

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held in Meeting Room 3, Council Offices, Garshake Road, Dumbarton on Tuesday, 13 March 2007 at 9.30 a.m.

Present: Liz McGinlay, Director of Education and Cultural Services; Terry Lanagan, Head of Service for the Schools' Estate; Gordon Bone, Head Teacher, Dumbarton Academy; Margaret Mackay, Quality Improvement Officer (substitute); Paul McGowan, Section Head, Personnel, Education and Cultural Services (substitute); Lesley Robertson, Head Teacher, Aitkenbar Primary School (substitute); Stewart Patterson, Teachers' Convener, E.I.S.; Jan Cleife, E.I.S.; Josephine McDaid, E.I.S.; Janice Wardrop, E.I.S.; Olean Allison, E.I.S.; May McDonald, E.I.S. (substitute) and Alex McEwan, S.S.T.A.

Attending: Craig Stewart, Administrative Assistant, Legal and Administrative Services.

Apologies: Apologies for absence were received from Tricia O'Neill, Head of Personnel; Rae Strang, Head Teacher, Bonhill Primary School and Norman Bissell, E.I.S., Area Officer (Adviser).

Ms Jan Cleife in the Chair

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 12 December 2006 were submitted and approved as a correct record.

Having heard Mr Lanagan, the Committee welcomed Mr Gordon Bone, Head Teacher of Dumbarton Academy, to his first meeting of the Committee.

With reference to the item under the heading 'Secondary Management Time', an update on the current position was given by Mr Lanagan and it was noted that a number of options were being considered by the Sub-Group in relation to Management Time. It was also noted that a report on this issue would be submitted to a future meeting of the Committee at the appropriate time.

SUPPORT STAFF (LEARNING ASSISTANTS) REMITS & RESPONSIBILITIES - AWAITING OUTCOME OF EQUAL OPPORTUNITIES COMMISSION REVIEW

With reference to the Minutes of Meeting of the AGM of the LNCT when it had been agreed that the above item would be placed on the Agenda of this meeting, the Chair, Ms Cliefe, invited Mr Paterson to be heard in respect of this matter.

After discussion and having heard both Sides, it was agreed that a report, providing an update and clarification of the current position concerning the number of Support Staff (Learning Assistants) in schools and how they are utilised, would be submitted to the next meeting of the Committee for consideration.

A TEACHING PROFESSION FOR THE 21ST CENTURY – REVISED PROMOTED POST STRUCTURES IN PRIMARY SCHOOLS

A report was submitted by the Director of Education and Cultural Services seeking approval for the revision to primary school management structures as proposed in Appendix 2 to the report.

During consideration, the Committee agreed that the meeting be adjourned for a short period to allow both Sides to consider the recommendations within the aforementioned report.

Thereafter, the Committee reconvened with all those on the sederunt present.

After discussion and having heard both Sides, the Committee agreed:-

- (1) that the undernoted amendments be incorporated into the Director's report:-
 - (a) Paragraph 2.1 – delete 2nd sentence "This agreement reflected the budget available for restructuring at that time and it was designed to afford maximum support for head teachers in implementing the Teachers' Agreement";
 - (b) Revise 2nd sentence to read "In October 2006, the Director of Education and Cultural Services instructed that promoted post structures be reviewed with any changes to the management time allocation coming into force from August 2007;
 - (c) Paragraph 3.3. - revise bullet point 4 to read "all staff affected by the new structure would have lifetime conservation of salary";
 - (d) Paragraph 3.3 – insert new bullet point 5 "surplus promoted staff would not be required to undertake management duties unless agreed management time is given";

- (e) Paragraph 4.2 – revised 2nd sentence to read “Staff affected will be guaranteed an interview for any vacant equivalent promoted posts for a further period of 4 years”;
 - (f) Paragraph 5.2 – revised 2nd sentence to read “Where appropriate, job resizing will reflect the changes in the remit of the post”;
 - (g) Paragraph 6.1 – Change this to 6.2 and delete the sentence “This will be dealt with in the policy and procedures to be developed”; and
 - (h) Paragraph 6.1 – insert new sentence to read “Policy and procedures will be developed to reflect the principles agreed in this paper”.
- (2) to note the Teachers' side position that, once in place, the position with regard to primary school management structures could be revisited in light of experience.

