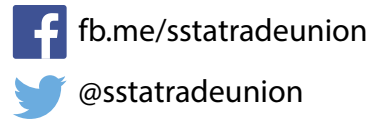




Scottish Secondary Teachers' Association

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NEWSLETTER OF THE SCOTTISH SECONDARY TEACHERS' ASSOCIATION - OCTOBER 2018

TEACHERS' PAY

3% + 2% =

NOT ENOUGH!

The SSTA Council met on Saturday 6 October and unanimously rejected the divisive nature of the pay offer. The pay offer did not address the expectations of members in reaching the SSTA restorative claim of 10%. The SSTA Council is encouraging members to support the Scottish Teachers Pay Rally on Saturday 27th October in Glasgow.

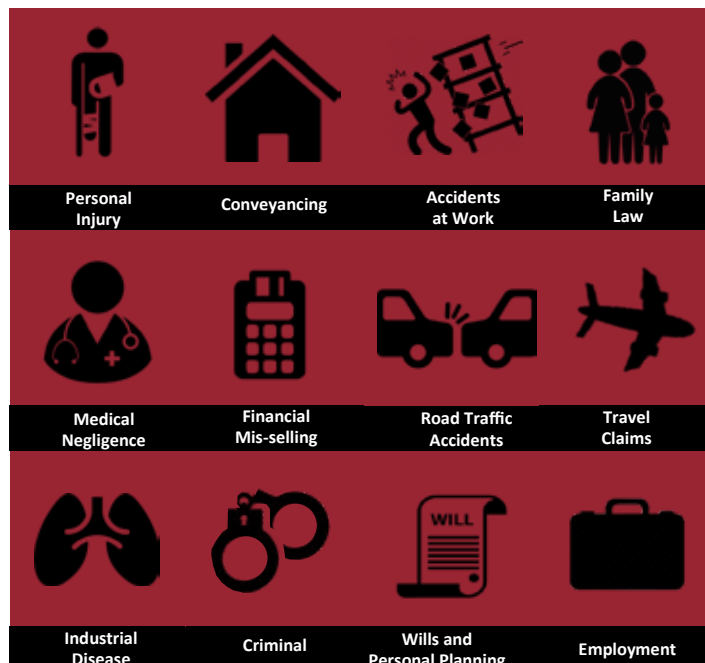
The SSTA Salaries and Conditions of Service Committee agreed to conduct a Consultative Ballot of members after the October break and will be strongly recommending a rejection of the offer. The ballot will also assess the preparedness of members to take strike action. The Consultative Ballot of members will confirm to the Minister that SSTA negotiators speak on behalf of their members in rejecting the pay offer.

It is hoped that the Government will return to the negotiation table and work with the teacher unions to reward teachers appropriately after years of little or no pay increases. A failure to address pay and workload will only see more experienced teachers leaving the profession. It is time for Government to show teachers true respect for the valuable job they do and invest in teachers.

Fine words are cheap but true respect is paying teachers professional salaries.

 **Retention, Recruitment & Restoration**

SSTA Legal Services cover more than you think



Call 0800 081 2207
Visit TalkToThompsons.com

Are you and your family prepared for the future?

We all know that we should have a Will but statistics show that less than 50% of Scottish adults have one. It is difficult but it is not morbid. It is just about ensuring that your wishes are expressed and followed and it is about ensuring that your family are properly catered for. But a Will is only one of three key legal documents that experts advise everyone should have these days for the future protection of their family.

The three key documents are a Will, a Power of Attorney and an advanced Directive. Our legal partners, Thompsons Solicitors, can explain the importance of these three documents and answer any questions you may have.

Complete legal services for you and your family

You will know that if you have an employment issue you will have the full support of the SSTA's legal service. You may know that if you have an accident at work you will also receive expert legal support for free. But there is so much more to the legal support you and your family receive as an SSTA member.

In fact, our aim is to provide a complete package of free or discounted legal services so that we can be your one stop shop for every legal issue you may have.

Our legal partners can describe the full range of legal services and support available to you as an SSTA member, how you may access them and some of our success stories over the years.

PAY TALKS TERMINATED

The SNCT Teachers' Side rejected the pay offer made by the employers (COSLA) on the 18 September. At the meeting of the SNCT Extended Joint Chairs (EIS, SSTA, COSLA and Scottish Government), Government officials asked if there was the possibility of further negotiations. A range of issues were raised by the union side and another meeting was arranged for 4 October 2018.

