

LNCT agreement

Principal teachers (Faculty) and Principal Teachers (subject)

1.0 Background

- 1.1. The LNCT Interim agreement dated 10 June 2003 left unclear the respective roles of PTs (faculty) and PTs (subject) remaining within faculties once PTs (faculty) had been appointed.
- 1.2. PTs (faculty) have been appointed since August 2003 with jobs sized under the terms of the SNCT agreement. The job profiles for these posts and hence the job-sizing questionnaires have been based on the Appendix to the Interim agreement. PTs (faculty) have overall responsibility for management and quality assurance across the whole faculty.
- 1.3. This inevitably means that the remits of PTs (subject) within these faculties will change, since the same responsibilities cannot be allocated to more than one person under the job-sizing arrangements.
- 1.4. There has been a delay in clarifying this issue formally, pending the issuing of an SNCT circular on re-job-sizing. This has now been issued as SNCT 28.

2.0 SNCT 28

- 2.1. SNCT 28 describes the conditions under which posts may be subject to review in relation to job-sizing. Clear criteria are described under which either the employer or the employee may initiate such a review. Once a review has been 'triggered', a new job-sizing questionnaire is to be completed and validated by a job-sizing coordinator and then processed through the toolkit.
- 2.2. "The completed questionnaire will then be processed through the toolkit towards the end of the session/early in the summer break or after the Christmas break and any resulting change in salary point, either an increase or decrease in the substantive pay point, will be effective from 1 August or 1 February."
- 2.3. It does not appear to be clear whether the reference to the increase or decrease in the substantive pay point is subject to conservation as per the National Agreement conservation regulations.

3.0 Re-job-sizing and salary conservation of PTs (subject)

- 3.1. 17 PT posts have been identified where the outcome of the original job-sizing exercise resulted in an increase in salary. These include all PT posts and not only those which are already within new faculty structures. Of these 17 posts, 1 is in a post related to 'support for pupils'; 6 are in English and Maths where the

faculty structure is unlikely to affect the postholder; a number have been appointed as PTs (faculty); others may in due course be successful.

- 3.2. The authority is of the view that PT (subject) posts affected by faculty arrangements which are subject to re-job-sizing should be conserved. It accepts that the Interim Agreement was unclear about this aspect of re-structuring and that it would be unreasonable to impose a salary reduction on the small number of PT posts affected. This will apply only to those postholders who were appointed to their posts prior to 1 April 2001, in line with the national Agreement.

4.0 Remits of PTs (faculty)

- 4.1. The remits of faculty PTs shall remain those described in Appendix 6 of the LNCT Agreement on 'Promoted post structures in secondary schools : towards implementation: Interim implementation'. A copy of this is appended to this Agreement for ease of reference.

5.0 Remits of PTs (subject)

- 5.1. "All existing permanent PTs (subject and cross-curricular) will retain their posts and will continue to fulfil duties as described in Annex B of the Agreement" (Interim Agreement, paragraph 7.2.1).
- 5.2. It is agreed these duties should relate to subject-specific responsibilities within the following parameters:
- To be responsible for the day to day running of their subject area(s), eg
 - Planning curriculum development within the subject area(s)
 - Organising and planning appropriate courses to overtake the curriculum
 - Requisitioning appropriate materials, within the overall budget allocation
 - Making recommendations to the PT (faculty) in relation to the allocation of staff to classes
 - Organising the appropriate assessment of pupils, within the policy of the school and the faculty
 - Advising the PT (faculty) on subject specific issues.
- 5.3. In addition, they may wish to consider taking on cross-faculty responsibilities or whole school responsibilities, in consultation with the PT (faculty) and/or the senior management of the school. They may also wish to consider the possibility of taking on responsibilities in relation to the co-ordination of cross-authority networks of subject specialists. The constraints outlined in paragraph 5.5 are recognised.
- 5.4. The remits should be constructed in such a way as to satisfy two main criteria:

- the skills, experience and status of the PT (subject) should continue to be valued and recognised
 - the needs of the school and the faculty should be reflected in the revised remit.
- 5.5. The non-class contact time for principal teacher(s) within a particular faculty will be considered by school management within the resources available to it. In general terms, the total non-class contact time is likely to be the equivalent of the total which was allocated to the PTs (subject) prior to the creation of a particular faculty. The bulk of this non-class contact should be allocated to the PT (faculty) to allow her/him to undertake the duties associated with that post. However, it is recognised that any duties associated with the posts of PT (subject) remaining within the faculty will require to be recognised by the allocation of some non-class contact time commensurate with those duties. This should be related to the discussions about the revised remit described above.

6.0 Conclusion

- 6.1. It is agreed that the above provides a resolution of the issues surrounding the interface between the responsibilities of PTs (faculty) and PTs (subject) remaining within the faculty.

Appendix 6

Outline remit for principal teachers

The job remit for each principal teacher will contain a core element, along with specific additional duties related to each particular post.

1. Core element

- the leadership, good management and strategic direction of colleagues
- the management and guidance of colleagues
- the management of resources
- reviewing the CPD needs, career development and performance of colleagues
- the provision of advice, support and guidance to colleagues
- working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
- quality assurance
- implementation of whole school policies dealing with assessment and pupil welfare
- contributing to the development of school policy in relation to the behaviour management of pupils

2. Other elements

- curriculum development and the management of curriculum development
- the development of school policy for the behaviour management of pupils
- implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- responsibility for the leadership, good management and strategic direction of pastoral care within the school
- assisting in the management, deployment and development of pastoral care staff