

# **Independent Panel on Career Pathways for Teachers**

## **Final Report**

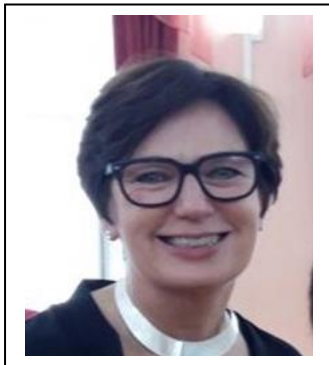


**CAREER PATHWAYS  
FOR TEACHERS**

**IT'S YOUR FUTURE**

**May 2019**

## Introduction from the Chair



Scotland has always been ambitious for its children and young people and for the quality of their education. Teachers are at the heart of the education system and fundamental in supporting all Scotland's children and young people to achieve their full potential. Ensuring we recruit and retain the best possible teachers is critical - teachers who are motivated and inspired to achieve the highest possible standards of learning and teaching within a complex and evolving education system. Teachers in Scotland need career pathways that offer opportunity and progression, affording them choice; Scotland needs career

pathways for the profession that will enhance our ability to recruit and retain the best teachers for our children and young people.

In response to a request from the Scottish Negotiating Committee for Teachers (SNCT) an Independent Panel on Career Pathways for Teachers was established.

The aspiration to develop new career pathways for teachers originated in the commitments jointly made between the Scottish Government and teacher unions at the International Summit for the Teaching Profession 2017 (March 2017), and were part of the Education Governance-Next Steps paper (Scottish Government, June 2017).

The International Council of Education Advisers and the Scottish Education Council supported the call for the development of new career pathways for teachers, which would lead to the creation of a wider range of opportunities, increased collaboration and the establishment of new pathways which would support teachers in a high performing system. This was also recognised in the 2017-18 SNCT Pay Agreement.

The Panel was tasked to identify flexible pathways and opportunities for teachers, and later was asked to include Pathways for Headteachers in its deliberations in light of the recommendations of the Headteachers Recruitment Working Group. Subsequently, the Panel undertook a wide range of work including stakeholder engagement events, teacher and stakeholder surveys and an internationally focused literature review. The current policy context in Scotland and already established work streams which were connected to career development were also considered as part of the evidence gathered.

The Panel's task is central to supporting and enhancing the teaching profession. Teacher professionalism, teacher knowledge and teacher progression are woven into a teacher's identity and standing within society, therefore the Panel was committed to recommending pathways which would garner the support and confidence of the profession, stakeholders and the wider community. Members of the Panel committed to work together in a spirit of cooperation and collaboration in which all Panel members had a voice and the process of constructing any new pathways was transparent.

Over the past months the Panel has been committed in energy and purpose to this work. It has endeavoured to ensure that all voices within Scotland's Education community have had an opportunity to be heard and to contribute to this important task. Conversations were had at both a local and national level, exploring and engaging with concepts, challenges and ideas. I would like to thank everyone working in Scottish Education who contributed to this conversation. I would also like to thank every individual member of the Panel for their dedication, time, patience and insight, ensuring this report was completed in a spirit of cooperation and full participation.

**Moyra Boland**  
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**University of Glasgow**

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## **Structure of the Report**

The report begins by setting out the recommendations, introducing the context before each recommendation and then providing further explanation and proposals within the body of the text. Each recommendation concludes with a section on resource implications. A glossary of terms is also included, with hyperlinks to any other relevant documents.

The rest of the report details how the evidence was gathered and the current policy context.

## **Summary of Recommendations**

Recommendation 1: The Principles for Career Pathways should be adopted by the profession and all stakeholders.

Recommendation 2: A career pathway should be established for specialist roles in curricular, pedagogical and policy delivery through the creation of a new post of Lead Teacher.

Recommendation 3: New and developing career pathways for Headteachers within and beyond Headship should be recognised including new opportunities in system leadership.

Recommendation 4: Opportunities should be created that enable career progression both incrementally and laterally for all teachers.

Recommendation 5: A national model for sabbaticals should be developed for all teachers, including Headteachers, that is both attractive and sustainable.

Recommendation 6: High quality, systematic, coherent and accessible support for career development should be available for all teachers.

Recommendation 7: Further steps should be taken to promote teaching as a Masters profession whilst recognising the importance of work-based professional learning and experience.

Recommendation 8: Existing and developing national processes should ensure that opportunities for and access to career progression are coherent, fair and equitable.

Recommendation 9: A mechanism should be established to ensure workforce planning is effective and coherent at all levels in the system.

Recommendation 10: All recommendations from the Career Panel Pathways report to be implemented by August 2021.

## **RECOMMENDATION 1 – PRINCIPLES**

The Career Pathways Panel recommends that the establishment of all roles and opportunities within an empowered school system should be guided by a set of key principles.

The Panel has proposed a set of recommendations to support flexible and progressive career pathways, underpinned by explicit principles. These principles are rooted in a desire that all teachers, including those with protected characteristics (see glossary), have fair and equitable access to all available career pathways at all stages of their career. The intention is to design a career structure that improves the recruitment and retention of teachers and which supports teachers throughout their professional careers. This must take place within an education system which has adequate capacity, is done in a sustainable manner and based on effective succession planning from individual teacher to the wider system.

In detailing these principles, the Panel hopes to ensure a balance between national consistency, as determined by SNCT agreement, and local devolved process as agreed within Local Negotiating Committees for Teachers (LNCTs). The principles pertain to all teachers, including Headteachers, and are of importance for the individual and the school system. In addition, the principles are intended to guide the creation of and maximise equality of access to career opportunities, and to address the existing barriers to career development and progression currently experienced by teachers, including those with protected characteristics.

### **Recommendation 1: The Principles for Career Pathways should be adopted by the profession and all stakeholders.**

The Panel has agreed three overarching groups of principles which provide a framework for the development of career pathways within the empowered schools system and which apply to all posts and roles within the system. These groups are:

- Principles of Opportunity
- Principles of Support
- Principles of Recognition

### **Principles of Opportunity**

All teachers at all levels should be afforded opportunities to lead throughout their careers in a variety of contexts at school, cluster, local authority, regional and national level. The range of opportunities should incorporate curricular and pedagogical specialisms, leadership related to particular policy initiatives, and leadership and management of people and systems.

Equity and equality should underpin all leadership opportunities.

Recruitment and selection should always be undertaken in a fair and transparent way.

## **Principles of Support**

Opportunities to lead within the education system are of dual purpose: for the system to support the teacher's career development and for the role of the teacher to support the system to the benefit of children and young people.

Teachers and Headteachers should have the opportunity to discuss and plan their careers as part of the [Professional Review and Development](#) (PRD) process, and with a mentor or coach.

Leadership roles should reflect the professional values and commitment as set out in the [GTCS Professional Standards](#) fostering a culture of contribution and collaboration.

All teachers should be supported in pursuit of agreed professional learning for their career development with time and opportunity.

## **Principles of Recognition**

Leadership beyond the role of the classroom teacher should be recognised and valued through the allocation of time and/or remuneration.

All leadership roles, including those which are fixed term, should have clearly defined remits and responsibilities, including parameters of time, resource and line management.

## **RECOMMENDATION 2 – LEAD TEACHER**

Existing structures need to be redefined and expanded to support a changing educational landscape, allowing for greater opportunity and flexibility for teachers. Analysis of the evidence from engagement with stakeholders, gathered through surveys and regional events (see section 2 and 3), overwhelmingly indicated a need to devise a pathway within the teacher career structure which embraces leadership relative to specialisms in curriculum, pedagogy and policy delivery. This pathway would function alongside and complement the existing leadership roles, structures and posts.

### **Recommendation 2: A career pathway should be established for specialist roles in curricular, pedagogical and policy delivery through the creation of a new post of Lead Teacher.**

There should be formal recognition of specialist roles in curricular, pedagogical and policy delivery, through the establishment of a new post entitled Lead Teacher which could be applied to any of these areas. For example, a Lead Teacher in Numeracy would embody curricular specialism; a Lead Teacher in Additional Support Needs (pedagogical specialism); and a Lead Teacher in Raising Attainment would provide expertise in policy delivery.

Lead Teacher posts should be established as permanent or fixed term, as determined within the emerging empowered schools system.

Lead Teachers should have clear and agreed responsibilities as part of a progression pathway that runs in parallel with the existing leadership pathway as per SNCT staffing structures. There could be Lead Teachers at subject/department/stage level, school level, multi-school level, local authority level, Regional Improvement Collaborative (RIC) level or national level. The salary arrangements for the Lead Teacher could mirror and extend to the existing pay spines for promoted posts, as set out in the next section on resources.

In addition, the **Panel is of the view** that there should be an expansion of time bound leadership roles within and beyond existing structures.

There should be interim stages available for all teachers to develop their experience and to enable progression for those who wish it within their chosen pathway. This would provide important opportunities to develop and demonstrate leadership skills and so be better prepared to take on future and leadership roles.

These roles can be creatively structured and determined locally according to agreed LNCT processes, and as outlined in the principles of the Headteachers' Charter, to meet the particular needs of a school community but must be defined according to the agreed principles of career progression.



## Resource Implications

Lead Teachers are intended to be complementary to, rather than replacing, existing leadership roles, some of which may encompass similar elements to the new role. The focus of these roles will be on curriculum, pedagogy or policy development. The new posts should have clearly defined roles and responsibilities, as part of a staffing structure which best reflects the curriculum and leadership requirements.

There needs to be a transition to this new structure including new duties and salaries determined by the SNCT.

The progression routes for Lead Teachers should parallel the existing leadership pay scales. Therefore, new salary spines will require to be developed for the new career structures. For example:

- Salary spine for Lead Teacher with whole school responsibility.
- Salary spine for Lead Teacher with cluster or local authority responsibility.
- Salary spine for Lead Teacher with regional or national responsibility.