At the meeting on 4 October Government officials stated that the offer was a 'fair and generous' pay offer and there was to be no further offer or any grounds for further negotiation. COSLA confirmed that it was not prepared to find additional funds to help further negotiations. It was quite clear that two thirds of those at the negotiation table had no intention of further negotiation to address the restoration of teacher pay levels.

The union side was intensely disappointed with this development especially as the offer had been formally rejected on 18 September. The unions regarded the offer as being "derisory" in terms of the 3% offer across the board and "divisive" in relation to proposing changes to the main-grade scale whilst leaving promoted scales untouched. This was compounded by the fact that additional money (above the offer to teachers) had been found by the Government for funding both Police and National Health Service professionals. With COSLA finding an additional £10m, from its own resources, to assist their pay offer to other local authority employees only added insult to the disappointment.

The Pay Offer

The offer was for 3% across all SNCT posts except for those earning £80,000 or above, whose increase would be limited to £1,600 from April 2018. In addition to the 3% pay increase COSLA also supported a Scottish Government proposal to amend the Main Grade Salary Scale by reducing the number of points from 6 to 5 with a higher starting and finishing point. The amendments to the unpromoted teachers' pay scale would have seen most points on the scale receiving an additional 2% from August 2018 (a retention measure). In addition, those teachers who would be moving from Point 0 to Point 1 would receive

an approximately 10% pay increase (a recruitment measure for approximately 3,000 teachers).

It was reaffirmed to COSLA and Government officials that the 3% offer doesn't come close to matching the ambition of the SNCT 10% claim for all members at all grades. The Teachers' side were clear, also, that changes to only the main grade scale would be divisive. This is effectively a differentiated pay offer and therefore not acceptable.

As the final pay offer has been made, the SSTA will consult the membership on its views on the offer. The SSTA Salaries Committee has already unanimously rejected the offer, but will be considering the response from the Government and determining the terms of the consultative ballot of its members. The consultative ballot will be conducted when all schools have returned following the October break (more details to follow).

Next Steps

- 1) SSTA will be circulating more detailed information on the pay offer and the implications to ensure members are fully informed before the consultative ballot.
- 2) SSTA School Representatives are encouraged to hold school meetings and discuss the pay offer.
- 3) Support the Scottish Teachers' Pay Rally on Saturday 27th October in Glasgow.
- 4) It is **essential** that members details are updated and accurate to respond to the pay offer and the possibility of a formal ballot for industrial action. Members can update their details by completing a form on the SSTA website at www.ssta.org.uk/updatedetails.

The SSTA has been working closely with the EIS throughout the pay negotiations and has received an invitation for SSTA to support the pay demonstration in Glasgow. The SSTA National Executive wishes to encourage members to support the rally that meets in Kelvingrove Park, on Saturday 27 October at 11.00am (more details to follow).

The SNCT 2018 Pay Claim is a 10% restorative claim for **all** SNCT Grades

The Employers (COSLA) made a formal offer on 6 September that was rejected by SNCT Teachers' Side on the 18 September. No new offer was made and negotiations were ended by the Government on 4 October.

The 2018 Pay Offer

The Government regarded the offer as 'fair and generous'.

This offer was for 3% across all SNCT grades except those over £80,000 who would receive a payment of £1,600. It also included a proposal to restructure Main Grade Salary Scale by reducing the number of points from 6 down to 5. This would have meant a higher starting (for those completing their probation) and finishing point (top of the scale point 5).

Teacher Scale	Jan-18	3% Apr-18	2% Aug-18	<i>total 5% increase</i>	No. of Teachers
0	22,866	23,552	24,009	<i>1,143</i>	3,149
1	27,438	28,261	28,810	<i>1,372</i>	2,176
2	29,064	29,936	30,517	<i>1,453</i>	2,166
3	30,714	31,635	32,250	<i>1,536</i>	2,085
4	32,499	33,474	34,124	<i>1,625</i>	1,795
5	34,557	35,594	36,285	<i>1,728</i>	1,614
6	36,480	37,574	38,304	<i>1,824</i>	24,018

PT	Jan-18	3% Apr-18	<i>total 3% increase</i>
1	39,744	40,967	<i>1,193</i>
2	41,418	42,660	<i>1,242</i>
3	43,074	44,366	<i>1,292</i>
4	44,727	46,084	<i>1,341</i>
5	45,468	46,832	<i>1,364</i>
6	47,085	48,498	<i>1,413</i>
7	48,705	50,166	<i>1,461</i>
8	51,330	52,869	<i>1,539</i>

