

THE MCCRONE AGREEMENT

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This briefing provides an overview of *A Teaching Profession for the 21st Century*, more commonly known as the “McCrone Agreement,” and evidence of how it is being implemented.

The Agreement, reached in 2001, provided a framework for the modernisation of the teaching profession through: a new simplified career and salary structure; changed terms and conditions; a greater emphasis on professional development and pay increases. The Agreement was phased in over a period from 2001 to August 2006.

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KEY POINTS

- In 1999 the Executive announced the establishment of an independent Committee of Inquiry to make recommendations on a new pay and conditions package for teachers and on future negotiating arrangements.
- The Inquiry, chaired by Professor Gavin McCrone reported in May 2000. Following this the Executive established an implementation group and following extensive negotiations involving the Executive, local authorities and teachers unions and professional associations, published *A Teaching Profession for the 21st Century: Agreement Reached Following Recommendations Made in the McCrone Report*, more commonly known as the McCrone Agreement.
- The Agreement set out a number of major changes to the profession. These included a 23% pay increase for all teachers over three years, a new, simplified career and salary structure (including a new chartered teacher grade). New working time arrangements, lower limits class contact time, a greater emphasis on Continuing Professional Development (CPD) on all teachers and increased support staff provision were also introduced.
- Audit Scotland and HMIE are involved in monitoring and evaluating the implementation of the Agreement. Audit Scotland published an interim report in May 2006 and HMIE reported in January 2007.
- In general the existing evidence suggests that the Agreement has brought about a number of positive changes for the teaching profession including salary increases, the teacher induction scheme, probationer support systems and better CPD provision. However, there have been some concerns around the job sizing arrangements, uptake of the chartered teacher scheme and achieving the 35 hour working week.

BACKGROUND

In September 1999 the Executive announced the establishment of an independent Committee of Inquiry to make recommendations on a new pay and conditions package for teachers and on future arrangements for determining their pay and conditions. The decision was taken following rejection by the teacher unions of the latest pay proposals by the Scottish Joint Negotiating Committee (SJNC). As the then Minister for Education and Children, Sam Galbraith MSP, announced:

"Our goal is a more effective management structure in our schools, responsive to the demands of the next century, and one that rewards, attracts, retains and motivates the teaching profession." (Scottish Executive 1999)

The Inquiry, chaired by Professor Gavin McCrone CB, was given the following remit:

"The Committee is requested to inquire widely into:

- (a) how teachers' pay, promotion structures and conditions of service should be changed in order to ensure a committed, professional and flexible teaching force which will secure high and improving standards of school education for all children in Scotland into the new Millennium; and
- (b) the future arrangements for determining teachers' pay and conditions in Scotland following the removal of the statutory basis of the Scottish Joint Negotiating Committee (School Education) now proposed by the Scottish Executive; and to make recommendations.

In framing its recommendations, the Committee:

- (a) must have regard to public expenditure issues including affordability and the implications of the Government's inflation target for the general level of public sector pay settlements; and
- (b) should take into account the following principles:
 - i. teachers' pay should be at a level to recruit, retain and motivate high quality teaching staff
 - ii. there should be a clear and demonstrable link between additional pay for teachers and revised conditions and working practices, which meet the need for modernisation and higher standards
 - iii. there should be opportunities for career advancement for teachers, especially teachers of acknowledged excellence, who wish to continue to deploy their skills in the classroom
 - iv. the structure of pay and conditions of service should be designed to promote and reward effectiveness in both teaching and school management
 - v. management structures in schools should be sufficiently flexible to meet changing needs and challenges while ensuring effective delivery of the daily responsibilities of each school".

The Committee published their report (commonly known as the McCrone report) in May 2000 (Scottish Executive 2000). Ministers established an implementation group comprising employers' representatives, teaching unions and the Scottish Executive, to work out detailed

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proposals. Following extensive negotiations between involving local authorities, teachers unions and professional associations, *A Teaching Profession for the 21st Century: Agreement Reached Following Recommendations Made in the McCrone Report* (Scottish Executive 2002), commonly referred to as ‘the McCrone Agreement’, was published.

The Agreement set out a number of major changes to the teaching profession. These included a 23% salary increase for all teachers, a new, simplified career and salary structure, including the establishment of new Chartered Teacher Status, a greater emphasis on Continuing Professional Development (CPD) for all teachers and an increase in the number of support staff.

