introduce a single inspectorate body for ELC.
<p>Suggested question(s)</p>	<ul style="list-style-type: none"> • What more can we do to encourage FDA members to participate in the ELC inspection consultation, so that their views are taken into account?
<p>Contact point</p>	<p>[Redacted s38(1)(b)], ELC Directorate</p>

ITEM 3	Cost of living and inflation in regard to the impact on our members and retention of staff
Issue/ background	<p>Cost of living and inflation</p> <p>The FDA raised this issue at a recent Partnership Board, and it was specific to the additional costs incurred by staff who travel and stay away from home regularly for work, largely affecting HM inspectors. As an executive agency, Education Scotland follows the SG travel and subsistence rates. The FDA may take the view that there is an opportunity in the development of new organisations to review this.</p> <p>The cost of living in general is being discussed actively in ES. Whilst pay negotiations are central to SG, Education Scotland is planning to provide advice and guidance for staff about access to help and support, and ES is keen that Trade Unions work with them on this.</p> <p>Currently Education Scotland staff incurring travel and subsistence costs on official business can claim for reimbursement of these costs as per Scottish Government travel and subsistence rules [Redacted s30(b)(ii)].</p> <p>Travel rates are published by HMRC and the Scottish Government follows those rates because to offer a higher rate than the HRMC rates would mean expenses become taxable.</p> <p>Day subsistence rates cover additional costs <i>over and above</i> what staff would normally spend on food and drink, and where staff cannot find accommodation within the capped limits (e.g. in remote areas with limited options available) then exceptionally staff can claim the additional costs if reasonable efforts have been made to find accommodation within the limits.</p> <p>ES budget pressures and recruitment</p> <p>[Redacted s30(b)(ii)].</p> <p>More widely the issue of recruitment and retention of staff is related to the outcome of the Civil Service pay negotiations and teachers' pay negotiations. Current pay differences can make it difficult to recruit secondary deputies and head teachers, and primary headteachers and senior local authority staff.</p> <p>[Redacted s30(b)(ii)].</p> <p>Education Scotland educationalist staff at C2 and C3 grades currently receive a pay supplement to recognise recruitment and retention difficulties and the fact that candidates for these roles are usually recruited from Deputy Head/ Headteacher positions where salaries can be higher than civil service salaries. Pay supplements are subject to review. [Redacted s30(b)(ii)].</p>

	<p>Pay Award 2022</p> <p>The Scottish Government has made a formal pay offer to the recognised trade unions in relation to the 2022 pay award for staff. This was communicated to staff on 20th September. If the offer is accepted, the intention is to implement changes to pay with end-November salaries. The terms of this full and final pay offer have been reached following extensive and constructive pay negotiations between the Scottish Government and the recognised trade unions for the Scottish Government Main Bargaining Unit – the Public and Commercial Services Union (PCS), Prospect, and the FDA. The Scottish Government Main Bargaining Unit includes Education Scotland.</p> <p>Through the terms of this offer, the Scottish Government has sought to recognise as far as possible the impact of the rising cost of living for our employees against an extremely challenging budgetary context. Through negotiation with PCS, Prospect and FDA, we have constructed a formal offer which prioritises resources to those colleagues on lower salary bands, to reflect that, while everyone is impacted by increases in the cost of living, staff in those bands will generally be the most acutely affected.</p>
<p>Key message(s)</p>	<p>Cost of living</p> <ul style="list-style-type: none"> • We recognise the impact that increases on the cost of living are having across the board. • Scotland is facing the most severe economic upheaval in a generation already impacting people, businesses, public services and the third sector across Scotland. • Currently ES staff incurring travel and subsistence costs on official business can claim for reimbursement of these costs as per Scottish Government travel and subsistence rules. • Discussions on the future model for education reform and the bodies that flow from it are still being developed, with high level target operating models due at the end of this year. Future provision for travel and subsistence will be discussed as part of that work. • Travel rates are published by HMRC and the Scottish Government follows those rates because to offer a higher rate than the HRMC rates would mean expenses become taxable. • If staff cannot find accommodation within the capped limits then exceptionally staff can claim the additional costs if reasonable efforts have been made to find accommodation within the limits. <p>Pay award</p>

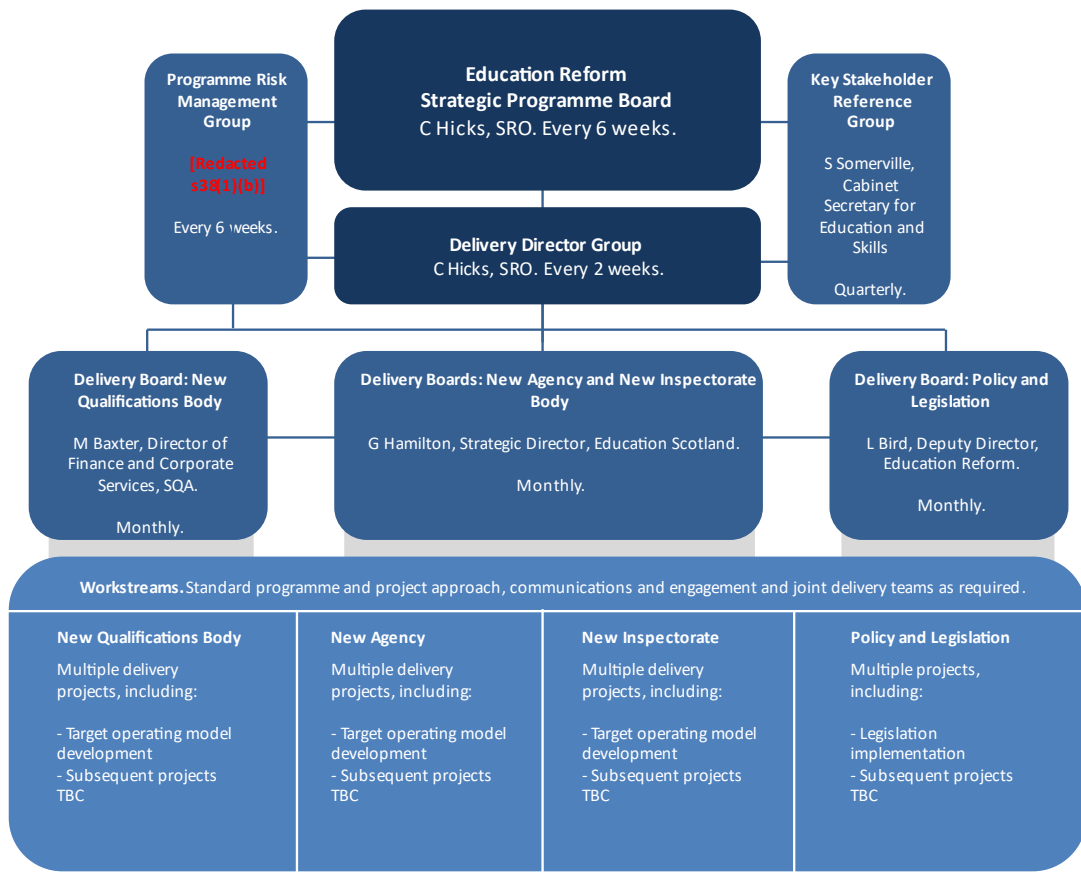
	<ul style="list-style-type: none"> • The Scottish Government has made a formal pay offer to the recognised trade unions in relation to the 2022 pay award for staff. This was communicated to staff on 20th September. • In developing the terms of this offer, the Scottish Government has sought to recognise as far as possible the impact of the rising cost of living for our employees against an extremely challenging budgetary context. • For staff affected by financial hardship, help can be accessed via services we have in place such as the Charity for Civil Servants, the Counselling and Wellbeing service, and where staff are regularly commuting, the season ticket scheme can help spread the cost of buying an annual pass. <p>Recruitment and retention of staff</p> <ul style="list-style-type: none"> • Education Scotland educationalist staff at C2 and C3 grades currently receive a pay supplement to recognise recruitment and retention difficulties and the fact that candidates for these roles are usually recruited from Deputy Head/ Headteacher positions where salaries can be higher than civil service salaries. • Pay supplements are subject to review. • A business case has been received by Education Scotland asking to expand the number of posts to receive a pay supplement and this will be considered by the pay supplement panel shortly.
Suggested question(s)	N/A
Contact point	[Redacted s38(1)(b)]

ITEM 4	Employee Relations
Issue/ background	<p>Representatives from the FDA have not given any indication of what they would like to discuss under this agenda item.</p> <p>Neither SG nor ES officials are aware of any specific issues related to employee relations that may be raised.</p> <p>FDA representatives meet members of the ES Senior Management Team (SMT) regularly, on both a formal and informal basis.</p> <p>Matters that have been discussed more recently between ES SMT and the FDA have included the introduction of a Customer Relations Management system and issues related to travel, hotel accommodation and subsistence which are covered under the previous agenda items. There have been no issues raised in relation to reform or staff morale and wellbeing.</p> <p>As noted above, [Redacted s38(1)(b)] is the FDA representative on the new agency and new inspectorate Delivery Board, and ES has offered FDA attendance at internal change team meetings and links to the project teams.</p>
Key message(s)	<ul style="list-style-type: none"> • Thank you for raising these matters. • I understand that the FDA engages regularly with the management team at Education Scotland. • You should continue to raise local matters locally with the Education Scotland management team.
Suggested question(s)	N/A
Contact point	Gillian Hamilton, Education Scotland

ADDITIONAL BACKGROUND INFORMATION

Agenda item 1 - Education reform of Education Scotland

1. The Scottish Government has put in place programme governance structures to establish three new national education bodies and develop the underpinning policy and legislation needed. Stakeholder engagement has been built into these governance arrangements and the FDA has membership on the new agency and new inspectorate delivery boards.
2. The membership of the Strategic Programme Board includes Scottish Government, SQA, Education Scotland, COSLA, ADES, SOLACE and Professors Ken Muir and Louise Hayward.
3. Programme Delivery Boards, of which the FDA is a member, will lead the design and delivery of the new national education bodies and related policy and legislation.
4. A core part of the terms of reference for these Boards is to review all the existing stakeholder evidence in relation to recent reviews from OECD and Professor Muir, identify related gaps and then undertake appropriate external stakeholder engagement, including with teachers. This engagement will begin later this year to inform our strategic thinking around the 'why' and 'what' questions for the various target operating models. In 2023, this engagement activity will expand considerably to help us address the 'how' questions.
5. As well as staff from Scottish Government and the existing bodies, each Delivery Board includes external stakeholders. This is integral to providing the internal and external scrutiny and challenge that we recognise will be central to a successful education reform programme.
6. Additionally, a formal Stakeholder Reference Group will meet for the first time at the end of September, chaired by the Cabinet Secretary for Education and Skills.
7. The Scottish Government Digital Directorate is supporting the development of this work, ensuring that a service-led, user-centric approach is being taken to the design process.
8. Project Teams under each of the delivery boards have been established and are progressing the work that has been commissioned.
9. By the end of 2022, we expect to present a strategic operating model for each of the new bodies that will articulate their functions and role in the system, and high-level structures based on a new service-led approach to delivery.



Enclosure 08, Email – readout: Cab Sec's meeting with FDA - 22 Sept

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 23 September 2022 13:49

To: Passmore E (Eleanor) <Eleanor.Passmore@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: readout: Cab Sec's meeting with FDA - 22 Sept

Eleanor, [Redacted s38(1)(b)], [Redacted s38(1)(b)]

I attended a meeting with Cab Sec and the FDA yesterday about education reform. Please see below a brief readout.

No specific follow-up action for us in view of the planned engagement with FDA and other unions, but it's useful to see the issues that are likely to be raised.

New agency

- Cab Sec is keen to understand whether a change in culture is needed in the new agency, compared to the current culture at Education Scotland.
- She highlighted the importance of dignity, fairness and respect.
- Cab Sec is keen for the new agency to be empowered to deliver SG policy, but not 'bogged down' with a 'myriad' of priorities from the SG.
- FDA highlighted the importance of clear channels of communications between the new inspectorate and the new agency. There has to be a formal link between the two bodies, and they should not work in isolation.
- Cab Sec asked FDA for their advice on what needs to change in terms of culture/ways of working in respect of the new agency.

ELC inspection

FDA highlighted the following:

- The consultation is a source of worry for inspectors in respect of their jobs, job security, wellbeing and stability.
- It's important to have clear leadership in both inspectorates around ELC inspection reform.
- There will be implications for the Curriculum for Excellence arising from any changes to the inspection landscape.
- A lot will have to happen following the consultation.
- Work has already been undertaken to ensure that organisations are working better together.
- There are models of different inspection agencies working effectively that can be learnt from.

Cab Sec response:

- Cab Sec highlighted that she has started to meet regularly with ES and other inspectorates. She is keen to ensure that existing links work better.
- She is not keen to have a single inspectorate, given the range of reforms taking place in respect of the NCS and more broadly in education. [Redacted s30(b)(ii)].
- She notes that a session with the trade unions (including FDA) is planned for mid-October.

Many thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Unit Head – Early Learning and Childcare: Quality and Covid Safety and Recovery

Early Learning and Childcare Directorate | Scottish Government

T: [Redacted s38(1)(b)] E: [Redacted s38(1)(b)]@gov.scot

[Redacted s38(1)(b)].



Making Scotland the best place to grow up

www.parentclub.scot/elc | [@ELCScotGov](https://twitter.com/ELCScotGov) | [#ELCExpansion](https://twitter.com/ELCExpansion)

Enclosure 09, Email – RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 26 September 2022 16:07
To: Hamilton G (Gillian) <Gillian.Hamilton@educationscotland.gov.scot>
Cc: [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Hi Gillian

[Out of Scope]

I've now drafted a note from the meeting with FDA colleagues and have excerpted below the relevant part that you were in attendance for.

Do you have any comments / clarifications in relation to this? Once you're happy I'll share with [Redacted s38(1)(b)] and colleagues before putting final version to Cab Sec for clearance.

Thanks

[Redacted s38(1)(b)]

FDA attendees: [Redacted s38(1)(b)] (Section Convener); [Redacted s38(1)(b)] (Deputy Convener); [Redacted s38(1)(b)] (Section Secretary).

Supporting officials: [Redacted s38(1)(b)] (Education Reform Directorate); [Redacted s38(1)(b)] (ELC); Gillian Hamilton (Education Scotland – for agenda item 1 only).

Welcome and introductions

- [Redacted s38(1)(b)]: noted that previous engagement around reform had been helpful but that it was useful to have this forum to discuss wider issues, in addition to reform. He recognised that many of these were not necessarily issues that could be quickly resolved but that FDA saw value in making the Cabinet Secretary aware of the temperature amongst members in ES and what was on their minds.
- The Cabinet Secretary confirmed that she was keen to understand those issues, both in relation to reform and more widely, inviting FDA colleagues to raise those issues that were most important to their members.

1. ES Employee relations

- [Redacted s38(1)(b)]: acknowledged that communication overall was positive between the FDA committee and senior leaders in ES, including through the agency's Partnership Board. However there are concerns that communication has not always been consistent, with a recent example of moves of staff between regional and national directorates being highlighted. Given the scale of change that will be involved in reform, it's important that

staff have full confidence in communication associated with change management.

