

REVIEW OF TEACHER EMPLOYMENT IN SCOTLAND: CALL FOR EVIDENCE

This Call for Evidence seeks to gather views, from all interested parties, on key aspects of the current arrangements of teacher employment in Scotland. The questions are not an exhaustive list of the issues and you are encouraged to provide comments on any issue you feel may be relevant.

The Call for Evidence will close on 21 April 2011.

RESPONDENT INFORMATION FORM

Please note that the Respondent Information Form must be completed to ensure that we handle your response appropriately. Questions marked * must be answered by all respondents, unless you are directed past this question.

Name/Organisation

(A) Name of Organisation (if appropriate)

Children in Scotland

(B) Title:

<input type="checkbox"/>	Mr
<input checked="" type="checkbox"/>	Ms
<input type="checkbox"/>	Mrs
<input type="checkbox"/>	Miss
<input type="checkbox"/>	Dr

(C) * Surname

Burton

(D) * Forename

Sarah

Address details

(E) Postal address

5 Shandwick Place

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(G) Phone

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(H) Email address

Sburton@childreninScotland.org.uk

Permissions

(I) * I am responding as ... (Please select one option only)

<input type="checkbox"/>	An individual	=> please go to question (J)
<input checked="" type="checkbox"/>	A Group/Organisation	=> please go to question (L)

(J) * *[Please answer, if you are responding as an individual]*

Do you agree to your response being made available to the public (in the Scottish Government library and/or on the Scottish Government web site)? (Please select one option only)

<input type="checkbox"/>	Yes	=> please go to question (K)
<input type="checkbox"/>	No	=> please go to question (M)

(K) * *[Please answer, if you said yes to question (J)]*

Where confidentiality is not requested, we will make your responses available to the public on the following basis. (Please select one option only)

<input type="checkbox"/>	Yes, make my response, name and address all available	} => please to } question (M) }
<input type="checkbox"/>	Yes, make my response available, but not my name and address	
<input type="checkbox"/>	Yes, make my response and name available, but not my address	

(L) *The name and address of your organisation *will be* made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your *response* to be made available?

<input checked="" type="checkbox"/>	Yes	=> please go to question (O)
<input type="checkbox"/>	No	=> please go to question (O)

(M) **[Please answer, if you are responding as an individual]*

A number of people may have an interest in this Call for Evidence. Which of the following best describes your role in completing the questionnaire?

(Please select one option only):

<input type="checkbox"/>	Teacher (class, chartered, deputy, head, special)	} => please go to question (N) } } } } } }
<input type="checkbox"/>	Other educational establishment staff (e.g. support staff)	
<input type="checkbox"/>	Non-teaching local authority employee	
<input type="checkbox"/>	Government agency employee	
<input type="checkbox"/>	Parent / Carer	
<input type="checkbox"/>	Pupil	
<input type="checkbox"/>	Other	
If other, please specify:		} => please go to question 1

(N) [Please answer, if you said you are a teacher in question (M)]
If you are a teacher, can you please tell us what type:

<input type="checkbox"/>	Primary (including nursery) class teacher
<input type="checkbox"/>	Primary (including nursery) principal teacher
<input type="checkbox"/>	Primary (including nursery) chartered teacher
<input type="checkbox"/>	Primary (including nursery) depute head teacher
<input type="checkbox"/>	Primary (including nursery) head teacher
<input type="checkbox"/>	Secondary class teacher
<input type="checkbox"/>	Secondary principal teacher
<input type="checkbox"/>	Secondary chartered teacher
<input type="checkbox"/>	Secondary depute head teacher
<input type="checkbox"/>	Secondary head teacher
<input type="checkbox"/>	Special school teacher (all grades)
If other, please specify:	

(O) *[Please answer if you are responding as a group/organisation]
A number of different groups may have an interest in this Call for Evidence. Which of the following best describes your organisation? (Please select one option only)

<input type="checkbox"/>	Educational establishment
<input type="checkbox"/>	Union
<input type="checkbox"/>	Professional body
<input type="checkbox"/>	Local authority
<input type="checkbox"/>	Government agency
<input type="checkbox"/>	Parent / Carer's organisation
<input type="checkbox"/>	Pupil's group
x	Other, please specify
If other, please specify: Voluntary sector. Umbrella organisation for children's sector, which includes local authorities, schools, voluntary sector organisations and individuals among its 400+ membership.	