In the context of the approach being taken to school empowerment, flexible funding models should be available in or between schools to provide Headteachers with the ability to create new Lead Teacher posts. Consideration will need to be given as to how to ensure this is consistently applied across the system while recognising the principles of empowered schools.

Consideration of applicants for selection should be on the basis of what a prospective new postholder brings by way of qualifications, expertise or experience, and what they can offer by way of enhancing the quality of the service in the specific area of responsibility in question.

There should also be collaborative networks for Lead Teachers in order to support their professionalism and ensure that they are familiar with good practice, pedagogy, and national standards and expectations.

The **Panel is of the view** that the SNCT should take forward the recommendations with regards to structures, pay scales and a review of job sizing. It is recognised that this is a complex undertaking, though it should not hinder the timeous development of the Lead Teacher Pathway.

### **RECOMMENDATION 3 – HEADSHIP AND BEYOND**

As part of its remit the Panel considered roles within and beyond headship. The Headteacher Recruitment Working Group published its report in November 2018, making a number of recommendations to support Headteacher recruitment and retention. The group however recognised that the Independent Panel would consider pathways into, within and beyond headship as part of the broader discussion about career pathways in teaching.

#### **Recommendation 3: New and developing career pathways for Headteachers within and beyond Headship should be recognised including new opportunities in system leadership.**

The **Panel is of the view** that the number of roles beyond headship should be increased. Opportunities should be expanded for Headteachers to participate in systems leadership in local authorities or in the context of RICs. This should build on the expectation that, in advance of being appointed to their first permanent post Headteachers will require to hold the Standard for Headship from August 2020, supported with professional learning in systems leadership such as that currently provided by SCEL, within the Professional Learning and Leadership Directorate in Education Scotland.

Opportunities should be created for placements or, where possible, exchanges with other key stakeholders such as Education Scotland, Scottish Government, GTCS, universities and professional associations. This would strengthen the connections between and enable greater shared learning among the key partners within Scottish Education, and contribute to the empowered schools system while allowing experienced educationalists to build their career in new ways.

New opportunities both within and beyond headship should be underpinned by a transparent recruitment and appointment system. **The Panel is of the view** that Headteachers considering a move into a role in Government or with an organisation such as a university, should be supported with high quality professional learning in systems leadership such as that currently provided within the Professional Learning and Leadership Directorate in Education Scotland.

In addition the Panel is aware that in recent years the role of Headteacher has changed with, for example, the number of joint headships steadily increasing. Accordingly the **Panel is of the view** that there should be national consistency in the naming of multi headship roles as part of a more clearly defined roles for Headteachers. The Panel understands this is a developing landscape but feel it is now necessary for these roles to be formally recognised and defined as follows:

- **Shared Head**, a job share post where the responsibility of Headteacher is shared between two people.

- **Joint Head**, a Headteacher who is the sole Headteacher in post, responsible for two or more schools.

These roles may exist as part of an understood pathway within headship and as such require specific support and mentoring from Local Authorities. All new headship roles should be appropriately job sized.

### **Resource Implications**

Strategic planning should be undertaken by all partners to ensure that opportunities beyond headship are developed to enable appropriate career progression

High quality leadership professional learning in systems leadership should continue to be developed and expanded by Education Scotland and RICs.

Multiheadship roles should be consistently applied and job sized.

## **RECOMMENDATION 4 – CAREER PROGRESSION**

The Panel is ambitious to increase the range of opportunities for teaching staff, encourage a culture of collaboration across the education system and increase opportunities for exchange and learning between different establishments and sectors. Evidence gathered during engagement events, and through teacher and stakeholder surveys, revealed very positive views of secondments, working across sectors and sharing practice through collaborative working beyond the classroom. In order to create flexible career pathways which provide these opportunities and enable movement by teacher professionals across local authorities and to within stakeholder bodies, barriers need to be identified and removed. **Annex D** provides four case studies that illustrate the recommendations within the report.

### **Recommendation 4: Opportunities should be created that enable career progression both incrementally and laterally for all teachers.**

Opportunities should be available to progress within a career pathway incrementally through promotion, or laterally between different specialisms. For example, a Lead Teacher in Numeracy could be considered for a Lead Teacher in Additional Support Needs post through an appropriate recruitment process. A school Lead Teacher in Raising Attainment could be considered, through an appropriate recruitment process, for a Depute Head Teacher post based on their prior experience even though they have not held a post as a Principal Teacher or Faculty Head. This movement could be enabled by appropriate job sizing or benchmarking. Attributing equal status to roles within new or existing structures will be desirable in developing a collaborative culture.

In addition, the **Panel is of the view** that there should be a straightforward, coherent and fair mechanism to facilitate movement within and between different parts of the education system. This will include recognising current barriers, such as variances in terms and conditions, and overcoming them by establishing a coherent mechanism (secondments/placements/agency). This will enable greater consistency of approach to movement within and across schools, local authorities, regional improvement collaboratives and other educational organisations such as higher education and national agencies.

### **Resource Implications**

A national process should be developed to enable collaborative work between the various employers within the education system. The aim would be to set up a comprehensive mechanism, based on agreements between organisations to facilitate greater exchange and movement.

## **RECOMMENDATION 5 – NATIONAL MODEL FOR SABBATICALS**

There was a significant demand for sabbaticals apparent in the evidence gathered from stakeholders. Sabbaticals provide an ideal opportunity to undertake research, gain additional qualifications, and to engage in internal or international exchange, and in industry partnerships/placement. Teachers and Headteachers clearly demonstrated an appetite for sabbaticals as a means of refreshing and re-energising their careers. The perceived benefits articulated within stakeholder responses were supported by the international evidence gathered through the Literature Review.

Sabbaticals are not a new proposal. It was originally raised for consideration in the [McCrone report, A Teaching Profession for the 21st Century, \(2000\)](#). A challenging fiscal climate has delayed its introduction. However the interest and demand from teachers is clear from the evidence gathered by the Panel and sabbaticals for teachers are from international evidence, seen as an important element of an attractive career pathway.

***Recommendation 5: A national model for sabbaticals should be developed for all teachers, including Headteachers, that is both attractive and sustainable.***

Sabbaticals should be valued by the system and seen as an attractive element of career pathways for the teaching profession. In the interests of sustainability, their availability should be based on co-funding models that exist in other educational systems, for example, in Australia and Canada. There should be clear national criteria, agreed by the SNCT, encompassing local flexibility on what sabbaticals can be used for, that benefit the individual, the school and the wider educational system.

### **Resource Implications**

A model for sabbaticals based on co-funding from the employer and the employee requires to be developed and phased into the education system. Access to sabbaticals should be provided locally, according to a set of national criteria approved by the SNCT and based on mutually agreed outcomes by the LNCT.

## **RECOMMENDATION 6 – ACCESSIBLE SUPPORT**

Every teacher is entitled to support from the education system for their career progression. This should be based on ongoing and effective Professional Review and Development (PRD), access to high quality professional learning opportunities and the active encouragement of teachers to develop their careers.

Career Long Professional Learning (CLPL) funds should support teacher agency and professional voice in career choices, and support the wider education system to provide appropriate professional learning for career progression. There should be a particular focus on providing equity of opportunity across the country and on ensuring sustainability over time.

**Recommendation 6: High quality, systematic, coherent and accessible support for career development should be available for all teachers.**

The Panel recognises there are currently a number of initiatives in development from ADES, Education Scotland and the GTCS which will support and strengthen this recommendation.

The **Panel is of the view** that teachers should expect the opportunity to discuss and plan their career choices within the PRD process, and that all teachers, including those in promoted posts, should have access to high quality coaching and mentoring to support their career progression. This should include Headteachers at all stages of their careers, as recommended in the [Headteacher Recruitment report](#).

The **Panel is of the view** that succession planning should be integral to considerations related to career progression and therefore should feature as an element of an individual's PRD and constitute a focus for school and system development.

The **Panel is of the view** that there should be a specific programme of professional learning for Headteachers at all stages of Headship. Building on current provision, a coherent programme of professional learning should be developed which focuses on systems within education, taking stock of the current empowering schools proposals and preparing Headteachers who wish it for progression to roles beyond headship as previously described in the report.

The Panel recognises there are a range of existing funds for CLPL that support career development. These funds are distributed across a number of sources and can seem remote and disparate to teachers seeking support for their career progression. The **Panel is of the view** that a strategic and focused mapping of CLPL funds available to support career development, should be undertaken as a step towards ensuring that existing and future funds, including resources directed to universities, are used fairly and consistently.

## Resource Implications

Education Scotland's suite of programmes and [The SCEL Framework for Educational Leadership](#) requires to be expanded to include new career pathways for teachers.

Coaching and mentoring programmes are available in many local authorities; however nationwide expansion to making these available for all teachers at key points in their career development is a significant ask. All partners in the education system, such as Education Scotland and local authorities, perhaps collaborating through RICs, should consider how coaching and mentoring programmes might be developed and extended to be inclusive of all teachers.

A strategic mapping of CLPL funds at national and regional level should be undertaken by a joint working group to illustrate the range of funding currently in the system for professional development specifically supporting career development. This overview will inform provision and distribution of future funding.

## **RECOMMENDATION 7 – MASTERS LEARNING**

In aspiring to the creation of a Masters teaching profession, Scotland continues support for the historical progression of teachers as highly qualified and intellectually competent professionals. This is a long-term ambition which in order to realise will require a culture shift in relation to professional learning and engagement. Such a shift would help to enhance teachers' status in society and to attract candidates with the requisite competencies, commitment and attributes to join the teaching profession.