- **[Redacted s38(1)(b)]**: highlighted member concerns around consistency of application of policies in relation to compressed hours and flexi. She noted that there was an opportunity for new bodies at the outset to model positive approaches.
- **[Redacted s38(1)(b)]**: also highlighted that homeworking / hybrid working is also of significant interest to many members, particularly given the number who are peripatetic, and that there is interest in when formal applications to become homeworkers will resume.
- **[Redacted s38(1)(b)]**: noted that all of these issues were ones being raised both by individuals and through members meetings.
- Cabinet Secretary: welcomed communication on issues, particularly in relation to reform, and recognised the importance of trust. She noted that she saw communication that was as quick and frank as possible on the range of issues important to staff as key. She invited to GH to comment on the issues raised.
- GH: confirmed that she was aware of these issues through her regular dialogue, both formal and informal, with FDA representatives within ES. In terms of the specifics:
 - She recognised that, while the recent staff moves had been welcomed by those directly involved, communication had been an issue, particularly for some who had been indirectly affected. She noted that discussions on this were still live and that she would continue to pick them up both with her leadership colleagues and with FDA.
 - Similarly aware of issues relating to the consistency of application of approach to flexible working and the strength of feeling this engenders. She confirmed that work to address this is being led by ES HR colleagues.
 - The ES HR team have recently checked and the embargo on formal homeworking contracts is still in place. Progress on this will be a cross-SG issue. She noted that this also would have important implications in reform, when thinking about future estate required by the national agency and inspectorate bodies.
 - Finally she noted the importance of trust, particularly in the context of reform, and underscored that she and other colleagues were working hard to make sure colleagues, including those members of FDA and PCS, were not hearing about any developments from other sources. Amongst other avenues that includes an update every week in the staff newsletter, whether or not there was substantive news to pass on. Feedback to continue to improve communication would be welcome.
- **[Redacted s38(1)(b)]**: noted that it would be useful to look at what a new inspectorate body might do in terms of some of these issues, given that may not be within current SG HR parameters.
- **[Redacted s38(1)(b)]**: in relation to the move of staff, this was welcomed but their teams remain within the regional structure. There is a fear that communication will be lost as Senior Education Officers move to work nationally and teams are not directly line managed.
- GH: committed again to pick up separately on these issues.
- Cabinet Secretary: again welcomed constructive engagement and asked GH to feedback to her as discussions progressed.

***This chain diverges from Enclosure 06 after the email of 22 September 2022
08:02***

Enclosure 10, Email – RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 26 September 2022 16:10
To: [Redacted s38(1)(b)]@gov.scot>
Cc: [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Education Reform - Meeting with FDA - 22 September 2022 - Briefing

Hi [Redacted s38(1)(b)]

Thanks again for attending the meeting with ES FDA reps last week – I'm just sorry that your interests were squeezed into such a short time at the end.

I've drafted a note from the meeting and have excerpted the part most relevant to you below. Do you have any comments? Following those I'll share with [Redacted s38(1)(b)] and colleagues before submitting final version to Cab Sec for clearance.

Thanks

[Redacted s38(1)(b)]

4. Early Learning and Childcare inspection

- [Redacted s38(1)(b)]: noted that the current consultation did bring a degree of uncertainty for staff in ES working in that sector. There is a significant range of change implications possible, including impact on CfE and, potentially, legislation. Once implications are clear this will all need to be communicated and taken through appropriately.
- Cabinet Secretary: understand and take those points on board. Understand that meetings have and continue to take place and very keen that those working in the area have appropriate input.
- Cabinet Secretary: important to focus on what can improve now and to that end have started meeting with colleagues from ES and Care Inspectorate to investigate that at Ministerial level. Beyond that, need to await results of the consultation and am open to see what comes. Important to note that a move to a single inspectorate is not part of the consultation, given the range of reform in the system, judged that this was too much potential change to also be in the mix.

This chain diverges from Enclosure 06 after the email of 21 September 2022 15:08

Enclosure 11, Word Document – BILATERAL MEETING WITH EIS

BILATERAL MEETING WITH EIS

<i>Date and Time of Engagement</i>	Tuesday 27 September, 15:30 - 16:30
Where	Scottish Parliament, Room TG 20/21
<i>Key Message</i>	Working in partnership for the benefit of Scottish education
<i>Who</i>	EIS will be represented by: Andrene Bamford (President) Paula McEwan (Vice President) Andrea Bradley (General Secretary) David Belsey (Assistant Secretary)
<i>Official Support Required</i>	[Redacted s38(1)(b)] , Unit Head, Education Workforce Unit, BB: [Redacted s38(1)(b)] [Redacted s38(1)(b)] , Education Workforce Unit BB: [Redacted s38(1)(b)]

Briefing Contents

Annex A	Agenda
Annex B	Key Issues/Lines to Take: Teachers' Pay
Annex C	EIS Bulletin - Rebuttal lines
Annex D	Class contact time
Annex E	Covid - Safety and Recovery
Annex F	Education Reform

AGENDA

EIS have suggested the following agenda items for discussion at the meeting:

- 1. Teachers' Pay**
- 2. Class Contact Time Reduction**
- 3. Covid - Safety and Recovery**
- 4. Education Reform**

TEACHERS' PAY

Current position

As you are aware COSLA made a 5% offer to the teacher unions following a special Leaders meeting on 19 August. On 16 September EIS announced that members voted to reject the offer and support industrial action. In the consultative ballot 94% of members voted to reject the offer and 91% indicated their willingness to take strike action. Turnout was 78%, well above statutory thresholds. [Redacted s30(b)(i)]. The EIS are expected to commence a statutory ballot on industrial action on 12 October and run it for 6 weeks, with any industrial action likely to commence before Christmas. [Redacted s30(b)(i)]. Discussions are on-going with COSLA to consider a revised offer.

We need to keep in mind that only COSLA, as the employer, can make a formal offer of pay to the teacher unions. [Redacted s29(1)(a)], [Redacted s30(b)(i)].

A revised local government pay offer has now been made (details below) [Redacted s30(b)(i)]. The ballots close on 28 September. SG has supported the LG pay offer with £140m revenue, and an additional £120.6 million of capital in 2022-23 and 2023-24. This additional capital allocation is specifically to enable councils to consolidate previously proposed cost of living payments, as part of a broader package which supports the lowest paid.

While the additional £140m revenue does include teachers (which allowed the 5% offer to be made), the additional £126.6m (capital, recurring next year) does not cover the teaching workforce. Therefore, separate funding would need to be identified for any increased pay offer for teachers.

Current Local Government offer and possible options

A revised Local Government pay offer has now been made, as below, [Redacted s30(b)(i)]:

- £2,000 consolidated increase for those earning £20,000 and under.
- A minimum consolidated increase of £1,925 for those above this level or 5%, whichever is higher, up to £60,000, at which point the increase will be capped at £3,000.
- A move to a 36 hour calculator for this award so that those working 36 hours receive at least £1,925 and therefore those on a 37 hour week receive slightly more – £2,035.

There are also non-pay elements in the offer including, SSSC fees to be paid for LG workers, one day extra annual leave, a review of the constitution governing the LG workforce pay bargaining process.

[Redacted s30(b)(i)]

Previous teachers' pay awards

The 2021-22 pay award for teachers was agreed on 31 March 2022, at approx. 2.2% (the award was 1.22% from 1 April 2021 and a further 1% from 1 January 2022, (with an £800 cap at £80k) with the addition of a £100 non-consolidated payment for all staff. While this was significantly less than the unions original claim of 3-5%, it was higher than Public Sector Pay Policy for last year, which equates to 1.2% when applied equally across all SNCT/teacher grades.

The previous pay award (April 2018 – March 2021) was the most generous across the public sector in the UK at the time. Over the three year period of the deal, teachers received an uplift of 13%.

This means that since January 2018, teachers in Scotland have benefitted from a cumulative pay increase of 16%. Adding the current 5% offer would bring that to a 21.8% cumulative increase. This does not take into account automatic pay progression for teachers on the main-grade scale.

Key points for discussion:

- The latest pay offer to teachers is backed by additional funding from the Scottish Government. [this is the initial £140m, of which around £50m would apply to teachers]
- Local government, including teachers, is the only sector to receive additional funding from the Scottish Government to help address pay pressures for 2022/23. All other sectors are having to make savings to live within existing budgets.
- The Scottish Government already has a fully committed Budget.
- We have no capacity to borrow to meet pay pressures and are not permitted under the relevant statutory arrangements to revisit tax policies in year.
- Notwithstanding the financial impact on our fully committed budget, the Scottish Government has dug deep and demonstrated our commitment to teachers to provide additional funding for pay.
- [Redacted s30(b)(i)].
- [Redacted s30(b)(i)].

Additional Lines to take:

- We are committed to supporting a fair pay offer for teachers through the SNCT. But it is for local government, as the employer, to make any revised offer of pay.
- We value the tri-partite partnership we have with local government and the teacher unions on the SNCT, and have no plans to change current arrangements.
- This Government has a strong record of support for teachers, and the 5% offer would mean a cumulative pay increase for teachers of 21.8% since 2018.

- We supported a significant 13% uplift for Scotland's teachers between 2018 and 2021, which was considerably higher than anywhere else in the UK at that time.
- In 2021-22 teachers received a 2.2% pay award, which was higher than the 2021-22 public sector pay policy.
- The starting salary for a fully qualified teacher in Scotland is the highest in the UK at £33,729, significantly more than the £28,000 proposed by the UK Government for teachers in England.

Position On Reserves

- The Scottish Fiscal Commission has highlighted the overall 2022-23 Scottish Budget is 2.6% lower than last year in cash terms primarily because of reduced Covid 19 funding and falling capital funding from the UK Government.
- We are all experiencing unprecedented pressures on public finances, which have been further exacerbated with the increase in inflation and the situation in Ukraine.
- Nevertheless, the Scottish Government has made difficult decisions across our public service provision to offer the financial contribution of £140 million in recurring funding to local authorities in order to support a revised pay offer, including for teachers.
- The UK Government has not provided further funding for pay pressures.
- The Scottish Government has limited borrowing powers, and is not permitted under the relevant statutory arrangements to revisit sufficiently significant revenue raising policies, such as income tax, in-year.
- The Scottish Government has used reserves in full to deliver the 2022-23 budget.

ANNEX C

EIS BULLETIN - REBUTTAL LINES

Issue: The EIS recently issued a bulletin to members which made the following points:

1. All teachers are experiencing the cost-of-living crisis. All teachers' pay needs to increase by 10% to protect them against the cost-of-living crisis.
2. This cost-of-living crisis was not caused by teachers, so they should not be expected to shoulder the burden of it. The crisis is forecasted to get worse, with energy costs and inflation to rise further.
3. The Scottish Government and COSLA can afford the pay rise. The Scottish Government and COSLA agreed to support the staff unions' pay claims, giving some staff up to 11% pay uplifts.
4. Teachers work extremely hard with an ever-increasing workload - their pay needs to reflect this increasing work - not fall relative to it.
5. Teachers' pay decline (in real terms) is impacting teachers relative to other graduate professions and contributing to the overall gender pay gap (as most teachers are women), which the Scottish Government has made a commitment to ending.

6. Teachers' pay needs to attract and retain high-quality graduates to allow schools to continue to provide high-quality education.

Rebuttal Lines

- Teachers are not poorly paid. A fully qualified/registered teacher starts on a salary of more than £33,000. Around 80% of the teaching workforce has a salary of more than £39,000. In comparison 85% of the wider local government workforce has a salary of less than £39,000.
- Teachers also benefit from a guaranteed paid placement on the Teacher Induction Scheme, to allow them to meet the Standard for Full Registration, which attracts a salary of over £28,000.
- The starting salary for a fully qualified teacher in Scotland is the highest in the UK at £33,729, significantly more than the £28,000 proposed by the UK Government for teachers in England.
- HESA Graduate Outcomes Survey data shows that around 72% of full-time PGDE graduates, from a Scottish University in 2019-20, earned at least £30,000 per year, 15 months after qualifying. This compares to around 50% for all full-time graduates from other postgraduate courses and around 27% for all full-time graduates from first degree courses.
- This Government has a strong record of support for teachers. We supported a significant 13.5% uplift for Scotland's teachers between 2018 and 2021, which was considerably higher than anywhere else in the UK at that time. It was described by the EIS general secretary at the time as a landmark pay deal.
- This 5% offer would mean increase of more than 10% for all teachers on the main-grade scale who also benefit from automatic progression.
- Since 2018 teachers' pay has increased by more than 16%. The 5% offer would mean a cumulative pay increase for teachers of 21.8% since 2018.
- This is significantly more than other parts of the public sector including nurses doctors, dentists, police officers, firefighters and local government staff.
- The latest pay offer to teachers is backed by additional funding from the Scottish Government. [this is the initial £140m, of which around £50m would apply to teachers]
- Local government, including teachers, is the only sector to receive additional funding from the Scottish Government to help address pay pressures for 2022-23. All other sectors are having to make savings to live within existing budgets.
- The Scottish Government already has a fully committed budget and has used reserves in full to deliver the 2022-23 budget.

- We have no capacity to borrow to meet pay pressures and are not permitted under the relevant statutory arrangements to revisit tax policies in year.
- Notwithstanding the financial impact on our fully committed budget, the Scottish Government has dug deep and demonstrated our commitment to teachers to provide additional funding for pay.
- The Deputy First Minister has outlined to Parliament a range of savings that have already been made to enable us to make increased pay offers to public sector workers, mitigate the cost crisis and balance budgets.
- To fund an increased pay offer for teachers, further cuts would need to be made to existing commitments.

Emergency budget review

- The Scottish Government is undertaking an emergency budget review to assess any and all opportunities to:
 - redirect additional resources to those most in need;
 - reduce the burdens on business; and
 - stimulate the Scottish economy.
- This will be a significant challenge given the majority of our spend, at this stage of the year is legally committed.

We have already made difficult choices to support pay offers in 2022-23 and mitigate the cost crisis and balance budgets, and more will be required.

CLASS CONTACT TIME REDUCTION

Issue

The SNCT is continuing to discuss the PfG commitment to reduce class contact time by one-and-a-half hours per week for teachers.

Teacher unions are clear that they want the time to be used for preparation and correction and will not agree an implementation date until the use of the time is agreed.

SG and COSLA are discussing further on how they envisaged the use of RCCT. The outcome of these discussions would be discussed further with the SNCT Joint Chairs (date to be agreed).

Currently teachers' weekly non class contact time is split into two components – teachers' personal time 7.5 hours and Collegiate time agreed at school level 5 hours.

LINES TO TAKE

We take teachers' workload seriously.

- That is why we are committed to reducing teachers' class contact time by 90 minutes per week to give them more time to plan and ease their workload, and investing in support for teacher wellbeing.
- We are committed to reducing class contact time by one-and-a-half hours per week, in order to achieve associated benefits for teachers and children and young people and we will continue to discuss the reduction of class contact time through the SNCT forum.
- The SNCT, as the body responsible for teachers' terms and conditions, will be responsible for agreeing the implementation of this change.
- The pace of this will be determined by need and capacity in the system.
- We will continue to work with our SNCT partners to ensure that there is capacity in the system to allow this to happen and, in particular, to ensure that young people are provided with the support that they need.
- I am aware that teachers have requested that the reduction time to be used for preparation and planning, however I think it is important for all sides of the SNCT to agree on how this reduction should be used for the benefit not only for teachers but for our children and young people.

COVID - SAFETY AND RECOVERY

SCHOOL SAFETY

Background

- COVID-19 Advisory Sub-Group on Education and Children's Issues published evidence summaries in August 2021 and April 2022 setting out the most up to date evidence on children and transmission in schools, early learning and childcare settings.
- The scientific evidence showed that household transmission was more of a driver than schools and that schools were low risk compared to other more high risk settings such as hospitals, care-homes and prisons.

TOP LINES

The safety of children, young people, and all education staff remains a priority and the guidance reflects existing public health advice and measures in wider society on respiratory infections, including COVID-19

- Schools continue to be considered to be low risk settings for outbreak management. However, schools and councils should maintain proactive working relationships with NHS Public Health to focus on proportionate preventative measures where appropriate.
- We continue to support people in taking sensible, basic steps in order to protect themselves and others so where staff and pupils wish to wear masks they should be supported to do so.
- Our guidance still makes clear that, amongst other measures, regular surface cleaning in schools and on school transport remains an important protection.
- This is in line with joint advice published by Public Health Scotland and Antimicrobial Resistance and Healthcare Associated Infection Scotland.
- These measures are designed to protect children, young people and staff, and includes advice on workforce planning and support to deal with the impacts of COVID-19.
- In line with the Testing Transition Plan, the advice for school staff and secondary pupils in mainstream and special schools to undertake twice-weekly asymptomatic LFD testing no longer applies.
- Testing remains for specific groups in order to protect highest risk setting and support clinical care.
- Should anyone wish to conduct an LFD test there is nothing in Scottish Government guidance preventing or discouraging them from doing so.