=> All questions from this point are for all respondents.

A. Professionalism

The Teachers' Agreement, which aimed to enhance the opportunities for professional development, made continuing professional development (CPD) a condition of service while also specifying that teachers should undertake a maximum of 35 hours CPD in each working year. It also required that all probationers should be guaranteed a one-year training contract.

1) To what extent do you agree that the arrangements for professional development set out in the Teachers' Agreement have: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Led to an improved quality of learning and teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Acted to develop leadership capacity within all levels of the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a) Should the current arrangements for continuing professional development be changed?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

2b) If so, how?

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B. Teachers' Duties

Annex B of the Teachers' Agreement outlines duties for classroom/chartered, principal, depute head teacher and head teachers, as a guide for the development of specific job descriptions in local authorities.

3) Do you think the prescribed set of duties in Annex B of the Teachers' Agreement are suitable for a profession implementing Curriculum for Excellence?

<input type="checkbox"/>	Yes
x <input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

4a) Do you believe the duties need to be revised?

x <input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

Job descriptions reflect priorities, and underlying assumptions about the roles of adults in schools and their relationships with children. The current duties reflect out-dated ways of thinking about learning that the Curriculum for Excellence is moving away from. The duties also omit the important Additional Support for Learning legislation and the approaches of Getting it Right for Every Child. Therefore there should be a new way of thinking and talking about the duties of teachers.

1. Curriculum for Excellence works from the understanding that learning is part of the whole of children's lives and doesn't just take place in teacher-led classroom experiences. The current teacher duties do not reflect this holistic approach because specific duties separate out experiences. For example "developing the school curriculum", is separate from "working in partnership with ... other professionals". This reflects the idea that the school curriculum

is a very internal matter, separate from partnership and collaboration with external people, organisations, or children's families. In fact, the many positive examples on the CfE sections of Learning Teaching Scotland's website testify to the centrality of collaborating with other organisation to support children's learning. (just one example:

<http://www.ltscotland.org.uk/sharingpractice/g/growinguplochleven/index.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tc:m:4-536738-64>).

Therefore it would be beneficial to link more clearly the importance and centrality of these relationships to the 'management and development of the school curriculum', not as an additional and separate responsibility.

2. The language of the teacher duties does not emphasise children's own control and responsibility for their learning but suggests they are passive recipients of "behaviour management" and school curriculums. Again, this is not the ethos that the CfE aims to inspire:

"Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community.

This includes opportunities to participate responsibly in decision making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice."

There should be responsibility at all levels to ensure this is possible and is meaningful for children. Children in Scotland, with the University of Edinburgh, carried out research into pupil councils in Scotland (90% of schools have them). The results, available online, stress the important supportive role of adults, but also the difficulties that are faced when adults do not have the time or management support to enable them to provide the right kind of support to pupil councils: <http://www.havingasayatschool.org.uk/> see research briefings.

The inclusion of explicit responsibilities in teachers' duties for supporting successful pupil councils would be welcomed. -

http://www.havingasayatschool.org.uk/documents/paper3_001.pdf (this briefing outlines the role of adults in school councils)

C. Career Structure

The Teachers' Agreement created a simplified career structure that included four main grades within both primary and secondary schools:

- i) Classroom teacher (probationer, main grade, chartered)*
- ii) Principal teacher*

iii) Depute head teacher

iv) Head teacher

5) To what extent do you agree that this career structure has met its aims: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) to provide opportunities for teachers to advance their careers in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to provide opportunities for teachers to advance their careers through promotion to management roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) to provide an appropriate number of skilled individuals able to undertake management roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) To what extent do you agree that the probationary year is a crucial stage in teacher's development?

<input type="checkbox"/>	strongly agree
<input type="checkbox"/>	agree
<input type="checkbox"/>	neither agree nor disagree
<input type="checkbox"/>	disagree
<input type="checkbox"/>	strongly disagree

7a) Do you think that the career structure should be changed?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

7b) If so, how?

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D. Conditions of Service / Pay

The Teachers' Agreement specified:

- a contractual 35 hour week for all teachers
- a maximum class contact time of 22.5 hours
- an allowance of personal time for preparation and correction, of no less than one third of class contact time

- that tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing
- use of remaining collegiate time to undertake activities agreed at school level
- 195 days working year, and an additional maximum of 35 hours CPD for all teachers

The Teachers' Agreement also introduced substantial pay rises for all teachers.

