

# CUTS FEEDBACK: UPDATE

**NOTE: Names and addresses have been supplied for all comments used. All contributors, schools, colleges and universities have been anonymised to protect the identity of those who have provided this information. For the same reason, some editing has also been carried out.**

## REGULARLY THE TEMPERATURE IN THE CLASSROOM IS BELOW 16°C

1. Heating has been an issue this term. Regularly come into school and classroom temperature below 16°C, worst case 8°C and only rising to 14°C by end of day! Much worse on Mondays and after holidays. Two extra electric heaters have been supplied but they don't go on in room until staff come in.

2. If the teacher is off sick or on a course, the class is either covered by CCR teacher who is pulled off CCR so no CCR time or classroom assistants cover the class. NEVER has anyone been called from the supply list.

3. One toilet for about 30 female staff and that is placed in a classroom!

## WHY IS MONEY BEING WASTED ON BLOCK INTERVIEWS WHEN THERE ARE NO JOBS?

Why is our Council wasting money on block interviews when there are no jobs to be had?? Could the money spent on people and resources not be better spent elsewhere in education??

## PLANS TO REMOVE DRAMA AND ART SPECIALISTS FROM PRIMARY SCHOOLS.

Our Council has just announced plans to remove all drama and art specialists from primary schools. Apparently, maths and PE specialists are also potentially targets for reduction.

## LACK OF FUNDS IS IMPACTING ON WORKING PRACTICE.

Whether current cuts are responsible or not, the impact on our working practice due to lack of funds to maintain/improve the building and provide teacher cover is significant.

The first and most significant item is the heating. The building is old and draughty and I have been told by management that the heating system is "inadequate". However, this is not helped by the fact that heating is on for as short a time as possible each day. My classroom has been as low as 11.5°C. It is now (following complaints) normally 14°C - 15°C on arrival and usually gets up to around 17°C later in the day. Mondays are worst as the heating is off all weekend. When a colleague and I requested it be set to come on at least part of Sunday, we were told this was unnecessary as it costs too much. When I requested additional heating, an old free standing electric fire was supplied, meaning a cable across the floor of a very small room, with danger of tripping. This was taken from the head

teacher's office for my classroom, which then left her office freezing. It is common for staff to be wearing jackets inside the building. On one occasion, fuel had run out and had not been re-ordered, but the school remained open to staff and pupils. I sent for a heater from home as this was the only way to make it bearable.

There is one toilet available for use to serve around 30 female staff. The toilet is situated inside a classroom, meaning we need to enter the class to use the toilet.

There is no dedicated space for teachers to work during CCR time. This makes it very difficult for someone who has perhaps an hour during the school day which is not sufficient time to go home to work.

Another matter which I would consider to be one of health and safety is that we are told we are not permitted to use paper towels to dry cups as they cost too much. Tea towels are supplied. These are laundered in school, and on one occasion which I witnessed, a child's urine soaked trousers and underwear were washed in the same load as the tea towels.

The teacher who covers CCR time is also used at times to cover classes during teacher absence. This has at times meant that CCR time was lost. Available teachers from the supply list are not used as it is too costly. Classes have on occasions been covered only by classroom assistants as a result. Ours is a small school where staff are willing to be flexible and often accept things which would no doubt be unacceptable elsewhere. Discussions with colleagues in other parts of the country have certainly left me feeling that we do need to start addressing some of these issues as a matter of urgency.