DATE OF NEXT MEETING

It was noted that the next meeting of the Committee would take place at 9.30 a.m. on Tuesday, 8 May 2007.

The meeting closed at 10.32 a.m.

WEST DUNBARTONSHIRE COUNCIL**Local Negotiating Committee for Teachers: 25 June 2007****Report on Deployment of Learning Assistants**

Subject: The Deployment of Learning Assistants in Schools**1. Purpose**

- 1.1** The purpose of this report is to inform the LNCT of the proportion of the working week devoted by Learning Assistants to supporting teachers and to supporting pupils.

2. Background

- 2.1** Under the 21st Century Agreement, it was accepted that certain duties should be passed from class teachers to support staff. Learning assistants are one of the main categories of support staff involved in covering these duties and the trade unions wished to ascertain the extent to which Learning Assistants are being utilised to provide direct support for pupils and the extent to which they are being used to provide practical support for teachers.
- 2.2** In response to the request of the trade unions, the Personnel Section issued a questionnaire to all schools asking the to quantify the proportion of time spent during an average week by each learning assistant in providing support to teachers ad support to pupils.
- 2.3** The responses to this questionnaire are summarised in Appendix 1 to this report.

3. Main Issues

- 3.1** The appendices to this report describe in broad terms the duties of learning assistants for each primary, secondary and special school. For each school, the duties carried out by each learning assistant are shown in percentage terms as either support for pupils or support for teachers. A summary is also provided for schools in each sector: primary, secondary, special and pre-5.
- 3.2** While it would appear that, especially in the secondary sector, the vast majority of time is spent by learning assistants in supporting pupils

directly, rather than in supporting the work of teachers, the following factors must also be borne in mind:-

- in order to ensure compliance with the terms of the Teachers' Agreement, additional clerical staff were appointed to several schools within West Dunbartonshire, especially secondary schools;
- the questionnaire issued to schools only referred to learning assistants and therefore made no allowance for the significant role played by clerical assistants in reducing the burden on teachers of tasks such as typing/word processing, photocopying, stapling etc.

- 3.3 A further questionnaire may be required to establish more precisely the extent to which teachers have been relieved of non-teaching duties since the implementation of the Agreement. This second questionnaire would require to establish the extent to which all support staff are employed in providing support for teachers.

4. Personnel Issues

- 4.1 The main issues are inherent in this report, and the attached appendix provides a summary of the information and a breakdown of details by percentage of classroom assistant time devoted to assisting teachers and the percentage of time spent working directly with pupils.

5. Financial Implications

- 5.1 There are no financial implications arising from this report

6. Risk Analysis

- 6.1 There was deemed to be no reasonable requirement for a risk analysis on the basis of this report.

7. Conclusions

- 7.1 It is reasonable to conclude that, while individual duties may vary, the majority of learning assistants' time is devoted to providing direct support for pupils.

8. Recommendations

- 8.1 It is recommended that a further questionnaire be issued to establish the extent to which clerical and other staff have helped to remove the burden of non-teaching duties from teachers in the wake of the Teachers' Agreement.

- 8.2 It is recommended that members of the LNCT note the details of the survey summarised in the appendix to this report.

Liz McGinlay
Director of Education and Cultural Services

Person to Contact: Terry Lanagan, Head of Service, Schools Estate Unit,
Braidfield High School, Queen Mary Avenue,
Clydebank G81 2LR. Tel: 0141 952 5140.
E-mail terry.lanagan@west-dunbarton.gov.uk

Wards affected: all

Learning Assistants Time on Teacher Support & Pupil Support

Summary Approximate Percentages by sector

	<u>Teacher Support</u>	<u>Pupil Support</u>
Primary	35%	65%
Secondary	5%	95%
Special	15%	85%
EE&CC	30%	70%