Conditions of Service

8) To what extent do you agree that the conditions of service listed above: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Enable teachers to deliver the best outcomes for children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
b) Need adjusted to reflect actual workloads and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Help to nurture an attitude of professionalism amongst teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Are suitable to successfully implement Curriculum for Excellence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

9a) Do you think the current conditions of service should be amended?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If yes, please specify how:

There has been an increase in the numbers of General Teaching Council of Scotland registered teachers working in nursery settings as part of the move towards those working with young children holding higher levels of qualifications. The teaching union EIS demands teachers be present in every nursery class.

Experienced early years professionals from other education backgrounds such as social work, along with those achieving degrees in childhood practice, are working in the early years area with different conditions of service.

The early childhood education and care workplace is complex, it includes a wide range of services with a variety of staffing. These can include limited hours in nursery classes attached to schools, full-day places in private settings meeting the needs of working parents or full-day places in publicly funded settings with an emphasis on children with particular needs such as disability or being on child protection risk registers.

What is important to all young children in any early childhood education and care is consistency of care. Consistency is something that parents are encouraged to provide for children and is emphasised in many of the parenting programmes funded by local authorities and health boards. However, the terms and conditions of teachers working in the early years with their strict emphasise on term times and contact time is not suited to work with young children and families. For families who need full time early childhood education and care to enable them to work, term-time only services are inadequate. Separating out education and care is not only very difficult (if not impossible) with young children but also runs counter to providing high quality care. Notions of teacher duties and related contact time and “preparation and correction” are much less appropriate for those working in these settings.

Finally, many early years settings are realising the benefits of bringing different professionals together to provide early childhood education and care and to support families in one setting, offering a combination of part time and full time care, with further support services for families. Children and families will not and need not appreciate the different professional backgrounds or career structures of those staff they encounter but they will notice if children experience inconsistent or confusing care because of the inflexibility of staff contracts.

It is not in the best interests of children and families to have one group of professionals working to different terms and conditions to others. This can impact negatively upon children in their shared care and place teachers in potential conflict with other professionals they are working with as a part of a team.

Teachers’ conditions of service should become more flexible in that the core elements (eg holidays/preparation and CPD) can be adapted to the needs of different settings and services.

Children in Scotland urges consideration of the European Commission’s Communication on Early Childhood Education and Care which recommends the integrated, universal pre-school. Integrated is the key word in this communication. It has many implications, but one is having a unified workforce working in the area of early years. This review of teachers’ employment is an ideal opportunity to move one step further towards the ideal of integrated, universal, services for pre-school children.

<http://www.childreninscotland.org.uk/docs/about%20us/WorkforceIssue4Final%20spreadsheet.pdf>

Pay

10) To what extent do you agree that the current level of teachers’ pay reflects their status as professionals working in the public sector?

<input type="checkbox"/>	strongly agree
<input type="checkbox"/>	agree
<input type="checkbox"/>	neither agree nor disagree
<input type="checkbox"/>	disagree
<input type="checkbox"/>	strongly disagree

11a) The Teachers' Agreement resulted in the posts of Principal Teacher, Depute Head Teacher and Head Teacher being job sized. Do you believe job sizing arrangements need to be revised?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

E. Chartered Teachers

The Teachers Agreement created the position of Chartered Teacher within Scottish schools as a means of allowing experienced teachers to develop without having to leave the classroom.

12) To what extent do you agree that the Chartered Teacher Scheme has had a positive impact on: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Retaining skilled professionals as classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Learning and teaching quality across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13a) Should the Chartered Teacher Scheme be:

<input type="checkbox"/>	Retained as it is
<input type="checkbox"/>	Amended
<input type="checkbox"/>	Disbanded

13b) Please give reasons for your choice:

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F. Other Staff in Schools

The Teachers' Agreement created additional posts for support staff (e.g. classroom assistants, clerical staff, lab technicians) undertaking a range of tasks in Scotland's schools. Support staff were introduced to help address teacher workload while allowing teachers to focus on their key role in teaching and learning. Annex E to the Teachers' Agreement established a list of tasks that should not routinely be carried out by teachers.

14) To what extent do you agree that additional support staff have: (please select one option for each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Helped teachers to focus on their core role as leaders of education in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Helped school managers to focus on leading, managing and providing strategic direction for schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Impacted positively on the learning of pupils?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15a) Do you think it is necessary to revise the tasks that the Teachers' Agreement (Annex E) specifies should NOT routinely be carried out by teachers?

x	Yes
	No
	Don't know

15b) If so, how?