## HOW MANY EXPERIENCED AND EXEMPLARY TEACHERS IS SCOTLAND GOING TO LOSE TO OTHER PROFESSIONS OR COUNTRIES?

In the last few years I have noticed that finance cuts are affecting teaching in schools, the experiences of our young people in education and the employment prospects for young teachers like me. I have been teaching for almost 6 years now, at various different schools. In this time I have noticed that budget cuts have hit materials and resources hard and that schools are being forced to make tough decisions to try to save money. Many are failing to fill permanent posts following retirement with experienced teachers and using probationers to fill the gap, often asking them to take on responsibilities that are against the terms of their employment or that would be better left to more senior members of staff. Others are advertising jobs that strictly cover the periods that can't be covered by the rest of the department, leaving the members of that department working full time tables with minimum non-contact time. I have witnessed both of these examples first-hand and am becoming increasingly frustrated at the lack of opportunities for enthusiastic and skilled young teachers like myself to get any kind of job security in the current climate.

Last year, as a temporary teacher, but one known to the school already, I was asked to be Acting Principal Teacher. I did this for 6 months and in that time dealt with moderation, curriculum change and balancing managing two members of my department in a job share whilst being mentor to a Probationer. I was commended by Senior Management for my handling of the situation and for moving the department forward in terms of attainment and development. However, at the end of the academic year, in spite of my PT wanting to negotiate another full time post in the hopes that I could stay on, I was told that due to the lack of money there could not be another post. I know for a fact that a probationer is now there.

This constant chopping and changing of staff can only be unsettling and has a negative impact on learning.

The Council froze new employment at the end of 2009. Only temporary posts are being advertised.

Our art department has such a low budget that we cannot offer some experiences to pupils such as clay because we can't afford to buy any.

How many of our Probationers are going to give their all in the hopes of securing a job only to be turned out to make room for the next young hopeful? How many experienced and exemplary teachers in Scotland going to lose to other professions or countries because there are not enough permanent jobs on offer? How many of our young peoples' futures are going to be affected by cut-backs and half-measures? Isn't it time we put education first?

### **“INTERNAL ONLY” CANDIDATES**

Can you confirm that it is legal for councils to advertise positions for 'internal only' candidates.

As a probationer, this is worrying.

### **DEAF CHILDREN THROUGHOUT SCOTLAND, WHO ARE IN INTEGRATED SETTINGS, ARE AT RISK FROM CUTS.**

Our boss who was a qualified teacher of the deaf, retired in June. We are now “managed” by a primary head teacher, who is not a trained teacher of the deaf. This person knows little about deaf children, their families and their needs and does not have the time to manage a school and a service for deaf pupils and their families.

We voiced our concern about this and were promised a PT but neither candidates, who were both trained teachers of the deaf with many years experience, were deemed suitable because this would have incurred extra expense and so the Acting PT from the school was eventually given the acting post.

This management structure may be cost effective but I feel is not in the interest of deaf integrated pupils and their families

who need people with understanding and experience to develop the service and ensure that deaf pupils achieve their potential in integrated school settings.

We have just had a review of our service and have not yet had the feedback but feel cuts may be imminent!!!!!!!

Deaf children throughout Scotland, who are in integrated settings are at risk from cuts. Deaf pupils and their families have very specific needs which may not be fully met without the support of trained teachers of the deaf.

### **POSSIBLE REDUCTION IN HOURS FOR SUPPORT FOR LEARNING TEACHER**

Threatened cut at a Primary School: reduction of hours for Support for Learning teacher. As I have only just come back from maternity leave, I am still awaiting any formal meeting with the Head teacher and Authority personnel to discuss my hours, and I was warned about a possible reduction in hours last session.

### **REDUCTION IN TEACHING IN FE COLLEGE**

Bursary students have had a one week reduction in teaching to save money because of a huge overspend on bursaries. P/T temporary staff however will still be paid for the extra week

### **PROFESSIONAL CHARTERED SCHOOL LIBRARIAN BEING REPLACED BY A CLERICAL ASSISTANT**

Our Council has already replaced one Professional Chartered School Librarian with a clerical assistant, when the incumbent retired last year. Professional Chartered Librarians have been in High Schools in this area since 1975 - I know, I was one of the first ones here - and now they are trying to downgrade everything here, it's appalling.