Total number of Principal Teachers 2017		
Primary	1,766	7.00%
Secondary	5,392	23%
Special	201	11%

The Damage to Teachers' Pay and Prospects

(Lest We Forget)

The SSTA as part of the Teachers' Side of the Scottish Negotiating Committee for Teachers (SNCT) submitted a 10% restorative pay claim. This claim was seen as a sensible and realistic pay claim following years of austerity measures that reduced considerably the 'true' value of teachers' salaries. The SSTA estimated that an increase in the region of 23% would be needed to return teachers' salaries to comparable levels.

It is worth reminding ourselves of other damaging measures taken over the last number of years by the Government and local authorities (COSLA). These measures have impacted unfairly upon the salary and career prospects of teachers. These are often forgotten when discussing teachers' pay.

Classroom Teachers - The removal of the Chartered Teacher scale prevented teachers, who wanted to remain focused on the classroom, from accessing salaries up to £44,727. This together with the constant demand for educational change has resulted in never ending workload making teaching a very unattractive career choice for new graduates.

Supply Teachers - The contempt shown by many local authorities to supply teachers over the years just adds to the damage to the profession. Every school relies upon supply teachers to maintain the school service to pupils. By cutting the starting salaries and the disgraceful practice, by some local authorities, of deliberately preventing supply teachers receiving continuous work thus preventing them from receiving their correct salaries. This has led to supply teachers being undervalued and abused and has resulted in many walking away from the profession. Now the shortage of supply teachers has increased teacher workload and reduced opportunities of professional development during the school week. Teachers now have to carry-out essential curriculum and qualification work outside school hours and at weekends.

Promoted Posts - The drive by local authorities to slash posts of responsibility in secondary schools has seen any prospect of additional salary through promotion rapidly diminish. Unfortunately, management restructuring is still taking place in schools despite the potential for new 'manageable' posts of responsibility being advocated by the Teachers' Career Pathway Committee.

Principal Teachers - Principal teachers of subject have virtually disappeared in most schools but much of their work has been passed down to main scale teachers who receive the responsibility but don't receive recognition or enhanced salaries.

Curriculum Leaders - Curriculum leader post holders have been given ever increasing workload and less management time to carry out these responsibilities. The increasing number of teacher vacancies and the lack of supply teachers has seen increased teaching commitment for curriculum leaders. This together with less time to carry out their duties and the never ending demand for 'evidence and data' from above, is adding to the stress of these teachers. Is it any wonder that an increasing number of teachers are reluctant to move into these management roles?

Guidance and Pupil Support - Guidance and pupil support teacher posts have become unmanageable following years of cuts in specialist teachers and education support staff. The ever increasing pupil caseload with more complex and demanding needs has added to the problem. But to add insult to injury the 'job-sizing toolkit' that was devised nearly 20 years ago, doesn't recognise the responsibilities of these overworked and undervalued highly skilled teachers.

Depute Heads and Headteachers - Deputes and Headteachers are becoming a rare breed. The expectations placed upon Headteachers and additional workload, often passed down from local authorities, makes these posts a lot less attractive. The Government's Headteachers' Charter with increased responsibilities, that most Headteachers don't want, will only worsen the recruitment crisis.

**Don't forget the action of others that have reduced
teacher career prospects and depressed teachers' pay
(and don't mention the end of 'Life Time Conservation').**