COVID RECOVERY

Education remains one of the most effective means we have to improve the life chances of all of our young people. That has not changed. If anything, the disproportionate impact that closing our schools due to COVID-19 had on the most disadvantaged in our society has demonstrated even more clearly the vital role that it can play.

Improving educational outcomes is at the heart of our learning recovery.

- We are investing £1bn through the Scottish Attainment Challenge in this Parliament – representing a substantial increase on last term’s £750m funding – to support our most disadvantaged children and young people.
- We will fund 3,500 additional teachers and 500 support staff over this Parliamentary term – over and above the 1,400 teachers recruited during the pandemic – and ensure more time for teachers to plan high quality learning and teaching by reducing their class contact by 1.5 hrs per week.
- The Budget committed a further £145.5m from 2022-23 to support education staffing, which represents the biggest increase to support teacher recruitment since 2007.
- We provided £25m digital inclusion funding in 2020/21 to enable local authorities to support learners, in line with their own local needs. This supported the provision of 14,000 internet connections and 72,000 tablets or laptops for learners across Scotland.
- We continue to work with local authorities on plans to ensure every school-aged child has access to a device and connectivity by the end of this parliamentary term.
- We are also tackling the costs of the school day: ensuring children have access to the same opportunities, including digital devices, school trips and school uniforms, as well as extending free school lunches for p4 and p5 pupils, as a first step to delivering free school breakfasts and lunches for all primary school pupils.

This will enable authorities and schools to support education recovery, reduce variation and accelerate progress in tackling the poverty related attainment gap.

Our refreshed Scottish Attainment Challenge – backed by record investment of £1bn in this Parliament – empowers schools and local councils to drive education recovery and accelerate progress in tackling the poverty-related attainment gap.

- We pledged to pay the first instalment of the expanded £1bn Attainment Scotland Fund in this Government’s first 100 days, and we did just that.
- Our policies have resulted in the highest level of education spend per person anywhere in the UK and we have protected free tuition for higher education.
- Teacher numbers are currently the highest they have been since 2008, with the number of primary teachers the highest since 1980.

£500m has been provided to support education recovery in 2020/21 and 2021/22.

- We invested £260m in 2021/22 to support local authorities to recruit additional teachers and other staff, including £20m to provide extra support such as tutoring and mentoring or other local interventions to support children and families.
- We delivered £25m in 2020/21 for over 72,000 devices, and more than 14,000 internet connectivity packages have been distributed to learners across Scotland.
- We delivered £3m for targeted youth work to support children and young people.

Pupil Equity Funding is an important part of our education recovery plan, which sets out our ongoing response to the impacts of the pandemic on education, and some of the key next steps we will take to address them.

- The plan also sets out how we plan to build on the innovation and strengths that have emerged during the pandemic, and how the significant additional investment we have been making is being used to support on-going education recovery.
- In March the Cabinet Secretary announced over £520m Pupil Equity Funding Allocations would empower our head teachers over a record 4 years.
- We are determined to ensure headteachers are empowered to take the approaches that are right for the children and young people in their schools to help improve attainment.
- Our allocation of more than £520 million of PEF for the next four years will give headteachers the confidence and security they need to plan long term, including increased mentoring and tutoring if they deem that is right.

SUPPORT FOR TEACHER WELLBEING

We take the wellbeing of our teachers very seriously.

- Since October 2020 we have invested more than £2m specifically in supporting teacher wellbeing, with a package of support for teachers, developed in conjunction with the Education Recovery Group.
- Support is also available for those in leadership roles, which focuses on looking after their mental health and the mental health and wellbeing of those they lead.
- A new coaching and mentoring offer is available, and we continue with our commitment to values-based leadership programmes delivered by Columba 1400.
- Education Scotland and the General Teaching Council for Scotland have created new learning opportunities for post-probation teachers.
- We are currently working with Education Scotland and other partners to implement the continuation of wellbeing support into the new school session.

CLASS SIZES

Since the start of the pandemic our priority has been to ensure additional teachers are in the system to aid education recovery.

- We continue to empower Headteachers, in consultation with their local authority, to determine the size of each class in their school, within the prescribed limits.
- Maximum class size limits are prescribed either in legislation (for P1-3) or in teachers' terms and conditions of service, set out in the SNCT handbook.
- Decisions on class sizes are determined by the total school roll, the number of teachers, the physical capacity of the learning and teaching areas, and any need to accommodate specialist equipment and mobility aids – and as such are decisions best taken locally.
- We are also taking forward discussions, through the SNCT, on reducing class contact time with the aim of giving teachers the time they need to lift standards.
- The SNCT will be responsible for agreeing the implementation of this change – the pace of which will be determined by need and capacity in the system.

INVESTMENT IN EDUCATION

This Government has delivered the highest spending, and more teachers, per pupil than any other UK nation.

- Our policies have resulted in the highest level of education spend per person anywhere in the UK - while also protecting free tuition in higher education.
- Investment in education is at a record high, with resource and capital spending in 2022-23 up almost £200m - one of the biggest rises in the history of this Parliament.
- We are investing £1bn through the Scottish Attainment Challenge in this Parliament – representing a substantial increase on last term's £750m funding – to tackle the attainment gap and drive education recovery.

EDUCATION REFORM

NATIONAL DISCUSSION ON A VISION FOR SCOTTISH EDUCATION

Last week, the Cabinet Secretary for Education and Skills launched a National Discussion on the future of Scottish Education.

- A National Discussion on a compelling vision for Scottish Education which puts the learner at the centre of all decisions was a recommendation in Professor Ken Muir's report, one we committed to accepting and putting into practice.
- It is an unprecedented opportunity for children, young people and those who support them to have their voices heard in a debate which will establish a compelling and consensual vision for Scottish education.
- Building on the highly valuable insights from recent reviews The National Discussion will provide Scottish Education with the right platform to take a lead and to set our own direction for the future, with as much consensus as possible.
- We should be bold, brave and inspire those across the system to help us to achieve this vision and to ensure we get it right.
- The National Discussion is intended to be a high-profile public engagement activity seeking input from as wide and inclusive range of participants as feasible.
- It is co-convened by the Scottish Government and local government partners COSLA.
- Professor Carol Campbell, and Professor Alma Harris, who are members of the International Council of Education Advisors, are co-facilitating the National Discussion and are committed to demonstrating and actively modelling that the discussion is authentically engaging learners, their parents/carers, and a range of front-line early years and education practitioners.
- I know that Professors Campbell and Harris met with the EIS last week (w/b 19/09) and held a constructive discussion. We are delighted that the EIS have agreed to hold a conference bringing together your members for a session on the National Discussion.
- We want to hear all voices but particularly those whose voices are not always heard and only by hearing diverse and differing viewpoints, will it be possible to create a clear, shared vision for Scottish education.
- Officials have worked closely with colleagues in COSLA and Education Scotland to develop resources, including toolkits, a website, an engagement plan and key milestones to support successful delivery. The National Discussion was launched at the Scottish Learning Festival on 21st September and will run until 5th December this year.
- There is much to be proud of in education in Scotland but as we embark on an ambitious period of education reform the time is right to reflect and consider the skills and support young people will need in the future.
- Our vision will consider what our education needs to look like twenty years from now but the work towards that vision will begin immediately.

NEW NATIONAL EDUCATION BODIES

Building on the successes and strengths in Scottish Education, we are committed to delivering education reform to improve even further.

- We are establishing three new national education bodies to replace SQA and Education Scotland.
- As Cabinet Secretary for Education and Skills, I am overseeing this reform to ensure it produces the significant changes that we – and the education sector – want and need to see.
- We recognise all those who have a stake in the continued successes of Scottish education and that reform is not something that government can or should do alone.
- Overall accountability and responsibility for the education reform programme sits with Scottish Government.
- High-level Target Operating Models will be developed for the new organisations by winter 2022, and there may be a period of shadow operation for the new bodies before they become fully operational, with a view for them becoming operational from 2024.
- As set out in the Programme for Government, an Education Reform Bill will be introduced to establish a new independent inspectorate and a new public body responsible for qualifications.

PROGRAMME GOVERNANCE AND STAKEHOLDER INVOLVEMENT

We will deliver the real change that is needed and desired in Scottish Education.

- Accountability for Education Reform sits with the Scottish Government and with me as Cabinet Secretary for Education and Skills.
- The work to reform Scotland's national education bodies is led by a Strategic Programme Board.
- Membership of this Board includes the Scottish Government, SQA, Education Scotland, COSLA, ADES, SOLACE, and also Professors Ken Muir and Louise Hayward.
- The Board also includes external voices to ensure critical challenge at all times.
- We also welcome the agreement of unions to join the membership.

Programme Delivery Boards have also been established to lead the design and delivery of the three new national education bodies, and related policy and legislation.

- External members have been appointed to each of the respective Delivery Boards and are actively providing input and critical challenge.
- Membership of the respective delivery boards for the new qualifications body and the new agency and new inspectorate includes Scottish Government, COSLA, SOLACE, ADES, AHDS, Unions, and individuals working across Scottish Education on a daily basis, including in Schools and Colleges.
- The arrangements for education reform governance include a wide range of external stakeholders to provide a broad and diverse range of views and to put critical challenge at the centre of this work. It also includes representation from the existing organisations to ensure it captures insights and experiences from within those bodies.

- A Stakeholder Reference Group will meet for the first time at the end of September, chaired by me and bringing together a wide and diverse range of stakeholders.

These three new national education bodies will have refocussed functions to create a more cohesive, simplified and consistent education system. That system will support the continued delivery of excellence and equity for Scotland's learners.

- They will have a clear set of values and principles, and performance measures will underpin the governance and operations of our new organisations.
- These will reflect the change in culture we need to see embedded across our education system.
- A revised system will put learners at the centre, support our teachers and practitioners and instil integrity, fairness and accountability throughout our national education bodies.

INDEPENDENT REVIEW OF QUALIFICATIONS AND ASSESSMENT

Louise Hayward, Emerita Professor of Educational Assessment and Innovation at the University of Glasgow has been appointed as the Convener of the Independent Review Group on Qualifications and Assessment (IRG).

- I look forward to receiving the Independent Review's final report by the end of March 2023.
- I have confirmed the Review will provide recommendations ensuring examinations will remain part of any new system.
- Professor Hayward is working closely with the National Discussion and will reflect on the findings of the Discussion in advance of reporting.

Enclosure 12, Word Document – EIS bi-lateral with Cabinet Secretary for Education and Skills – note of meeting

EIS bi-lateral with Cabinet Secretary for Education and Skills

Tuesday 27 September 2022

Note of meeting

Attendees

Cabinet Secretary for Education and Skills

Andrene Bamford (President)

Paula McEwan (Vice President)

Andrea Bradley (General Secretary)

David Belsey (Assistant Secretary)

[Redacted s38(1)(b)], Unit Head, Education Workforce Unit

[Redacted s38(1)(b)], Education Workforce unit

Agenda items

Teachers' Pay

Class contact time

Covid - Safety and Recovery

Education Reform

Introductory Remarks

The Cabinet Secretary welcomed the attendees to the meeting.

Teachers' pay

EIS reported that members were angry that the pay negotiations were taking so long, and that teachers' morale was low. The union explained the process of the consultative ballot and timelines and reported that strike action could take place as soon as 22/23 November.

The Cabinet Secretary highlighted DFM's statement to Parliament on 7 September on Public Sector pay and the emergency budget review, where DFM reported that there was no available money, the SG have had to make £500m reductions on planned spend to support the cost crisis and public sector pay. Cab Sec appreciated that EIS members were ready to strike but that massive cuts would have to be made in order to meet a 10% the pay claims, which no one would want, including teachers. Cab Sec suggested that EIS may want meet with officials to discuss non-monetary aspects that would help secure a pay deal.

Cab Sec said that one of the latest EIS bulletins suggested that the SG have the money to support the teachers' pay deal and offered EIS to meet with SG finance colleagues to discuss their bulletin as it is simply not reality. EIS explained that the briefing in the bulletin was a holistic look at taxes etc and is factually correct, however they would be happy to engage with finance colleagues to discuss further. They also agreed to meet with officials to discuss pay.

Action: EIS to meet with finance colleagues to discuss further – complete

Action: EIS to mee with education workforce officials - complete

Class Contact time

EIS stressed that the teachers' position was for the reduction in class contact time to be used for preparation and correction and that teachers were working a full day per week just to keep their heads above water. The union also reported that supply teachers were struggling to get jobs.

The Cabinet Secretary said that she was concerned that teachers were not getting permanent contracts and that the SG would be taking this up with COSLA. The Cab Sec was aware that teachers and COSLA were not in favour of a phased approach to the reduction in class contact time but stressed that further discussions would need to take place through the SNCT forum.

COVID recovery

EIS were looking for reassurance that should COVID become an issue again, mechanisms were in place to respond. The union also said that there should be a consistent approach to LONG COVID, and that due to the cost crisis they were disappointed about the free school meal entitlement.

The Cabinet Secretary said that we were ready to respond to COVID if needed. She also stressed that ventilation was important and is currently discussing ventilation with officials in terms of guidance and what the current position was. Cab Sec encouraged EIS to let officials know if they had any concerns. Cab Sec made EIS aware that the SG is committed for all children to have free school meals but that we further work needed to be done. While free school meals was a way of tackling the cost-of-living crisis, there were many more target areas to look at and assured EIS that the SG is committed to universalism. EIS applauded everything that SG were doing. They said that all instincts were right but thought the SG could do more as there was huge gap.

Cab Sec said that our ability to support families will depend on how much money we have and what money can be found.

Education Reform

EIS expressed concern that they were was no teacher representation on the Delivery board to oversee the replacement of SQA. The union reported that members were concerned about Education Reform and how it would be designed. The union said that teachers and young people's voices needed to be heard. The union also expressed concerns that there was no time for teachers to participate in the National Conversation and that they see real risks if the SG did not have the correct voices on the group. They asked if an inset day could be provided to enable teachers to participate.

Cab Sec rejected the idea of an inset day and assured EIS that they would be invited onto the Delivery board. Cab Sec assured the EIS that COSLA were looking at ways at individual local level on how teachers could participate and explained that Professor Carol Campbell, and Professor Alma Harris who are co-facilitating the National Discussion are committed to ensuring that engaging with the process is as

easy as possible. Toolkits and resources for staff will be available and are designed to be used in different ways.

Action – EIS to be represented on the delivery board - complete.

Cab Sec thanked the attendees and flagged the publication of the Children's Parliament Gender Equality in Education and Learning report to the EIS.

Enclosure 13, Email – Briefing Pack: Cab Sec's bilateral teacher union meeting with SLS- Tuesday 04 October

From: [Redacted s38(1)(b)]@gov.scot

Sent: 27 September 2022 10:15

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Livey D (David) <David.Livey@gov.scot>; Communications Education & Skills <CommunicationsEducation&Skills@gov.scot>

Subject: Briefing Pack: Cab Sec's bilateral teacher union meeting with SLS- Tuesday 04 October

Good Morning,

Please find attached briefing pack for Cab Sec's bilateral meeting with SLS on Tuesday 04 October, 3.00 - 4.00, Parliament. Please be aware that information related to teachers' pay may be subject to last minute changes as the negotiations are ongoing.

If you require anything further, please let me know.