The purpose of masters learning for teachers is to create a profession which has a depth of knowledge, understanding and experience rooted in the context of the classroom and school systems. Masters learning supports and develops critical thinking around key practices and issues pertinent to the delivery of high quality learning, teaching and leadership. The Panel takes cognisance of and concurs with the view expressed by some teachers and stakeholders that a masters qualification is not the sole marker of a highly competent teacher. There is much value in practical experience and ongoing professional learning. Academic qualifications would not in themselves guarantee an effective education system or a teacher's career progression within it. Appointments to leadership roles within new and existing pathways should always be predicated on credibility, competency, experience and professional learning as well as qualifications.

The masters landscape within Scotland is complex with a variety of provision across universities. University Initial Teacher Education (ITE) programmes offer the opportunity to gain a full masters qualification or masters credits or an honours degree dependent on the programme. A variety of models for post qualification masters credits sees funding being sourced from schools, local authorities, government and individuals themselves. There is a mixed economy of funding and provision across Scotland.

***Recommendation 7: Further steps should be taken to promote teaching as a Masters profession whilst recognising the importance of work-based professional learning and experience.***

**The Panel is of the view that** all universities, as their ITE programmes are reaccredited or new programmes and routes into teaching are developed, should offer the opportunity for students to engage with masters learning, though not necessarily to study full masters qualifications. This would allow teachers to begin building a pathway to masters qualification at the start of their careers. Further study throughout a teacher's career should build on their Higher Education experience and align to their chosen career pathway. Such opportunity for progression with academic study would require the continuation and strengthening of existing partnerships between universities, local authorities and GTCS.



The **Panel is of the view that** existing masters programmes at universities should be reviewed and tailored to interface with the new career pathway of Lead Teacher. These qualifications should continue to be funded through Scottish Government grants for masters qualifications.

There requires to be greater clarity in the language and definitions used in relation to professional learning and masters level learning, therefore the **Panel is of the view that** the Masters Framework Working Group should clearly articulate and differentiate the available professional learning routes and those which lead to masters qualifications.

### **Resource Implications**

Universities will be required to show masters engagement and alignment with the Lead Teacher role within ITE programmes as new and existing programmes are accredited with the GTCS. Universities should review existing masters programmes in line with the Panel's recommendations.

The Masters Framework Working Group should ensure that taking forward the Panel's recommendations is part of their remit.

Consideration should be given by schools and local authorities to the provision of time for teachers undertaking supported masters learning. The **Panel is of the view that** as it becomes mandatory for new Headteachers to have gained the 'Into Headship' qualification, it is important that time is made available for aspiring Headteachers to complete this masters learning.

## **RECOMMENDATION 8 – NATIONALLY CONSISTENT PROCESSES**

The report emphasises the importance of flexibility and opportunities for teachers in their career development. However, this needs to be balanced with national processes that ensure equity of opportunity for all teachers in the system. Evidence gathered from across Scotland and from teachers with protected characteristics highlighted inconsistencies and variability. Nationally consistent processes would support a fairer system for all.

### **Recommendation 8: Existing and developing national processes should ensure that opportunities for and access to career progression are coherent, fair and equitable.**

The Panel recognises that the national portal for recruitment, [myjobscotland](#) is widely used to recruit education posts. The **Panel is of the view** that this should also be used consistently for new career opportunities including fixed term roles and exchanges or placements. This would provide all teachers with an awareness of career opportunities and with an established fair and transparent method of application and recruitment.

The **Panel is of the view** that the current work on the national online resource of the SCEL Framework for Educational Leadership' should be extended to encompass wider professional learning opportunities developed in partnership with and supported by all stakeholders. Along with the work by GTCS on [MyPL](#), this would provide all teachers with an awareness of the extensive professional learning that is available to support career progression.

The **Panel is of the view** that the revised suite of professional standards produced by the GTCS should be reflected in the new career pathways.

The **Panel is of the view** that the creation of new posts and roles should be done in a fair and systematic manner. This could require a review of job sizing to ensure it remains fit for purpose. The Panel recognises that this would be a significant undertaking; however it recommends that the new career pathways are progressed quickly pending any revision as signalled in the resource implications under Recommendation 2.

### **Resource Implications**

Extension of the work done by Education Scotland in developing a national framework of professional learning supported by GTCS MyPL is required.

## **RECOMMENDATION 9 – WORKFORCE PLANNING**

Teacher career pathways need to be developed through intelligent, evidence-led decision-making, informed by local needs and by local and national workforce planning. Taking cognisance of the evolving policy landscape and the developing Headteachers' Charter which empowers Headteachers to design local staffing structures, there is a requirement for an articulation between local demand for staffing and national workforce planning.

**Recommendation 9: A mechanism should be established to ensure workforce planning is effective and coherent at all levels in the system.**

**A mechanism should be established to ensure that the most appropriate workforce planning information is available and shared across the system, from school level to national level.** The emerging schools empowerment agenda and the newly established Headteachers' Charter focus on local decision making that makes a real difference to outcomes for children and young people.

It is imperative therefore that workforce planning is effective and coherent at all levels in the system. Scottish Government teacher workforce planning, in partnership with the universities, needs to be closely connected to the needs of schools, local authorities and RICs.

### **Resource Implications**

The Teacher Workforce Planning Advisory Group should consider how to make information available at all levels of the system, ensuring Scotland has an appropriate supply of teachers to meet the needs of Scottish schools.

## **RECOMMENDATION 10 – IMPLEMENTATION**

The ambition of the Panel is to establish new and meaningful career pathways for teachers, to encourage innovation within and consistency across the system, and in so doing support the recruitment and retention of high quality teachers. It is important that this work is done in a timely fashion.

**Recommendation 10: All recommendations from the Career Panel Pathways report to be implemented by August 2021.**

The recommendations should not be limited by the timeframe set. The **Panel is of the view** that there should be formal communication from the SNCT, through normal channels, of an implementation plan to support the recommendations before August 2020. The implementation plan should be reviewed for progress by SNCT on a regular basis.

### **Resource Implications**

Groups and sub-groups within SNCT should be established to ensure the timely progression of the Report's recommendations.

## **SECTION 2: THE PANEL AND ITS WAYS OF WORKING**

2.1 The importance of ensuring that teaching remains an attractive career option for all new graduates, and for all individuals considering a career change into teaching is well recognised. It is also vital that teachers and Headteachers are both retained within the profession and enthused about their roles in delivering high quality education experiences for Scotland's young people.

2.2 The Scottish Negotiating Committee for Teachers (SNCT) therefore agreed to set up an independent panel which would consider the design and development of career pathway models for teachers and Headteachers, reporting its recommendations back to the SNCT to consider implementation.

2.3 The Panel, chaired by Moyra Boland, Deputy Head of the School of Education at the University of Glasgow, was established in June 2018 comprising all key stakeholders in Scotland, ensuring that all parties with a vested interest in Scottish Education would have a voice in the completion of this work.

2.4 The Panel was tasked with engaging widely with the teaching profession in Scotland in order to develop new career pathways for teachers and Headteachers to enable the development of different and exciting careers in teaching. It was anticipated that new pathways should provide opportunities for those in the profession to diversify, enrich and enhance their careers whilst helping to deliver excellent educational outcomes for pupils, acting to support high quality teaching and learning. A list of Panel members and its remit are attached at **Annex A**.

2.5 The Panel used a range of methods to gather information to support the development of this Report, including consideration of a Literature Review, which was specifically commissioned for this purpose; stakeholder engagement events; a survey of all teaching staff registered with the General Teaching Council for Scotland (GTCS); stakeholder surveys; and the consideration of various policy documents.

2.6 To raise awareness of the Panel and its role, articles highlighting its work were published in the GTCS Teaching Scotland magazine [Issue75](#) and [Issue76](#) encouraging readers to get involved in the conversation.

2.7 The Panel has also carefully considered the emerging policy context around education reform and in particular the empowering schools agenda, which is explored in more detail in Section 3.

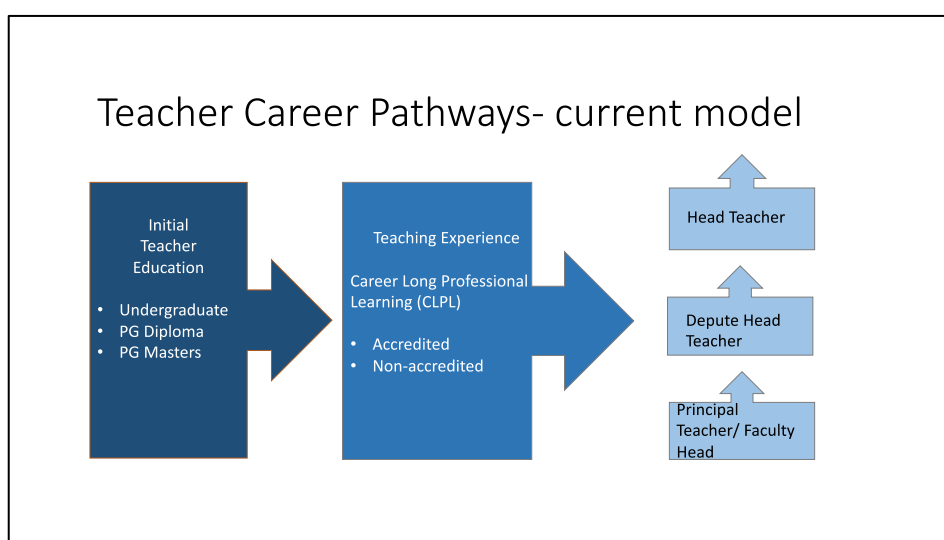
## SECTION 3: SCOTTISH EDUCATION POLICY CONTEXT

3.1 Scotland's developing educational policy provides the context for this Report and was part of the evidence considered by the Panel.

3.2 The current career structure for Scotland's teachers was established as a result of 'A Teaching Profession for the 21<sup>st</sup> Century' (2001), the agreement reached following the recommendations of the McCrone Inquiry into professional conditions of service for teachers.

