




Scottish Secondary Teachers' Association

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NEWSLETTER OF THE SCOTTISH SECONDARY TEACHERS' ASSOCIATION - DECEMBER 2023

Message from the President



SSTA President, Stuart Hunter

December sees the various annual statistics being released by the Scottish Government. As ever, statistics need to be treated with a degree of caution as they can be used very selectively. However, it was interesting to see that some were claiming that the statistics supported the view that there had been a 'narrowing of the attainment gap' whilst others were suggesting the opposite.

We can leave the politics of this to the politicians. What the figures do indicate is that any progress being made for the benefit of every single young person in our education system is not solely down to various policy decisions. The single most important factor is the teacher in the classroom. It is teachers who have gone way above and beyond to ensure that our young learners' benefit. Despite toxic workloads, increasing disruption to learning due to behavioural chaos allied to a singular lack of support from some of those in senior leadership roles and the blame culture, every

single one of you must be praised and congratulated for the phenomenal efforts put in every single day. You deserve the credit. You truly are amazing. You are the inspiration that makes the difference every day to our young people.

On that note, I would like to take the opportunity to wish you well for the coming festivities. You have more than earned the break. My Christmas wish for each one of you is that you switch off from school and focus on the precious 'me time'. Savour the moments with those that you hold dear, show tolerance to those that are irksome and hug those you love. May the exhaustion you feel by the New Year's start be the exhaustion of enjoying your days stress free from the day job.

On behalf of all at the SSTA, the Office Bearers, Secretariat and Office Staff,

Have a wonderful break, relax and enjoy the season,

Stuart Hunter
President 2023-25



SSTA Office Closure over Festive Period

Members are asked to note that the Association office will close at 1pm on Friday 22 December and will re-open for normal business in the New Year on Thursday 4 January 2024 at 9am. An emergency service will be in operation during the holiday period.

Details of the emergency contact service will be published at www.ssta.org.uk/contact-us/ prior to the office closing on Friday 22nd December.

Notification of the Election of General Treasurer

Following the announcement at the meeting of SSTA December Council by Elaine Henderson to stand down as the General Treasurer at the end of Congress 2024, it is a necessary to conduct a by-election as required by the SSTA Rules for Ballots and Elections.

All Districts will be required to nominate or to submit a "NIL return". Only one nomination may be made by a District for the position. Nominations for the post of General Treasurer must be received by the General Secretary at least 10 days prior to the March meeting of Council.

Therefore, nominations must take place at the February District meeting schedule and received by the General Secretary by Thursday 22 February 2024. Further details will follow in the New Year in advance of the February schedule of District Meetings.



Elaine Henderson
General Treasurer

SNCT Pay 2024-2025

Teacher pay will increase by 2% for most teachers, with a £1,600 increase for those teachers earning above £80,000, in January 2024. A new annual pay date for pay increases has moved from April to August as part of the last pay agreement. The SNCT Teachers' Side will meet in January to determine the pay claim for 2024-2025.

The SSTA Salaries and Conditions of Service Committee considered the SSTA claim at its last meeting and will be proposing an increase in line with the **rate of inflation plus an additional 2% restoration payment for all teachers at all pay grades.**

In addition, with expectations that teachers must complete all tasks, and the employers' inability to contain and reduce workload, teachers feel a professional duty to work excessive hours. The SSTA will be seeking a serious consideration of overtime payments for teachers beyond the contractual 35-hour week. Employers must acknowledge the extra 'free' overtime must end and we believe it is only fair that teachers are appropriately paid for the hours they work over and above the 35 hours.

The SSTA claim will be considered with the claims from other teacher unions at a meeting in January where an agreed pay claim will go to the employers.

SSTA Academic Diary - Opt-In

We recently emailed members to inform them that we are transitioning to an opt-in system for the SSTA academic diary in an effort to reduce wastage and cut costs. Starting from 2024, we will no longer automatically distribute the SSTA academic diary to all members. Instead, we kindly request that you indicate your preference to receive an academic diary by opting in. By doing so, you will help us minimize the environmental impact of producing and distributing unused diaries, as well as reduce expenses for the Association.