Support the Scottish Teachers' Pay Rally

27th October 2018

Glasgow

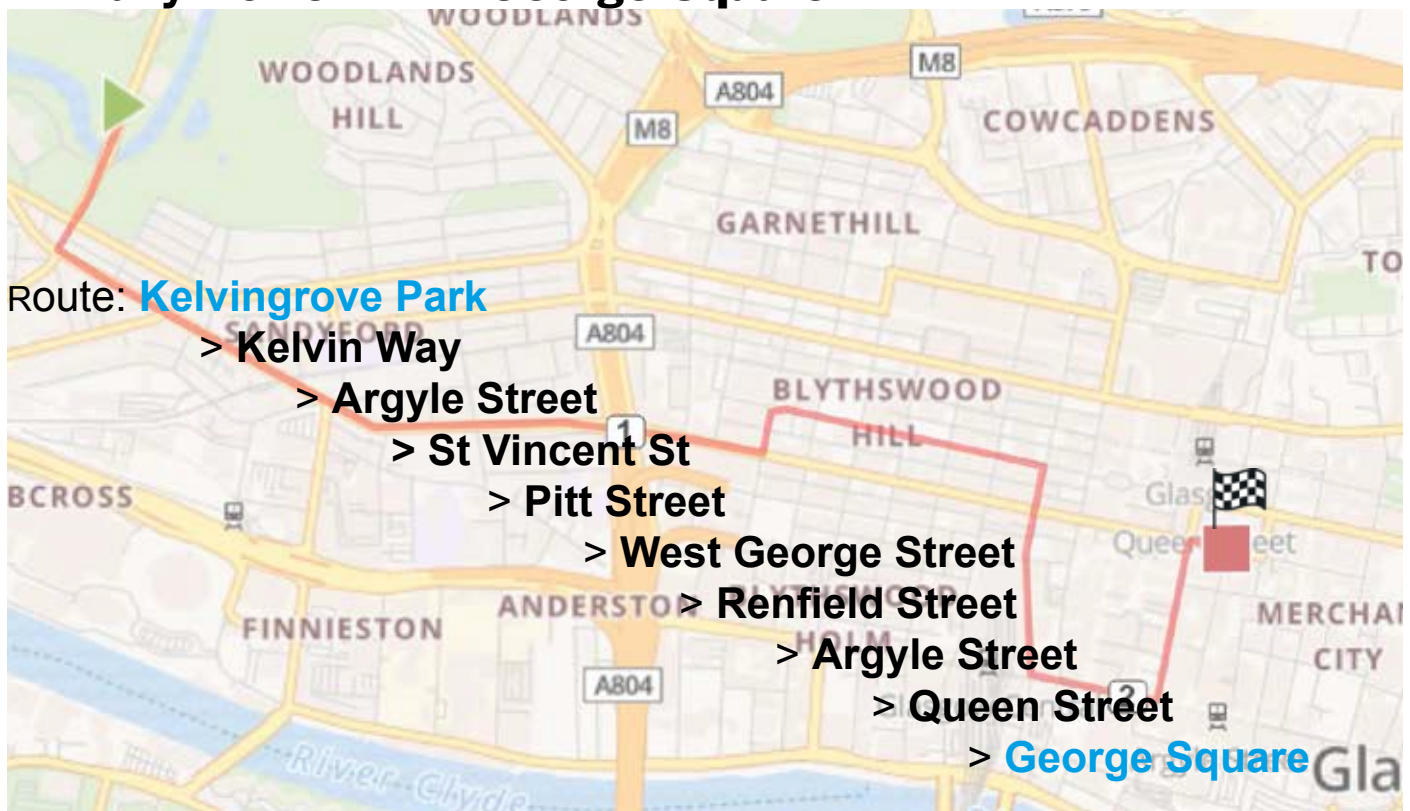
Assemble Time: 11.00am

Location : Kelvingrove Park, Glasgow

(SSTA Banners will be located next to the Skate Park)

March Time: 11.30am

Rally Point: George Square



Education Bill June 2018

The Deputy First Minister (DFM) deferred the proposed Education Bill following a joint agreement with COSLA on moving forward the main items in the Bill. The DFM has indicated if progress is not made through the joint agreement he will bring forward legislation in the future.

The COSLA/Government Agreement included commitments to:

Headteachers' Charter to empower headteachers in the following areas:

Curriculum, School Improvement (also a review of planning across the system), Staffing (LA still able to intervene), Funding (Headteachers will make decisions on the spending within that delegated budget),

- Parental and community engagement
- Pupil participation
- Regional Improvement Collaboratives
- Education Workforce Council consensus on the principle of widening registration to others but significant change should be carefully considered.

<http://www.gov.scot/Publications/2018/06/8745/downloads>

Education Scotland are currently conducting local authority inspections for 'empowerment' in preparation for moving forward with the Headteachers' Charter

Your Mental Health

Members often contact Head Office in serious distress indicating that they cannot cope with the demands of teaching and that their working lives are intolerable. SSTA endeavour to work with the individual to discuss and resolve their concerns.

This article looks at the importance of good mental health. Mental health strengthens and supports our ability to:

- have healthy relationships
- make good life choices
- maintain physical health and wellbeing
- handle the natural ups and downs of life
- discover and grow toward our potential

Many research studies have shown that when people receive appropriate mental health care, their use of medical services declines. For example, one study of people with anxiety disorders showed that, after psychological treatment, the number of medical visits decreased by 90%, laboratory costs decreased by 50%, and overall treatment costs dropped by 35%.