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Senior Policy Officer

Professional Learning and Leadership| Education Workforce Unit | Directorate For Learning|Scottish Government

[Redacted s38(1)(b)]@gov.scot

Enclosure 13.1, Word Attachment

BILATERAL MEETING WITH SLS

<i>Date and Time of Engagement</i>	Tuesday 04 October, 15:00 - 16:00
Where	Scottish Parliament, Room TG 20/21
<i>Key Message</i>	Working in partnership for the benefit of Scottish education
<i>Who</i>	SLS will be represented by: Jim Thewliss, SLS General Secretary Jon Reid, President and HT Larbert High School Campbell Wilson, Vice-President and HT Peebles High School Julie MacDonald, SLS Vice-President and HT Nairn Academy Graham Hutton, Past President and HT Grove Academy Neil Shaw, SLS Field Officer
<i>Official Support Required</i>	[Redacted s38(1)(b)] , Unit Head, Education Workforce Unit, BB: [Redacted s38(1)(b)] [Redacted s38(1)(b)] , Education Workforce Unit BB: [Redacted s38(1)(b)]

Briefing Contents

Annex A	Agenda
----------------	--------

	Key Issues/Lines to Take:
Annex B	Teachers' pay award
Annex C	Reduction in teaching time to 21.5 hours
Annex D	Headteachers Charter/empowerment
Annex E	Devolved management of resources
Annex F	Job sizing
Annex G	Funding and particularly Cost of the School Day

AGENDA

SLS have suggested the following agenda items for discussion at the meeting:

- 1. Teachers' pay award**
- 2. Reduction in teaching time to 21.5 hours**
- 3. Headteachers Charter/empowerment**
- 4. Devolved management of resources**
- 5. Job sizing**
- 6. Funding and particularly Cost of the School Day**
 - the disparities in approach taken to the allocation of monies across 32 Local Authorities
 - the lack of transparency and rationale in the allocation of monies
 - the general inadequacy of the monies allocated in meeting the costs of the school day

PAY AWARD FOR TEACHERS

Current position

As you are aware COSLA made a 5% offer to the teacher unions following a special Leaders meeting on 19 August. On 16 September EIS announced that members voted to reject the offer and support industrial action. In the consultative ballot 94% of members voted to reject the offer and 91% indicated their willingness to take strike action. Turnout was 78%, well above statutory thresholds. [Redacted s30(b)(i)]. The EIS are expected to commence a statutory ballot on industrial action on 28 September and run it for 6 weeks, with any industrial action likely to commence from w/c 7 November. [Redacted s30(b)(i)]. Discussions are on-going with COSLA to consider a revised offer.

We need to keep in mind that only COSLA, as the employer, can make a formal offer of pay to the teacher unions. [Redacted s29(1)(a)], [Redacted s30(b)(i)].

A revised local government pay offer has now been made (details below) [Redacted s30(b)(i)]. The ballots close on 28 September. SG has supported the LG pay offer with £140m revenue, and an additional £120.6 million of capital in 2022-23 and 2023-24. This additional capital allocation is specifically to enable councils to consolidate previously proposed cost of living payments, as part of a broader package which supports the lowest paid.

While the additional £140m revenue does include teachers (which allowed the 5% offer to be made), the additional £126.6m (capital, recurring next year) does not cover the teaching workforce. Therefore, separate funding would need to be identified for any increased pay offer for teachers.

Current Local Government offer and possible options

A revised Local Government pay offer has now been made, as below, [Redacted s30(b)(i)]:

- £2,000 consolidated increase for those earning £20,000 and under.
- A minimum consolidated increase of £1,925 for those above this level or 5%, whichever is higher, up to £60,000, at which point the increase will be capped at £3,000.
- A move to a 36 hour calculator for this award so that those working 36 hours receive at least £1,925 and therefore those on a 37 hour week receive slightly more – £2,035.

There are also non-pay elements in the offer including, SSSC fees to be paid for LG workers, one day extra annual leave, a review of the constitution governing the LG workforce pay bargaining process.

[Redacted s30(b)(i)]

Previous teachers' pay awards

The 2021-22 pay award for teachers was agreed on 31 March 2022, at approx. 2.2% (the award was 1.22% from 1 April 2021 and a further 1% from 1 January 2022, (with an £800 cap at £80k) with the addition of a £100 non-consolidated payment for all staff. While this was significantly less than the unions original claim of 3-5%, it was higher than Public Sector Pay Policy for last year, which equates to 1.2% when applied equally across all SNCT/teacher grades.

The previous pay award (April 2018 – March 2021) was the most generous across the public sector in the UK at the time. Over the three year period of the deal, teachers received an uplift of 13%.

This means that since January 2018, teachers in Scotland have benefitted from a cumulative pay increase of 16%. Adding the current 5% offer would bring that to a 21.8% cumulative increase. This does not take into account automatic pay progression for teachers on the main-grade scale.

Key points for discussion:

- The latest pay offer to teachers is backed by additional funding from the Scottish Government. [this is the initial £140m, of which around £50m would apply to teachers]
- Local government, including teachers, is the only sector to receive additional funding from the Scottish Government to help address pay pressures for 2022/23. All other sectors are having to make savings to live within existing budgets.
- The Scottish Government already has a fully committed Budget.
- We have no capacity to borrow to meet pay pressures and are not permitted under the relevant statutory arrangements to revisit tax policies in year.
- Notwithstanding the financial impact on our fully committed budget, the Scottish Government has dug deep and demonstrated our commitment to teachers to provide additional funding for pay.
- [Redacted s30(b)(i)].
- [Redacted s30(b)(i)].

Additional Lines to take:

- We are committed to supporting a fair pay offer for teachers through the SNCT. But it is for local government, as the employer, to make any revised offer of pay.
- We value the tri-partite partnership we have with local government and the teacher unions on the SNCT, and have no plans to change current arrangements.
- This Government has a strong record of support for teachers, and the 5% offer would mean a cumulative pay increase for teachers of 21.8% since 2018.
- We supported a significant 13% uplift for Scotland's teachers between 2018 and 2021, which was considerably higher than anywhere else in the UK at that time.

- In 2021-22 teachers received a 2.2% pay award, which was higher than the 2021-22 public sector pay policy.
- The starting salary for a fully qualified teacher in Scotland is the highest in the UK at £33,729, significantly more than the £28,000 proposed by the UK Government for teachers in England.

Position On Reserves

- The Scottish Fiscal Commission has highlighted the overall 2022-23 Scottish Budget is 2.6% lower than last year in cash terms primarily because of reduced Covid 19 funding and falling capital funding from the UK Government.
- We are all experiencing unprecedented pressures on public finances, which have been further exacerbated with the increase in inflation and the situation in Ukraine.
- Nevertheless, the Scottish Government has made difficult decisions across our public service provision to offer the financial contribution of £140 million in recurring funding to local authorities in order to support a revised pay offer, including for teachers.
- The UK Government has not provided further funding for pay pressures.
- The Scottish Government has limited borrowing powers, and is not permitted under the relevant statutory arrangements to revisit sufficiently significant revenue raising policies, such as income tax, in-year.
- The Scottish Government has used reserves in full to deliver the 2022-23 budget.

ANNEX C

REDUCTION OF TEACHING TIME TO 21.5 HOURS

Issue

The SNCT is continuing to discuss the PfG commitment to reduce class contact time by one-and-a-half hours per week for teachers.

Teacher unions are clear that they want the time to be used for preparation and correction and will not agree an implementation date until the use of the time is agreed.

SG and COSLA are discussing further on how they envisaged the use of RCCT. The outcome of these discussions would be discussed further with the SNCT Joint Chairs (date to be agreed).

Currently teachers' weekly non class contact time is split into two components – teachers' personal time 7.5 hours and Collegiate time agreed at school level 5 hours.

Lines to take

We take teachers' workload seriously.

- That is why we are committed to reducing teachers' class contact time by 90 minutes per week to give them more time to plan and ease their workload, and investing in support for teacher wellbeing.
- We are committed to reducing class contact time by one-and-a-half hours per week, in order to achieve associated benefits for teachers and children and young people and we will continue to discuss the reduction of class contact time through the SNCT forum.
- The SNCT, as the body responsible for teachers' terms and conditions, will be responsible for agreeing the implementation of this change.
- The pace of this will be determined by need and capacity in the system.
- We will continue to work with our SNCT partners to ensure that there is capacity in the system to allow this to happen and, in particular, to ensure that young people are provided with the support that they need.
- I am aware that teachers have requested that the reduction time to be used for preparation and planning, however I think it is important for all sides of the SNCT to agree on how this reduction should be used for the benefit not only for teachers but for our children and young people.

ANNEX D

HEADTEACHERS CHARTER/EMPOWERMENT

Background

In June 2018, the Education Reform – Joint Agreement was published, setting out the school empowerment principles agreed by the Scottish Government and COSLA. This included a joint commitment to establish a Headteachers' Charter to ensure that headteachers have clear decision making powers in respect of staffing, delegated budgets, school improvement and the curriculum.

The Empowering Schools Steering Group was established to oversee delivery of the Joint Agreement. A series of sub-groups were set up to undertake the detailed, partnership work to develop the Headteachers' Charter (published as agreed raft in February 2019), and to further engage with stakeholders on designing and testing the wider empowerment guidance and resources (published in October 2019).

The Steering Group and sub-groups included a wide range of stakeholders. SLS Council member and former president Billy Burke represents school leaders on the School Empowerment Steering Group, and SLS General Secretary Jim Thewlis sits on the Partners Sub-Group, which was established in 2022 to explore the practical

interface between School Empowerment and key policies impacting directly on decision making and resource allocation at school level, such as Pupil Equity Funding and Devolved School Management.

Following a pause of activity during the Covid period, in February 2022 the School Empowerment Steering Group recommenced their work. They established a number of new sub-groups to refresh engagement around empowerment, review the existing guidance materials and resources, and to explore further options to support progress. This work has progressed, with the general agreement within the Group and with stakeholders that the guidance materials remain fit for purpose and that the next phase of activity should focus more fully and directly on strengthening engagement with headteachers and school staff.

As part of the activity for this school year, a session on empowerment led by Headteachers from the Excellence in Headship programme took place at this year's Scottish Learning Festival. A series of further headteacher led sessions, to engage with school leaders and staff more widely on the empowerment agenda will commence later in the autumn. Education Scotland has also asked SLS to advise and support the development of further resources for headteachers and school staff – including podcast and other materials - to strengthen these and other engagements with school leaders and practitioners.

The national discussion on a vision for Scottish education, which was launched at this year's Scottish Learning Festival, also has the potential to touch on elements of school empowerment and support.

National Discussion on the future of Scottish Education

- The National Discussion will be launched by the Cabinet Secretary for Education and Skills at the Scottish Learning Festival on 21 September and will run until 5 December.
- The National Discussion is intended to be a high-profile public engagement activity, seeking input from as wide and inclusive range of participants as feasible. This will involve a range of stakeholders, primarily (but not exclusively) children and young people, in a conversation about a future vision of education in Scotland and will require outreach to those groups and communities who are less often engaged in education reviews. The views of those adults who are involved in children and young people's lives and the people who work in the early learning and education sectors are also critical. Therefore, whilst we will start with a focus on children and young people, the views of teachers, parents/carers and other practitioners are also very important.
- The National Discussion will be co-convened by the Scottish Government and local government partners COSLA. Professor Carol Campbell, and Professor Alma Harris will co-facilitate the National Discussion and are committed to demonstrating and actively modelling that the discussion is authentically engaging learners, their parents/carers, teachers, a range of front-line early years, and other education practitioners, such as community learning and development.

Independent Review of Qualifications and Assessment

- Professor Louise Hayward is leading the Independent Review of Qualifications and Assessment. The aim is to ensure that all senior phase learners have an enhanced and equal opportunity to demonstrate the width, depth and relevance of their learning.
- The Review is adopting an inclusive approach that draws on the thinking of individuals and communities. It is committed to the development of final recommendations that are principled, practical and broadly supported. The views of learners, teachers and practitioners are vital to achieving this.

Issue

SLS main concern is likely to be around the pace of progress towards empowerment and variability in the extent to which school leaders are and feel empowered across Scotland. That is one of the reasons why focussed engagement with and through headteachers is a key element of the empowerment programme this school year, to raise awareness on the opportunities for and examples of effective and impactful empowerment and to use those sessions to inform what further resources and actions may be appropriate at local, regional or national/programme level.

Lines to take

- We remain fully committed the empowerment of our school leaders, staff, parents and pupils
- As the system continues to recover from Covid-19, we re-engaging on empowerment as a key route to improvement in our schools. We welcome SLS's views and support.
- The Headteachers' Charter was developed in partnership with the education system and remains a central element of these reforms.
- The School Empowerment Steering Group recommenced their work to review and refine the practical resources to further support and progress school empowerment, for the 22/23 school year.
- A key focus for the current school year is to significantly extend engagement with headteachers and school staff on empowerment. As announced in a headteacher-led session at this year's Scottish Learning Festival – and outlined in the most recent School Empowerment Steering Group and Partners Sub-Group meetings - a programme of headteacher-led engagements on empowerment is due to commence shortly.
- We welcome School Leaders Scotland's support

DEVOLVED MANAGEMENT OF RESOURCES

Background

All Local Authorities (LAs) were due to align their Devolved School Management (DSM) Schemes originally by April 2020. However, the pandemic meant that the deadline was therefore extended by a year until April 2021 and then a further year until April 2022.

Substantial but not complete progress was achieved by April 2022. A letter was sent to Directors of Education congratulating those who had delivered a revised DSM scheme and encouraging other Local Authorities (LAs) to achieve implementation by August 2022 or as soon as possible.

A revised national picture is as follows:

Authorities	Progress	Completion date
18	Fully completed	April 2022
10	Completed August or formally in early September	August 2022
4	Orkney, Shetland, Western Isles and Moray requested additional time and support	April 2023

Officials continue to work closely with colleagues from ADES and COSLA to support LAs to achieve implementation. The ADES Resources group has led this work e.g. through best practice workshops.

Now updated DSM schemes are in place, it is important that they remain “live” documents, keeping pace with relevant changes to policy and practice, for example, the current refresh of the Empowerment Agenda. The DSM guidance expects LAs to “undertake a three-year review with stakeholders and a peer LA as they determine appropriate.”

Issue :

A variety of concerns regarding DSM schemes have been voiced by School Leaders Scotland (SLS) who advocate a maximum level of budget management being devolved to headteachers. SLS conducted a small survey of 18 headteachers in June 2022. Four headteachers considered they were more empowered, five less empowered, four detected no change and five expressed no opinion. Officials have fed this back to ADES Resources colleagues and SLS have agreed to provide examples of best DSM practice from headteachers’ point of view. The idea of a joint SLS – ADES Resources working group in the future has been mooted. We also understand they would like to discuss variations in funding. Local Authorities are responsible for decisions on delivery of local services.

The Local Government Benchmarking Framework suggests that there are reasons why school budgets vary that can include factors such as

- Teacher demographics

Local choices and priorities in relation to areas such as support staff, and demographic variability.

Lines to take:

- Local authorities are implementing new Devolved School Management Guidelines which will improve consistency, transparency and equity in decisions on school funding.
- I wrote to Directors of Education on 5th April 2022, welcoming the progress that more than 50% of LAs had been able to make on DSM and encouraging others to redouble their efforts
- 28 LAs have now revised or refreshed their DSL schemes and my officials continue to engage through ADES to monitor and support this work.
- I understand that my officials also continue to engage on the issues raised by SLS through Empowerment Liaison meetings and have fed these into ADES Resources discussion
- SLS have offered to input into the ongoing debate by provide examples of good practice.

JOB SIZING

Issue

The SNCT 2018 to 2021 Pay Agreement covered a range of factors, including an agreement to review job-sizing to ensure it remains fit for purpose following receipt of the recommendations of the Career Pathways Panel.

The job sizing process is based on a questionnaire which captures information on the responsibilities of the post and, in conjunction with the whole school information provided by the council, is then used to score the job through the Job Sizing Toolkit. The review will also consider job sizing in light of the developing “empowering schools” agenda.

In 2021 a Job Sizing review group was established within the SNCT. SLS are represented on this group.

Two meetings have taken place, one in March last year and the other in June this year. There has been slow progress on the review due to other work demands, SLS may vent their frustrations on this.

SLS remain of the view that the Job sizing toolkit is not fit for purpose and would like a fundamental review and rewrite of the Toolkit. However, there was no agreement across the group for this approach. The group agreed that there were issues which required to be addressed. However, some were not committed to a fundamental review or a major overhaul of the Job-Sizing Toolkit at this stage.

COSLA are requesting information from local authorities to inform discussions at the next meeting which will be arranged once the information has been gathered.

Lines to take

- We are committed to reviewing the job sizing toolkit and we will continue to work with the group on the review.