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
Aitkenbar Primary	LA1	30%	70%	
	LA2	20%	80%	
	LA3	10%	90%	
	LA4	20%	80%	
	LA5	10%	90%	
Bonhill Primary	LA1	50%	50%	
	LA2	25%	75%	
	LA3	5%	95%	
	LA4	25%	75%	
	LA5	12.5%	87.5%	
	LA6	28%	72%	
Braehead Primary	LA1	28%	72%	
	LA2	35%	65%	
	LA3	76%	24%	
	LA4	80%	20%	
	LA5	93%	7%	
	LA6 (0.5)	19%	81%	
	LA7 (0.5)	92%	8%	
Carleith Primary	LA1	50%	50%	
	LA2	50%	50%	
	LA3	50%	50%	
	LA4	50%	50%	
Christie Park Primary	LA1	0%	100%	
	LA2	50%	50%	
	LA3	10%	90%	
	LA4	50%	50%	
	LA5	50%	50%	
	LA6	50%	50%	
Clydemuir Primary	LA1	53%	47%	
	LA2	57%	43%	
	LA3	57%	43%	
	LA4	41%	59%	
	LA5	37%	63%	
	LA6	60%	40%	
	LA7	42%	58%	
	LA8	52%	48%	
	LA9	54%	46%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
Dalreoch Primary	LA1	20%	80%	
	LA2	20%	80%	
	LA3	15%	85%	
Edinbarnet Primary	LA1	0%	100%	
	LA2	0%	100%	
	LA3	0%	100%	
	LA4	0%	100%	
	LA5	0%	100%	
	LA6	0%	100%	
	LA7	0%	100%	
	LA8	0%	100%	
Gartocharn Primary	LA1	40%	60%	
	LA2	5%	95%	
Gavinburn Primary	LA1	0%	100%	
	LA2	36%	64%	
	LA3	28%	72%	
	LA4	5%	95%	
	LA5	5%	95%	
	LA6	38%	62%	
	LA7	30%	70%	
	LA8	32%	68%	
Goldenhill Primary	LA1	9%	71%	
	LA2	9%	71%	
	LA3	9%	71%	
	LA4	9%	71%	
	LA5	9%	71%	
	LA6	18%	72%	
Haldane Primary	LA1	30%	60%	
	LA2	20%	80%	
	LA3	30%	70%	
	LA4	50%	50%	
	LA5	50%	50%	
Highdykes Primary	LA1	65%	35%	
	LA2	80%	20%	
	LA3	65%	35%	
	LA4	65%	35%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
Jamestown Primary	LA1	34%	66%	
	LA2	18%	82%	
	LA3	29%	71%	
	LA4	13%	87%	
	LA5	10%	90%	
Kilbowie Primary	LA1	20%	80%	
	LA2	20%	80%	
	LA3	20%	80%	
	LA4	20%	80%	
	LA5	20%	80%	
	LA6	20%	80%	
	LA7	20%	80%	
	LA8	20%	80%	
	LA9	20%	80%	
	LA10	20%	80%	
	LA11	20%	80%	
	LA12	20%	80%	
	LA13	100%	Direct Support	
Knoxland Primary	LA1	10%	90%	
	LA2	20%	80%	
	LA3	12%	88%	
	LA4	12%	88%	
	LA5	40%	60%	
	LA6	20%	80%	
Ladyton Primary	LA1	35%	65%	
	LA2	60%	40%	
	LA3	25%	75%	
	LA4	25%	75%	
	LA5	25%	75%	
	LA6	75%	25%	
Levenvale Primary	LA1	40%	60%	
	LA2	40%	60%	
	LA3	45%	55%	
	LA4	50%	50%	
	LA5	50%	50%	
	LA6	50%	50%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
Linnvale Primary	LA1	53%	47%	
	LA2	68%	32%	
	LA3	68%	32%	
	LA4	50%	50%	
	LA5	48%	52%	
	LA6	48%	52%	
	LA7	35%	65%	
	LA8	30%	70%	
	LA9	0%	100%	
Our Lady Loretto	LA1	22%	78%	
	LA2	57%	43%	
	LA3	57%	43%	
	LA4	55%	45%	
	LA5	54%	46%	
	LA6	54%	46%	
	LA7	25%	75%	
	LA8	40%	60%	
	LA9	60%	40%	