Other studies have shown that people with untreated mental health problems visit a medical doctor twice as often as people who receive mental health care. Excessive anxiety and stress can contribute to physical problems such as heart disease, ulcers, and colitis. Anxiety and stress can also reduce the strength of the immune system, making people more vulnerable to conditions ranging from the common cold to cancer.

Psychological problems also increase the likelihood that people will make poor behavioural choices which can contribute to medical problems. Smoking, excessive alcohol or drug use, poor eating habits, and reckless behaviour can all result in severe physical problems and the need for medical services.

SSTA will continue to highlight the importance of good mental health for teachers and where individual members are suffering stress or anxiety, we urge them to contact their GP or take advantage of the employee counselling service, in addition to discussing with SSTA how their issues may be resolved effectively.

Dignity and Respect at Work

Bullying and harassment of any kind are in no-one's interest and should be unacceptable in the workplace.

Bullying and harassment can make someone feel

- anxious and humiliated
- anger and frustration at being unable to cope
- frightened and de-motivated
- stressed, with loss of self-confidence and self-esteem

Bullying can impact upon a teachers' health

- It can result in psychological health problems such as depression, anxiety or low self-esteem
- It can result in physical health problems such as stomach problems, or sleep difficulties
- If witnessed, the bullying of a colleague can be very upsetting and can impact on their health

Why schools need to take action on bullying and harassment?

It is in every schools' interest to promote a safe, healthy and fair environment in which people can work. Bullying and harassment are not only unacceptable on moral grounds but may, if unchecked or badly handled, create serious problems for a school including:

- poor morale and poor employee relations
- loss of respect for managers and supervisors
- poor performance
- lost productivity
- illness and absence
- job insecurity and resignations
- damage to school reputation

What are bullying and harassment?

These terms are used interchangeably by most people, and many definitions include bullying as a form of harassment.

Harassment as defined in the Equality Act 2010 is:

Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. The relevant protected characteristics are age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

Bullying may be characterised as

Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Bullying or harassment may be by an individual against an individual (perhaps by someone in a position of authority such as a headteacher or line-manager) or involve groups of people. It may be obvious or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the teacher.

Examples of bullying/harassing behaviour:

- spreading malicious rumours, or insulting the teacher by word or behaviour
- verbal abuse, shouting, aggression
- unwelcome sexual advances – touching, standing too close,
- ignoring, side-lining, excluding or victimised
- unfair treatment of a group or individual teacher (issuing cover, unequal distribution of teaching, difficult classes, Friday pm)
- ridiculing or demeaning someone – picking on them or setting them up to fail. Making belittling remarks, sarcasm, humiliating in public (staff meetings, in front of staff, children and parents)
- undermining your integrity (classroom observation, assessment procedures)
- withholding information deliberately
- copying memos/emails that are critical about someone to others who do not need to know
- giving meaningless tasks, over bureaucratic and unpleasant jobs (lesson plans and planning, assessment procedures, lunchtime duties, reports to parents, admin and clerical tasks)
- deliberately undermining a competent worker by overloading and constant criticism and 'nit picking' and overriding decisions (classroom observation, assessments)
- constantly undervaluing the teachers work performance - not giving credit where it is due
- overbearing supervision or other misuse of power and position (classroom observation)
- giving unachievable tasks, setting unrealistic deadlines/workload or 'setting you up to fail' (appraisal, performance management, assessment, lack of management time, policies and practices)
- preventing individuals progressing by blocking promotion or training opportunities
- making threats or comments about job security without foundation (restructuring and redundancy)
- using or threatening to use formal procedures (competence and disciplinary)

Bullying and harassment are not necessarily face to face. They may also occur in written communications, email, phone, and automatic supervision methods such as computer recording of downtime from work.

Barriers for teachers

Bullying and harassment can often be hard to recognise – symptoms may not be obvious to others, and may be insidious. Those on the receiving end may think 'perhaps this is normal behaviour in this organisation'. They may be anxious that others will consider them weak, or not up to the job, if they find the actions of others intimidating.

Bullying that is considered bullying by one person may be considered 'firm management' by another. Most people agree the extremes but it's the 'grey area' that causes most problems.