The proposed Council Budget for 2010-2013 is proposing to cut all full-time 52 weeks per year, 'support staff' who work in schools down to term-time only. This will be a cut of around 17-20% of my pay and time at work!

This was announced last week. It could include librarians (myself), technicians, administration and clerical staff. We're all devastated.

### **SCHOOL WILL NO LONGER BE REDUCING CLASS SIZES IN S1 & S2 IN ENGLISH AND MATHS**

I'm a maths teacher. Yesterday, the department was informed by our Head Teacher that we are running surplus in the department and that we would be losing one temporary and one permanent member of the department. This was due, in part to the falling role the school has, but also due to a change in policy by the Council on the level of staffing allocated to each establishment. The formula they use to calculate the staffing

level has been altered and this means that even without the drop in pupils attending the school, we would be losing staff anyway; in total, 4 permanent members of staff on top of any retirees and temporary staff not being offered an extension to their contract. In addition to this, the Head Teacher has been instructed by the local authority to cut the staffing budget in any way he can and hence our school will no longer be offering reduced class sizes in S1 & S2 in English and maths.

## **FEARS OF LARGER CLASS SIZES AND STAFF CUTS**

Classroom assistant replacement has been a council redeployment employee - with absolutely no experience of working with children previously, and had not and will not be receiving any suitable training, other than we provide in school.

School is amalgamating in Aug 2011 with fears of larger class sizes and staff cuts.

## **PARENT COUNCIL ASKED TO PAY FOR NEXT A4 PAPER BILL.**

Our parent council has been asked to pay for our next A4 paper bill - there is no A3 paper in the school and currently unsure as to how the following A4 paper bill will be funded.

Teachers were handed out an allowance of card to last until the end of the year, roughly 70 sheets in total for a class of 25 - hopeless for a primary school.

We've been told that the first three days of absence are no longer covered by supply therefore SMT are covering and support for learning is being affected.

Each teacher was given 100 laminating pouches at the start of the year to last - given that there is no money for bought resources, 100 pouches is hugely limited.

There has been no colour printing since September and my class have been able to print one piece of classwork during the entire year due to poor maintenance of ICT.

Probationers and supply staff are asked to cover lunchtime/playground duties due to lack of support staff/management. Surely not the best start to their teaching career?

School library in dire need of refreshment, many of its books were published in the 70s and dog-eared, how does this encourage children to enjoy reading?

I no longer use individual plastic whiteboards for interactive tasks as there are not enough whiteboard markers left in the class to make this viable.

Paint, glue, brushes, foils and coloured paper are almost non-existent making art lessons joyless. I'd love to put up colourful displays or even back children's work with coloured paper - I just don't have the resources to do this.

From August only P1 and 2 kids will receive fruit and for only four days a week (down from all children and 5 days)

Children are no longer to be provided with bottled water.

Our Head tells us the budget is even tighter than for last year and management time is to be reduced further.

I'm a newish teacher and believed the story sold to us in ITE - a great time to join education and that CfE was going to be wonderful. The reality is I've had virtually no CPD since my probation year, had to fight my council (literally with the EIS's help) to keep job under clause 8.5, and am supposed to be implementing a curriculum with little help, guidance or resources. Let's not mention the fact that some of the books in my classroom are older than I! In short it's a horrible, horrible mess and I worry for my school age child who is currently on the sharp end of this.

## **CPD BUDGET HAS BEEN CUT TO ZERO**

The CPD budget has been cut to zero (yes, actually zero). Thus there is literally no money to pay for attendance and/or cover for external courses, seminars, Learning Festivals, etc. In our school, our solution has been for individuals with areas of expertise (not necessarily qualified or accredited) to offer course sessions to colleagues. A booklet of what is on offer is collated and circulated to the staff, who opt in to what interests them and/or what they can spare the time for. I myself offer a PC Clinic once a week (tips and tricks to optimise usefulness of personal computers, problems solved). I have to say, this has worked out extremely well, as the quality of the courses on offer is often better than that to be found with many external providers, or commercial in-service facilitators/speakers. But we do miss out on the really excellent ones - such as those provided by AoK, or at the Scottish Learning Festival. It also means that if staff choose to attend events outwith school time (such as the SMA Conference in Stirling University on a Saturday), they do so in their own time and at their own expense.