If you do not wish to receive an SSTA academic diary, you do not need to take any action. If you do wish to receive an SSTA academic diary, please follow these simple steps to opt-in:

Click on the following link to access the opt-in form: [Opt-In Form](#)

Fill out the form and confirm your preference for receiving an academic diary.

Click "Submit" to confirm your choice.

The 2024/25 SSTA academic diaries will be distributed to members in May 2024 to those who have expressed their preference to receive one.

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19746 SSTA Protect Ad 10-23

2024 SUBSCRIPTION FEES

Increase in Subscriptions in 2024

The SSTA provides a unique service to members that is unmatched by any other teacher trade union in the UK. The SSTA is the only union where all members can contact a member of the professional staff rapidly and directly. Hence, we can safely say 'Professional support is only a phone call away' (or an email if that is your preferred initial contact). SSTA is run by secondary teachers for secondary teachers.

The SSTA wants only the best for secondary education and secondary teachers and has maintained the subscription at the lowest levels for several years. Regrettably, the cost of living has had an impact on us all and the SSTA is no exception. To continue providing our unique service, and to meet the costs of maintaining the Association, the SSTA Council decided upon an annual increase of 7.5% for 2024.

Annual payers £198.00 and Monthly payers £18.00 – cost per annum £216.00

Members who have elected to pay their subscription by annual cheque are reminded that these should be forwarded by 31 January 2024, directly to the Association offices.

The rates for 2024 are as follows:

- Full-time Permanent members £198.00 if paid annually by 31 January 2024, or £216.00 if paid afterwards; £18.00 per month if paid by monthly direct debit.
- Part-time, job-share, temporary, supply and retired members: £99.00 if paid annually by 31 January 2024 or £108.00 if paid afterwards; £7.98 per month if paid by monthly direct debit.

Members who pay annually by cheque are encouraged to transfer to annual Direct Debit. Paying by Direct Debit guarantees that the payment will be taken in time to obtain the discounted subscription. Direct debit instructions can be completed online or download from the website at www.ssta.org.uk/ddi or by contacting the office at info@ssta.org.uk

Members on permanent contracts (1.0 – 0.81 FTE) pay the full subscription rate. Members on Part-time contracts (0.8 FTE and below), Temporary or Supply contracts and retired members pay the reduced subscription rate.

Members who have changed contracts recently or believe they may be paying the wrong subscription rate should contact the SSTA office by emailing info@ssta.org.uk or complete an [update of details form](#) on website.

Claim tax relief on your Subscriptions

All members can claim tax relief on professional membership fees and annual subscriptions paid to approved professional bodies or learned societies if being a member of that body or society is relevant to your job. Full information about claiming professional fees and subscriptions is available on the government web page Claim tax relief for your job expenses.

You must have paid tax in the year you're claiming for. You'll get tax relief based on what you've spent and the rate at which you pay tax. Example - If you spent £100 and pay tax at a rate of 20% in that year, the tax relief you can claim is £20 (20% of £100).

You can claim for this tax year for the 4 previous tax years.

	Monthly	Cost per Annum	Annual payers
2020	£ 15.95	£ 191.40	£ 175.45
2021	£ 15.95	£ 191.40	£ 175.45
2022	£ 16.15	£ 193.80	£ 177.65
2023	£ 16.75	£ 201.00	£ 184.25

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 teacher's 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.

Dignity and Respect at Work

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 (*cover and use of non-contact time, 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 teacher's 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 (*pay policy*)
- 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 tolerate bullying behaviour as some lack confidence that school leaders will take complaints seriously.

Teachers may also fear that their competence would be questioned if they report or challenge bullying. Teachers sometimes feel powerless and do 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.

What action should be taken by the person accused of bullying or harassment?

It is most important to recognise that the person making the complaint (except in cases of malicious allegation) perceives that they are being bullied. It cannot be said that the person should not feel harassed or that others would not feel harassed in the same situation.