3.3 The agreement established '*an improved and simplified career structure for all teachers.*' The new structure was introduced in April 2002 and was applied across all sectors.

The current structure is illustrated below.



3.4 The policy context has changed considerably since 2002 and therefore it is time to reconsider the career pathways available for teachers.

3.5 The reducing availability of promoted posts in Scottish teaching arguably does not enhance the idea of teaching as a profession with strong career progression routes. The end of the Chartered Teacher Scheme in 2012 reduced career options for teachers who wanted to expand their role without leaving behind classroom teaching. The development of Faculty Head roles in many local authorities created a significant jump from class teacher to Faculty Head. More recently the introduction of the Pupil Equity Fund (PEF) has increased the range and scope of posts in some schools and authorities. Figures from the annual teacher census show that the number of teachers in promoted posts fell each year from 2010 to 2016 before rising slightly in 2017. Over this period the share of teachers who are in promoted posts across primary and secondary schools has fallen from 27.3% to 24.4%.

3.6 Given the vital role of teachers in improving children and young people's learning and the outcomes that they achieve, the need to continue to attract and

retain excellent teachers is strongly recognised. Further, the importance of school leadership is widely acknowledged and therefore we need to support more teachers to become Headteachers and to ensure that headship is seen as an attractive and fulfilling career choice.

3.7 Over the last decade in Scotland, education policy has given significant priority to strengthening the quality of teachers and educational leadership. The publication of [Teaching Scotland's Future](#) in 2010 highlighted the importance of sustained teacher professional learning and development in improving outcomes for young people. It also emphasised the importance of career pathways in supporting teacher recruitment and retention. The wide-ranging recommendations from the report, implemented through strong partnership working with national organisations, professional associations, local and national government, resulted in a number of significant policy developments relevant to the work of the Career Pathways Panel, including:

- revision of GTCS Standards, creating a coherent overarching Standards framework and reflecting a reconceptualised model of teacher professionalism
- increased focus on the impact of professional learning on outcomes for young people, supported by the GTCS Professional Update process
- significant increases in pathways into teaching through ITE and other flexible routes
- significant increase in teacher engagement in masters learning, supported by Scottish Government funding in this area
- establishment of the Scottish College for Educational Leadership (SCEL) and the subsequent development of the Framework for Educational Leadership and a coherent suite of national leadership development programmes.

3.8 Despite this sustained policy commitment to teacher professional learning, recruitment and retention of teachers remains an issue, and there have been a number of related policy initiatives in recent years to attempt to address this. With specific reference to Headteachers, in September 2015, the Scottish Government commissioned the Association of Directors of Education in Scotland (ADES) to report on the apparent reduction in the number of applicants for Headteacher posts across Scotland and to outline improvements to remedy the situation. The report of the ADES review group summarised key issues and made recommendations concerning:

- a national action plan
- career pathways and preparation for headship
- support for Headteachers
- terms, conditions and incentives
- promoting the role of Headteachers

3.9 Following the publication of the review group's report, a national working group was established to develop an action plan with a specific focus on

Headteacher recruitment and retention. The Scottish Government's [Education Governance Review](#) ran in parallel with the first phase of the Working Group, which resulted in the group temporarily pausing its plans for a national action plan given the interaction between Headteacher recruitment and the changing nature of the Headteacher role. The Working Group published its report in November 2018, making a number of recommendations to support Headteacher recruitment and retention. The group welcomed the establishment of the Independent Panel looking at Career Pathways, recognising that the group will consider pathways into, within and beyond headship as part of the broader discussion about career pathways in teaching.

3.10 In June 2017, the Scottish Government published ['Next Steps: Empowering our teachers, parents and communities to deliver excellence and equity for our children and young people'](#) which set out plans for significant reform to school education – creating a school and teacher-led education system, and placing decision-making about a child's education as far as possible in the hands of those working most closely with the child. These reforms are backed by a number of supports, including a commitment to enhanced career and development opportunities for teachers. A joint agreement between Scottish Government and COSLA is in place, with a commitment to working collaboratively to achieve the shared aims outlined in Next Steps. All partners recognise that effective system-wide improvement requires clarity of purpose, strong leadership and collaborative working at all layers of the system – school, local, regional and national.

### Headteachers' Charter

3.11 The establishment of a Headteachers' Charter will support the empowerment of schools and ensure Headteachers have more control of key decisions on curriculum, improvement, staffing and budgets in their schools, working collaboratively with their school community. The [Headteachers charter and guidance published on 8 February](#) 2019 as an agreed draft has been developed in partnership with teacher representatives to ensure they are useful for practitioners.

### Regional Improvement Collaboratives (RICs)

3.12 Following agreement between the Scottish Government and COSLA, 6 Regional Improvement Collaborative (RIC) areas have been established across Scotland. Their function is to strengthen the support that our schools and education professionals receive in order to close the attainment gap and improve outcomes for pupils. The aim of the RICs is to bring together and enhance local authority, Education Scotland and other expertise, to ensure that schools across Scotland receive consistent, responsive and high quality improvement support which has a positive impact on children's learning.

### Professional Standards

3.13 GTCS maintains a suite of Professional Standards which are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards. The current Standards came into effect on 1 August 2013 and



are currently being revised in light of changing contexts within education and society. Teachers in the 21st century need to be critically informed with professional values, knowledge and actions that ensure positive impact on learners and learning. The Standards for Registration provide the quality mark for entry into teaching in Scotland and it should be noted that Full Registration continues to be the baseline Professional Standard for Competence. The revised Professional Standards and Code of Professionalism and Conduct are due for publication in June 2020.

### Professional Learning

3.14 In September 2018 Education Scotland launched a [new model of professional learning](#) designed to support the learning of all Scotland's teachers. This national model of professional development outlines the kind of learning that will empower education professionals and enable them to best meet the needs of children and young people. The model provides a renewed and enhanced focus on professional learning and leadership, and can be used by those leading, developing, providing and supporting learning.

### Teaching in a Diverse Scotland

3.15 In November 2018, the Diversity in the Teaching Profession Working Group published the [Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers Report](#). The report aims to increase the number of teachers from under-represented groups at all levels across school education and focuses on five key themes: closing the awareness gap; the attractiveness of ITE to students from minority ethnic background; the effectiveness of university admissions processes in attracting a diverse range of applicants; student placement experiences; retaining students and teachers from minority backgrounds; and supporting promotion at all levels. This work is a direct result of recommendations published in the Race Equality Framework (2016) which made a commitment to ensure Scotland's education workforce better reflects the diversity of its communities. In 2019, the working group, which is represented by sector leads and race equality experts, will work collaboratively to ensure the recommendations are embedded across Scottish education.

### Equality Legislation

3.16 The Public Sector Equality Duty (PSED), created in the Equality Act 2010, places a duty on public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. The duty came into force in April 2011 and covers age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

## SECTION 4: ANALYSIS OF EVIDENCE

### **Literature Review, Provided by Dr Steven Courtney, University of Manchester**

4.1 The question of how, if at all, teachers' and leaders' careers should be structured through specific policy interventions has been a concern internationally for many years. As part of our evidence base a [Literature Review](#) was commissioned.

4.2 The review explored international approaches to teachers' career pathways, including those encompassing existing leadership, in the context of their policy environment. The methodology used was multiple case studies, with five contexts being purposely selected that speak particularly to the question under investigation. The methods employed consisted of an online database search, exploration of key websites and following up references.

#### 4.3 Key Points emerging from the Literature Review

- The review shows that varying levels of teacher autonomy exist in each of the countries examined, and where autonomy is high, recruitment and retention appear to be less of an issue.
- It is certainly true that diverse education systems are experiencing problems with teacher recruitment and retention, and that these may have a knock-on effect on workload and teacher morale.
- Differing contexts of the policy problems and attempted solutions presented mean that caution is required in adopting any approach that would involve Scotland simply "borrowing" potential solutions from other countries.
- Four of the five case study countries have adopted some form of structured, competency or standards-based career pathways for teachers. Two of the five have some discrete career pathways for "leaders" or Headteachers.
- The author suggests that there is a lack of evidence of a relationship between the specific career pathways in place within systems and the very good outcomes for young people that they have. Convincing evidence of a clear link between improving educational outcomes and the policy strategy of formalised career pathways is difficult to discern in the peer-reviewed literature.

#### 4.4 Teachers

- **Australia** – 4 discrete teacher categories (Graduate; Proficient; Highly Accomplished; and Lead) based on Teacher Standards and aligned to greater competence, higher skills and higher status, but NOT consistently to salary progression. Teachers apply for Highly Accomplished and Lead categories. Sabbaticals in place.

- **Ontario** – career progression for teachers is through them gaining Additional Qualifications (AQs) and Additional Basic Qualifications (ABQs) certificated by the Ontario College of Teachers, the professional registration body. AQs and ABQs assigned to one of 6 schedules. Teacher assigned to one of 5 categories of teacher (A, A1, A2, A3, and A4) depending on experience and qualifications but with “minimal to absent pay-scale advancement”.
- **Estonia** – moving from a system of attestation (160 hours professional learning over 5 years with internal and external evaluation) to new career progression competency-based, model. Model is based on professional standards (Teacher; Senior Teacher; Master Teacher). Top two levels are voluntary and not salary-related. Career pathways and areas of responsibility include subject management; Deputy Head Teacher role; creator of professional learning materials/activities; mentoring of beginning teachers. Remuneration is through classroom release.
- **Finland** – new Teacher Education Development Programme launched in 2016 aimed at creating a systematic and coherent structure in teachers’ competence development (mostly related to building community cooperation; promoting research-based teacher education in STEM; and promoting induction of new teachers) during their careers. Competence development plans drawn up by every institution. Overseen by a new body, the Teacher Education Forum. Sabbaticals are a statutory entitlement for all employees in Finland. Teachers may progress in their career by becoming a Vice-Principal or Principal.
- **Singapore** – Highly structured career pathway structure (Senior Teacher; Lead Teacher; Master Teacher; Principal Master Teacher) based on attainment of professional standards/criteria, including interview, performance appraisal and professional development. Separate leadership track for subject heads, Vice-Principals and Principals. Also, Senior Specialist track. Sabbaticals and study loans available to teachers.