The remainder of this paper outlines details of the Agreement and reviews progress on its implementation and impact to date.

THE MCCRONE AGREEMENT – KEY FEATURES

Table 1 below provides a summary of the McCrone Agreement. The Agreement has been implemented on a phased basis from 2001 to August 2006 - details of the phasing are given in Appendix 1.

Table 1: Key Points of the McCrone Agreement

Area	Key Points
Career Structure	<p>Simplified career structure into four main grades (see below).</p> <p>New Chartered Teacher Status to be achieved by qualification.</p> <p>New Teacher Induction Scheme which guarantees all newly qualified teachers a one year training contract.</p>
Conditions of Service	<p>Introduction of a maximum 35 hour week for all teachers.</p> <p>Phased reduction in maximum class contact time to 22.5 hours per week in all sectors.</p>
Continuing Professional Development (CPD)	<p>Additional contractual 35 hours of CPD per annum for all teachers.</p> <p>Every teacher required to maintain an individual CPD record.</p> <p>Local authorities to undertake to review their CPD provision within the arrangements for the development of a national register of approved CPD providers.</p>
Pay	<p>3 year pay award (01-04), salary increase of 23% (compounded) awarded in stages (Appendix 2 gives current salary levels).</p> <p>Final salary placement to the new structure for existing holders of</p>

	promoted posts determined through a job sizing exercise.
Support Staff	<p>Significant investment in support staff (approximately the equivalent of 3,500 staff) phased in over 3 years. Additional staff to provide management, administrative and ICT support to schools to reduce teachers' administrative workload.</p> <p>Classroom Assistants also introduced to secondary schools as part of the increase in resources for support staff.</p>
Negotiating machinery	<p>The Scottish Joint Negotiating Committee (SJNC) is replaced by a new body, the Scottish Negotiating Committee for Teachers. (SNCT) with representation from the Teaching Unions, COSLA and the Scottish Executive. Negotiates on issues such as pay, the working week, hours and sick leave.</p> <p>Local Negotiating Committees have powers to vary certain devolved conditions of service agreements and to reach Agreement on a range of matters not subject to national negotiations.</p>

IMPLEMENTATION OF THE AGREEMENT

Audit Scotland and Her Majesty's Inspectorate of Education (HMIE) are both involved in long term monitoring of implementation of the Agreement. In March 2006 Audit Scotland published an interim report primarily focusing on value for money aspects of the Agreement (Audit Scotland 2006). The Parliament's Audit Committee considered Audit Scotland's report in May 2006 (Scottish Parliament 2006a) and reported in December 2006 (Scottish Parliament 2006b). HMIE also recently published a report (HMIE 2007) which examined the impact of the Agreement on the quality of children's educational attainment. HMIE will report further on this as part of their triennial report in 2009. Any further work on the Agreement needed, in addition to school inspection, will be done in partnership between HMIE and Audit Scotland.

The remainder of this paper considers details of the implementation of the Agreement. In general the evidence suggests that the Agreement has brought about a number of positive changes in the teaching profession including salary increases, the Teacher Induction Scheme and probationer support systems and better CPD provision. However, there have been some concerns around job sizing arrangements, uptake of the chartered teacher scheme and achieving the 35 hour working week.

In relation to the impact of the Agreement on young people and their learning HMIE found that "...as yet the impact is very limited. Specific examples of effective innovation can be identified, however, and there is an urgent need to identify and learn from emerging good practice". Although the report also notes that while the Agreement set out a number of shared understandings, it contained little about the intended outcomes of the Agreement. In relation to value for money, Audit Scotland concluded that this was difficult to assess because of the lack of targets set.

CAREER AND MANAGEMENT STRUCTURES

The McCrone Committee identified a number of key problems with the existing career structure for teachers. Generally it considered there were too few opportunities for advancement for teachers who wanted to remain in the classroom, rather than take on management positions. Specifically in the secondary sector, the Committee thought that the structure was too hierarchical and was not flexible enough to cope with change. In the primary sector, there were concerns about the management capacity given the absence of the principal teachers and assistant principal teachers.

As Table 2 shows the McCrone Agreement introduced a flattening of hierarchies of posts in schools from 7 (secondary) and 6 (primary) to 4 matched levels across all schools. The post of assistant head teacher was merged with the deputy headteacher post, while the senior teachers and assistant principal teachers were merged into the classroom teacher tier or the principal teacher tier. A new Chartered Teacher Status was also introduced – this is discussed more fully later in the briefing.