FUNDING AND THE COST OF THE SCHOOL DAY

Issue

The costs of living crises is expected to have a direct reflection in the increase of costs of daily operation of schools in Scotland. The SLS has raised before the issue how the funding is distributed by the local authorities between schools. The amount of money that is being allocated to schools varies widely across the country and there can be a difference of million pounds between similar size schools in different authorities.

The SLS have been calling for introduction of funding and staffing formulas to help introduce equity and reduce poverty related attainment gap.

The Scottish Government have recently received a number of queries regarding secondary schools requesting donations towards the cost of materials due to rising costs.

Scottish Government, COSLA and ADES resources colleagues are awaiting the results of a survey of Local Authorities regarding how core curriculum charges funding has been used and to help identify any implementation issues.

The survey results will inform draft guidance and discussions on funding allocations for next academic year, including potential options to manage the financial challenges related to inflation, which we recognise is causing a degree of concern for Local Authorities.

Curriculum Costs

We are working on policy preventing charges being levied on families for the participation of children and young people in primary, secondary and special schools in core curriculum subjects and thereby to remove limitations on participation by young people whose families are not able to meet such costs.

The scope of this policy includes:

- Class based activity **within the 8 core curriculum areas** in the broad general education in primary and secondary school
- Activity associated with **preparation for SQA qualifications** in senior phase

This includes (but is not limited to):

- All ingredients and materials required for home economics;
- All art materials;
- All materials required for design, manufacture and technology subjects;
- Scientific calculators for secondary school pupils;
- Theatre trips associated with SQA drama qualifications;

- The purchase of recorders where this is required for a class-based learning experience in primary schools;
- Provision of specialist equipment to support classroom learning during themed weeks (e.g. donations for participation in STEM week).

Lines to take:

- The Scottish Government continues to support the removal of core curriculum costs for all primary and secondary pupils.
- This ensures that carers and families do not have to meet **the costs of resources and materials for practical lessons**, and also removes cost as a factor when young people are making choices about their education.
- We have provided **£6 million for academic year 2021-22 and increased funding of £8 million for academic year 2022-23**, in response to feedback from local authorities.
- The removal of charges levied on families to support young people's participation in core curriculum activities was one of the Scottish Government's priorities for the first 100 days.
- This fast paced implementation has ensured that young people benefited as soon as possible from the commitment, and we continue to engage with local government to develop clear guidance and ensure the funding is meeting the policy aims.

Cost of school day for low income families

Lines to take

Scotland is leading the way with the most generous universal free school meal entitlement of any UK nation.

- All children in primaries 1 to 5 now benefit from balanced and nutritious free school lunches during school term-time.
- Free school meals remain available to pupils, outside of age ranges where universal provision is made, if their parents or carers are in receipt of eligible qualifying benefits.
- The policy of providing universal free school meals saves all families an average of £400 per child, per year.
- We will continue to work with our partners in local authorities to plan for the further expansion of free school lunch provision over the next academic year.
- In 2021, we increased the minimum school clothing grant from £100 to £120 per eligible pupil in primary schools and to £150 per eligible pupil in secondary schools.
- We have launched a consultation to seek the views of interested individuals and organisations on school uniform.
- The school uniform guidance will focus on measures to reduce costs for families, equalities and matters arise from the consultation.

Additional lines to take

- Scottish Ministers are committed to the removal of fees incurred on families as a result of access to instrumental music tuition.
- In the 2021-22 academic year we allocated a share of £5 million to local authorities based on the number of pupils 5-18 on the school roll in each area. An increased figure of £8 million was allocated across local authorities on a per-pupil basis for the academic year 2022. In addition, an allocation of top up of around £3 million was provided in each year for those authorities who budgeted for instrumental music tuition fee income.
- Removing costs to families for instrumental music tuition ensures an increase in overall household income and ensures that cost is not a barrier to taking up a musical instrument and all the benefits that brings.
- The Scottish Government continues to work with COSLA and local authorities to agree funding for current and future years.

Enclosure 14, Email – RE: Meeting with Education Scotland FDA

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 28 September 2022 11:37
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Morning [Redacted s38(1)(b)],

Good to see you and colleagues on Thursday. I've attached here a draft note from the meeting for comment from you and colleagues.

No particular urgency but I'd be keen to get a final version to the Cabinet Secretary for clearance before close of play on Thursday, and so comments by noon on Thursday would be much appreciated, if that's feasible.

Happy to discuss if helpful.

Best wishes,

[Redacted s38(1)(b)]

(he / him)
Unit Head – Education Reform Policy & Delivery
Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)].

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Sent: 21 September 2022 15:08
To: [Redacted s38(1)(b)]@gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Thanks for letting us know, [Redacted s38(1)(b)] – that's very helpful

In that case, we will deal with the employee relations topic first, so that Gillian does not have to sit through the whole meeting.

Much appreciated

Best wishes,

[Redacted s38(1)(b)]
FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education
| [Redacted s38(1)(b)]



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 21 September 2022 14:48
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

[Redacted s38(1)(b)] and colleagues,

Thanks again for confirming attendance from FDA for the meeting tomorrow. I wanted to make sure you're likewise aware who may be on the call in terms of officials supporting the Cabinet Secretary. Given the agenda you've proposed, we've offered official support to the Cabinet Secretary from myself (in respect of education reform); Gillian Hamilton (in respect of ES employee relations); and [Redacted s38(1)(b)] (who leads on ELC inspection).

I look forward to seeing you virtually tomorrow.

Best wishes,

[Redacted s38(1)(b)]

(he / him)
Unit Head - Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)].

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 20 September 2022 15:24
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Thank you. I'm super grateful.

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | Education Reform Directorate | Scottish Government

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Sent: 20 September 2022 15:23
To: [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Thanks [Redacted s38(1)(b)]

I will be attending along with [Redacted s38(1)(b)] (Secretary) and [Redacted s38(1)(b)] (Deputy Convener). Unfortunately Allan Sampson (National Officer) is unavailable at this point.

Best wishes,

[Redacted s38(1)(b)]
FDA Convener
Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education
| [Redacted s38(1)(b)]



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 20 September 2022 15:20
To: [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)]

Sorry to press you on attendance. Would you be able to confirm who from the FDA will attend the meeting with the Cabinet Secretary?

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | Education Reform Directorate | Scottish Government

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 20 September 2022 09:25

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Morning [Redacted s38(1)(b)]

I've copied [Redacted s38(1)(b)] here who is preparing the official briefing for the Cabinet Secretary for the meeting. For that purpose it would be very helpful if you could confirm final attendees from FDA.

Given the suggested agenda includes both current ES HR and reform issues we'll discuss with ES and HR colleagues the appropriate official support for the Cabinet Secretary at the meeting.

Best wishes,

[Redacted s38(1)(b)]

(he / him)

Unit Head – Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)].

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 20 September 2022 09:02

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Morning [Redacted s38(1)(b)],

Please find the teams link for this meeting. On briefing, best liaise with [Redacted s38(1)(b)] on if it need updated after this delay.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Sent: 15 September 2022 16:35
To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Thanks for this [Redacted s38(1)(b)]

We would be delighted to accept this date and time. I presume you will send out a Teams invitation to everyone in due course.

Will it be necessary to resubmit a briefing note for the Cabinet Secretary?

Best wishes,

[Redacted s38(1)(b)]

FDA Convener
Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education
| [Redacted s38(1)(b)]



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills
Sent: 15 September 2022 15:41
To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

Apologies this would be 0915-1000 next Thursday.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 15 September 2022 11:51

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

We have been able to put aside 0930-1030 next Thursday morning (22nd) for this meeting. Grateful if you can let me know if this would work.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 09 September 2022 16:26

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Thanks for letting us know promptly, [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

We do of course understand that the current national situation is inevitably leading to some changes. It is unfortunate that this includes our scheduled meeting next week with Ms Somerville.

Given the urgent nature of the issues which we would like to discuss with the Cabinet Secretary, we would appreciate it if the rescheduled meeting could be arranged as soon as is practicable.

Thanks again in anticipation of your help with this.

I look forward to hearing from you at your earliest opportunity.

Best wishes,

[Redacted s38(1)(b)]
FDA Convener
Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education
[Redacted s38(1)(b)] -----

--



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 09 September 2022 16:15

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

Hope you are well. Unfortunately, due recent events we are going to have postpone this meeting. I will be in touch in due course with alternative days, apologies about this.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot |The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 09 September 2022 14:08

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Meeting with Education Scotland FDA

Thank you [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

Please find attached briefing for the Cabinet Secretary in preparation for our meeting next Tuesday. I am presuming that the meeting will last around 45 minutes. I am unable to confirm Allan Sampson's attendance at this point as he is still on annual leave, returning on Monday.

I'll be happy to respond to any queries that the Cabinet Secretary may have.

Best wishes,

[Redacted s38(1)(b)]
FDA Convener
Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education
| [Redacted s38(1)(b)]



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]@gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 06 September 2022 09:12

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

Thanks for this, teams link below. I have copied in [Redacted s38(1)(b)], I would be grateful if you could please liaise with him on agenda etc.

Many thanks
[Redacted s38(1)(b)]

Microsoft Teams meeting

Join on your computer, mobile app or room device

Click here to join the meeting

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 02 September 2022 14:18

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>; [Redacted

s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Many thanks [Redacted s38(1)(b)]

Meeting with Education Scotland FDA

We would be delighted to accept this offer of a meeting. I will send you a briefing note in due course and confirm attendees nearer the time - our National Officer, Allan Sampson, is currently on leave and does not return until the day before this meeting.

Can I presume that you will send out the Teams invitation?

Have a great weekend

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education

| [Redacted s38(1)(b)] -----



Web:
Twitter:

[Education Scotland](#)

[Redacted s38(1)(b)]

LinkedIn: [\[Redacted s38\(1\)\(b\)\]](#)
FDA Executive Committee: [Our governance | The FDA Trade Union](#)

From: [\[Redacted s38\(1\)\(b\)\]@gov.scot](#) **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 01 September 2022 12:54

To: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Subject: RE: Meeting with Education Scotland FDA

Hi [\[Redacted s38\(1\)\(b\)\]](#),

We can use teams for this?

Thanks

[\[Redacted s38\(1\)\(b\)\]](#)

[\[Redacted s38\(1\)\(b\)\]](#)

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [\[Redacted s38\(1\)\(b\)\]](#) || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Sent: 01 September 2022 12:53

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Subject: RE: Meeting with Education Scotland FDA

Thanks [\[Redacted s38\(1\)\(b\)\]](#)

Would this be a virtual meeting on Teams/Zoom?

Best wishes,

[\[Redacted s38\(1\)\(b\)\]](#)

FDA Convener

Education Scotland Section

[\[Redacted s38\(1\)\(b\)\]](#) | HM Inspector of Education

| [\[Redacted s38\(1\)\(b\)\]](#)



Web:

[Education Scotland](#)

Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance | The FDA Trade Union](#)

From: [Redacted s38(1)(b)] @gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 01 September 2022 11:32

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Hi [Redacted s38(1)(b)],

I hope you are well, we can offer 15:00 on the 13th of September? Let me know if that would work.

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 31 August 2022 08:49

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Meeting with Education Scotland FDA

Many thanks for letting us know, [Redacted s38(1)(b)]

I look forward to hearing from you later this week.

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education

| [Redacted s38(1)(b)] -----



Web: [Education Scotland](#)
Twitter: [\[Redacted s38\(1\)\(b\)\]](#)
LinkedIn: [\[Redacted s38\(1\)\(b\)\]](#)
FDA Executive Committee: [Our governance | The FDA Trade Union](#)

From: [\[Redacted s38\(1\)\(b\)\]@gov.scot](#) **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 31 August 2022 08:47

To: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Cc: Allan Sampson <allan@fda.org.uk>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Subject: RE: Meeting with Education Scotland FDA

Good Morning [\[Redacted s38\(1\)\(b\)\]](#),

Apologies for the delay in getting back to you, we are hoping to identify a date this week for this meeting. We will be in touch by end of the week.

Thanks

[\[Redacted s38\(1\)\(b\)\]](#)

[\[Redacted s38\(1\)\(b\)\]](#)

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [\[Redacted s38\(1\)\(b\)\]](#) || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Sent: 18 August 2022 20:27

To: [\[Redacted s38\(1\)\(b\)\]@gov.scot](#)

Cc: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>; Allan Sampson <allan@fda.org.uk>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#); [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)

Subject: Meeting with Education Scotland FDA

Good morning [\[Redacted s38\(1\)\(b\)\]](#)

Meeting with Education Scotland FDA

I would be obliged if we could organise a meeting between FDA representatives from Education Scotland and the Cabinet Secretary at some point in the next few weeks.

Whilst we have found the reform-related meetings convened by Scottish Government colleagues helpful, there are a number of members' issues we would be

keen to discuss which do not necessarily fall into that category. We will, of course, forward a proposed agenda in advance of the meeting once a date and time has been agreed.

Many thanks in anticipation of your help with this matter.

Best wishes,

[Redacted s38(1)(b)]
FDA Convener
Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education
| [Redacted s38(1)(b)]



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

Enclosure 14.1, Word Attachment

Cabinet Secretary for Education and Skills Meeting with Education Scotland (ES) FDA representatives

22 September 2022

FDA attendees: [Redacted s38(1)(b)] (Section Convener); [Redacted s38(1)(b)] (Deputy Convener); [Redacted s38(1)(b)] (Section Secretary).

Supporting officials: [Redacted s38(1)(b)] (Education Reform Directorate); [Redacted s38(1)(b)] (ELC); Gillian Hamilton (Education Scotland – for agenda item 1 only).

Welcome and introductions

- [Redacted s38(1)(b)]: noted that previous engagement around reform had been helpful but that it was useful to have this forum to discuss wider issues, in addition to reform. He recognised that many of these were not necessarily issues that could be quickly resolved but that FDA saw value in making the Cabinet Secretary aware of the temperature amongst members in ES and what was on their minds.
- The Cabinet Secretary confirmed that she was keen to understand those issues, both in relation to reform and more widely, inviting FDA colleagues to raise those issues that were most important to their members.

1. ES Employee relations

- [Redacted s38(1)(b)]: acknowledged that communication overall was positive between the FDA committee and senior leaders in ES, including through the agency's Partnership Board. However there are concerns that communication has not always been consistent, with a recent example of moves of staff between regional and national directorates being highlighted. Given the scale of change that will be involved in reform, it's important that staff have full confidence in communication associated with change management.
- [Redacted s38(1)(b)]: highlighted member concerns around consistency of application of policies in relation to compressed hours and flexi. She noted that there was an opportunity for new bodies at the outset to model positive approaches.
- [Redacted s38(1)(b)]: also highlighted that homeworking / hybrid working is also of significant interest to many members, particularly given the number who are peripatetic, and that there is interest in when formal applications to become homeworkers will resume.
- [Redacted s38(1)(b)]: noted that all of these issues were ones being raised both by individuals and through members meetings.
- Cabinet Secretary: welcomed communication on issues, particularly in relation to reform, and recognised the importance of trust. She noted that she saw communication that was as quick and frank as possible on the range of issues important to staff as key. She invited to GH to comment on the issues raised.

- GH: confirmed that she was aware of these issues through her regular dialogue, both formal and informal, with FDA representatives within ES. In terms of the specifics:
 - She recognised that, while the recent staff moves had been welcomed by those directly involved, communication had been an issue, particularly for some who had been indirectly affected. She noted that discussions on this were still live and that she would continue to pick them up both with her leadership colleagues and with FDA.
 - Similarly aware of issues relating to the consistency of application of approach to flexible working and the strength of feeling this engenders. She confirmed that work to address this is being led by ES HR colleagues.
 - The ES HR team have recently checked and the embargo on formal homeworking contracts is still in place. Progress on this will be a cross-SG issue. She noted that this also would have important implications in reform, when thinking about future estate required by the national agency and inspectorate bodies.
 - Finally she noted the importance of trust, particularly in the context of reform, and underscored that she and other colleagues were working hard to make sure colleagues, including those members of FDA and PCS, were not hearing about any developments from other sources. Amongst other avenues that includes an update every week in the staff newsletter, whether or not there was substantive news to pass on. Feedback to continue to improve communication would be welcome.
- **[Redacted s38(1)(b)]**: noted that it would be useful to look at what a new inspectorate body might do in terms of some of these issues, given that may not be within current SG HR parameters.
- **[Redacted s38(1)(b)]**: in relation to the move of staff, this was welcomed but their teams remain within the regional structure. There is a fear that communication will be lost as Senior Education Officers move to work nationally and teams are not directly line managed.
- GH: committed again to pick up separately on these issues.
- Cabinet Secretary: again welcomed constructive engagement and asked GH to feedback to her as discussions progressed.