#### 4.5 Headteachers/ Principals

- **Australia** – Separate professional standards for Principals based around 4 “Leadership Profiles” which indicate increasing levels of skill.
- **Ontario** – Principals must complete mandatory qualifications (Principal’s Qualification Program), taught and assessed by an Ontario university with guidance provided by the Ontario College of Teachers. Serving Principals can take advantage of bespoke AQs for Principals.
- **Estonia** – Has informal career progression for school leaders. Headteacher (not Headteacher as we know it but lead teacher responsible for learning and teaching); School Director (akin to Scottish Headteacher); Quality Assurance (for Ministry of Education); and School Owner). Moving to new competency-based set of professional standards. 3 programmes now in place for school leader cohorts (aspiring; new; and experienced school leaders).

- **Finland** – Qualifications (masters level and national educational leadership certificate) and experienced-based requirements to become a Principal. Potential to progress career through becoming municipal education official/administrator.
- **Singapore**- (see above routes for teachers). Flagship “Leaders in Education Programme” (full-time for 6 months) involves specially selected Vice-Principals and Ministry officers. Programme is based around “Five Roles” within a Framework of school leadership.



### Comment from the Panel

4.6 The panel welcomes the findings and reflections in the literature review. The review offers perspectives from international contexts revealing ways of working which differ from Scotland. The international contexts have provided stimulus for a national discussion around how we recruit and retain high quality teachers and how can we might create a career pathway which embraces Scotland’s unique context and fits within the ambition and scope of Scotland’s education empowerment agenda.

## Stakeholder engagement events



67,539

teacher surveys sent



3,700

responses



1,592

primary teachers



2,094

secondary teachers

350

responses to  
stakeholder survey



6 National events



77

individual questionnaires  
returned to marketplace stall  
at Scottish Learning Festival



2

articles in  
GTCS magazine

Events held by panel members through own organisational structure



SCOTTISH COUNCIL of  
DEANS of EDUCATION



4.7 In pursuing the Panel's commitment to a comprehensive consultation process there were six engagement events held across Scotland and hosted by panel members, the purpose of which was to ensure that all teachers had an invitation to attend an event to debate and discuss what might constitute a career pathway. Key stakeholders in Scottish education including all professional bodies, were represented on the Panel and invited to use their structures and meetings as a way of engaging with the work of the Panel. At all events an agreed presentation was shared, and a set of questions posed to structure the discussion.

4.8 The conversations were wide-ranging and offered opportunities for the teaching profession to share their views and experiences. Participants cited examples which they had found to be motivating and purposeful, such as secondments, years working abroad, temporary promoted positions, masters level learning and high-quality professional learning. Many of the teachers cited a strong mentor or guide as important in their career development. Common themes began to emerge which focused on issues around access, barriers, structures and recognition.

4.9 Access of opportunity to any suggested pathway was attributed critical importance, with participants being of the strong view that any career opportunities are available to all teachers. The need for consistent selection criteria was also seen as important. High on the priority agenda was the ability of teachers to access appropriate and high quality professional learning no matter their geographical location. Access to masters level learning, masters level qualifications and associated funding were cited as variables across Scotland. There were mixed responses as to whether engagement with masters level learning or qualifications was of high importance, and opinion was often divided.

4.10 Many of the discussions centred on opening up greater opportunities for all teachers to progress within a career pathway. At many of the engagement events teachers explicitly talked about the barriers which prevented them pursuing a career move, such as the lack of flexible and part-time work opportunities, geographical location, ethnicity, gender and age. Members of the Black and Minority Ethnic (BME) community expressed the need for explicit recognition of the challenges they faced in securing promotion. Engagement events with members of the BME community reflected the need for real system change and a shift in culture to ensure greater representation of the complexion of the community in roles across schools and beyond the classroom in Scottish education. They highlighted the significant under-representation of BME teachers in leadership roles. There was clear agreement that the composition of the teaching profession should reflect the community that it serves. Currently this is not the case.

4.11 The current structure of the career pathway for teachers was seen by some participants as too restrictive, focussed on management and creating a recruitment bottleneck. Discussion around structures which would support the Scottish system reflected on the need for recognition around curricular expertise, Additional Support Needs specialism, pedagogical expertise and leadership related to particular policy initiatives. Many teachers talked about the transition from the role of classroom teacher to Principal Teacher, particularly if a faculty structure was in place, as being one which seemed an enormous leap. Discussion focused around the possibility of

interim stages of career progression between these two positions and the possibility of leadership roles which were recognised through remuneration and time but were not necessarily at Principal Teacher level. The possibility of operating a flatter structure, involving equal reward for management of the school and for leadership of learning and teaching within a classroom context, as a possible structure, was also raised.

4.12 A recurring theme in the engagement events was around the recognition of the work teachers do beyond their contractual duties. Concern was expressed that there were varying practices across Scotland in terms of how teachers were rewarded for the roles they undertook in school.

4.13 Participants at the events in addition to the stakeholder responses acknowledged that the remit of the Panel was complex and that a single international example would not fit the Scottish system. Scotland had its own unique context and therefore needed to build its own system whilst learning from others.

## Teacher survey findings

4.14 An electronic survey was sent to 67,539 registered teachers in Scotland. The survey collected both qualitative and quantitative data. Survey questions and response rates can be found in Annex B.

4.15 Analysis was done as a whole and separately for the Early Years/Primary and Secondary sectors. There were some differences between the sectors but broadly the issues raised were common. Overall, the analysis demonstrated that teachers were inspired by three key elements - their pupils, a strong mentor/ Headteacher/colleague, and a desire to improve and learn.

4.16 Overwhelmingly both primary and secondary teachers cited remuneration and professional and personal commitment as the two most highly influential factors in selecting a career pathway. Consistently across the teaching profession on-the-job development, and personal and professional learning opportunities were seen as the most important factors in supporting the career development of teachers.

4.17 Comments, both positive and negative, captured the narrative and represent the general feeling described by respondents. There was a widespread view that inspirational leaders are key to the future development of the teaching workforce and that high quality CLPL is critical to career progression.

4.18 A clear sense of social justice and vocation was prevalent, underpinning teachers' continuing professional development and inspiration in their daily professional lives. There were variable responses in the survey sample ranging from teachers who were inspired by staying in the classroom and teachers who were inspired to follow a promoted pathway within the existing career structures.

4.19 The comments identify professional learning and availability of adequate time as being critical in developing the necessary skills to become a better teacher.

4.20 The survey asked respondents to comment on the following opportunities within a career pathway:

- career break
- masters level learning
- masters level qualifications
- personal and professional learning opportunities
- sabbaticals
- secondments
- on-the-job training
- temporary acting up opportunities
- placements outside of education.

4.21 The overall pattern of responses detailed that all of the above opportunities were perceived to be important in ensuring a supported career pathway. The greatest variety of views was around masters level qualifications. Views ranged from



those reflecting strong support of masters qualifications as a vehicle for professional learning which has a deep impact on a teacher's ability to deliver high quality learning, to the view that a masters qualification does not necessarily make a good teacher.

4.22 There was clear consensus from the comments that promoted posts, whether full-time, part-time, permanent or fixed term, need to have time, training and support. Comments also revealed strong support for sabbaticals and secondments suggesting that they would professionally enrich and inspire teachers when they returned to the classroom.

4.23 Negative comments around the undertaking of additional responsibilities by teachers which were unpaid, and around notions of distributive leadership adding to the ever-increasing workload were consistent from respondents.

4.24 Respondents were asked to comment on international examples from the literature review from which Scotland could learn. Consistently respondents suggested that the literature review was too dense, and that they had no time to read about and digest the information presented in relation to the different career pathways outlined. The comments which were provided suggested that professional learning and salary were important, as was teacher autonomy and masters level learning. There was a clear suggestion that Scotland could create its own pathway, allowing this to grow from the demands of the system and the policy context. Further analysis of responses demonstrated that Australia, Canada and Finland were amongst the international examples which gained the most support. Respondents tended to detail the features of an international career pathway structure which they found attractive and exciting rather than point to a specific international system as an overall preference. Features which were seen as attractive included flexibility of opportunity and movement, mentoring, support for career development and progression, sabbaticals and remuneration.

4.25 The survey asked for any additional comments from the respondents. These were enormously wide-ranging, covering a variety of topics some of which were beyond the scope of the work of the Panel. On analysis, it was clear that much of the discussion was centred around pay and reward for leadership roles undertaken within the school system. Comments indicated concern by some in the secondary sector with the Faculty Head role. Some perceived it to limit career opportunities and considered it too big a leap from the position of class teacher. There was focus within the comments on the need to link responsibility to time and remuneration.

## Stakeholders Survey Findings

4.26 An electronic survey was sent to all key stakeholders in Scottish education. The survey collected both qualitative and quantitative data. Survey questions and response rates can be found in Annex C.

4.27 Stakeholders' responses were wide and varied. Analysis showed key themes:

- the growth of leadership posts as a result of additional funding
- remits and responsibilities of roles not matching the actual tasks undertaken by the postholders
- the lack of time to efficiently undertake tasks related to leadership posts.

4.28 The response data demonstrated a clear consensus that all listed factors were important in the creation of a clear career pathway for teachers. There was no suggestion that any of the factors explored in the survey were irrelevant. Factors identified in the survey were:

- attractiveness of leadership roles
- curricular specialisms
- opportunities of sabbaticals
- opportunities to lead
- personal and professional commitments
- requirement for higher qualifications
- attractiveness of promoted posts
- length of service and experience gained
- opportunities for secondments
- pedagogical specialisms
- remuneration.