Table 2: Teacher Career Structures

Previous Structure		New Structure
Primary	Secondary	Primary and Secondary –
Class teacher probationer	Class teacher probationer	Classroom teacher Either a probationer, main grade or chartered Teacher (which attracts a higher salary).
Class teacher unpromoted	Class teacher Unpromoted	
Senior teacher	Senior teacher Assistant principal teacher Principal teacher	Principal Teacher
Assistant headteacher		Deputy head teacher
Deputy headteacher		
Headteacher		Headteacher

In relation to the changes introduced by the McCrone Agreement the Audit Scotland report (2006) found that, “Broadly speaking, the new career structure has been positive for the primary sector, but has proved more complex and challenging in the secondary sector.” It found, as did HMIE, that in primary schools the introduction of the new principal teacher post has addressed the issue of limited management capacity and career opportunities in some schools by filling the gap that had existed in the old structures between the head teacher and senior or unpromoted teacher.

In secondary schools, removing assistant principal teachers, senior teachers and assistant head teachers had, in addition to other management restructuring, “...significantly reduced the number of promoted posts in secondary schools” (Audit Scotland 2006). Many local authorities have carried out additional restructuring moving toward a faculty structure whereby principal

teachers have management and curriculum responsibility for a group of subjects. Such restructuring was facilitated by the Agreement but was not specifically required by it.

There have been some negative press reports about the move towards faculty structures (The Scotsman 2004, 2006). Some of the concern is based on the fact that senior teachers are responsible for the running of subject departments although they may have no teaching expertise in that area. A study by Glasgow University (2006) found that faculty structures (in the secondary sector) “have led to concerns regarding the demands made on teachers without subject leadership and the implications for workload, while others saw this an opportunity for teachers to be more fully involved in areas such as curriculum development”. HMIE found that some benefits were arising from “...high-calibre faculty principal teachers...giving a greater impetus to leadership and quality assurance in their schools”. But on the other hand “...a number of teachers remained unconvinced of the benefits of the new faculty approaches”.

In order to determine where on the new salary scales holders of promoted posts (head teacher, depute, principal teacher) would be placed a job sizing exercise was undertaken. While posts were job sized there were salary conservation arrangements for those job holders already in post (this is discussed in the section on salaries later in the briefing).

JOB SIZING

The job sizing exercise was undertaken by the newly established Scottish Negotiating Committee for Teachers (SNCT) based on the principles set out in the McCrone agreement:

“The job sizing methodology will be developed nationally for implementation at local authority level, based on consultation and Agreement

- each council will secure Agreement through the local negotiating committee on the timetable for implementation and the process to be used
- trained staff will use the methodology; trade union representatives among others will be trained to undertake this work
- the job sizing exercise conducted at local level will be done in a fair and transparent way”

The McCrone Agreement also set out the criteria which should be used:

- school roll
- management responsibilities - staff, finance, health and safety, welfare, pupils and resources
- policy development and monitoring - development and delivery of policies and plans
- external liaison - working with parents, carers, other professionals and external agencies
- whole school activities - participating in the whole school/authority wide activities

PriceWaterhouse Coopers were commissioned by the SCNT to develop a toolkit for education authorities to use. This toolkit was based on a questionnaire which sought information on a number of factors then allocated a score based on that information.

The process of job-sizing, which was completed in 2003, meant that there was differing outcomes

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among similar grades of promoted post due to the type of responsibilities held. When the initial job sizing exercise was carried out there were some reports about a perceived lack of transparency with the process (The Herald 2003a) and concerns that the job-sizing toolkit had been used by education authorities in different ways (The Herald 2003b) with the result that there were different outcomes for seemingly similar roles throughout the country. The Audit Scotland report also found evidence of perceived anomalies in pay and management responsibility amongst teaching staff.

While staff in promoted posts at the time of job sizing remained on conserved salaries some staff were reportedly unhappy with the perceived loss of status (The Scotsman 2003) and there was concern about the impact on teachers' morale and about whether teachers on conserved salaries would apply for promoted posts (The Herald 2003c).