It is advisable that any behaviour complained of should not be repeated whether or not it is believed that the behaviour does constitute harassment. If the alleged harasser does not believe that his/her behaviour is unreasonable, advice should be sought from the Association.

The person against whom the complaint is made should not resist any reasonable suggested mechanism for the investigation of the complaint.

Where a resolution is proposed following a bullying complaint, the teacher should be careful to follow the agreed terms of that resolution.

Further information

Bullying and harassment may be intentional or unintentional and may involve action/behaviour/verbal/non-verbal conflict or physical conflict which is found objectionable or causes offence.

Examples of both are shown below:

Firm but Fair Behaviour	Bullying and Harassment behaviour
Consistent and Fair	Aggressive, inconsistent and unfair
Determined to achieve the best results but reasonable and flexible	Unreasonable and inflexible
Knows their own mind and is clear about their ideas but is willing to consult with colleagues and staff before drawing up proposals	Believes they are always right, has fixed opinions, believe they know best and is not prepared to value other people's opinions
Insists on high standards of service in quality of and behaviour in the team	Insists upon high standards of service and behaviour but blames others if things go wrong
Will discuss in private any perceived concerns before forming views or taking action and does not apportion blame on others when things go wrong	Loses temper regularly and degrades people in front of others, threatens official warnings without listening to any explanation
Asks for people's views, listens and assimilates feedback	Tells people what is happening and does not listen

SSTA Advice

All local authorities will have a specific procedure relating to bullying. Many are entitled "Dignity at Work". (It is advisable to obtain a copy of the relevant procedure and read it carefully.)

It is usually advisable to initially try to resolve any issues through "informal" resolutions, but the formal grievance procedure can be used if this fail.

Informal—Gathering of evidence; notebook details; looking at patterns of behaviour; witnesses; support networks; talking to and logging of information with SSTA representative.

Formal - Members who do feel that they are being bullied or harassed should **contact the SSTA office for advice and support before moving to the formal route.**

Artificial Intelligence (AI)

Education International (EI) and Organisation for Economic Co-operation and Development (OECD) have published a joint paper on Artificial Intelligence (AI) 'Opportunities, guidelines and guardrails for effective and equitable use of AI in education' last week. The paper is intended to facilitate collaboration between education authorities and the teaching profession and inspire further discussions and guidelines on the use of AI in education.



Extract from the paper

One of the legacies of the COVID 19 pandemic is the increased use of and attention given to digital technology in education. Most school systems have used remote online teaching and learning at some point during the health crisis, and teachers, learners and families have realised the potential of digital technology for teaching and learning, as well as its limitations. The massive shift to digital learning has also exposed persistent inequalities in access to technology and connectivity as well as the crucial role of schools as social in-person places contributing to learning but also the wellbeing of students.

The irruption of digital technology continued in 2022-23 with the sudden visibility of generative AI applications (for example based on large language models such as ChatGPT or SAGE). These advances have made the power of AI visible to the public and raise fundamental questions about tasks and skills where the activity of humans and machine complement and/or substitute for each other. How does AI enhance human capacity? Does it lead to cognitive off-loading where AI performs or even outperforms at existing human skills level? Does it lead to human skill attrition when this off-loading occurs and these skills get less exercised? For educators, AI challenges a number of educational activities such as traditional models of homework assignments and assessment. This general-purpose technology has the potential to lead to another "industrial revolution" and will not leave education models untouched.

Please follow the link to the EI/OECD [Opportunities, guidelines and guardrails for effective and equitable use of AI in education](#)

In addition, at the recent Trade Union Advisory Committee (TUAC) to OECD meeting in November a presentation was made by Rob Weil of the American Federation of Teachers (AFT) on '**Artificial Intelligence – in Education (AIED) - Opportunities, Risks, and Policy Priorities**'. The presentation asked some important questions for teachers. Mr Weil's opening thoughts:

"The core premise of technology and AI is that they are tools to replace human labour and decision-making. In schools, they will replace some of the labour and decision-making of administrators, teachers, and support staff. We are not going back, and we must accept technology and AI as powerful forces that will shape the future. Educators and their unions must aggressively engage with the developers of educational technology and AI—it is not a choice. Replacing some labour and decision-making may not necessarily be a bad thing, but it must be done in partnership with teachers, school staff, and their representatives. The key will be who or what makes which decisions".