3. While the creation of support staff roles to enable teachers to focus on their key role of teaching and learning undoubtedly helps teachers with day-to-day administrative tasks, it creates a hierarchy around the process of learning that is not always helpful in supporting children, particularly in their early years of primary school.

For example, because learning support staff supervise children during break and meal times, teachers are not required or encouraged to observe children's behaviour and interaction during these times. Children do not view the social elements of the school day with the same sense of hierarchy as adults. For many, this part of the day is the most important and this is particularly the case for those facing exclusion of some kind (e.g. through reasons of additional support for learning needs). Children can behave

differently in different environments. Knowledge and understanding of a child's behaviour in a different setting (i.e. the school playground) can assist the teacher to support that child's learning in the classroom.

While there should be opportunity for teacher and support staff to discuss these observations, the fact that these duties are effectively downgraded to staff with fewer qualifications and lower pay suggests that they are not as important. Therefore, while it seems to be helpful to have more staff assisting with administrative procedures, **teachers should not be excluded from responsibilities for the direct welfare of children through contact during school breaks, dining and recreation or providing first aid or the administration of drugs.** This does not mean that these areas could not be supported mainly by support staff, but that teachers should not be excluded from contributing and working in partnership with support staff. Senior management staff should be taking the lead in emphasising the importance social elements of school life.

The final section on this response includes further comments on the important role of support staff.

Children in Scotland's report: *Access All Areas: what children and young people think about accessibility, inclusion and additional support at school*, published June 2007, found that friendship and feeling included were vital to children with additional support needs having a positive experience of school. Social experiences were more important than physical and resource issues. Teacher duties focus too much teachers' role in providing education within the confines of a classroom and do not liberate teachers to consider learning as part of the whole school experience.

http://www.childreninscotland.org.uk/html/par_acc.htm

G. Negotiating Machinery

The Teachers' Agreement established the Scottish Negotiating Committee for Teachers (SNCT) as the tripartite body (Teacher Unions, COSLA, Scottish Government) responsible for negotiations on pay and conditions, and for establishing an appeals mechanism. It also established Local Negotiating Committees for Teachers (LNCTs) which have powers to vary certain devolved condition of service agreements and to reach agreement on a range of matters not subject to national bargaining. The roles of the SNCT and the LNCTs are set out in Annex F of the Teachers' Agreement.

16) How well has the Scottish Negotiating Committee for Teachers undertaken its role?

<input type="checkbox"/>	1 Very well
<input type="checkbox"/>	2 Well
<input type="checkbox"/>	3 Satisfactorily

<input type="checkbox"/>	4 Poorly
<input type="checkbox"/>	5 Very poorly

17) How well have the Local Negotiating Committees for Teachers undertaken their role?

<input type="checkbox"/>	1 Very well
<input type="checkbox"/>	2 Well
<input type="checkbox"/>	3 Satisfactorily
<input type="checkbox"/>	4 Poorly
<input type="checkbox"/>	5 Very poorly

18a) Do you think the negotiating arrangements should be changed?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

H. Overall impact of the Teachers' Agreement

The Review would like to consider the overall impact of the Teachers' Agreement.

19) To what extent do you agree that the Teachers' Agreement: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Attracts the most skilled individuals to the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Retains the most skilled individuals within the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Recognises and encourages excellence in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) Contributes to the creation of a flexible, creative, learner-centred teaching profession that can support Curriculum for Excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I. Further Points

20) The Review Group would be pleased to consider any further points respondents wish to make about teacher employment in Scotland. (Please expand the box below if you need more space).

General points

Consider the changing children’s sector workforce policy landscape

Teachers hold a very influential position in children’s lives and as such their initial training and continuing professional development should be in line with the major policy developments of recent years that put children and families at the centre of policy.

Teacher duties should be in line with the thinking and approaches of the “Getting it Right for Every Child” approach, and the Additional Support for Learning legislation, as well as the new collaborative, holistic approaches of the Curriculum for Excellence.

This review of teacher employment should be continued in close collaboration with the current Scottish Government “Consultation on the Common Core of Skills, Knowledge Understanding and Values for the Children’s Workforce in Scotland.” Teachers are a key part of the children’s workforce in Scotland.