2. Cost of living and inflation.

- **[Redacted s38(1)(b)]**: noted that for FDA members a number of different elements were coming together adding to a feeling of discomfort for them, particularly for those who were now back out inspecting. Amongst those being raised were:
 - Travel – where the arrangements for use of hire cars was not working well.
 - Expenses – while recognising that these are dealt with at UK civil service level, the reality is that allowances have not changed in years and are increasingly leaving staff out of pocket – for example meal allowances are inadequate.
 - Pay award 2022 – noted that FDA members will vote on this.
 - Cost of living crisis – which is generally raising the cost of living on a range of fronts for members..
- **[Redacted s38(1)(b)]**: noted in relation to these that ES has made representations, for example in relation to the rate for accommodation, which are welcome.

However there appear to be significant blockers, including in relation to implications for tax, and these therefore remain constant issues from staff.

- Cabinet Secretary: emphasised that she would be keen to see a pragmatic approach and while she understood the context and UK-wide aspects, she would encourage consideration of the ability to do something different, where appropriate. She noted that she would be keen to remain informed, following whatever discussions were necessary, and indicated that, in addition to returning to this as appropriate at the next regular meeting, she would seek feedback on these issues in her regular engagement with Gayle Gorman.
- **[Redacted s38(1)(b)]**: noted that flexibility has been possible on accommodation costs. The nub of the issue does sit with expenses, which are set at UK level. There have been discussions about a joint approach on this from ES / FDA joint approach, which might be helpful.

3. Education reform

- **[Redacted s38(1)(b)]**: stated that, in relation to reform, it would be helpful if the Cabinet Secretary could set out her expectations of the new agency.
- Cabinet Secretary: in response said that:
 - She saw direct representation from unions into the process as crucial. She noted that **[Redacted s38(1)(b)]** was on the Delivery Board to facilitate that but that she would be keen to hear immediately if engagement was not felt to be adequate.
 - She had broadly set out her expectations in terms of culture in her response to Professor Muir's report and that continued to be her focus. She wanted to see a set of national bodies with clear roles and responsibilities, that were responsive to the needs of users and, above all, put learners at the centre. She noted that she would want to hear from staff, with their internal perception of the culture, whether and how it needed to change to deliver those expectations.
 - She was basing her approach partly on her experience of the setting up of Social Security Scotland, where it was clear that where staff felt there was openness, willingness to change and responsiveness within the organisation, they then felt empowered to transfer that into their work.
 - In relation to the inspectorate body she was keen to consider how governance would operate, including its relationship with Parliament
 - In relation to the national agency, she was keen to see the agency empowered to implement prioritised national policies, recognising that this would need focus from SG, so that the agency did not become bogged down.
 - This needed to sit alongside an enhanced need to understand and deliver what stakeholders required, in particular being focused on the needs of teachers and other educational professionals.
- **[Redacted s38(1)(b)]**: indicated that continued flow of communication (through formal links as necessary), which has been possible within ES, between the national agency and inspectorate must be prioritised to avoid giving mixed messages to the system. There is the opportunity to move to something new and exciting, leaving behind some of the old cultures. She noted some of the media commentary about shifting deckchairs.

- Cabinet Secretary: it is important that staff from existing organisations are involved but final decisions do come down to me and officials are there to implement Ministerial decisions. In relation to cultural change, extremely important that we share what needs to change where necessary and she wanted officials to be having direct and regular conversations about this, including with relevant trade unions.
- SS; noted that currently the project teams for the inspectorate and national agency were undertaking internal work with ES staff to understand what currently works well and what does not. This material will no doubt be provided to Delivery Board (on which [Redacted s38(1)(b)] sits) but once that is available it would be good to have an informal sense check of that with FDA colleagues.
- Cabinet Secretary: happy with that approach if it is acceptable to FDA representatives and keen that happens in a timely fashion, given the important milestone at the end of this year. Can be difficult to share issues in internal settings, so keen that there are private spaces where we can be as frank as necessary.
- [Redacted s38(1)(b)]: happy to facilitate whatever form of discussion makes sense. Range of ways we could do that and happy to consider with Education Reform officials.
- [Redacted s38(1)(b)]: in terms of what could be improved, communication comes up and this needs continued focus.
- [Redacted s38(1)(b)]: agreed in terms of communication but also important that culture addresses feelings of lack of empowerment for staff.
- Cabinet Secretary: action point for officials to take away dialogue on this and keen to keep updated through regular engagement with officials. Emphasised that if at any point FDA representatives felt things not working, they should tell officials or, if necessary, the Cabinet Secretary directly.
- Cabinet Secretary: noted that [Redacted s38(1)(b)] absolutely right about importance of communication between inspectorate body and national agency in new arrangements, and this would be something that she would consider further.

4. Early Learning and Childcare inspection

- [Redacted s38(1)(b)]: noted that the current consultation did bring a degree of uncertainty for staff in ES working in that sector. There is a significant range of change implications possible, including impact on CfE and, potentially, legislation. Once implications are clear this will all need to be communicated and taken through appropriately.
- Cabinet Secretary: understand and take those points on board. Understand that meetings have and continue to take place and very keen that those working in the area have appropriate input.
- Cabinet Secretary: important to focus on what can improve now and to that end have started meeting with colleagues from ES and Care Inspectorate to investigate at Ministerial level. Beyond that, need to await results of the consultation and am open to see what comes. Important to note that a move to a single inspectorate is not part of the consultation, given the range of reform in the system judged this was too much potential change to also be in the mix.

Closing

- Cabinet Secretary: will ask Private Office to put in a time for a further meeting before end of the year. However she emphasised again that she was keen that any significant issues were raised immediately with officials, or with her if necessary.

**Education Reform Division
22 September 2022**

Enclosure 15, Word Document – Note of SLS bilateral with Cabinet Secretary for Education and Skills, 4 October 2002

SLS bilateral with Cabinet Secretary for Education and Skills

Tuesday 04 October 2022

Note of meeting

Attendees

Cabinet Secretary for Education and Skills
[Redacted s38(1)(b)], Deputy Private Secretary
[Redacted s38(1)(b)], Head of the Education Workforce Unit
[Redacted s38(1)(b)], Education Workforce Unit
Jim Thewliss, SLS General Secretary
Jon Reid, President and HT Larbert High School
Campbell Wilson, Vice-President and HT Peebles High School
Graham Hutton, Past President and HT Grove Academy
Neil Shaw, SLS Field Officer

Agenda items

- Teachers' pay award
- Membership of Scottish Education Council
- Disconnected nature of the reform agenda (ELC inspections and new inspectorate in particular)

Introductions

The Cabinet Secretary welcomed Members to the meeting and facilitated introductions.

Teachers pay

- SLS expressed concerns about the lack of progress of the negotiations in the last few months.
- The Cabinet Secretary stated that difficulty in negotiations this year is due to past years precedent where additional funds for pay were made available at the last minute. The Cabinet Secretary confirmed she was willing to discuss possible non-monetary aspects of the award and asked for a list of proposed aspects of the award that could help to move the pay negotiations forward.
- SLS confirmed that the only non-negotiable is the pay offer in its current format and confirmed their willingness to collaborate with other unions and engage the Scottish Government Officials on other pay award-related issues.

- The Scottish Government Officials requested SLS utilise their influence on a Teachers' Panel to persuade the members to take into account non-financial components of the offer.

Job sizing

- SLS expressed their dissatisfaction over the lack of acknowledgement given to their members for outstanding efforts during the epidemic in schools and larger communities.
- SLS pointed out the pay disparity between their Welsh and English counterparts.
- The Cabinet Secretary pointed out that the Scottish Government is keen to help with the cost of living crises by supporting those who are on the lower income as a priority
- SLS emphasised that the headteacher position is currently extremely difficult due to growing job demands and expectations and that the issue of job sizing and work volume has been raised multiple times in the past with very little progress.

Reduction in teaching time to 21.5 hours

- It has been confirmed the lack of consensus remains around the use of this time by the teachers.
- SLS stated that costs of carrying out this commitment carries a risk of cuts to curriculum and learning time
- SLS raised their concerns about lack of transparency in local authorities budget review method. However, it has been confirmed that the local authorities still have a duty to maintain teacher/student ratio.
- The Cabinet Secretary stated that the size of the cuts in UK public services will have an extreme impact on the Scottish Government's funding and will be reflected in fiscal challenges for the local authorities.
- SLS stated that the reduction in class contact time will bring additional workload on already overstretched headteachers therefore the unit of time picked for non-class contact time needs to sit comfortably within the class and wider school timetable.
- The Members stated that further implementation delays may render the delivery of the pledge by August 2024 impossible.
- The Cabinet Secretary acknowledged that the delivery of this commitment could be more difficult the longer there is no agreement achieved, but she said she is not yet prepared to give up on it.
- The Cabinet Secretary confirmed she will incorporate this pledge into the salary discussions.

Devolved management of resources

- SLS expressed their discontent on how local authorities have been implementing the revised DSM scheme.

- SLS felt that 32 varieties of how the funding is distributed in the schools inhibits true equity in school spending.
- SLS confirmed some local authorities have been efficient in revising their schemes; however, there are a few that took no action.
- SLS stated that the national funding formula would be beneficial to support equity for pupils. SLS highlighted that there was a highly effective a model in the past that disappeared in 1996.
- SLS stated that one of the local authorities had improperly used 10% of PEF funding for administrative expenses, which is unacceptable.
- SLS expressed their concerns regarding funding gap in core curriculum charges.

Conclusion

The Cabinet Secretary closed the meeting by thanking SLS colleagues for their time and for sharing the views of their members.

Action points:

- SLS colleagues to share with the Scottish Government Officials a list of potential non-monetary demands
- The Scottish Government Officials to pass details regarding PEF allocation issue to colleagues working on SAC
- SLS to share the survey on public spending allocation with the Cabinet Secretary in due course.
- SLS to share information on LA that refused to revise DSM scheme with the Scottish Government Officials.
- SLS colleagues to arrange a conversation with the Curriculum Officials about gaps in allocated funding.

Enclosure 16, Word Document – BILATERAL MEETING WITH NASUWT

BILATERAL MEETING WITH NASUWT

<i>Date and Time of Engagement</i>	Thursday 6 October, 13.45 - 14.45
Where	Scottish Parliament, Room TG 45
<i>Key Message</i>	Working in partnership for the benefit of Scottish education
<i>Who</i>	NASUWT will be represented by: Patrick Roach, (General Secretary) Mike Corbett, (National Official, Scotland)
<i>Official Support Required</i>	[Redacted s38(1)(b)] , Unit Head, Education Workforce Unit, BB: [Redacted s38(1)(b)] [Redacted s38(1)(b)] , Education Workforce Unit BB: [Redacted s38(1)(b)]

Briefing Contents

Annex A	Agenda
Annex B	Key Issues/Lines to Take: Teachers' Pay/ EIS Bulletin – Rebuttal lines
Annex C	Teacher Wellbeing
Annex D	Teacher Workload
Annex E	Temporary/Permanent contracts

AGENDA

NASUWT have suggested the following agenda items for discussion at the meeting:

- 1. Teachers' Pay/ EIS Bulletin – Rebuttal lines**
- 2. Teacher Wellbeing**
- 3. Teacher Workload**
- 4. Temporary/Permanent contracts**

TEACHERS' PAY

Current position

As you are aware COSLA made a 5% offer to the teacher unions following a special Leaders meeting on 19 August. On 16 September EIS announced that members voted to reject the offer and support industrial action. In the consultative ballot 94% of members voted to reject the offer and 91% indicated their willingness to take strike action. Turnout was 78%, well above statutory thresholds. The 5% offer was formally rejected at the SNCT meeting on 21 September. The EIS are expected to commence a statutory ballot on industrial action on 12 October until 8 November with any industrial action likely to commence from the end of November. [Redacted s30(b)(i)]. Discussions are on-going with COSLA to consider a revised offer.

We need to keep in mind that only COSLA, as the employer, can make a formal offer of pay to the teacher unions. [Redacted s29(1)(a)], [Redacted s30(b)(i)].

A revised local government pay offer has now been made (details below) [Redacted s30(b)(i)]. The ballots close on 28 September. SG has supported the LG pay offer with £140m revenue, and an additional £120.6 million of capital in 2022-23 and 2023-24. This additional capital allocation is specifically to enable councils to consolidate previously proposed cost of living payments, as part of a broader package which supports the lowest paid.

While the additional £140m revenue does include teachers (which allowed the 5% offer to be made), the additional £126.6m (capital, recurring next year) does not cover the teaching workforce. Therefore, separate funding would need to be identified for any increased pay offer for teachers.

Current Local Government offer and possible options

A revised Local Government pay offer, as below, has now been accepted by the SJC unions:

- £2,000 consolidated increase for those earning £20,000 and under.
- A minimum consolidated increase of £1,925 for those above this level or 5%, whichever is higher, up to £60,000, at which point the increase will be capped at £3,000.
- A move to a 36 hour calculator for this award so that those working 36 hours receive at least £1,925 and therefore those on a 37 hour week receive slightly more – £2,035.

There are also non-pay elements in the deal including, SSSC fees to be paid for LG workers, one day extra annual leave, a review of the constitution governing the LG workforce pay bargaining process.

[Redacted s30(b)(i)]

Previous teachers' pay awards

The 2021-22 pay award for teachers was agreed on 31 March 2022, at approx. 2.2% (the award was 1.22% from 1 April 2021 and a further 1% from 1 January 2022, (with an £800 cap at £80k) with the addition of a £100 non-consolidated payment for all staff. While this was significantly less than the unions original claim of 3-5%, it was higher than Public Sector Pay Policy for last year, which equates to 1.2% when applied equally across all SNCT/teacher grades.

The previous pay award (April 2018 – March 2021) was the most generous across the public sector in the UK at the time. Over the three year period of the deal, teachers received an uplift of 13%.

This means that since January 2018, teachers in Scotland have benefitted from a cumulative pay increase of 16%. Adding the current 5% offer would bring that to a 21.8% cumulative increase. This does not take into account automatic pay progression for teachers on the main-grade scale.

Key points for discussion:

- The latest pay offer to teachers is backed by additional funding from the Scottish Government. [this is the initial £140m, of which around £50m would apply to teachers]
- Local government, including teachers, is the only sector to receive additional funding from the Scottish Government to help address pay pressures for 2022/23. All other sectors are having to make savings to live within existing budgets.
- The Scottish Government already has a fully committed Budget.
- We have no capacity to borrow to meet pay pressures and are not permitted under the relevant statutory arrangements to revisit tax policies in year.
- Notwithstanding the financial impact on our fully committed budget, the Scottish Government has dug deep and demonstrated our commitment to teachers to provide additional funding for pay.
- [Redacted s30(b)(i)].
- [Redacted s30(b)(i)].

Additional Lines to take:

- We are committed to supporting a fair pay offer for teachers through the SNCT. But it is for local government, as the employer, to make any revised offer of pay.
- We value the tri-partite partnership we have with local government and the teacher unions on the SNCT, and have no plans to change current arrangements.
- This Government has a strong record of support for teachers, and the 5% offer would mean a cumulative pay increase for teachers of 21.8% since 2018.
- We supported a significant 13% uplift for Scotland's teachers between 2018 and 2021, which was considerably higher than anywhere else in the UK at that time.

- In 2021-22 teachers received a 2.2% pay award, which was higher than the 2021-22 public sector pay policy.
- The starting salary for a fully qualified teacher in Scotland is the highest in the UK at £33,729, significantly more than the £28,000 proposed by the UK Government for teachers in England.