You can view the slides from Mr Weil's presentation [here](#).

SSTA

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

The SSTA 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 will 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.



Pre-Retirement Seminars

If you are considering retirement from teaching in the next couple of years then you should book a place on the forthcoming Pre-retirement seminars to be held in January and February. Further details to follow.

Pensions - SPPA 2015 McCloud Remedy

Please be aware that the SPPA are in the process of contacting members of the Teachers' Pension Scheme who are in receipt of their pension. The Remedy scheme will end in 2025 when impacted members will need to decide how they wish to proceed regarding the Final Salary Pension Benefits and the CARE benefits scheme, sometimes referred to as 'Legacy' and 'Reformed' benefits.

No action is required until you receive your Remediable Service Statement (RSS).

It is anticipated that it will take up to 18 months for the SPPA to write to affected members with a Remediable Service Statement (RSS). The RSS will set out the individual's pension benefits side-by-side for both the Final Salary and CARE scheme for the remedy period, this will help you to decide which option is the right one for you. Below is a useful link should you wish more information. <https://pensions.gov.scot/teachers>

Donations at Christmas

Every year SSTA makes donations to a number of organisations that have been approved by Council. A record of the Christmas donations made this year are noted below.

- Who Cares Scotland - £500
- Sam H - £500
- LGBT Youth Scotland - £500
- Trussell Trust - £1,500



Office Bearers, Past Presidents and Life Members taken at Congress 2023

From left to right, Euan Duncan, Assistant General Secretary & Past President ; Douglas Amos, Life Member; Norman Geekie, Life Member; Albert McKay, Life Member & Past President; Stuart Hunter, President; Anne O'Kane, Life Member; Monique Dreon-Goold, Vice-President; Catherine Nicol, Past President; John Guidi, Past President; Elaine Henderson, General Treasurer; Seamus Searson, General Secretary.



Jenny Gilruth Cabinet Secretary Education and Skills, with Catherine Nicol SSTA President and Seamus Searson General Secretary at Congress 2023



New SSTA President Stuart Hunter with Catherine Nicol Immediate Past President at the close of Congress 2023



Student recruitment at Glasgow University with James Cowans (East Renfrewshire)



Newly qualified secondary teachers in East Ayrshire with Ward McCormick (SSTA District Secretary)



Newly qualified secondary teachers in Dumfries and Galloway with Jay Young (SSTA District Secretary)



Ruth Nicol ASN Committee Convenor giving the Committee Report at Congress 2023

Advice for Probationer Teachers

SSTA members in schools have been reporting the increasing workload demands being applied to new entrants to the profession. As a consequence we are re-issuing this advice and urging teachers in schools to ensure that these future teachers are protected and remain in the profession.

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:
 - hold regular meetings with their supporter;
 - seek advice and guidance from key colleagues;
 - meet regularly with their fellow probationers;
 - maintain a record of professional development;
 - identify and record appropriate critical incidents and evidence to use as a focus of discussion with supporters;
 - engage, where possible, in research relating to their practice and to the impact of that practice on pupil learning;
 - experience and understand the context of teaching (other schools and sectors; Additional Support Needs; policy frameworks etc);
 - 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

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 probationer's 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 you 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.

A plea from a support for learning teacher

Just thought I would send a quick email just to highlight the amount of work a PT of Learning support has to do. My school are doing prelims in class time in December and January.

They actually started on the 28th November and will finish on the 26th January.

This has meant that I have had to organise supportstaff and locations , requested cover for Teachers for in total 94 prelims !!.

The number of senior pupils needing support in one form or another is 147 out of a total of 342 senior pupils. I worked that out at 42%

Meanwhile there are another 137pupils in the school needing support between S1 S2 andS3. In total 284 pupils out of a roll of 686 need support that is 41% of the school.