An important part of all these approaches is developing stronger partnerships and working relationships between schools and communities and schools and families – (mothers and fathers, as well as grandparents and other kinship carers).

The very best teaching staff recognise these issues and are changing their practice accordingly. However rethinking teacher duties, and the way relationships between professionals are mediated through their different duties, pay and career structures would provide the responsibilities, monitoring and rewards that would enable this to happen universally.

Improving relationships and communicating with parents does not appear to have a high priority in the current list of duties or leadership. Research frequently points towards the influence of parents on their children’s learning and it can be particularly critical for children with additional support for learning needs.

Equally, the impetus to take learning outside and to use the local community as a learning resource needs strong leadership, again which needs to be reflected in teaching duties and teaching management staff requirements.

Consider relationships with other children’s sector workforce staff, especially school support staff.

While considering what tasks others can take up to lighten teachers’ load is an understandable way of considering staffing, it is not the best way to set up job roles and career structures for support staff. Teachers should be working in positive partnerships with support staff and not consider them as simply picking up the administrative burden, which is the way this employment review appears to position support staff.

While carrying out a number of important administrative functions support staff also contribute to the social and emotional wellbeing of children, particularly in their observation and support to children in break times and dining rooms. This influence and support for children should be recognised and encouraged through leadership by school senior management staff, who should have responsibility for observing and supporting the social experiences of children outside classrooms and encouraging professional collaboration between the different types of staff in schools. There should be opportunities for teaching staff to share observations with support staff, and for shared training.

Many support staff also work in out of school care settings with pre-school and primary children, or in holiday clubs etc. In these environments many staff are working towards degrees in childcare practice, in line with Government requirements. School support staff should be given the opportunity of pursuing professional development opportunities in line with developing opportunities outside of school, where there is a growing awareness of the vital importance of children’s social and emotional development and how it can be best supported through play and non-formal learning experiences.

The Council of the European Union recognises the important social dimensions of education and training:

“At the level of each education institution, strategies for inclusion require strong leadership, the systematic monitoring of results and quality, innovative high-quality teaching supported by appropriate teacher training, empowerment and motivation, cooperation with other professionals and the provision of adequate resources. **Providing more integrated support to learners in need requires cooperation with parents and stakeholders in the community, for instance in areas such as non-formal and informal learning activities outside school hours.**”

And it invites member states to

“ 9. Make schools more accountable to society at large, strengthen partnerships between schools and parents, business and local communities, and further integrate formal and non-formal activities”.

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:135:0002:0007:EN:PDF> Commission

Children in Scotland has worked with the Scottish Government on developing children's sector workforce and stimulating debate in this area, and has published a series of newsletters exploring many of these issues. These are all available online free.

<http://www.childreninscotland.org.uk/workforce/index.htm>

We would draw attention in particular to the 2009 comments of HM Senior Chief Inspector for Education, Graham Donaldson:

<http://www.childreninscotland.org.uk/docs/about%20us/WorkforceIssue4Finalspreadslo.pdf> where he advocates: "All staff working with children have to take collective responsibility as a community of educators, with everyone involved making best use of their expertise, sharing an understanding of each other's role and working together to help the learner to thrive in learning and in life."

Additional support for learning

Children who require additional support for learning often gain extra support from adults other than teachers - support staff. Anecdotal evidence suggests that children with the greatest additional support for learning needs are receiving most help from support staff who have the lowest qualifications and poor career structures. Without the improved collaboration of all staff within schools, improved qualifications, professional development opportunities and collaboration – all of which should be reflected in teacher duties and particularly within senior management responsibilities – children with additional support for learning needs experience a kind of exclusion while remaining within a mainstream setting.

While support staff duties are not within the remit of this consultation, it is important that the process of defining teachers' duties is carried out with a positive and inclusive approach to ensuring support for and collaboration with support staff.

21) The Review Group may wish to contact you as part of the wider Review of Teacher Employment. Would you be willing for them to do this?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please email your response to:

reviewofteacheremployment@scotland.gsi.gov.uk

Or send by post to: The Review of Teacher Employment, 2A South, Victoria Quay, Edinburgh, EH6 6QQ

Thank you for your response. The Review will consider all responses before reporting with recommendations in the summer of this year.

If you have any questions about the review process please email reviewofteacheremployment@scotland.gsi.gov.uk or call 0131 244 4925.

More information about the Review is available at www.reviewofteacheremployment.org