The Council has changed its staffing formula with the predictable result that pupil/staff ratio (average class size) will increase. In the past few years, my school has been able to keep its S1 Maths classes small. But next year, coinciding with the attempt to introduce ACfE, S1 class sizes will rocket. This impacts not only teaching and learning, but also increases the assessment and reporting workload. This has a knock-on effect, as there is then less time to spend on vital collegiate, planning and course development activities, at a time when these are crucial to the success of a newly developing curriculum.

On a related issue, perhaps more a function of management approaches than directly related to cuts, but an increasing fraction of INSET time is being spent on discussing cuts and how to cope with them, and less time is available for crucial planning activities. For example, I serve on a committee planning a new CfE component (essentially an environmental/

community/conservation/ sustainable development project module) for S2 next year. I have just spent 2 days of my own time in the mid-term break sourcing external funding as the per capita from the council is woefully inadequate.

Hope this feeds into your developing picture of how budget cuts are affecting Scottish education.

### **I WONDER IF LEAVING A STEADY JOB FOR SOMETHING SO UNCERTAIN WAS WORTH IT**

I'm in a great school but as a probationer in school I've been used as cover from the beginning of the year. Have been told there is no budget for CPD.

It is very clear that I'm being used to make up the numbers in the department as there would be no one available to teach my classes if I wasn't there.

I also have a certificate class which has SFL contingency. This is a problem the whole department faces.

SFL teachers and assistants to be cut.

Budgets for new materials being reduced.

I wonder if leaving a steady job for something so uncertain was worth it. I will move abroad for work if this continues.

### **THE COUNCIL HAS DONE AWAY WITH LANGUAGE ASSISTANTS TO SAVE MONEY.**

The Council has done away with language assistants to save money. They were a huge asset for Higher and Advanced Higher pupils especially for speaking and being there as a living "dictionary" to staff who cannot afford to go abroad regularly to refresh their language skills. Having no young teachers in the dept, the language assistant is of the generation pupils can connect with. They are generally students who can promote language learning to our S5/S6 as a potential subject to study at university.

Pupils in this area are in a postcode lottery re the facilities they have in their school. My school has just been refurbished but the spec is not that of the three PPP schools in the authority. I was compulsorily transferred from one of them in August 2008 (for the sake of .4 surplus in dept). Despite refurbishment, my digital projector still has cables trailing across the floor as there is no money to ceiling mount it. The contractors only remounted the ones which were on the ceiling previously.

PT has no budget to buy anything. We have to be extremely careful with jotters etc. We have ageing CD players which do not match the "surround sound" CD/DVD players elsewhere.

If the PT has no money we will be unable to subscribe to linguascope etc. (language website which can be used in the class and at home)

### **PERMANENT POSTS BEING REPLACED BY FIXED-TERM CONTRACTS.**

This Council is in the middle of amalgamation. This means that they are not filling vacant permanent posts. Instead they are giving 'fixed-term contracts' - in effect, long-term supply.

I left a very well-paid job in industry to follow my dream to become a maths teacher. I have been unsuccessful in gaining permanent employment, but have been fortunate enough to have almost full-time supply work across various schools and working outwith schools with pupils who are non-attenders. The financial implications of the instability of my employment are on-going, carrying debt from my time as a student, and the ever-present worry of where the next pay-cheque will come from, especially over the summer holidays. My daughter is a student and this adds to the financial burden.

I have now been fortunate to gain one of the fixed-term contracts until June next year. This buys me a year's breathing-space from worry but merely postpones this year's financial concerns until next year. The insecurity causes much mental anxiety.