Impact of Job Sizing

It has been suggested that one of the main impacts of job sizing is that it acts as a potential disincentive to career progression, which the Association of Headteachers and Deputies in Scotland (AHDS) claim is evidenced by fewer applications for headteacher posts. The general secretary of AHDS have been quoted as saying, "There are examples where deputies are only being paid a couple of thousand pounds less than the headteacher in their school and more than the head of a neighbouring school, so the career pathways have been all but removed" (The Scotsman 2006a). More recently in a letter to the Audit Committee it has claimed that "...job-sizing is the biggest contributor to the reduction in applications for headship" (AHDS 2007). HMIE (2007) found evidence that some promoted staff on conserved salaries were unwilling to apply for posts at the next level.

However, the Audit Scotland report stated, "there is currently no hard evidence available of application numbers to promoted posts pre-job-sizing with which to compare the current situation" (Audit Scotland 2006). In January 2006 an Executive spokesperson was quoted as saying, "Our figures don't appear to show particular problems with recruitment - in fact vacancy rates are well below the average for most industries" (The Scotsman 2006b).

CHARTERED TEACHER SCHEME

The aim of the chartered teacher scheme was, through professional development, to enhance teachers pay without leaving the classroom. Although chartered teachers undertake the same duties as their main grade counterparts, the McCrone Committee also saw them acting as important role models for junior colleagues.

The scheme, which is open to main grade teachers, is achieved by qualification and is self-financed. Qualification can be achieved through two routes. The "programme route" involves successfully completing a maximum of 12 modules (which will take around six years). Teachers may also claim a maximum 50% (6 modules) of the chartered teacher programme as accreditation of prior learning. Modules cost on average £600 each. Completing the maximum 12 modules would cost around £7,500. For each two modules gained, participants receive a salary increment, up to a total of £6,492.

Teachers with sufficient professional experience can also achieve the qualification through the 'accreditation route'. This involves preparing a portfolio of work which is then assessed. This route costs £1,200.

Uptake of the scheme has been less than expected. When the scheme was introduced in 2003 the Scottish Executive indicated that 30,000 teachers were eligible to participate of whom 6,000 initially indicated an interest (Audit Scotland 2006). However, by December 2006 only 3,250

teachers had registered with a university or the General Teaching Council for Scotland to work towards chartered teacher status, while 335 had achieved full chartered teacher status.

The costs of the scheme and the time involved have been cited as key factors for the low uptake. Draper and Sharp (2006), in a study of 200 teachers who had been in the profession for around 15 years, found that:

"..reasons for not taking part commonly included concerns over the time and the money required although these do not prove the idea itself is resisted. Some pointed out that with work and domestic and personal responsibilities it was not feasible for them to find time to follow this route, while others argued that it was far too expensive."

On 1 December 2006 the Executive announced a review of the chartered teacher scheme:

"We will discuss with key stakeholders how to take the review forward. I do not want this to be a long drawn-out process but I want to hear from the teaching profession, those who have managed teachers on the chartered teacher programme and those responsible for managing education" (Scottish Executive 2006).

CONDITIONS OF SERVICE

Working Week

The McCrone Agreement introduced a contractual 35 hour week for all teachers from 1 August 2001. A revised outline of teacher duties was agreed as a basis for development of specific job descriptions in local authorities.

A number of sources suggest that this aspect of the Agreement has been difficult to achieve and that teachers, particularly promoted teachers, find it difficult to carry out all of their work in this time.

The Faculty of Education at the University of Glasgow was commissioned by the Scottish Executive on behalf of the SCNT to provide evidence on whether commitments on teachers' working week have been met. Its report (University of Glasgow 2006) did recognise that "...there have been positive responses to many of the key aspects of the National Agreement put in place so far." But in relation to the 35 hour working week it found that "...there were still issues to be addressed in order to fully achieve this". Through collating information from time-use diaries kept by teachers they found that most teachers were working 45 hours per week on average, with headteachers working around 50 hours plus on average. Compared to previous studies in 1993 and 2000 "...it appears that the mean number of total, average working hours has increased by between two and three hours".

This finding is backed up by other sources. The Audit Scotland survey of teachers showed that teachers thought that the maximum 35 hour week part of the Agreement was working less well than other aspects of the scheme (Audit Scotland 2006). Draper and Sharp (2006) found that that despite the formal introduction of the 35 hour week, "In practice most teachers said this was not workable." A random survey of teachers by the National Association of Schoolmasters Union of Women Teachers (2006) found that worked more than 35 hours and that they wanted to see levels of paperwork and bureaucracy in schools cut.