I have 12 PSAs of which only 5 are full time and a part-time support teacher.

I am on point 2 of the PT salary scale. How is that possible!!

I have discussed this with SLT and they are very sympathetic and will probably change the prelim arrangements next year..... but there is nothing that can be done about numbers.

I felt I really had to email you with this because it is so stressful and emotionally draining. Trying to fill in SQA aar details.... interviewing pupils about support for SQA exams... contacting staff and parents with these details. recording all the information. Doing reviews for pupils.

Just to add more data I have done 110 senior interviews regarding SQA support since sept still have the rest to do... sent out 110 letters. Filled in 147 entries in the SQA aar system.. Carried out 30 reviews of ASN pupils. All since september.

My part-time teacher does the dyslexia assessing. She is totally swamped with this, and this in itself takes up most of her support time. I just had to share this. Totally scunnered with it all.

Do they 'really' know or care what pressures teachers are facing, all this before I start teaching?



Coronavirus (COVID-19) - Stay at home advice



Coronavirus is still with us. Most people no longer need to take a coronavirus test but to prevent the spread of infection, you should try to stay at home if you're unwell. There are things you can do to reduce the spread of infection if you have symptoms, have tested positive, or are a close contact. Please follow link <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19/coronavirus-covid-19>

If you aren't eligible for testing and you have symptoms of a respiratory infection such as coronavirus and have a high temperature or do not feel well enough to go to work or carry out normal activities, try to stay at home and avoid contact with other people. Try to do this until you no longer have a high temperature (if you had one) or until you feel better.

If you have a positive coronavirus test result, try to stay at home and avoid contact with other people for 5 days after the day you took your test, or from the day your symptoms started (whichever was earlier). You should count the day after you took the test as day 1.

Remember: protect yourself and protect others

HMRC – Tax Relief

We are pleased to tell you that since launching our professional tax review service in 2019, over 1,000 members have already taken advantage of the service and the results are eye-opening!

You may recall we decided to launch the service after we saw evidence indicating over 50% of taxpayers in the teaching profession have been given the wrong tax code by HMRC which had resulted in them paying too much tax.

The problem is caused because HMRC relies on you checking your tax code and informing them if they give you the wrong code.

The review, provided by leading PAYE tax specialists, The Tax Refund Company, identifies any tax code errors that caused members to pay too much tax and helps them get their money back from HMRC.

Since launching the service, it turns out significantly more than 50% of SSTA members have been given the wrong tax codes!

To date, 67% of SSTA members finishing a review were identified as having been given the wrong tax codes causing them to pay too much tax. The average amount HMRC has given back to our members is £167.92 each, although some members have had over £2,550 back!

If you haven't used the service yet, please bear in mind there is no charge for a review. If you have paid the correct amount of tax, the review is FREE.

If the review concludes you have paid too much tax, The Tax Refund Company will correspond with HMRC to recover your money. Where they are successful, there is a fee of £38 for amounts up to £100 or 38p per £1 where the amount recovered is over £100.

This fee only relates to money you overpaid in up to 4 previous tax years. Any money you overpaid in the current tax year will be included as part of the review and recovered free of charge. In the rare event it looks like you have underpaid, only you will be told, not HMRC. However, for complete peace of mind, if you receive an unexpected tax bill as a direct result of using this service, The Tax Refund Company will pay the bill for you. (T&Cs apply)

To take advantage of the service, please go to www.sstatax.co.uk

In a matter of minutes you will find out if you could have paid too much tax and if so, you will be able to register for a full review.

Please note – HMRC has a deadline for handing back overpaid tax so if you want to avoid losing money you could get back, you should consider reviewing your tax affairs as soon as possible.

SSTA

Where professional support is
only a phone call away.