### **THE PROSPECTS FOR FUTURE EMPLOYMENT ARE BLEAK.**

I have worked on supply as a music teacher in both primary and secondary sectors since graduating in summer 2008. I recently managed to secure a permanent contract 0.5fte in a secondary school, whilst also continuing to work in two temporary posts at other schools. My permanent contract began at the start of February, and two weeks later I was told that I'm excess - and won't be needed after summer! How can they do this so soon after appointing me..?

With so many cuts to staffing taking place, the authority can't even guarantee if I can be transferred into another post. The LA has even re-written their policy so that now redundancy is even a possibility.

The prospects for future employment are bleak. Very few full time posts exist. Consequently many of my peers have also found themselves working in 2 or 3 schools a week all doing "bits and pieces" of work.

With morale so low it's very difficult to be enthusiastic about a career in teaching at the moment. Similarly, delivering high quality learning and teaching experiences is very challenging when there's not even enough money to buy vital resources - or even photocopy a few worksheets.

### **LACK OF RESOURCES IS HAVING A HUGE IMPACT ON THE QUALITY OF EDUCATION THE YOUNGSTERS ARE RECEIVING.**

Continual cuts in staffing year on year. No supply cover budget, all to be covered internally, tri-level classes at Standard Grade

and Higher level, no money for even the most basic resources, not enough money in per capita to cover basic expenses and no money for CPD. These are having a huge impact on the quality of education the youngsters are receiving. For example, Standard Grade classes exist with 30 students crammed in that are tri-level (including 5 with global learning difficulties!). The same applies to Higher classes of 30 at levels Int. 1/Int. 2/Higher all being taught in the same room.

Staff are so hard pushed they do not take breaks or lunchtimes. The demands of the job are such it leads to a high level of absence and yet more pressure to cover internally.

More staffing cuts, senior classes will likely not run if below a certain number. Advanced Higher will not run if below 10 students opt for it. Even less ability to buy resources by per capita. No money for cover or CPD to continue. Zero financial assistance or guidance for the introduction of Curriculum for Excellence

## **CURRICULUM FOR EXCELLENCE IS CAUSING MEMBERS WORKLOAD, STRESS AND CONFLICT**

With the Council changing the staffing formula for schools resulting in cuts of 1 FT Maths, 1 FT English and 1FT Learning Support (the second cut of 1FT English and Maths in the last three years) what happened to Numeracy and Literacy being a priority?

Why is the EIS so wedded to Curriculum for Excellence when all it is causing members is workload, stress and conflict?

## **I AM LEFT WITH NO OPTION BUT TO LEAVE THE TEACHING PROFESSION FOR GOOD, HAVING WASTED THE LAST EIGHT YEARS OF UNIVERSITY AND TRAINING.**

Having qualified three years ago as a secondary Maths teacher, I have so far only managed to find supply work in the Edinburgh area. Unfortunately, due to my family situation I am unable to rely on what is an unreliable position, especially in Edinburgh. I am therefore left with no option but to leave the teaching profession for good, having wasted the last eight years of university and training and go back to what I was doing before. I have been supported excellently by the EIS, both locally and nationally, and I wish you all success in your campaign.

## **WE DESPAIR FOR THE FUTURE OF MODERN LANGUAGES IN THE CURRICULUM.**

In S3 pupils have always had the option to choose a second language. This has been removed from the course choice. We have 6 pupils in S3 studying French and German. This option will not be available to pupils in the current S3.

The Council no longer has Modern Language Assistants. They are a great resource but cost too much.

Morale is very low at the moment and we despair for the future of Modern Languages in the curriculum.

## **A GROWING NUMBER OF CHALLENGING KIDS AREN'T RECEIVING A GOOD DEAL.**

No permanent contracts available and precious few supply staff when needed, increasing pressure on staff for dockings.