Position On Reserves

- The Scottish Fiscal Commission has highlighted the overall 2022-23 Scottish Budget is 2.6% lower than last year in cash terms primarily because of reduced Covid 19 funding and falling capital funding from the UK Government.
- We are all experiencing unprecedented pressures on public finances, which have been further exacerbated with the increase in inflation and the situation in Ukraine.
- Nevertheless, the Scottish Government has made difficult decisions across our public service provision to offer the financial contribution of £140 million in recurring funding to local authorities in order to support a revised pay offer, including for teachers.
- The UK Government has not provided further funding for pay pressures.
- The Scottish Government has limited borrowing powers, and is not permitted under the relevant statutory arrangements to revisit sufficiently significant revenue raising policies, such as income tax, in-year.
- The Scottish Government has used reserves in full to deliver the 2022-23 budget.

EIS Bulletin – Rebuttal lines

Issue: The EIS recently issued a bulletin to members which made the following points:

- The Scottish Government has significant resources, a Scotland Reserve and borrowing powers.
- Scottish Government has considerable tax raising powers for raising revenues beyond 2022-23.
- Education (and Local Government) should be higher priorities for the Scottish Government.
- Members need to take action to protect their pay levels, as others have successfully done.

Rebuttal lines

SG Resources/tax raising powers

- The Scottish Government already has a fully committed budget and has used reserves in full to deliver the 2022-23 budget.
- We have no capacity to borrow to meet pay pressures and are not permitted under the relevant statutory arrangements to revisit tax policies in year.

- Notwithstanding the financial impact on our fully committed budget, the Scottish Government has dug deep and demonstrated our commitment to teachers to provide additional funding for pay.
- There were no consequential impacts from the UK Government's mini-Budget, as it was mainly Tax announcements, which do not generate consequential impacts. The limited number of spend announcements did not generate any consequential impacts.
- Broadly the UK Government is asking Departments, and therefore the Scottish Government by extension, to live within current settlements.
- Ministers are currently considering tax options for Scotland for 2023-24.

Emergency budget review

- The Scottish Government is undertaking an emergency budget review to assess any and all opportunities to:
 - redirect additional resources to those most in need;
 - reduce the burdens on business; and
 - stimulate the Scottish economy.
- This will be a significant challenge given the majority of our spend, at this stage of the year is legally committed.
- We have already made difficult choices to support pay offers in 2022-23 and mitigate the cost crisis and balance budgets, and more will be required.

Education (and Local Government) should be higher priorities for the Scottish Government

- The latest pay offer to teachers was backed by additional funding from the Scottish Government. [this is the initial £140m, of which around £50m would apply to teachers]
- Local government, including teachers, is the only sector to receive additional funding from the Scottish Government to help address pay pressures for 2022-23. All other sectors are having to make savings to live within existing budgets.
- The Deputy First Minister has outlined to Parliament a range of savings that have already been made to enable us to make increased pay offers to public sector workers, mitigate the cost crisis and balance budgets.
- To fund an increased pay offer for teachers, further cuts would need to be made to existing commitments.

Members need to take action to protect their pay levels

- Teachers are not poorly paid. A fully qualified/registered teacher starts on a salary of more than £33,000. Around 80% of the teaching workforce has a salary of more than £39,000. In comparison 85% of the wider local government workforce has a salary of less than £39,000.
- Teachers also benefit from a guaranteed paid placement on the Teacher Induction Scheme, to allow them to meet the Standard for Full Registration, which attracts a salary of over £28,000.

- The starting salary for a fully qualified teacher in Scotland is the highest in the UK at £33,729, significantly more than the £28,000 proposed by the UK Government for teachers in England.
- HESA Graduate Outcomes Survey data shows that around 72% of full-time PGDE graduates, from a Scottish University in 2019-20, earned at least £30,000 per year, 15 months after qualifying. This compares to around 50% for all full-time graduates from postgraduate courses and around 27% for all full-time graduates from first degree courses.
- This Government has a strong record of support for teachers. We supported a significant 13.5% uplift for Scotland's teachers between 2018 and 2021, which was considerably higher than anywhere else in the UK at that time. It was described by the EIS general secretary at the time as a landmark pay deal.
- This 5% offer would mean increase of more than 10% for those teachers on the main-grade scale who also benefit from automatic progression.
- Since 2018 teachers' pay has increased by more than 16%. The 5% offer would mean a cumulative pay increase for teachers of 21.8% since 2018.
- This is significantly more than other parts of the public sector including nurses doctors, dentists, police officers, firefighters and local government staff
- Industrial action would not be in anyone's interest, least of pupils, parents and carers who have already faced significant disruption over the past three years.

TEACHER WELLBEING

LINES TO TAKE

We take the wellbeing of our teachers very seriously.

- Since October 2020 we have invested more than £2m specifically in supporting teacher wellbeing, with a package of support for teachers, developed in conjunction with the Education Recovery Group.
- A new coaching and mentoring offer is available, and we continue with our commitment to values-based leadership programmes delivered by Columba 1400.
- We are currently working with Education Scotland and other partners to implement the continuation of wellbeing support into the new school session.

TEACHER WORKLOAD

Issue

The SNCT is continuing to discuss the PfG commitment to reduce class contact time by one-and-a-half hours per week for teachers.

[Redacted s30(b)(i)].

SG and COSLA are discussing further on how they envisaged the use of RCCT. The outcome of these discussions would be discussed further with the SNCT Joint Chairs (date to be agreed).

Currently teachers' weekly non class contact time is split into two components - teachers' personal time 7.5 hours and Collegiate time agreed at school level 5 hours.

LINES TO TAKE

We take teachers' workload seriously.

- That is why we are committed to reducing teachers' class contact time by 90 minutes per week to give them more time to plan and ease their workload, and investing in support for teacher wellbeing.
- We are committed to reducing class contact time by one-and-a-half hours per week, in order to achieve associated benefits for teachers and children and young people and we will continue to discuss the reduction of class contact time through the SNCT forum.
- The SNCT, as the body responsible for teachers' terms and conditions, will be responsible for agreeing the implementation of this change.
- The pace of this will be determined by need and capacity in the system.
- We will continue to work with our SNCT partners to ensure that there is capacity in the system to allow this to happen and, in particular, to ensure that young people are provided with the support that they need.
- [Redacted s30(b)(ii)].

TEMPORARY/PERMANENT CONTRACTS

You will be aware that there have been a number of media articles in July and August about teachers struggling to find permanent work after their probationary year, and supply teachers being unable to find permanent teaching roles. Indications from LA returns would indicate that they have recruited additional teachers on almost a 50/50 basis temporary/permanent.

LINES TO TAKE

POST-PROBATION EMPLOYMENT

Local councils are responsible for the recruitment and deployment of their staff – however, we are providing additional permanent funding of £145.5m per year to support the recruitment of extra teachers.

- This provides assurance of funding for councils and removes this as a barrier to employing staff on permanent contracts.
- The Teacher Induction Scheme provides a one year probationary placement to allow teachers to meet the Standard for Full Registration.
- This does not provide a guarantee of future employment with a particular local authority. Teaching posts should be advertised and filled in a fair and transparent manner.
- We continue to work closely with COSLA regarding the employment of teachers.
- We will continue to do everything we can to maximise the number of jobs available for teachers, including permanent posts.
- Whilst we cannot direct teachers where to work, I am aware that there are still areas of the country with jobs available.

TEACHER NUMBERS

We now have more teachers than at any time since 2008. The ratio of pupils-to-teachers is at its lowest since 2009. And there are over 2,000 more teachers in Scotland's schools than before the start of the pandemic in 2019.

- Latest figures (published 14 Dec) show teacher numbers rose for the sixth year in a row, rising to 54,285, in 2021 – an increase of 885 on the previous year.
- We are supporting schools to deal with the impacts of COVID. Through £240m funding we have ensured additional teachers and support staff are available.
- Our Budget committed further permanent funding of £145.5m to support education staffing – representing the biggest increase to support teacher recruitment since 2007.
- This will ensure sustained employment of these additional teachers, while meeting local needs and benefitting Scotland's children and young people.
- We will continue to support the recruitment of students into Initial Teacher Education programmes. This will progress our commitment to recruiting at least 3,500 additional teachers and 500 classroom assistants.

Enclosure 17, Word Document – NASUWT bi-lateral with Cabinet Secretary for Education and Skills – note of meeting

NASUWT bi-lateral with Cabinet Secretary for Education and Skills

Thursday 6 October 2022

Note of meeting

Attendees

Cabinet Secretary for Education and skills
[Redacted s38(1)(b)], Unit Head, Education Workforce Unit
[Redacted s38(1)(b)], Education Workforce Unit
Patrick Roach, (General Secretary)
Mike Corbett, (National Official, Scotland)

Agenda items

Teachers' Pay
Teacher Wellbeing
Teacher Workload
Temporary/Permanent contracts

Introductory Remarks

The Cabinet Secretary welcomed colleagues to the meeting.

Teachers' Pay

The union stressed their frustrations on how the pay negotiations were proceeding and that there was a real term decline in members pay. The union said that they had no option but to ballot their members for industrial action. They also mentioned that three quarters of their members were considering leaving the profession and stated that recruitment, retention and pay were the main factors.

Cab Sec appreciated their frustrations and stated that strikes were in no one's interest and highlighted that the SG has had a strong support for teachers pay since 2018. However, there was a different challenge now and referred to DFM statement to Parliament where he reported that to support pay deals the SG budget has taken a £500m cut. Cab Sec also stressed that this would not be the last cut to be made. Cab Sec asked the union if there were non-monetary aspects that could be considered as part of the pay offer and said that officials were happy to meet to discuss this further.

NASUWT recognised the current financial challenges and whilst pay was a big issue but there were other factors including workload and said that a considered package was needed. The union were happy to meet with officials to discuss further.

Action: Officials to meet with NASUWT to discuss pay - completed

Reduction in class contact time

NASUWT stressed that their members were keen to see some progress on the reduction of class contact time as their members were struggling.

Cab Sec said that we were keen to get this progressed but that we were waiting on information from COSLA for discussions to continue and hopefully these discussions will continue as soon as possible.

National Conversation

NASUWT were keen to know how this was progressing.

Cab Sec said that the documents were now live and available for use and that we were keen for young people, parents and others to have the ability to take part in this discussion. Professor Carol Campbell, and Professor Alma Harris who are co-facilitating the National Discussion are committed to ensuring that engaging with the process is as easy as possible. Toolkits and resources for staff will be available and are designed to be used in different ways and were keen to hear from frontline teachers.

NASUWT welcomed this update and were pleased that young people's views were being heard as it would help them to invest in their future and education.

NASUWT said that they were happy to promote the National discussion in their monthly magazine and will talk to members to get involved.

Responding to COVID

The union asked if the Covid recovery group still met.

The Cab Sec said that the group could be reconvened if need be. Officials were in close contact with local authorities with regard to COVID related issues e.g., ventilation and that the SG was receiving all COVID info weekly rather than monthly. Cab Sec also stated that SNCT circulars would be established if need be.

Cab Sec thanked the attendees and looked forward to further discussions.

Enclosure 18, Email – RE: Education reform - Cabinet Secretary meeting with ES FDA reps - meeting note - 22 September 2022

From: [Redacted s38(1)(b)] @gov.scot> **On Behalf Of** Cabinet Secretary for Education and Skills

Sent: 02 November 2022 16:43

To: [Redacted s38(1)(b)]@gov.scot>; Cabinet Secretary for Education and Skills

<CabSecES@gov.scot>

Cc: Director for Education Reform <DirectorforEducationReform@gov.scot>; Director of Learning

<DirectorofLearning@gov.scot>; Bird L (Lisa) <Lisa.Bird@gov.scot>; [Redacted s38(1)(b)]

@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Livey D (David)

<David.Livey@gov.scot>

Subject: RE: Education reform – Cabinet Secretary meeting with ES FDA reps – meeting note – 22 September 2022

This email is for the official record and confirms a Ministerial Decision. This email must be placed in the official record (eRDM) by your team [in line with SG records management policy](#).

Hi [Redacted s38(1)(b)],

Ms Somerville is content with this change. I will look to find a slot in the diary for the FDA meeting and get back to you

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)]

Deputy Private Secretary to Cabinet Secretary for Education & Skills | [Redacted s38(1)(b)] || E: cabsecES@gov.scot | The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 10 October 2022 17:11

To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>

Cc: Director for Education Reform <DirectorforEducationReform@gov.scot>; Director of Learning

<DirectorofLearning@gov.scot>; Bird L (Lisa) <Lisa.Bird@gov.scot>; [Redacted s38(1)(b)]

@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Livey D (David)

<David.Livey@gov.scot>

Subject: Education reform – Cabinet Secretary meeting with ES FDA reps – meeting note – 22 September 2022

PO Cab Sec Education and Skills

With apologies for the delay in submitting this, please find attached a note from the Cabinet Secretary's meeting with Education Scotland's FDA representatives on 22 September.

I would be grateful if you could confirm if the Cabinet Secretary is content with this as a record of her meeting.

Thanks

[Redacted s38(1)(b)]

(he / him)

Unit Head - Education Reform Policy & Delivery

Education Reform Directorate

Scottish Government

[Redacted s38(1)(b)].

This chain diverges from Enclosure 06 after the email of 10 October 2022 11:40

Enclosure 18.1, Word Attachment

Cabinet Secretary for Education and Skills Meeting with Education Scotland (ES) FDA representatives

22 September 2022

FDA attendees: [Redacted s38(1)(b)] (Section Convener); [Redacted s38(1)(b)] (Deputy Convener); [Redacted s38(1)(b)] (Section Secretary).

Supporting officials: [Redacted s38(1)(b)] (Education Reform Directorate); [Redacted s38(1)(b)] (ELC); Gillian Hamilton (Education Scotland – for agenda item 1 only).

Welcome and introductions

- [Redacted s38(1)(b)]: noted that previous engagement around reform had been helpful but that it was useful to have this forum to discuss wider issues, in addition to reform. He recognised that many of these were not necessarily issues that could be quickly resolved but that FDA saw value in making the Cabinet Secretary aware of the temperature amongst members in ES and what was on their minds.
- The Cabinet Secretary confirmed that she was keen to understand those issues, both in relation to reform and more widely, inviting FDA colleagues to raise those issues that were most important to their members.

1. ES Employee relations

- [Redacted s38(1)(b)]: acknowledged that communication overall was positive between the FDA committee and senior leaders in ES, including through the agency's Partnership Board. However there are concerns that communication has not always been consistent, with a recent example of moves of staff between regional and national directorates being highlighted. Given the scale of change that will be involved in reform, it's important that staff have full confidence in communication associated with change management.
- [Redacted s38(1)(b)]: highlighted member concerns around consistency of application of policies in relation to compressed hours and flexi. She noted that there was an opportunity for new bodies at the outset to model positive approaches.
- [Redacted s38(1)(b)]: also highlighted that homeworking / hybrid working is also of significant interest to many members, particularly given the number who are peripatetic, and that there is interest in when formal applications to become homeworkers will resume.
- [Redacted s38(1)(b)]: noted that all of these issues were ones being raised both by individuals and through members meetings.
- Cabinet Secretary: welcomed communication on issues, particularly in relation to reform, and recognised the importance of trust. She noted that she saw communication that was as quick and frank as possible on the range of issues important to staff as key. She invited to GH to comment on the issues raised.