They may be accused of 'overreacting', and worry that they won't be believed if they do report incidents. People being bullied or harassed may sometimes appear to overreact to something that seems relatively trivial but which may be the 'last straw' following a series of incidents. There is often fear of retribution if they do make a complaint. Colleagues may be reluctant to come forward as witnesses, as they too may fear the consequences for themselves. They may be so relieved not to be the subject of the bully themselves that they collude with the bully as a way of avoiding attention.

Making a complaint of bullying, harassment or challenging bullying behaviour can be difficult for teachers. Many teachers have tolerated bullying behaviour as some have lacked confidence that school leaders would take complaints seriously.

Teachers sometimes fear that their capability or competence might be questioned if they reported or challenged bullying. Teachers do not report incidents because they feel their school took no action to confront bullies. Teachers sometimes feel powerless and did not have confidence in the reporting system.

The legal position

Employers are responsible for preventing bullying and harassing behaviour. An organisational statement to all staff about the standards of behaviour expected can make it easier for all individuals to be fully aware of their responsibilities to others. If you believe you are experiencing bullying and / or harassment speak to an SSTA Professional Officer for support and advice.

Advice for Probationer Teachers

To become a fully registered teacher in Scotland, you are required to meet the Standard for Full Registration (SFR). The SFR sets out the professional values knowledge and skills expected during your induction year. It provides a professional standard against which decisions can be made on whether to grant full registration. The three key elements of the SFR can be found at the GTCS website:

- Professional Values and Personal Commitment
- Professional Knowledge and Understanding
- Professional Skills and Abilities

All probationers following the Teacher Induction Scheme have three years to obtain full registration. The time limit starts from the date that provisional registration was granted to you. For further information please download the Time Limit Policy:

Teacher Induction Scheme

The Teacher Induction Scheme (TIS) provides a guaranteed one-year training post in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's universities. GTC Scotland, in partnership with the Scottish Government, is responsible for the administration of the scheme.

The scheme is not compulsory; you can choose to follow the Flexible Route instead. The Teacher Induction Scheme allows probationer teachers to be considered for full registration within one school year (190 teaching days). It includes:

- a maximum class contact time of 0.8 full time equivalent
- dedicated time set aside for Professional Learning
- access to a teacher(mentor)for support throughout the induction year

Class contact time

A fully registered teacher has a contract of 35 hours per week with a maximum 22.5 hours of class contact (actual teaching) each week. To meet the Standard for Full Registration a percentage of this time as class contact time and a percentage as Professional Learning, as shown below:

- 18 hours of teaching (0.8 full-time equivalent)
- 4.5 hours Professional Learning (0.2 full-time equivalent)
- 7.5 hours preparation and correction time
- 5 hours collegiate time

Probationers who are qualified in 2 subjects will have been allocated to a school on the basis of 1 of the subjects:

- The timetable should be equivalent to a maximum of 0.8 FTE of a full-time teacher's timetable.
- * Where this is **not** possible, **at least** 0.55 FTE should be spent in the allocated subject.
- There should also be as full a spread of classes as possible across the year groups.

Probationer Profile

All information gathered during your probation to be documented in your probationer profile and should include:

- timetable
- Professional Learning experiences
- supporter meetings
- observed teaching sessions
- Professional Development Action Plan (PDAP)

Professional Learning Time

Professional learning time is provided to fulfil the expectations of the Induction Year to:

- develop the skills of a teacher and an understanding of curriculum, assessment and pedagogy;
- have access to a range of appropriate experiences which would assist them to reflect and develop sufficient understanding of their strengths and development needs as a teacher, allowing time to:
 - o hold regular meetings with their supporter;
 - o seek advice and guidance from key colleagues;
 - o meet regularly with their fellow probationers;
 - o maintain a record of professional development;
 - o identify and record appropriate critical incidents and evidence to use as a focus of discussion with supporters;
 - o engage, where possible, in research relating to their practice and to the impact of that practice on pupil learning;
 - o experience and understand the context of teaching (other schools and sectors; Additional Support Needs; policy frameworks etc);
 - o gain a sufficiently detailed understanding of what is required to meet specific elements of the Standard in respect of, for example, Professional Knowledge & Understanding, Professional Skills & Abilities and Professional Values & Personal Commitment.

SSTA Advice For Probationers

Teaching is a time consuming profession and time needs to be focused to allow probationers to achieve the Standard for Full Registration (SFR) in the first year. The probationers priority must be the teaching and learning in the classes allocated within the 18 hours class contact time.