4.29 Overall, analysis showed that least important to stakeholders in terms of progress within a career pathway is the requirement for higher qualifications; of greatest importance was personal and professional commitment. Within the open text comments there was much focus on the balance in terms of value between masters level learning and relevant experience.

4.30 Overwhelmingly, stakeholders identified the need for appropriate salary and remuneration for the work of the teacher in a leadership role. Responses also cited the need for high quality support and mentoring to be embedded within any new system.

4.31 Equality of opportunity to apply for career opportunities and equity of access to professional learning were recurring themes amongst the stakeholder feedback. Responses cited numerous examples of varying provision across Scotland.

4.32 Often cited was the need to recognise expertise in a variety of different areas such as specialisms within teaching. It was often noted that leadership was enacted

across the school and was not always hierarchical in an existing promoted posts structure. This was broadly in line with the teacher responses.

4.33 Consistent with the teacher survey responses also, there were three systems which comments seemed to favour as the most attractive from the international examples. They were Finland, Australia and Canada. There seemed some hesitation within the comments to make judgements around which system seemed the most attractive or that Scotland could most learn from. There were a number of comments supporting the Singapore career pathway, which had been highlighted previously in the Next Steps report, but these were fewer than the aforementioned systems.

4.34 In general, comments from stakeholders focused on the need for professional learning and time to support any new system. Time was a common theme, with a crowded curriculum, increased paperwork and accountability processes cited as being consuming of teachers' time. The comments encouraged ambition and the need to ensure that enjoyment and challenge were at the heart of any proposed new structure. Comments also suggested that curriculum expertise was essential to any route as was the time to carry out given duties.

4.35 The call for any additional comment in an open text box gathered wide-ranging comments covering a variety of subjects. In the main, the comments focused on the following key themes: teachers are overworked; teachers must feel valued; the system must meet the needs of all; and there must be a way to encourage and recognise the contribution of teachers who continue in the classroom.

## Panel Remit

The SNCT agreed that an independent panel should be established to consider the design and development of teacher career pathway models.

This was reflected in the Education Governance: Next Steps paper. We established the Independent Panel on Career Pathways on the SNCT's behalf in June 2018.

The Panel will engage broadly with the teaching profession in Scotland in order to develop a range of models of career pathways to enable the development of different and exciting careers in teaching. New pathways should provide opportunities for teachers to diversify their careers, and act to support high quality teaching and learning, whilst helping to deliver excellent educational outcomes for pupils.

### The Panel will

- Consider different options for career pathways, including from international evidence and previous Scottish policy interventions. New pathways should include subject specialism, curricular leadership, pedagogical leadership, support for learning
- Develop a Stakeholder Engagement Strategy and engage with the teaching profession and wider education sector through a variety of mechanisms, such as focus groups
- Explore the link between career pathways and qualifications (e.g. masters level learning or new forms of initial teacher education)
- Make recommendations as to how teachers undertaking these new roles might be remunerated. The Panel has been tasked to identify exciting, flexible pathways and opportunities for teachers, including Headteachers

Recommendations will be drafted and presented in a report to the Scottish Negotiating Committee for Teachers by the end of the year.

### Members

- Independent Chair: Moyra Boland
- ADES: John Fyffe
- SOLACE: Angela Wilson (West Dunbartonshire Council)
- SPDS: Kristine Johnson (Stirling Council)
- COSLA: Kathy Cameron
- Education Scotland: Gillian Hamilton, Alison Weatherston
- General Teaching Council for Scotland: Ken Muir
- Scottish Government: David Leng, David Roy, Stuart Robb
- Scottish Government secretariat/support: Angela Felvus, Nicola Annan

## Teacher organisations

- EIS: Andrea Bradley, Jayne Rowe, Louise Wilson
- VOICE: Dougie Atkinson
- SSTA: Fiona Dalziel
- NASUWT: Jane Peckham
- SLS Scotland: Jim Thewliss
- AHDS: Tim Wallace
- Universities/Scottish Council of Deans of Education: Neil Taylor

## Teacher Survey Questions

The following questions were sent to 67,539 registered teachers in Scotland. The Panel received 3,700 responses.

### Career Pathways for Teachers - Survey

1. What attracted you into teaching?

2. Please tick your current role

#### Primary

Chartered teacher  
 Probationary Teacher  
 Teacher  
 Principal Teacher  
 Deputy Head teacher  
 Head teacher  
 Other

#### Secondary

Chartered Teacher  
 Probationary Teacher  
 Teacher  
 Principal Teacher  
 Deputy Head teacher  
 Head teacher  
 Other

3. How long have you been in teaching?

4. What would be your preferred career pathway?

5. Please tick what factors would influence your pathway?

- Remuneration
- Qualifications
- Curricular specialisms
- Leadership
- Management
- Pedagogical specialisms
- Sabbaticals
- Secondments
- Flexibility of movement
- Policy requirements
- Reforms
- Budget constraints

6. What qualifications/experience would you require to support your pathway?

- Qualifications
- Curricular specialism
- Leadership

- Management
- Pedagogical specialism
- Sabbaticals
- Secondments
- Flexibility of movement
- Policy requirements

7. What do you think we could learn from other International examples?

## Stakeholder Survey questions

The following questions were sent to key stakeholders in Scottish education Stakeholder. The Panel received 350 responses.

In your organisation's view, what factor/factors might influence career pathways for teachers. Stakeholders were asked to rate their responses from very important to irrelevant.

- Attractiveness of leadership roles
- Attractiveness of promoted post
- Curricular specialisms
- Length of service and experience gained in promoted role
- Opportunities of sabbaticals – a period of paid leave to study or travel
- Opportunities of secondments – temporary transfer to another job or employment
- Opportunities to lead aspects of learning and school improvement
- Pedagogical specialisms
- Personal and professional commitments
- Remuneration - increased salary linked to promotion
- Requirement for higher qualifications linked to level of promotion

Please comment on why you answered how you did.

Please select what opportunities your organisation thinks are important to allow the development of career pathways for teachers? You may select more than one option.

- Career break
- Masters level learning
- Masters level qualifications
- On the job development
- Personal and professional learning opportunities
- Placements outside education
- Sabbaticals – a period of paid leave for study or travel
- Secondments – temporary transfer to another job or employment
- Temporary responsibility opportunities
- Other

Are there other international examples out with Scotland that you think the Panel could learn from? (See Literature Review for some example case studies)

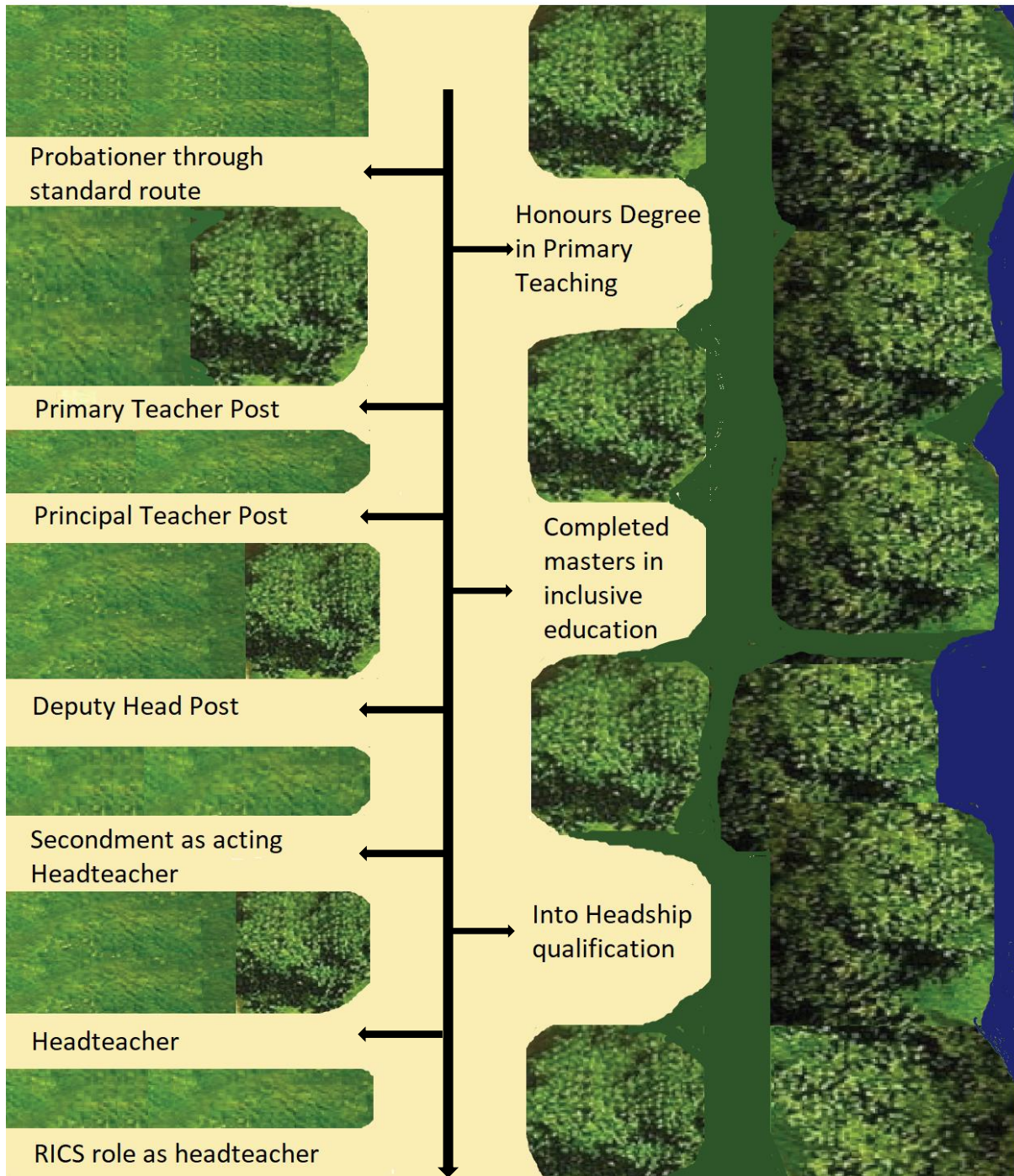


## Case study 1

Rahiba started as an 18 year and went straight from school to study primary teaching at an undergraduate level.