- GH: confirmed that she was aware of these issues through her regular dialogue, both formal and informal, with FDA representatives within ES. In terms of the specifics:
 - She recognised that, while the recent staff moves had been welcomed by those directly involved, communication had been an issue, particularly for some who had been indirectly affected. She noted that discussions on this were still live and that she would continue to pick them up both with her leadership colleagues and with FDA.
 - Similarly aware of issues relating to the consistency of application of approach to flexible working and the strength of feeling this engenders. She confirmed that work to address this is being led by ES HR colleagues.
 - The ES HR team have recently checked and the embargo on formal homeworking contracts is still in place. Progress on this will be a cross-SG issue. She noted that this also would have important implications in reform, when thinking about future estate required by the national agency and inspectorate bodies.
 - Finally she noted the importance of trust, particularly in the context of reform, and underscored that she and other colleagues were working hard to make sure colleagues, including those members of FDA and PCS, were not hearing about any developments from other sources. Amongst other avenues that includes an update every week in the staff newsletter, whether or not there was substantive news to pass on. Feedback to continue to improve communication would be welcome.
- **[Redacted s38(1)(b)]**: noted that it would be useful to look at what a new inspectorate body might do in terms of some of these issues, given that may not be within current SG HR parameters.
- **[Redacted s38(1)(b)]**: in relation to the move of staff, this was welcomed but their teams remain within the regional structure. There is a fear that communication will be lost as Senior Education Officers move to work nationally and teams are not directly line managed.
- GH: committed again to pick up separately on these issues.
- Cabinet Secretary: again welcomed constructive engagement and asked GH to feedback to her as discussions progressed.

2. Cost of living and inflation.

- **[Redacted s38(1)(b)]**: noted that for FDA members a number of different elements were coming together adding to a feeling of discomfort for them, particularly for those who were now back out inspecting. Amongst those being raised were:
 - Travel – where the arrangements for use of hire cars was not working well.
 - Expenses – while recognising that these are dealt with at UK civil service level, the reality is that allowances have not changed in years and are increasingly leaving staff out of pocket – for example meal allowances are inadequate.
 - Pay award 2022 – noted that FDA members will vote on this.
 - Cost of living crisis – which is generally raising the cost of living on a range of fronts for members..
- **[Redacted s38(1)(b)]**: noted in relation to these that ES has made representations, for example in relation to the rate for accommodation, which are welcome.

However there appear to be significant blockers, including in relation to implications for tax, and these therefore remain constant issues from staff.

- Cabinet Secretary: emphasised that she wanted to see a pragmatic approach. She noted that she wanted to remain informed, following whatever discussions were necessary.
- **[Redacted s38(1)(b)]**: noted that flexibility has been possible on accommodation costs. The nub of the issue does sit with expenses, which are set at UK level. There have been discussions about a joint approach on this from ES / FDA joint approach, which might be helpful.

3. Education reform

- **[Redacted s38(1)(b)]**: stated that, in relation to reform, it would be helpful if the Cabinet Secretary could set out her expectations of the new agency.
- Cabinet Secretary: in response said that:
 - She saw direct representation from unions into the process as crucial. She noted that **[Redacted s38(1)(b)]** was on the Delivery Board to facilitate that but that she would be keen to hear immediately if engagement was not felt to be adequate.
 - She had broadly set out her expectations in terms of culture in her response to Professor Muir's report and that continued to be her focus. She wanted to see a set of national bodies with clear roles and responsibilities, that were responsive to the needs of users and, above all, put learners at the centre. She noted that she would want to hear from staff, with their internal perception of the culture, whether and how it needed to change to deliver those expectations.
 - She was basing her approach partly on her experience of the setting up of Social Security Scotland, where it was clear that where staff felt there was openness, willingness to change and responsiveness within the organisation, they then felt empowered to transfer that into their work.
 - In relation to the inspectorate body she was keen to consider how governance would operate, including its relationship with Parliament
 - In relation to the national agency, she was keen to see the agency empowered to implement prioritised national policies, recognising that this would need focus from SG, so that the agency did not become bogged down.
 - This needed to sit alongside an enhanced need to understand and deliver what stakeholders required, in particular being focused on the needs of teachers and other educational professionals.
- **[Redacted s38(1)(b)]**: indicated that continued flow of communication (through formal links as necessary), which has been possible within ES, between the national agency and inspectorate must be prioritised to avoid giving mixed messages to the system. There is the opportunity to move to something new and exciting, leaving behind some of the old cultures. She noted some of the media commentary about shifting deckchairs.
- Cabinet Secretary: it is important that staff from existing organisations are involved but final decisions do come down to me and officials are there to implement Ministerial decisions. In relation to cultural change, extremely important that we share what needs to change where necessary and she wanted

officials to be having direct and regular conversations about this, including with relevant trade unions.

- SS; noted that currently the project teams for the inspectorate and national agency were undertaking internal work with ES staff to understand what currently works well and what does not. This material will no doubt be provided to Delivery Board (on which [Redacted s38(1)(b)] sits) but once that is available it would be good to have an informal sense check of that with FDA colleagues.
- Cabinet Secretary: happy with that approach if it is acceptable to FDA representatives and keen that happens in a timely fashion, given the important milestone at the end of this year. Can be difficult to share issues in internal settings, so keen that there are private spaces where we can be as frank as necessary.
- [Redacted s38(1)(b)]: happy to facilitate whatever form of discussion makes sense. Range of ways we could do that and happy to consider with Education Reform officials.
- [Redacted s38(1)(b)]: in terms of what could be improved, communication comes up and this needs continued focus.
- [Redacted s38(1)(b)]: agreed in terms of communication but also important that culture addresses feelings of lack of empowerment for staff.
- Cabinet Secretary: action point for officials to take away dialogue on this and keen to keep updated through regular engagement with officials. Emphasised that if at any point FDA representatives felt things not working, they should tell officials or, if necessary, the Cabinet Secretary directly.
- Cabinet Secretary: noted that [Redacted s38(1)(b)] absolutely right about importance of communication between inspectorate body and national agency in new arrangements, and this would be something that she would consider further.

4. Early Learning and Childcare inspection

- [Redacted s38(1)(b)]: noted that the current consultation did bring a degree of uncertainty for staff in ES working in that sector. There is a significant range of change implications possible, including impact on CfE and, potentially, legislation. Once implications are clear this will all need to be communicated and taken through appropriately.
- Cabinet Secretary: understand and take those points on board. Understand that meetings have and continue to take place and very keen that those working in the area have appropriate input.
- Cabinet Secretary: important to focus on what can improve now and to that end have started meeting with colleagues from ES and Care Inspectorate to investigate at Ministerial level. Beyond that, need to await results of the consultation and am open to see what comes. Important to note that a move to a single inspectorate is not part of the consultation, given the range of reform in the system judged this was too much potential change to also be in the mix.

Closing

- Cabinet Secretary: will ask Private Office to put in a time for a further meeting before end of the year. However she emphasised again that she was keen that

any significant issues were raised immediately with officials, or with her if necessary.

**Education Reform Division
22 September 2022**

Enclosure 19, Email – RE: Education reform - Cabinet Secretary meeting with ES FDA reps - follow up activities

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 03 November 2022 18:32
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Education reform - Cabinet Secretary meeting with ES FDA reps - follow up activities

Thanks [Redacted s38(1)(b)],

The afternoon of 16 November would be good for us. Apologies it's not the day when everyone is available.

We'll issue a calendar invite, assuming that a Teams meeting will be most suitable? We'd be happy to travel and meet face-to-face if that would be better.

Best wishes,

[Redacted s38(1)(b)]

(he / him)
Unit Head – Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)].

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Sent: 01 November 2022 17:16
To: [Redacted s38(1)(b)]@gov.scot>
Cc: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Allan Sampson <allan@fda.org.uk>; [Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Education reform – Cabinet Secretary meeting with ES FDA reps – follow up activities

Hello again [Redacted s38(1)(b)]

The following days should be possible for the majority of us to meet to have a discussion about culture:

- Wednesday 16 November (PM only)
- Friday 18 November (AM or PM) – all of us are available on this day
- Monday 28 November (AM or PM)

Please let us know if any of these can work.

I look forward to hearing from you.

Best wishes,

[Redacted s38(1)(b)]
FDA Convener
Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |
[Redacted s38(1)(b)] -----



Web: [Education Scotland](#)
Twitter: [Redacted s38(1)(b)]
LinkedIn: [Redacted s38(1)(b)]
FDA Executive Committee: [Our governance](#) | [The FDA Trade Union](#)

From: [Redacted s38(1)(b)]
Sent: 01 November 2022 12:18
To: [Redacted s38(1)(b)]@gov.scot>
Cc: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Allan Sampson <allan@fda.org.uk>;
[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Education reform – Cabinet Secretary meeting with ES FDA reps – follow up activities

Many thanks [Redacted s38(1)(b)]

- I've discussed the CSGU issue with Allan Sampson, who has also been in touch with [Redacted s38(1)(b)]. As far as I am aware, [Redacted s38(1)(b)] has a good understanding of the issues we have raised;
- I look forward to hearing from the Cabinet Secretary's PO about a future meeting with her;
- I am checking with colleagues for suitable dates/times in the middle of this month and will get back to you as soon as I can on this.

Much appreciated

Best wishes,

[Redacted s38(1)(b)]

Education Scotland is following UK and Scottish Government guidelines. I am currently working from home and can be reached on [Redacted s38(1)(b)].

[Redacted s38(1)(b)] | HM Inspector of Education |
[Redacted s38(1)(b)] -----

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 01 November 2022 12:11
To: [Redacted s38(1)(b)]@educationscotland.gov.scot>
Cc: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Allan Sampson <allan@fda.org.uk>;
[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>
Subject: RE: Education reform – Cabinet Secretary meeting with ES FDA reps – follow up activities

[Redacted s38(1)(b)]

In relation to your first bullet point below, I've now had an opportunity to discuss with [Redacted s38(1)(b)] in SG HR employee relations.

She has indicated that she and colleagues are aware of these specific issues and indeed that there is a meeting with CSGU this Thursday to discuss them.

I understand that FDA will be represented at that meeting by [Redacted s38(1)(b)] and [Redacted s38(1)(b)] has confirmed that this is the route through which these matters can be progressed. I am hoping that you are already aware that it is taking place and have informed the overall position.

I hope that is helpful - if it would be useful to discuss further at this point please let me know.

On the other points, we've raised with the Cabinet Secretary's PO the commitment to meet, indicating that would best be after 6 December. I would imagine they'll contact you directly to progress that further but do let us know if you've not heard back soon.

And finally in relation to meeting with us, please do let us know dates that would work in mid-November, if you agree that's the right timeframe.

Best wishes,

[Redacted s38(1)(b)]

(he / him)

Unit Head – Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[Redacted s38(1)(b)].

From: [Redacted s38(1)(b)]@gov.scot

Sent: 27 October 2022 18:19

To: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Cc: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Allan Sampson <allan@fda.org.uk>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Subject: RE: Education reform - Cabinet Secretary meeting with ES FDA reps - follow up activities

Hi [Redacted s38(1)(b)]

Apologies for the delay in responding, in part because I too have been on leave.

In relation to your three bullet points:

- I have emailed HR colleagues asking for a discussion about the best way forward in relation to the travel and subsistence point. I will let you know when I have further information.

- Yes indeed, we'd remain very keen to have a discussion along those lines. As I recall the discussion, we thought the timing would be best for that when you feel you have had sufficient sight of material emerging as the TOMs develop. Why don't we aim to get something in for mid-November if that suits you and colleagues? It might be most straight-forward if you suggest a couple of times that work for those you particularly want to attend and we can then do our best to make one of those work.
- Finally, thank you for the steer around the best timing for a meeting with the Cabinet Secretary. We will take that forward with her PO initially.

Happy as ever to discuss any or all of these further at this point.

Best wishes,

[Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]@educationscotland.gov.scot>

Sent: 27 October 2022 14:49

To: [Redacted s38(1)(b)]@gov.scot>

Cc: [Redacted s38(1)(b)]@educationscotland.gov.scot>; Allan Sampson <allan@fda.org.uk>;

[Redacted s38(1)(b)]@educationscotland.gov.scot>

Subject: RE: Education reform - Cabinet Secretary meeting with ES FDA reps - follow up activities

Importance: High

Hi [Redacted s38(1)(b)]

Education reform - Cabinet Secretary meeting – follow up activities

Hope you are well. Just checking that you got my email below, sent last Tuesday. Are we able to make progress in these areas, please? I'm well aware that we are nearly into November, our meeting with the Cabinet Secretary was five weeks ago and she is keen to meet again this side of Christmas.

Many thanks again in anticipation.

Best wishes,

[Redacted s38(1)(b)]

FDA Convener

Education Scotland Section

[Redacted s38(1)(b)] | HM Inspector of Education |

[Redacted s38(1)(b)]



Web:
Twitter:

[Education Scotland](#)

[Redacted s38(1)(b)]

LinkedIn: [\[Redacted s38\(1\)\(b\)\]](#)
FDA Executive Committee: [Our governance | The FDA Trade Union](#)

From: [\[Redacted s38\(1\)\(b\)\]](#)
Sent: 18 October 2022 16:38
To: [\[Redacted s38\(1\)\(b\)\]@gov.scot](#)>
Cc: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>; Allan Sampson <allan@fda.org.uk>;
[\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>
Subject: RE: Education reform - Cabinet Secretary meeting with ES FDA reps

Thanks [\[Redacted s38\(1\)\(b\)\]](#)

Education reform - Cabinet Secretary meeting with ES FDA reps

I hope all is well with you. Apologies for not responding to your original email as I was on annual leave at the time. My grateful thanks to [\[Redacted s38\(1\)\(b\)\]](#) for sending a reply on our behalf.

I can see from my notes of our meeting that there are a few issues which we need to address in fairly short order:

- Regarding expenses relating to travel, accommodation and daily subsistence, in the context of the current cost of living crisis, it was agreed that you would identify who FDA/Education Scotland should be making representation to so that this matter can be progressed;
- The Cabinet Secretary also indicated that you would be in touch with us to organise a separate meeting to discuss the culture in Education Scotland;
- The Cabinet Secretary expressed a desire to meet again soon, “certainly before Christmas” (It would be helpful for us if this could be after 6 December).

As ever, I’m happy to discuss any or all of these matter further. Please let me know if we should approach the Cabinet Secretary’s PS separately to arrange the next meeting.

Many thanks in anticipation

Best wishes,

[\[Redacted s38\(1\)\(b\)\]](#)
FDA Convener
Education Scotland Section

[\[Redacted s38\(1\)\(b\)\]](#) | HM Inspector of Education |
[\[Redacted s38\(1\)\(b\)\]](#)



Web:
Twitter:

[Education Scotland](#)
[\[Redacted s38\(1\)\(b\)\]](#)

LinkedIn: [\[Redacted s38\(1\)\(b\)\]](#)
FDA Executive Committee: [Our governance | The FDA Trade Union](#)

From: [\[Redacted s38\(1\)\(b\)\]@gov.scot](#)>
Sent: 10 October 2022 17:02
To: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>; Allan Sampson <allan@fda.org.uk>; [\[Redacted s38\(1\)\(b\)\]@gov.scot](#)>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>
Subject: RE: Education reform - Cabinet Secretary meeting with ES FDA reps - meeting note - 22 September 2022

Thanks [\[Redacted s38\(1\)\(b\)\]](#)

Much appreciated – I'll send this on to the Cabinet Secretary now for her approval.

[\[Redacted s38\(1\)\(b\)\]](#)

(he / him)
Unit Head - Education Reform Policy & Delivery

Education Reform Directorate
Scottish Government

[\[Redacted s38\(1\)\(b\)\]](#).

From: [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>
Sent: 10 October 2022 11:40
To: [\[Redacted s38\(1\)\(b\)\]@gov.scot](#)>; Allan Sampson <allan@fda.org.uk>; [\[Redacted s38\(1\)\(b\)\]@gov.scot](#)>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>; [\[Redacted s38\(1\)\(b\)\]@educationscotland.gov.scot](#)>
Subject: Education reform - Cabinet Secretary meeting with ES FDA reps - meeting note - 22 September 2022

Good morning [\[Redacted s38\(1\)\(b\)\]](#)

Please find attached with one small suggested change from me.

[\[Redacted s38\(1\)\(b\)\]](#)
Secretary Education Scotland FDA section

[\[Redacted s38\(1\)\(b\)\]](#) | HM Inspector of Education
| [\[Redacted s38\(1\)\(b\)\]](#)

Web: [Education Scotland](#)
Twitter: [\[Redacted s38\(1\)\(b\)\]](#)
Pronouns: she/her ([about pronouns](#))



[\[Redacted s38\(1\)\(b\)\]](#)