1. Ensure you keep a record of lessons taught
2. Remember it is the next lesson that is important
3. Ensure that all meetings with supporters take place
4. Ensure that notes are taken of all meetings with supporters (these should reflect the main items of discussion and agreed actions)
5. All observed lessons are noted and sufficient time allocated for feedback
6. Remember **only** 4.5 hours a week is available for 'Professional Learning'
7. The 5 hours of 'Collegiate' time is for department and school development
8. Ensure to use the 7.5 hours for preparation and correction time

Do Not:

- **Exceed the maximum teaching time (18 hours class contact time)**
- **Be used for class registration (unless it is within the 18 hour class contact time)**
- **Undertake cover for absent colleagues**
- **Be encouraged to undertake extra-curricular activities**
- **Produce excessive paperwork in preparation of the probationer profile (focus on what evidence is required : **quality** rather than **quantity**)**

If you have problems which you would rather not share with departmental colleagues, speak to your SSTA school representative or contact your SSTA district secretary. They will be able to help you or will suggest someone who can.

REASONS TO SUPPORT THE PAY CAMPAIGN

A view from one of the SSTA District Secretaries inclusive of some facts and figures :
Here are some very rough figures on how our pay has eroded since 2003. All corrections accepted.
Read the figures then decide if you are angry yet.

PENSIONS AND NATIONAL INSURANCE SINCE 2003 MCCRONE DEAL

SNCT pay claim of 2017:

“The average pension contribution of teachers in Scotland rose in a three-year period from 6.4% to 9.6%, a 50% increase in contribution rates. (3.2 percentage points – my insertion) Last year due to the ending of “contracting out”, teachers’ National Insurance contributions rose by 1.4% (Percentage points). This has had a significant impact on the living standards of Scottish teachers. When considering the value of salaries against movement in the economy the SNCT has to take account of the impact of pension contribution increases and NI increases on teachers’ wages.”

Just on pension contributions, we are paying 50% more for less.
NI increased by 1.4%

Both of the above are arithmetical - about 4.6% points not allowing for these being cumulative. So in the last 10 years we have had this as an earnings CUT before looking at any pay awards in the same period.

Conclusion : Teachers have lost 4.6% percentage points of their salary since 2003.

SALARY AWARDS SINCE 2003

Salary 2003 (£)	Salary 2018 (£)	Cash Shortfall (£)	Inflation Proofed Salary 2018* (£)	% Increase Required To Match Inflation
28,707	36,480	7,603	44,083	20.8

(*Inflation Calculator used : <http://www.in2013dollars.com/2003-GBP-in-2018? Amount = 28,707>)

Conclusion : 20.8% of our salary has been eroded based on the McCrone figures.

HOLIDAYS – 40 DAYS

As teachers were often told “But look at your holidays!”

“5.2 It is recommended that annual leave given in full weeks and is set as follows :
Autumn Holiday 5 days, Festive Holiday 10 Days, Spring Holiday 10 days, Summer Holiday 15 days
(to include the final week of the holiday period).

5.3 The annual leave entitlement of a full time teacher or music instructor shall be 40 days.

http://www.snct.org.uk/wiki/index.php?title=Part_2_Section_5 ”

Like many and public and private sector employees, teachers receive 40 days holiday a year - all other days (“closure days”) are unpaid.

Most teachers work during their holidays and at weekends.

Conclusion : Long paid holidays are a myth.

UNPAID OVERTIME

	Main Grade Teacher	SLT
	35 Hours	35 Hours
Extra Hours Per Week	10	20
Contracted Hours	35	35
% Hours Worked Unpaid	28.6%	57.1%
Salary Pro-rata	£46,991	£78,550 (based on £50,000)
Value of free labour	£10,433	£28,550

Conclusions? Teachers are donating over £10,000 per year unsalaried labour to their employer.

Teachers deserve a better deal - support the pay campaign !

SSTA Subscription and Tax

We should like to remind you that your SSTA subscriptions are a tax allowable expense. Two-thirds of the annual subscription payable to the Association is allowable for income tax relief. Section 343, Part 5, Chapter 2 of the Income tax (Earning and Pensions) Act 2003. Further information on how to make a claim can be found on the HMRC Website :

<https://www.gov.uk/tax-relief-for-employees/professional-fees-and-subscriptions>

There are specialist firms that can assist you in doing this and at the same time, check if you have been missing out on any other tax allowances or been given the wrong tax code by HMRC meaning you are owed a tax refund.