0131 313 7300

www.ssta.org.uk info@ssta.org.uk

SSTA Office Bearers 2023-2025

President, Stuart Hunter
Vice President, Monique Dreon-Goold
Immediate Past President, Catherine Nicol
General Treasurer, Elaine Henderson
Minutes Secretary, Alan Taylor
General Secretary, Seamus Searson

SSTA National Executive 2023-2025

Elected Members:

Kevin Campbell, Fife
Paul Cochrane, Renfrew Area
James Cowans, Renfrew Area
John Guidi, Renfrew Area
James How, Glasgow
Grant McAllister, Fife
Lynn Myles, Lothians
Gordon West, Aberdeenshire

SSTA Committee Conveners

ASN Committee	Ruth Nicoll, Ayrshire Area
Education Committee	James Cowans, Renfrew Area
Equalities Committee	Maggie Nesbitt, Central Area
Finance & General Purpose Committee	Elaine Henderson, Aberdeenshire
Health, Safety & Wellbeing Committee	Grant McAllister, Fife
Recruitment Committee	Ward McCormick, Ayrshire
Salaries & Conditions of Service Committee	Paul Cochrane, Inverclyde

SSTA Social Media Channels

You can follow the SSTA on Facebook, Twitter and Instagram for updates on current issues and campaigns, publication of advice notes and information on training events.

 fb.me/sstatradeunion

 [@sstatradeunion](https://twitter.com/sstatradeunion)

 [@sstatradeunion](https://www.instagram.com/sstatradeunion)

SSTA District Secretaries

Argyll and Bute: Donald Holmes	Highland: vacancy
City of Aberdeen: Jason Currie	Inverclyde: Paul Cochrane
Angus: Catrona McDonald	Midlothian: Isabelle Dupraz
Aberdeenshire: Luke Wright	Moray: Pete Kelly
Clackmannanshire: Maggie Nesbitt	North Ayrshire: Catherine Nicol
Dundee City: Andy Sinclair	North Lanarkshire: Peter Brandon
Dumfries & Galloway: Jay Young	Orkney: Shona Ferguson
East Ayrshire: Ward McCormick	Perth & Kinross: Matthew Mackie
City of Edinburgh: Lynn Myles	Renfrewshire: Raymond Kane
East Dunbartonshire: Jacqueline O’Kane	South Ayrshire: Louisa Maestranzi
East Lothian: Monique Dreon-Gould	Scottish Borders: Duncan Taylor
East Renfrewshire: John Guidi	Shetland: <i>Vacancy</i>
Eilean Siar: Amanda Macdonald	South Lanarkshire: Karen Dickson
Falkirk: Chris McDonald	Stirling: Gavin Black
Fife: Kevin Campbell	West Dunbartonshire: Claire Mackenzie
City of Glasgow: James How	West Lothian: Lorna Webster

Salary Scales

Main Grade Scale		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
0 (Probationer)	£31,584	£32,217
1	£37,896	£38,655
2	£40,047	£40,848
3	£42,372	£43,218
4	£45,060	£45,960
5	£47,565	£48,516

Lead Teacher Spine		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£53,997	£55,077
2	£68,742	£70,116
3	£76,704	£78,237

Depute Headteachers and Headteachers		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£58,818	£59,994
2	£60,627	£61,839
3	£62,625	£63,879
4	£64,776	£66,072
5	£66,927	£68,265
6	£68,742	£70,116
7	£70,740	£72,156
8	£72,735	£74,190
9	£74,712	£76,206
10	£76,704	£78,237
11	£80,019	£81,618
12	£83,337	£84,936
13	£86,523	£88,122
14	£89,670	£91,269
15	£93,045	£94,644
16	£97,371	£98,970
17	£100,812	£102,411
18	£105,009	£106,608
19	£109,209	£110,808

Music Instructor Scale		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£33,087	£33,750
2	£35,061	£35,763
3	£37,041	£37,782
4	£39,201	£39,984
5	£41,682	£42,516
6	£43,980	£44,859

Chartered Teacher Spine		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£49,041	£50,022
2	£50,691	£51,705
3	£51,858	£52,896
4	£53,997	£55,077
5	£56,160	£57,282
6	£58,314	£59,481