Support staff not replaced when left, so we are two short, and that was a minimal number anyway. A growing number of challenging kids who aren't receiving a good deal (nor are their poor peers who suffer from their continual bad behaviour) because we are stretched too thin in lower ability classes.

No more money for photocopying yet we're expected to differentiate by resources when we can't make worksheets!

Freeze on recruitment - even though more staff needed.

Photocopying is in deficit - no more: how to provide enough resources?

I spend a lot of money on my classroom, from freize paper/ borders to printing, to stationery. This can only get worse with less money available, but I don't think politicians appreciate this in the slightest. Are they aware of the fact teachers spend their own money trying to do their job properly? Without this effort we would receive bad feedback from HMIE etc, but in what other profession would people be expected to finance their institution?

Why is there always money for Council junkets and ridiculous conferences that waste huge amounts of cash which should be invested in education, if their claims to desire an improved Scotland are true?

We all know the vagueries and dumbing-down of the curriculum through CfE is the biggest travesty to be introduced into Scottish Education of all time - but now they add further insult by failing to provide basic necessities such as decent class sizes. How can we invest the huge amount of time needed into developing this curriculum (one they put out before it's even finished) when we are facing class sizes of 30 in EVERY year group? As an English teacher this means around 150 plus pupils, each producing several essays and extended writing pieces throughout the term, in addition all the other areas of assessment. The job has become impossible without spending 50 hours a week on it.

## **REDUCED INSET BUDGET DESPITE FEROCIOUS PRESSURE TO GET UP TO SPEED WITH CFE**

Reduced InSeT budget despite ferocious pressure to get up to speed with CfE.

Pressure to move to 32+1 period week in some secondary schools which will reduce overall staffing in a large secondary by 4.0 teachers.

I have just received my council tax notification which includes figures for net expenditure 2009/10 and 2010/11. I note with interest that the projected 2010/11 net expenditure for Children and Communities is £167.732 million. This is an increase of £5.25 million or 3.41%. Why then is this Council cutting education budgets? It should be relatively easy and very interesting for the EIS to compare all 32 councils' projected net expenditure on education and compare with cuts going on?

### **LACK OF FULL TIME PERMANENT POSITIONS**

I have been trying to secure a full time permanent position as a classroom teacher for 6 years.

Every year I have managed to find temporary long term work and I have built up an excellent reputation within several schools. In every position I live with the hope that there will be a permanent job at the end, usually to find that my department size is to be reduced or if a permanent job does emerge it is given to a young teacher who 'sparkles' at interview - also much cheaper to pay than me.

### **NO SUPPORT OR GUIDANCE WHATSOEVER FOR CFE IMPLEMENTATION**

We have been told that there is NO supply cover available as of February 2010. "Please takes" abound.

In worst cases, student teachers (including PGDEs and foreign language exchange students) and SFL teachers are used to cover staff off for illness.

Doubling up classes has been suggested as another strategy for dealing with this cancellation of supply cover.

Teachers routinely come to school ill rather than cope with the stress of knowing that your illness adds to a colleague's workload.

All daytime CPD courses cancelled for budgetary reasons.

We have been told that ART AND DRAMA SPECIALISTS WILL BE CANCELLED FOR PRIMARY SCHOOLS as of August 2010. This is shocking. Are parents aware of this?

No progress on class sizes to P3 in my school, so because P1 and P2 are both at about 20/22, composite classes will happen again next year at P3. If this pattern continues, this means that half the classes above P3 in my school will eventually be composite.

There has been NO support or guidance whatsoever for CfE implementation from the authority. NO opportunity to collaborate with other schools, not even in the cluster, on planning issues, etc. A total hands-off policy on the part of the Education Dept when it comes to implementing CfE. It's as if they haven't a clue what to do about it and so are shoving the whole task off onto teachers.