Class Contact Time

The McCrone Committee recommended reducing class contact time to provide teachers with adequate time to prepare lessons. Reductions in class contact time were implemented on a staged basis so that in all sectors the maximum should now be 22.5 hours:

Table 3: Class Contact Time Hours

	Stage 1 – Aug 01	Stage 2 – Aug 04	Stage 3 – Aug 06
Primary	25	23.5	22.5
Secondary	23.5	23.5	22.5
Special	22.5	22.5	22.5

Note: Probationer teachers will have only 70% of the normal class contact of fully registered staff.

In order to help meet these targets some local authorities have employed additional staff although specific details of how cover is provided varies between local authorities. HMIE identified two main approaches to the use of additional staff. One of these approaches involved using supply teachers while the other involved increasing the use of visiting specialists such as PE, music or drama teachers (HMIE 2007). For example, Orkney Islands Council has a network of peripatetic specialist teachers - particularly in the expressive arts and PE while Clackmannanshire has employed full-time PE specialists who will provide physical activity education to every pupil in its primary schools.

Evidence indicates that education authorities had been successful in reducing the class contact time to 23.5 hours by the deadline of the start of the session 2005-06. There was some concern that education authorities may have difficulties in meeting the final target of the reduction to 22.5 hours by August 2006 although HMIE (2007) reported that "...all authorities had generally planned well for the reduction of class contact time to 22.5 hours in line with special schools and had implemented it successfully".

It has been reported that reductions in class contact time have been beneficial for teachers, particularly in the primary sector. For example, the University of Glasgow study (2006) found that "this has had an especially strong impact for primary teachers who have begun experiencing non-class contact time in a systematic way for the first time."

While the reductions in class contact time have been generally positive for teachers, Audit Scotland (2006) found that this has contributed to an increased workload for headteachers. It suggested that reasons for this are complex and may be attributed to the depletion of the overall supply pool as a result of the probation arrangements that guarantee probationary teachers a one-year placement. The AHDS wrote to the Audit Committee during their inquiry and stated, "...with the extension of RCCT in August this year it is already clear that the overall picture in Scottish schools is likely to result in a greater classroom burden for promoted staff" (2006).

PAY

The McCrone Committee (Scottish Executive 2000) recommended that a salary structure should be implemented which:

- provides an appropriate and competitive incentive structure to recruit, retain and motivate high-quality graduates
- is simple, transparent and flexible
- creates, as far as possible, an integrated framework for the different sectors
- removes the anomalies in the current system
- promotes collegiality and mobility

- recognises and rewards excellence in the classroom

The McCrone Agreement stipulated:

- a 23 % salary increase for all teachers over three years 2001- 04
- salaries for probationers were to be increased to over £17,000 by January 2003
- a new pay range was to be introduced for head teachers and deputies by August 2003, with higher pay at the top end of the scale

Current salary levels are given in Appendix 2. As noted earlier the changes to career structures resulted in a job sizing exercise and this affected where holders of promoted posts were placed on the new salary scales.

All teachers holding promoted posts at 31 March 2001 were protected by conservation arrangements. All teachers appointed to promoted posts from 1 April 2001 onwards were entitled to cash conservation for a period of three years, should their substantive salary level be downgraded. At September 2005 there were around 2,800 teachers on the conserved principal teacher scale and a further 1,000 other senior staff on the conserved HT/DHT scale.

Both HMIE and Audit Scotland report that pay increases have led to broad levels of satisfaction from teachers and more secure industrial relations and have contributed to increased recruitment levels.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Prior to the Agreement, teachers undertook five days per year of CPD activities. The McCrone Committee found that CPD was primarily regarded as courses that took place on in-service days or during class time. Teachers were critical of the quality and relevance of some provision.

The McCrone Agreement introduced an additional contractual 35 hours of CPD per annum to consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school based activities or other CPD activity, based on an assessment of individual need. These CPD arrangements are additional to the continuing in-service day arrangements. Every teacher is required to have an annual CPD plan and is required to maintain an individual CPD record.

Audit Scotland (2006), Draper and Sharpe (2006), the University of Glasgow (2006), and HMIE (2007) have all found that generally there has been a positive reaction from teachers to the developments in CPD. HMIE found that:

“Almost all teachers had now accepted the mandatory nature of the 35 hours of CPD and had taken full responsibility for maintaining their development profile...Almost all education authorities had expanded their CPD catalogues in response to needs identified through teachers’ review meetings”. (HMIE 2007)

However, Audit Scotland reported some concern about of time taken to participate in courses and their convenience and Draper and Sharp (2006) also claim that despite some evidence of improvement “...many teachers perceive little change as yet. One clear negative effect as far as these teachers were concerned is the paperwork associated with accounting for the additional

35 hours of CPD time". HMIE (2007) referred to various approaches that have been taken to make CPD more flexible for teachers, such as the use of e-learning.