Principal Teacher Spine		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£51,858	£52,896
2	£53,997	£55,077
3	£56,160	£57,282
4	£58,314	£59,481
5	£60,477	£61,686
6	£62,625	£63,879
7	£64,776	£66,072
8	£66,927	£68,265

Education Support Officers Scale		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£53,997	£55,077
2	£56,160	£57,282
3	£58,314	£59,481

Quality Improvement Officer Scale		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£68,742	£70,116
2	£72,735	£74,190
3	£76,704	£78,237

Quality Improvement Manager		
Point	Annual Salary 1.4.2023	Annual Salary 1.1.2024
1	£80,019	£81,618

Full Salary Scales for '1 April 2022 - 31 July 2024 Pay Agreement' for all posts can be found on the SSTA at www.ssta.org.uk/pay-agreement-april-2022-july-2024/

PRESIDENTS OF THE SCOTTISH SECONDARY TEACHERS' ASSOCIATION



J.G. LINDSAY
1944



JAMES PORTER
1945 - 1947



W.M.L. DEWAR
1947 - 1949



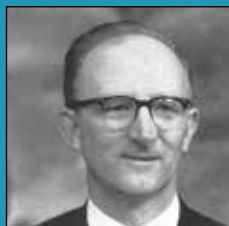
AGNES MCKENDRICK
1949 - 1951



ALEXANDER ALLAN
1951 - 1953



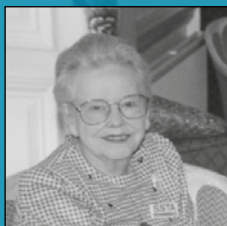
ARTHUR D BROWN
1955 - 1957



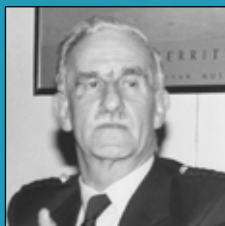
JAMES DOCHERTY
1957 - 1959



J.N.C. CLARK
1959 - 1961



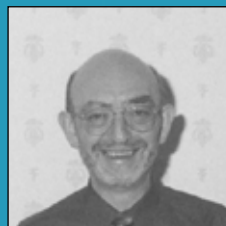
GLADYS M CAIRNS
1969 - 1971



L.H. INGLIS
1975 - 1977



J MCD ROY
1977 - 1979



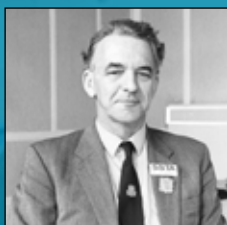
ALISTAIR FULTON
1979 - 1981



JOHN GRAY
1981 - 1983



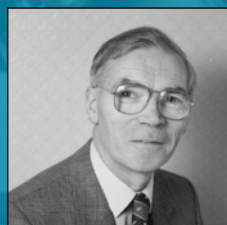
DOUGLAS CAMPBELL
1983 - 1985



DONALD C HALLIDAY
1985 - 1987



THOMAS WALLACE
1987 - 1989



IAN M GOLDSACK
1989 - 1991



JOHN SMALL
1991 - 1993



MARIE T ALLAN
1993 - 1995



BARBARA E CLARK
1995 - 1997



W.A.L. GUTHRIE
1997 - 1999



W.S. FITZPATRICK
1999 - 2001



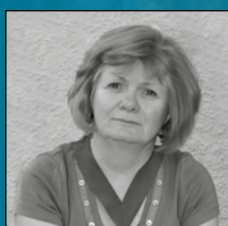
GEORGE STURROCK
2001 - 2003



ALAN MCKENZIE
2003 - 2005



ALBERT F.S. MCKAY
2005 - 2007



ANN L BALLINGER
2007 - 2009



PETER WRIGHT
2009 - 2011



MARGARET SMITH
2011 - 2013



JAMES FORBES
2013 - 2015



EUAN DUNCAN
2015 - 2017



KEVIN CAMPBELL
2017 - 2019



JOHN GUIDI
2019 - 2021



CATHERINE NICOL
2021 - 2023