### Career Pathway

### Qualifications

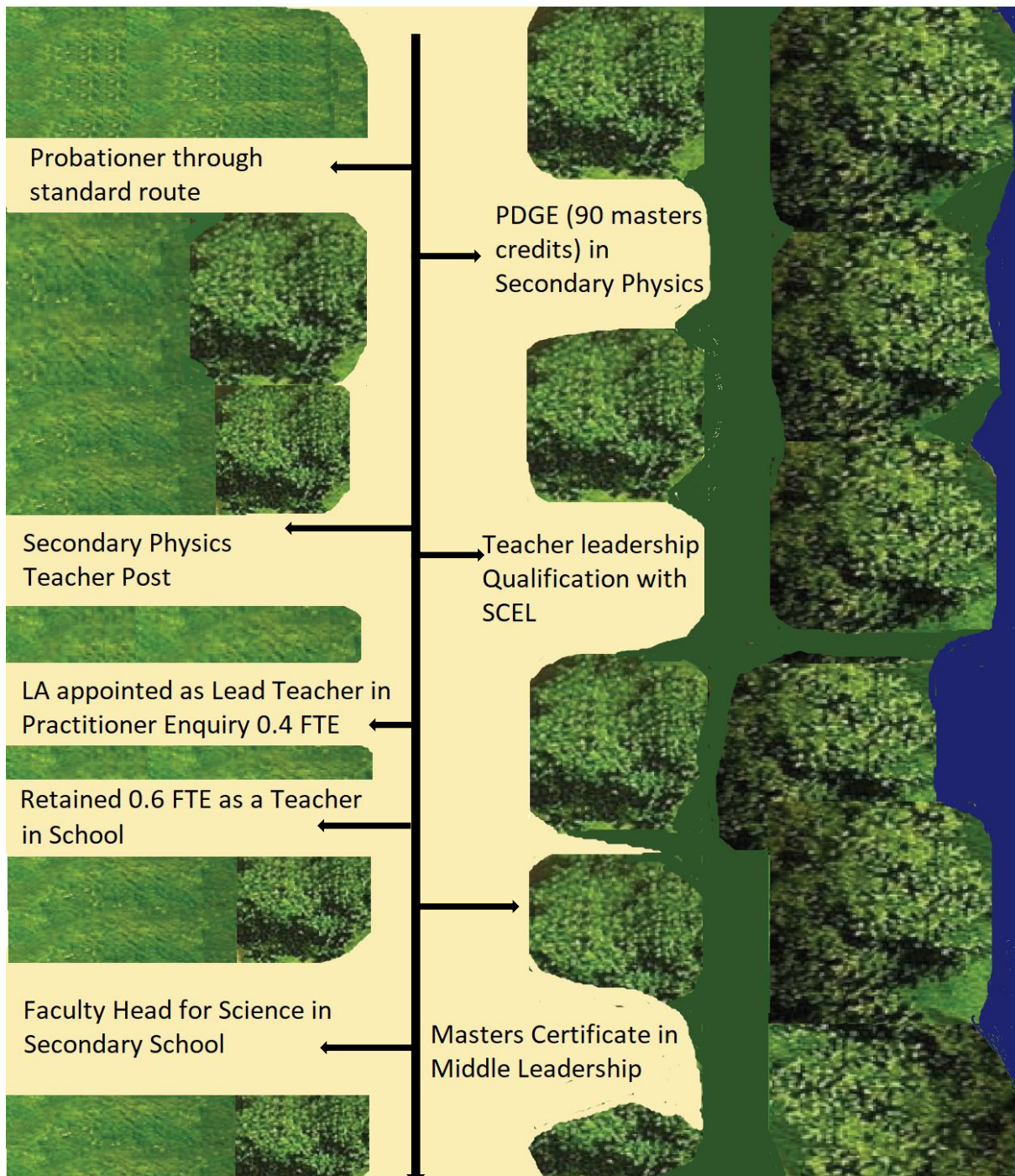


## Case Study 2

Fiona is in her late 30's and has an undergraduate honours degree in Physics, she worked in the oil industry for 10 years and enrolled in one of the new routes into teaching.

### Career Pathway

### Qualifications professional learning

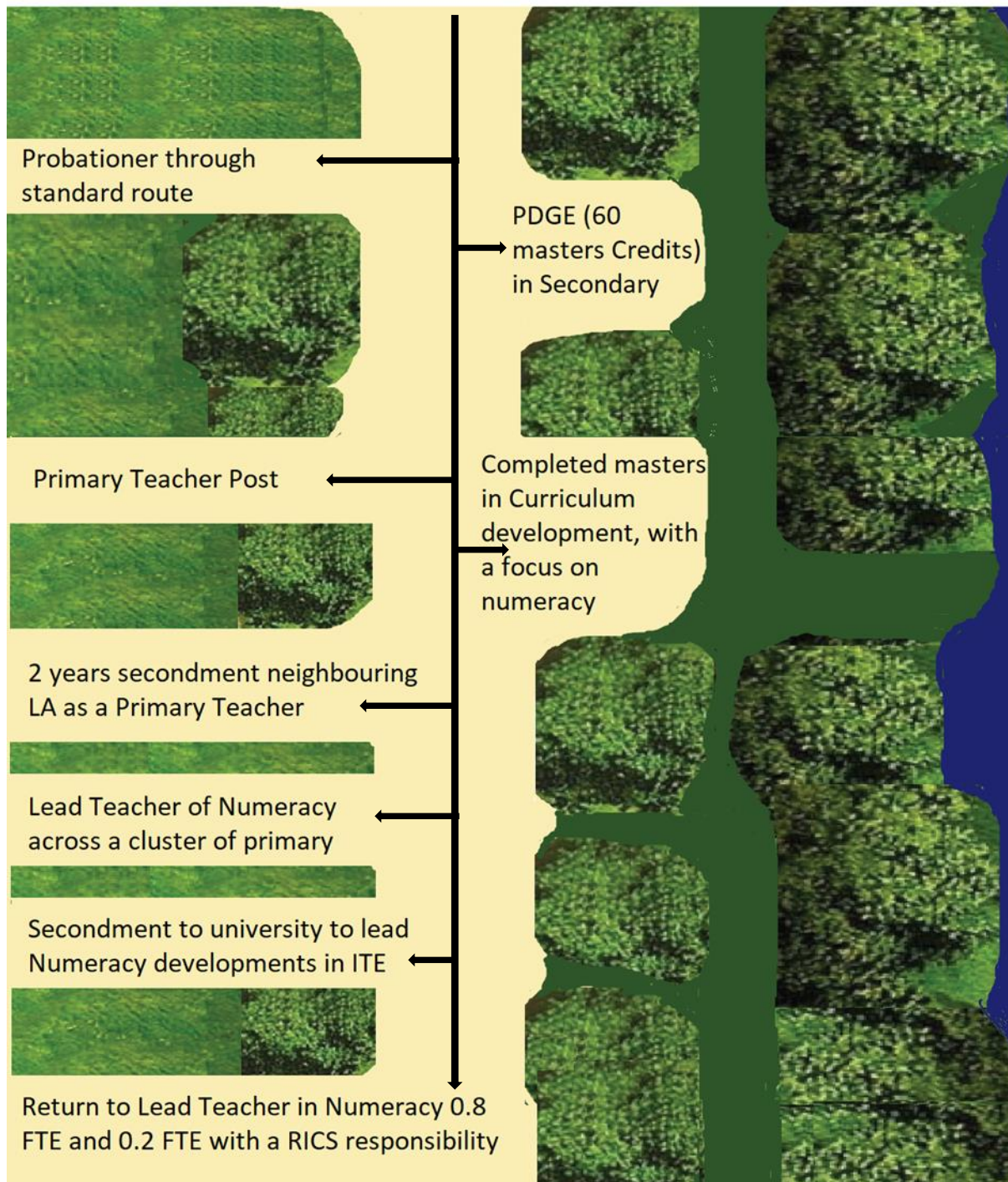


### Case Study 3

Fraser is in his late 20's and has an undergraduate degree in History and Politics. He entered his PGDE Primary programme straight after his undergraduate degree. He lives and teachers in a rural location.