Our Holy Redeemer Primary	LA1	10%	90%	
	LA2	5%	95%	
	LA3	10%	90%	
	LA4	10%	90%	
	LA5	5%	95%	
	LA6	10%	90%	
	LA7	10%	90%	
	LA8	20%	80%	
	LA9	0%	100%	
Renton Primary	LA1	30%	70%	
	LA2	30%	70%	
	LA3	30%	70%	
	LA4	30%	70%	
	LA5	30%	70%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
St Eunan's Primary	LA1	0%	100%	
	LA2	15%	85%	
	LA3	20%	80%	
	LA4	20%	80%	
	LA5	25%	75%	
	LA6	40%	60%	
St Joseph's Primary	LA1	Sick Leave for 14 Months		
	LA2	Recently returned from absence		
	LA3	Sick Leave since March 2007		
	LA4	20%	80%	
	LA5	20%	80%	
St Kessogs Primary	LA1	0%	100%	
	LA2	20%	80%	
	LA3	0%	100%	
	LA4	20%	80%	
	LA5	0%	100%	
St Martin's Primary	LA1	10%	90%	
	LA2	10%	90%	
	LA3	10%	90%	
	LA4	10%	90%	
	LA5	10%	90%	
St Mary's Primary Alexandria	LA1	36%	64%	
	LA2	40%	60%	
	LA3	20%	80%	
	LA4	80%	20%	
	LA5	30%	70%	
St Mary's Primary Duntocher	LA1	0%	100%	
	LA2	0%	100%	
	LA3	10%	90%	
	LA4	30%	70%	
	LA5	30%	70%	
	LA6	50%	50%	
	LA7	50%	50%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
St Michael's	LA1	30%	70%	
	LA2	40%	60%	
	LA3	30%	70%	
	LA4	30%	70%	
	LA5	20%	80%	
	LA6	20%	80%	
	LA7	10%	90%	
	LA8	30%	70%	
	LA9	30%	70%	
	LA10	30%	70%	
St Patrick's Primary	LA1	0%	100%	
	LA2	0%	100%	
	LA3	0%	100%	
	LA4	20%	80%	
	LA5 (0.5)	20%	80%	
St Peter's Primary	LA1	25%	75%	
	LA2	25%	75%	
	LA3	25%	75%	
	LA4	25%	75%	
	LA5	25%	75%	
	LA6	20%	80%	
	LA7	20%	80%	
St Ronan's Primary	LA1	30%	70%	
	LA2	30%	70%	
	LA3	30%	70%	
	LA4	10%	90%	
St Stephen's Primary	LA1	25%	75%	
	LA2	50%	50%	
	LA3	5%	95%	
	LA4	50%	50%	
	LA5	55%	45%	
Whitecrook Primary	LA1	30%	60%	
	LA2	30%	60%	
	LA3	30%	60%	
	LA4	30%	60%	
	LA5	30%	60%	
	LA6	30%	60%	
Overall Approximate Percentages		35%	65%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
Clydebank High	LA1	0%	100%	
	LA2	0%	100%	
	LA3	0%	100%	
	LA4	0%	100%	
	LA5	0%	100%	
	LA6	0%	100%	
	LA7	0%	100%	
	LA8	0%	100%	
	LA9	0%	100%	
	LA10	0%	100%	
	LA11	0%	100%	
	LA12	0%	100%	
	LA13	0%	100%	
	LA14	0%	100%	
	LA15	70%	30%	
	LA16	100%	0%	
	LA17	0%	100%	
Dumbarton Academy	LA1	10%	90%	
	LA2	10%	90%	
	LA3	10%	90%	
	LA4	10%	90%	
	LA5	10%	90%	
	LA6	10%	90%	
	LA7	10%	90%	
	LA8	10%	90%	
	LA9	10%	90%	
	LA10	10%	90%	
	LA11	100%	0%	
	LA12	100%	0%	
Our Lady & St Patrick's High School	LA1	0%	100%	
	LA2	0%	100%	
	LA3	0%	100%	
	LA4	0%	100%	
	LA5	0%	100%	
	LA6	0%	100%	
	LA7	0%	100%	
	LA8	0%	100%	
	LA9	0%	100%	
	LA10	0%	100%	
	LA11	0%	100%	
	LA12	0%	100%	

