



The Educational
Institute of Scotland

ADVICE FROM THE EDUCATIONAL INSTITUTE OF SCOTLAND ON RESPONDING TO
TRANSFORMING CHILDREN'S SERVICES IN SCOTTISH BORDERS
SEPTEMBER 2008

The following summarises some points of EIS policy and advice for the information of Parent Councils. The Local Executive Committee of the EIS is urging all its members to respond in writing to the Director of Education and to elected members of SBC.

The policy of the EIS clearly states that any changes in the promoted post structure should be the outcome of negotiation. It is not open to any employer to move away from the terms of the Agreement – A Teaching Profession for the 21st Century – by deciding not to establish new posts or by deciding to create posts that are not part of the Agreement – for example 'Leaders of Learning'.

To ensure continuity and effective development, any development of new promoted post structures must be based on evolution from current practice rather than revolution.

While the EIS recognises that many Principal Teachers in secondary schools currently have responsibility for several related subjects, any extension of this pattern can only be justified in the following circumstances:

- the new structure is the result of educationally informed discussion and debate
- there is agreed curricular and educational benefit to the school
- there is no artificial linkage of disparate subject areas
- such a move is not being justified as a cost saving device

The pattern of one PT post per subject in secondary schools allows for learners and teachers to be afforded a range of support in terms of the management the curriculum, assessment (including certification), staff development and review and resourcing.

The EIS recognises that the implementation of A Curriculum for Excellence will have implications for promoted post structures especially at the level of Principal Teacher. In general the increasing demands on the management of the curriculum are most unlikely to be able to be carried out by reducing the number of principal teachers, whatever the details of their remits.

The EIS believes that there should be a least one principal teacher in every primary school with a roll in excess of 100. The number of principal teachers in larger schools should be roll related. Principal teachers should have a reduction in class contact time commensurate with the pupil roll of the school.

It is the stated policy of the EIS that each primary and secondary school should have a designated catchment area determined by the local education authority in consultation with staff and the local community.

The EIS maintains that every school should have its own head teacher in order to recognise and to support the educational and social integrity of the community of each and every nursery, primary, secondary and special school.

Each school has a recognisable identity and works in partnership with its local community. The promotion structure should reflect this. Accordingly, the use of shared headships should be avoided. In addition, the creation of promoted posts deployed across more than one school should only be introduced, if ever, after very careful consideration, discussion and negotiation.

I hope that these points are helpful to the parents of pupils at your school in understanding the position of EIS members. The EIS represents the majority of teacher union members in Scottish Borders.

Kay Miller, Secretary Scottish Borders, EIS.