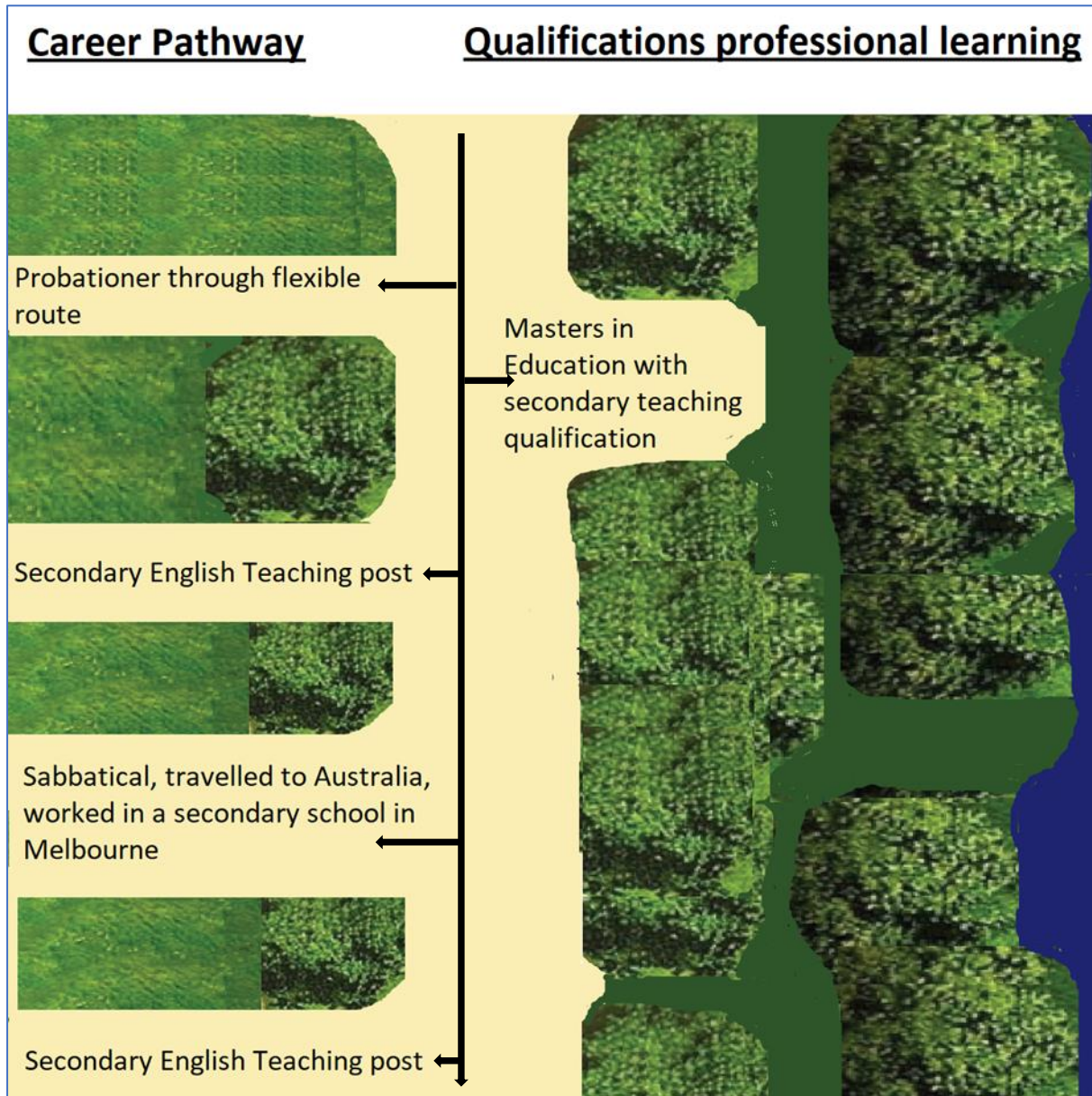
#### Career Pathway

#### Qualifications professional learning



## Case Study 4

Sam is in his late 40's and decided on a career change. He entered his masters programme after a career in journalism.



## Glossary

**Additional Support Needs (ASN)** – The Education (Additional Support for Learning) (Scotland) Act 2004 informs practitioners and organisations of their duties, and parents of their rights, in respect of the provision of support for children and young people. Additional support needs can be due to:

- [disability or health](#)
- [learning environment](#)
- [family circumstances](#)
- [social and emotional factors](#)

**Association of Directors of Education in Scotland (ADES)** – Independent professional network for leaders and managers in education and children's services.

**Association of Headteachers and Deputes in Scotland (AHDS)** – Teacher union for Headteachers, Deputes and Principal Teachers from Scotland's primary, nursery and ASN schools.

**BME** – Black and Minority Ethnic.

**Chartered Teacher scheme** – The Chartered Teacher scheme was developed as part of the teachers' pay and conditions agreement (TP21) to reward excellent teachers who wanted to advance their career without applying for management posts. The Programme was launched in 2003 and phased out as a result of the recommendations within the McCormack report.

**Career Long Professional Learning (CLPL)** – Learning that aims to keep professional practice fresh, up-to-date and stimulating.

**Coach** – A coach offers support and assistance to those he or she is coaching to help them implement change and achieve desired goals.

**The Convention of Scottish Local Authorities (CoSLA)** – The national association of Scottish councils and acts as an employers' association for its 32 member authorities.

**Curricular** – Different courses of study that are taught in a school

**Education Reform** – A number of initiatives to ensure all children and young people achieve excellence and equity in a highly performing education system.

**The Educational Institute of Scotland (EIS)** – Teaching union within Scotland.

**Empowered Schools System** – This system involves partners working together to improve outcomes for children and young people. An empowered system is one that

grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.

**Equity and Equality** – Two strategies that produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same.

**Faculty Head** – Principal Teacher of a cluster of related curriculum subjects.

**Flexibility** – The willingness and ability to readily respond to changing circumstances and expectations.

**The General Teaching Council for Scotland (GTCS)** – The General Teaching Council for Scotland is a fee based registered charity and the world's first independent self-regulating body for teaching.

**Headteachers Charter** – To empower Headteachers to make the key decisions about learning and teaching in their schools and clarify the responsibilities that local authorities have to enable Headteachers to be the leaders of their schools.

**Initial Teacher Education (ITE)** – Programmes provided by Higher Education Institutions to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners, who are committed to providing high quality teaching and learning for all pupils.

**Jobsizing** – SNCT agreed process for assessing managerial aspects of promoted teaching posts and allocation to appropriate pay point.

**Literature Review** – A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and provides a description, summary, and critical evaluation of these works in relation to the research being investigated.

**Local Negotiating Committees for Teachers (LNCT)** – Local Negotiating Committee for Teachers (Deals with local issues at council levels) devolved from SNCT.

**Masters level learning** – Masters level learning is informed by the Scottish Credit and Qualifications Framework (SCQF) descriptors at Level 11. These ensure that learning:

- Is practice relevant;
- Is research informed;
- Is personally and professionally transformative;
- Is collaborative in nature;
- Challenges assumptions and widens perspectives; and
- Aspires to make a positive impact on Scottish Education.

**The Scottish Credit and Qualifications Framework (SCQF)** is a way of comparing Scottish qualifications. It covers achievements such as those from school, college, university, and many work-based qualifications. It does this by giving each qualification a level and a number of credit points. The level of a qualification shows how difficult the learning is. The credit points show how much learning is involved in achieving that qualification. Each credit point represents an average of 10 hours of learning. The SCQF has 12 levels and is structured around the following characteristics:

- Knowledge and understanding;
- Practice: applied knowledge and understanding;
- Generic cognitive skills;
- Communication, ICT and numeracy skills; and
- Autonomy, accountability and working with others.

**Masters credit** – The allocation of credit provides information about the amount of learning and the academic demands of that learning.

**Masters learning** – Typically involves studying and demonstrating a critical understanding of the principal theories and concepts.

**Masters qualification** – Is an academic qualification granted at the postgraduate level to individuals who have successfully undergone study demonstrating a high level of expertise in a specific field of study or area of professional practice informed by current practice, scholarship and research.

**Mentor** – A mentor may share with a mentee (or protégé) information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modelling.

**MyPL** – MyPL is a tool managed by GTCS to enable and support professional learning by teachers and other education professionals.

**The National Association of Schoolmasters Union of Women Teachers (NASUWT)** – National Association of Schoolmasters and Union of Women Teachers (UK wide).

**Pedagogical** – Practice of teaching and its methods.

**Pupil Equity Funding (PEF)** – Funding that is being provided as part of the £750 million Attainment Scotland Fund. The funding is allocated directly to schools and targeted at closing the poverty related attainment gap.

**Policy** – Set of ideas or plans that is used as a basis for making decisions.

**Post** – A job in an organisation.

**Primary sector** – Teaching for children aged 5 years to 11 years.

**Professional Review and Development (PRD)** – SNCT agreed process of reviewing and agreeing development opportunities with line manager.

**Professional Standards** – GTCS standards which teachers are expected to maintain as a condition of employment.

**Protected Characteristics** – Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. There are nine Protected Characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

**Qualitative** – Relating to the quality of an experience or situation rather than to facts that can be measured.

**Quantitative** – Relating to, measuring, or measured by the quantity of something rather than its quality.

**Remuneration** – Payment for work that has been done or services that have been provided.

**Resource Implications** – The consequences of getting resources this includes resources relating to money, people and time.

**Regional Improvement Collaboratives (RIC)** – A range of professionals supporting teachers, and a range of other staff who provide support to improve children and young people's educational attainment.

**Role** – Particular employed position or status.

**The Scottish College for Educational Leadership (SCEL)** – Scottish College for Educational Leadership (now part of Education Scotland)

**Scottish Government Governance Review** – A review to ensure our public services are inclusive, sustainable, and effective in improving people's outcomes.

**Secondary sector** – Teaching of young people aged 12 years up to 18 years.



**School Leaders Scotland (SLS)** – School Leaders Scotland Leadership organisation for Secondary Schools in Scotland.

**Scottish Negotiating Committee for Teachers (SNCT)** – SNCT is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government.

**Society of Local Authority Chief Executives (SOLACE)** – The Scottish Branch of the Society of Local Authority Chief Executives and Senior Managers (UK).

**The Society for Personnel and Development (SPDS)** – The collective voice of the public service HR and OD community, positively influencing workforce issues to ensure world class HR and OD practice in public services, and good practice among members.

**Scottish Secondary Teachers' Association (SSTA)** – Secondary teachers union.

**Succession planning** – Succession planning is a process for identifying and developing new leaders who can replace old leaders when they leave or retire. Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as they become available.

**Teacher agency** – The capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.

**Voice** – Independent British trade union for teachers, lecturers and other education and childcare workers in British education.



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