Teachers are expected to reinvent wheels, creating a new curriculum out of thin air with no time, no resources, no guidance, and no feedback, even as we continue to deliver 5-14 in its entirety, from planning through assessment. This will only get worse as implementation is expected in August 2010.

### **BIGGEST WORRIES ARE THE BUILDING ITSELF AND CFE**

I am split-department and have seen funding cuts in both.

Biggest worries, however, are the building itself and CfE. The heating consistently breaks down and we were recently flooded. The flood damage is being repaired at present but the building itself is in sore need of renovation. It's only a matter of time until the next disaster.

CfE is ridiculously under-prepared. We spend far too much time trying to do extra work for it - cross-curricular projects have become a huge burden whereby teachers scabble to find some way of getting another department to join with a little project or lesson which adds NOTHING to the children's learning but at least 'ticks the box'. We are utterly clueless until real assessment materials are made available - MONTHS AFTER the 2010/2011 session begins. Farcical.

On top of this, our computer server goes down constantly, affecting reporting and in-school email, and the chances of regular, efficient GLOW use are slim under the present conditions. But still everything is computerised (registration, referrals, reporting) and the system is patched up as it goes down. There is no way to plan for deadlines because you have no idea if the resources will be available later.

Basically, our day-to-day jobs are made harder by poor physical conditions and under-funding, just at the point when a brand new curriculum is being bulldozed through with no real direction or Government leadership. It's just expected that we'll smile and get it done because that's what we do. If we are then criticised for not getting results I would not be surprised to see a full-on teacher revolt take place.

### **ASN PUPILS HAVE NOW HAD TO HAVE SUPPORT TIME REDUCED OR EVEN CUT COMPLETELY**

We have held a meeting to discuss the information contained in this e-mail. The current stand for us is that we have a number of issues arising from the cuts.

Lack of support staff has meant that teaching staff are having to undertake admin tasks such as taking in money, lunches and letters. This goes against the McCrone agreement as it stands. ASN pupils who were previously supported have now had to have support time reduced or even cut completely. These pupils still have the same support needs which have now to be met solely by the class teacher. Unfortunately, this takes time away from the rest of the class. Teachers almost feel as though these pupils were put into schools on the understanding that they

would be supported to remain in school. Now, however, the same pupils are still in our schools, but the support is being withdrawn year on year. The effect of this is that teachers have a much increased workload in supporting these pupils effectively.

School budgets have been cut and our school is struggling to supply decent art materials and reading books. In a time of curriculum for excellence where we are all being encouraged to create stimulating lessons and environments, surely art materials and resources are needed to support this new initiative. These should be budgeted for accordingly.

Following an HMI inspection, we were advised that our groups were too big and should be reduced. This year, due to teacher cuts, we have had to composite at two stages. This has directly led to an increase in group sizes in order to accommodate all of the pupils. Instead of reducing class sizes, we find ourselves yet again with a bigger class and an increased workload.

When we complain to management about having to do tasks or needing support the reply is always "get your classroom assistant to do that" as we compulsory transferred a classroom assistant and reduced the hours of another last year, our PSAs are stretched as it is. Mine covers 4 and sometimes 5 classes, on a shortened week. when she used to cover just one class for the whole week. She is simply too stretched to undertake any more tasks!

Lastly, the behaviour in the playground has become an issue, again due to the increase in ASN pupils in the playground and the decrease in PSA hours to man these pupils in the playground areas. Some of these pupils need support to play as they do not understand the social rules. This would previously be undertaken by PSAs who do a fantastic job of teaching these pupils how to play.

### **THE CLOSURE OF ADDITIONAL SUPPORT UNITS AND THE REDUCTION IN TEACHER NUMBERS DOES NOT TALLY WITH THE ASL ACT OR CFE.**

I was a probationer last year and am lucky enough to have one years supply, albeit part time. This year the LA offered supply work to most probationer teachers so that their figures would show that NQTS were in employment. I know teachers who were in my situation last year who struggled to secure supply work the second year after their probation. The LA is telling people there is no supply work and telling head teachers there are no supply teachers available for short term absences. This is clearly a money saving scheme which has implications for both children and out of work supply teachers. I am worried that I will never be able to gain full time permanent employment, particularly as the LA (deliberately?!) started me on the second in-service day which means I will not accrue one year of continuous service.