The Tax Refund Company is one such firm and has helped over 142,000 teachers. You can quickly find out if it is worth having your tax codes checked by visiting their website :

www.thetaxrefundcompany.co.uk/new/ref=teachers

International Council of Education Advisers: Report 2016-2018

This is the first formal report of the International Council of Education Advisers (ICEA) following the initial two-year period of their appointment in 2016. The Council has been re-appointed for a further two years.

Members of the Council

The membership of the ICEA draws upon world-leading education and business experts with a range of knowledge and extensive experience of advising educators and governments on education leadership, school improvement and reform.

Dr Carol Campbell - Associate Professor of Leadership and Educational Change and Director of the Knowledge Network for Applied Education Research (KNAER) at the Ontario Institute for Studies in Education, University of Toronto

Professor Christopher Chapman - Chris Chapman is Chair of Educational Policy and Practice at the University of Glasgow and Co-Director What Works Scotland

Professor Graham Donaldson - over 40 years in education and has worked in schools, universities and local and central government

Jayne-Anne Gadhia - Chief Executive of Virgin Money, a Non-Executive Director of Business in the Community, and has roles on a number of advisory groups including the Financial Services Advisory Board, the Prime Minister's Business Advisory Group, and the FCA Practitioner Panel Advisory Group

Dr Avis Glaze - one of Canada's outstanding educators with extensive experience in international education

Professor Andy Hargreaves - Thomas More Brennan Chair in the Lynch School of Education at Boston College

Professor Alma Harris - Director of the Institute of Educational Leadership at the University of Malaya, Malaysia

Dr Pak Tee Ng, Associate Dean, Leadership Learning, and Head of the Policy and Leadership Studies Academic Group at the National Institute of Education (NIE) in Singapore

Dr Pasi Sahlberg - a Finnish educator, author and scholar

Dr Allison Skerrett - Associate Professor in Language and Literacy Studies at the University of Texas at Austin

Lindsey Watt - retired from teaching in February 2018 after nearly 40 years, but ready to take on new challenges in the world of education

Detailed biography of the Council members

<https://beta.gov.scot/publications/international-council-of-education-advisers-members/>

Report published 26 June 2018 (19 recommendations) and includes:

- o Develop the 4 capacities of CfE
- o Define and gauge the health and wellbeing of young people
- o Continue with the Attainment Challenge Fund
- o Systematic steps to strengthen fairness, inclusion, and equity in education through ongoing investments in excellence
- o An implementation plan for furthering educational improvement with co-ownership and engagement across the system
- o Use of the term Improvement rather than Reform
- o Move towards an empowered and self-improving learning system
- o A collaborative approach to improvement rather than a legislative approach
- o Focus on capacity building
- o Three key policy imperatives for improvement: professional empowerment, responsibility and ownership
- o Collaboration remains the central focus of system improvement
- o Ensure that the RICs are providing additional capacity and have adequate capacity and resources to directly impact on learning and teaching
- o Provide funding and support for RICs to take forward regional pedagogical networks linked to teaching and learning

Full Report <https://beta.gov.scot/publications/international-council-education-advisers-report-2016-18/>

The Government was due to respond to the report in September 2018. The ICEA were due to meet with the Scottish Education Council to discuss the ICEA Report and COSLA/Government Agreement that were published in June.

SSTA District Secretaries

Argyll and Bute	Vac	Highland	Andrew Sutcliffe
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Aberdeenshire	Barbara Adams	Moray	Jo Kirby
Clackmannanshire	Maggie Nesbitt	North Ayrshire	Catherine Nicol
Dundee City	Peter Thorburn	North Lanarkshire	Stuart Allison
Dumfries & Galloway	Jay Young	Orkney	Rosemary McLaughlin
East Ayrshire	Ward McCormick	Perth & Kinross	Matthew Mackie
City of Edinburgh	Liz Young	Renfrewshire	Sarah Dargie
East Dunbartonshire	Sally Shearer	South Ayrshire	Ruth Nicoll (acting)
East Lothian	Monique Dreon-Goold	Scottish Borders	Gavin Munro
East Renfrewshire	John Guidi	Shetland	Vac
Eilean Siar	Catherine Ferguson	South Lanarkshire	Jacqueline Bradley-Heeps
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Fife	Kevin Campbell	West Dunbartonshire	Claire Mackenzie
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Education Committee	James Cowans, Renfrew Area	Recuitment Committee	Sid Sandison City of Aberdeen
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