The Association of Chartered Teachers Scotland (ACTS) present the following points, to be considered by the Scottish Negotiating Committee for Teachers (SNCT), regarding matters of pay and conditions of Chartered Teachers and teachers on the Chartered Teacher Pay Spine. These statements have been developed from views recorded during a specially convened open meeting of Chartered Teachers and other educationists on 3rd March 2012, and opinions submitted to the ACTS committee.

ACTS’ aims include supporting our members and making representation on matters affecting them. Therefore we present the following statements, intended to ensure fair and just treatment for all Chartered Teachers and teachers on the Chartered Teacher Pay Spine, including those currently ‘frozen’ in the middle of their Masters level studies, while maintaining the opportunities for Chartered Teachers and teachers on the Chartered Teacher Pay Spine to make a difference to pupils in schools.

ACTS contend that a fair and just formula will ensure that:

- **full Chartered Teacher status remains** for all fully accredited Chartered Teachers, irrespective of whether, in gaining such status, they followed the GTCS ‘accreditation of prior learning’ (APL) or university Masters route.

- **the SNCT’s Code of Practice on the Role of the Chartered Teacher remains the context in which Chartered Teachers work.**

- **a Chartered Teacher Pay Spine continues to be recognised and applied**, where ‘performance review and development’ (PRD) procedures confirm that accredited Chartered Teachers are working within the requirements of the Code of Practice on the Role of the Chartered Teacher or any new, agreed Standard or Code which may emerge.

- **those who have pursued their studies beyond Module 1 of the currently ‘frozen’ Chartered Teacher Scheme are recognised and accommodated on the Chartered Teacher Pay Spine.** When these teachers gain their Masters, they should be given parity with fully accredited Chartered Teachers in terms of pay and expectations regarding their role.

- **PRD discussion should involve professional dialogue** between a Chartered Teacher and a senior member of staff who is familiar with the Standard for Chartered Teacher (or subsequent Standard) and the Code of Practice on the Role of the Chartered Teacher. Discussions should reflect on the previous year, in light of the relevant Standard and Code, and plan the following year taking account of individual, local and national priorities. It is the line manager’s responsibility to identify opportunities for the Chartered Teacher to meet or exemplify the Standard and Code through, for example, taking initiatives, leading developments or mentoring others, as appropriate.

- **the fundamental difference between Principal Teacher and Chartered Teacher is clearly understood by all who make policy which affects both roles.** Managers need to understand and manage the potential and skills of Chartered Teachers in their establishments in ways which will provide ‘added value’.

ACTS committee, 19th March 2012