It is unfair that children are expected to deal with a constant turnover of supply teachers, particularly in merging schools like mine which have a small number of permanent staff.

Permanent appointments or even fixed term contracts would go some way to resolving this.

I regularly buy items such as pencils and paper for my class. We are not allowed to print or photocopy anything and as a result I spend a lot of money on printing at home.

We have no support for learning teachers in the school despite the large number of children with social, emotional and behavioural difficulties. The closure of additional support units and the reduction in teacher numbers does not tally with the ASL Act or CFE.

As others have previously mentioned, teachers are expected to deliver CfE with less money, less resources and less time. This is both unrealistic and extremely demotivating.

ICT does not work as it should - it is extremely slow. Projectors are not wall mounted which makes use of the Smartboard very time consuming. Typically, I spend 40 minutes waiting for the PC to load up and log in, and even then the Smartboard is incredibly unreliable.

### **STATIONERY SHORTAGES**

Next term no drama or art specialists  
Ink cartridges for printers not being replaced  
Running out of jotters  
Photocopy allowance very limited  
No more textbooks being replaced  
Shortage of reading books

It's so difficult. We are given a photocopy allowance and once the ink runs out on the printer (approx 800) copies left - shared between four classrooms and a library it's not being replaced. Jotters are running short so what do we do when jotters are finished, we can't print anything and photocopy allowance used up?

Impossible situations. Getting annoyed with children who don't bring their own pencils etc as they expect to get them at school but we're running out.

Extra stress we really don't need.

### **WHEN MY TEMPORARY CONTRACT ENDS SO DO THE WORKING RELATIONSHIPS AND THIS RESULTS IN A LACK OF CONSISTENCY IN TEACHING AND LEARNING!**

I am a secondary school teacher and I have been out of my probation year for over 2 years now and still do not have a permanent full time job. Like many others I have had temporary contracts and supply days in many different schools. I am about to finish another temporary contract in April and I am left with the prospect of little or no work from April until June as schools do not require supply staff during this period due to SQA exams being on and S4,5 and 6 pupils being off on study leave, other staff members cover classes required. I feel that I must mention that the schools I have worked in and the staff have

been fantastic in trying to keep me working, however, it is due to lack of money and cuts by the local council that they cannot keep me. I love teaching and cannot imagine doing any other job. I am very determined and enthusiastic about teaching and have built up good working relationships with the pupils I have taught, however, when my temporary contract ends so do the working relationships and this results in a lack of consistency in teaching and learning!

Over the last year I have become very angry, emotional, down hearted and at points doubted my abilities due to the fact that there is no light at the end of the tunnel - no permanent job out there! I have never worked for another council and have been trying my hardest to get a full time, permanent contract with them. What am I going to do? I am 27, getting married and recently bought a flat. I can't put my life on hold as who knows how long I'd be waiting! Please can we sort this mess out!!!

### **PROBATIONERS ARE BEING PRESSURED INTO TAKING MORE CLASSES THAN THE 0.7 GTCS RECOMMEND.**

Due to cut backs and inability to afford cover in schools, probationers are being pressured into taking more classes than the 0.7 GTCS recommend. These additional classes are sold as, "experience of what supply work is like". Really this is so that probationers can be further exploited and schools save money on supply.

If this is questioned, we are told that it looks good to see that you are willing to help if you are ever back to the school on supply (implying that schools will avoid those who do not go over timetable).

We are concerned as we are really stealing potential work from our colleagues who are struggling to secure supply work.

What is the EIS doing to ensure that schools do not exploit cheap labour?