In terms of the impact of the CPD arrangements both HMIE and Audit Scotland point to a lack of robust systems, in most local authorities, for the evaluation of CPD programmes.

THE TEACHER INDUCTION SCHEME (TIS)

The probation arrangements prior to the McCrone Agreement meant that full registration with the General Teaching Council for Scotland (GTCS) was gained after the equivalent of two full years of teaching experience:

"This period was often spent in a number of posts, sometimes in more than one local authority and could extend over a considerable period of time. It often lacked coherence or consistency of experience for the probationer teacher and on average it took 3-4 years to complete the requirements of full registration" (Scottish Executive 2005).

In light of these difficulties the McCrone Agreement introduced the Teacher Induction Scheme, which comprised:

- a guaranteed one-year training post to all publicly funded students graduating with a teaching qualification from a Scottish Higher Education Institution
- probation to be completed in one year, compared to the two years' equivalent teaching experience required previously
- a maximum class commitment time of 0.7 FTE, with 0.3 FTE set aside for professional development
- an experienced teacher to support each probationer (the Scottish Executive funds 0.1 FTE for this purpose).

Probationary teachers are allocated to a local authority and it is that authority's responsibility to allocate probationers to schools within their area. A computer system has been developed which matches and allocates students to local authorities using each local authority's vacancy list and each student's preference list. Each student is chosen at random and matched against their five preferences, beginning with their first preference. The majority of students have been allocated to their first or second preferences (Scottish Parliament 2006). In order to address recruitment problems in rural authorities a preference waiver scheme has also been introduced which allows student teachers to opt to be allocated anywhere in Scotland for an additional £6,000 salary during their induction year.

In assessing how the actual scheme has changed the experience for newly qualified teachers it has been found that:

"The Teacher Induction Scheme (TIS) has successfully addressed the significant weaknesses in previous induction and support arrangements identified by the McCrone Committee. It is well-regarded by those involved and has been particularly successful in reducing the length of the probation period, increasing training and development opportunities for probationers and increasing entry to the system from university to probation". (Audit Scotland 2006)

On the introduction of the TIS there was some concern that there may be difficulties for teachers completing their probationary year in finding permanent work due to the need to accommodate the new probationer teachers. The General Teaching Council found that among those who completed their induction year in 2005, almost 95% of respondents were teaching in Scotland, of which 70% were in full-time permanent posts (quoted in Audit Scotland 2006).

More recently a press report (Times Educational Supplement 2006) suggested that "...hundreds of probationers have still not been offered jobs for next year". The report suggested that new teachers in the Central Belt appeared least likely to be taken on by their education authority whereas rural authorities were offering permanent posts to higher numbers of probationers. A recent PQ response (Scottish Parliament 2006) noted:

S2W-27116 (answered 14 July 2006) Ms Rosemary Byrne (South of Scotland) (SSP): To ask the Scottish Executive how many teachers have failed to secure permanent posts for the 2006-07 school year following their probationary period.

Robert Brown: This information is not held centrally. The employment of teachers is a matter for local authorities and recruitment will continue up to and on through the 2006-07 school year.

Newly trained teachers are entitled to a year's induction and thereafter enter the job market. There is no guarantee of employment, though the number of extra students in teacher education has been set to align with the number of new teachers who need to be employed to achieve the Scottish Executive's commitment to 53,000 teachers by 2007.

It should be noted that it is normal that not all new teachers obtain permanent posts immediately. The majority of the remainder are in long-term temporary positions (e.g. covering maternity leave) or are doing short-term supply work.

In considering local authority practices in relation to the employment of probationers HMIE (2007) found a mixed approach amongst local authorities and in many cases education authorities were employing additional staff to enable the introduction of reduced class contact time.

SUPPORT STAFF

The McCrone Agreement provided for additional non-teaching resources for schools to help free up teachers time to concentrate on teaching. Annex E of the McCrone Agreement set out an illustrative list of tasks should not routinely be carried out by teachers but should generally be undertaken by support staff. Funding was provided to enable the equivalent of an additional 3,500 support staff to be phased in by March 2004. However, by this date the milestone had not met. There were various reasons for this such as the implementation of pilot initiatives before full scale recruitment (Audit Scotland 2006). However, by April 2006 the target had almost been met.