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>
St Andrew's High School	LA1	5%	95%
	LA2	5%	95%
	LA3	0%	100%
	LA4	0%	100%
	LA5	0%	100%
	LA6	5%	95%
	LA7	5%	95%
	LA8	0%	100%
	LA9	10%	90%
	LA10	10%	90%
St Columba's High	LA1	0%	100%
	LA2	0%	100%
	LA3	0%	100%
	LA4	0%	100%
	LA5	0%	100%
	LA6 (0.5)	0%	100%
	LA7	0%	100%
	LA8	0%	100%
Vale of Leven Academy	LA1	0%	100%
	LA2	0%	100%
	LA3	0%	100%
	LA4	0%	100%
	LA5	0%	100%
	LA6	0%	100%
	LA7	0%	100%
	LA8	0%	100%
	LA9	0%	100%
	LA10	0%	100%
	LA11 (0.5)	0%	100%
Overall Approximate Percentages		5%	95%

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>	Appendix 1
Cunard	LA1	30%	70%	
	LA2	50%	50%	
	LA3	30%	70%	
	LA4	30%	70%	
	LA5	10%	90%	
Kilpatrick School	LA1	5%	95%	
	LA2	5%	95%	
	LA3	5%	95%	
	LA4	5%	95%	
	LA5	5%	95%	
	LA6	5%	95%	
	LA7	5%	95%	
	LA8	5%	95%	
	LA9	5%	95%	
	LA10	5%	95%	
	LA11	5%	95%	
	LA12	5%	95%	
	LA13	5%	95%	
	LA14	5%	95%	
	LA15	5%	95%	
	LA16	5%	95%	
	LA17	5%	95%	
	LA18	5%	95%	
	LA19	5%	95%	
	LA20	5%	95%	
Network Support	LA1	10%	90%	
	LA2	10%	90%	
	LA3	10%	90%	
	LA4	10%	90%	
	LA5	10%	90%	
	LA6	10%	90%	
	LA7	10%	90%	
	LA8	10%	90%	
	LA9	10%	90%	
	LA10	10%	90%	
	LA11	Left		
	LA12	Left		
	LA13	Left		

Establishment**Teacher
Support****Pupil
Support**

Appendix 1

Renton Language Unit	LA1	90%	10%
	LA2	90%	10%
	LA3	90%	10%
	LA4	90%	10%
	LA5	90%	10%
	LA6	90%	10%
	LA7	90%	10%
	LA8	90%	10%

Overall Approximate Percentages	15%	85%
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Establishment**Teacher
Support****Pupil
Support**

Auchnacraig EE&CC	LA1	0%	100%
A.B Cameron	LA1	10%	90%
Brucehill EE&CC	LA1	0%	100%
	LA2	0%	100%
	LA3	0%	100%
	LA4	0%	100%
Clydebank EE&CC	LA1	0%	100%
	LA2	0%	100%
Dalmonach EE&CC	LA1	0%	100%
	LA2 (0.5)	0%	100%
Dalmuir EE&CC	LA1	5%	95%
	LA2	10%	90%
Ferryfield EE&CC	LA1	25%	75%
Garshake EE&CC	LA1	5%	95%
Gavinburn EE&CC	LA1	0%	100%
Jamestown EE&CC	LA1	20%	80%
	LA2 (0.5)	20%	80%

<u>Establishment</u>		<u>Teacher Support</u>	<u>Pupil Support</u>
Kilbowie EE&CC	LA1	10%	90%
	LA2	0%	100%
	LA3	10%	90%
Ladyton EE&CC	LA1	10%	90%
	LA2	10%	90%
Lennox EE&CC	LA1	0%	100%
	LA2	0%	100%
Linnvale EE&CC	LA1	0%	100%
	LA2	0%	100%
Meadowview EE&CC	LA1	0%	100%
	LA2	0%	100%
Renton EE&CC	LA1	0%	100%
St Eunan's EE&CC	LA1	100%	0%
	LA2	100%	0%
	LA3	100%	0%
St Mary's EE&CC	LA1	10%	90%
	LA2	10%	90%
St Peter's EE&CC	LA1	10%	90%
	LA2	10%	90%
	LA3	10%	90%
Vale of Leven EE&CC	LA1	0%	100%
Whitecrook EE&CC	LA1	0%	100%
	LA2	0%	100%
Overall Approximate Percentages		30%	70%