Three main categories of support staff have recruited by local authorities. Classroom assistants that have been employed in various duties such as promoting positive behaviour, running lunchtime clubs, supporting pupils and providing extra practice for small groups. Clerical and administrative staff have also been employed by some education authorities to carry out office work such as handling parental inquiries and administration of work experience placements. Finally business/support managers have been appointed by some authorities to take on roles such as facilities or budget management, oversee health and safety matters, or preparation of strategic documents.

The available evidence to date indicates a mixed view on the impact of the additional support staff (although in some cases it may be too early to properly assess the impact). HMIE (2007) found that "...overall though, while there had been limited progress in some schools in meeting the proposals in most education authorities there had been benefits, and in some cases, significant benefits." Audit Scotland (2006) found that not all teachers were yet feeling the full benefits of the support staff, partly because there is a perception among teachers that the level of general administrative tasks over the period of the Agreement has not reduced. Although it was also acknowledged that this may be a consequence of the whole-school role of many support staff and the relatively early stage of their introduction in many schools.

THE COST OF IMPLEMENTING THE AGREEMENT

It has been estimated that the total cost of implementing the pay deal so far has been around £2.15 billion, the majority of which has been on teachers' pay costs, as Table 4 below shows. The Scottish Executive made £2.05 billion of direct funding available to support delivery of the Agreement, with a further £104.8 million assumed through local authorities' own contributions. It is worth noting, however, that a substantial proportion of the costs for the pay award would have been necessary to fund annual salary increases irrespective of the Agreement.

Table 4: Cost of implementing the McCrone Agreement

	Amount	Proportion
Teachers' pay award	£1.6 billion	76.4%
Administrative and support staff	£168.1 million	7.8%
Teacher Induction Scheme	£96.7 million	4.5%
New career structure	£63.6 million	3%
Reducing class contact time	£60.6 million	2.8%
Continuing Professional Development	£57 million	2.7%
Salary conservation	£38 million	1.8%
Other	£17.7 million	0.8%
Chartered Teacher Scheme	£4.1 million	0.2%

Source: Audit Scotland 2006

On whether the Agreement has provided value for money Audit Scotland (2006) reported that:

"It is difficult to assess the extent to which value for money has been achieved from the additional spending because clear outcome measures were not included in the Agreement and have not yet been put in place by the Scottish Executive and other parties to the Agreement. The Scottish Executive should work with other parties to the Agreement to identify and report on outcome measures, such as impact on educational attainment, improvements in classroom practice, the quality of educational leadership, workload and skill-mix, workforce morale, and recruitment and retention in the profession".

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APPENDIX 1: TIMETABLE FOR IMPLEMENTATION

2001

- Phase one of the salary increases (1 April)
- Introduction of a 35-hour week for all teachers (1 August)
- Within the 35 hour week there will be a minimum personal allowance of 33% of actual class contact time made available for preparation and correction (1 August)
- Introduction of additional contractual 35 hours per year for CPD (1 August)

2002

- Local negotiating committees for teaching staff to be established and formal local recognition and procedures signed (no later than 1 April)
- Introduction of the new career structure (1 August)
- Introduction of new probation arrangements (1 August)

2003

- The job sizing exercise for promoted staff shall be completed (no later than 1 August)
- Teachers expected to meet the full commitment of an additional 35 hours per annum for CPD (1 August)

2004

- Completion of the recruitment of additional support staff (31 March)
- Completion of stage two of the transitional arrangements and the recruitment of additional teachers to facilitate the move towards a maximum class contact time of 22.5 hours (1 August)
- SNCT review of local and national negotiating arrangements (April - August)

2006

- Completion of stages 3 and 4 of the transitional arrangements to complete the introduction in maximum class contact time to 22.5 hours (no earlier than 1 August)

APPENDIX 2: TEACHER SALARY SCALES

Type of Teacher	Salary Scales 2006/07	
	Bottom (£)	Top (£)
Unpromoted (Probationer teachers start at the bottom the scale)	19,440	31,008
Chartered	31,968	38,013
Principal (Job Sized)	33,804	43,635
Principal (Conserved)	34,980	40,806
Headteacher and Depute Headteacher (Job Sized)	38,343	74,844
Headteacher and Depute Headteacher (Conserved)	38,412	72,846