

GIBRALTAR **NASUWT** The Teachers' Union

**CLAIM FOR TEACHING AND LEARNING RESPONSIBILITY (TLR)
POSTS RESTRUCTURE**

**THIS IS A COPY OF THE CLAIM
SUBMITTED BY GIBRALTAR NASUWT TO
HM GOVERNMENT OF GIBRALTAR
ON 23.2.2018.**

The Teaching and Learning Responsibility (TLR) posts replaced the Management Allowances (MA) over a decade ago. An agreement between the Official Side and Gibraltar NASUWT existed to review the functionality and viability of the new posts created across the various education sectors and schools after a reasonable amount of time. A motion presented at the Annual General Meeting (AGM) in 2009 read as follows:

This Association acknowledges the good work carried out by the Union, Headteachers and the Department of Education in the TLR process. However, we call upon the Executive to look into the differences between First and Middle School sectors at the end of the agreed review period (agreed by the Government, Department of Education and the Teachers' Association).

Discussions between Gibraltar NASUWT and the Official Side over a TLR review have in the past resulted in a dead end, with nobody in the Department of Education having recollection of such an agreement. In hindsight, it was an error of judgement by the Executive at the time not to have kept a copy of the agreement signed by all parties to undergo regular TLR reviews. Nonetheless, regardless of the existence of an agreement to review the TLR system or not, it is good practice and in-keeping with the principles of raising standards in education to review any system that places an extra monetary value on the work of professionals in coordinating and managing colleagues and improving the quality of teaching and learning. It is therefore quite disheartening that no TLR review has been undertaken by the Department of Education in over a decade, even after been requested by teachers through Gibraltar NASUWT in motions at AGMs and various existing claims, which the Official Side has shown little desire to resolve to date. Along with the 2009 motion above, others include:

- **Motion at 2011 AGM:** The Teachers' Association believes that as a matter of principle, posts with equal weighting should be equally remunerated. It therefore instructs the Executive to follow this principle when it reviews TLRs with the Official Side.
- **Motion at 2017 AGM:** As the TLR structure currently stands, a First School TLR post holder does not hold the same TLR value as their Middle School counterpart. Both have identical job descriptions and are therefore equally weighted in responsibility and workload.

In addition to these motions, Gibraltar NASUWT have submitted the following claims relating to issues with TLRs directly or indirectly.

- Claim for TLR posts to be equalised in First and Middle Schools (July 2009, re-submitted September 2013).
- Claim for the manager of the LSF allowance to be made into a substantive post (February 2014)
- Claim for Heads of Department: Social Science, Westside School and Bayside School; Head of Department: Business Studies, Bayside School all valued at TLR 2B to be equalised with all TLR 2A non-core subject Heads of Department at both schools (September 2017).
- Claim for the Teacher in Charge of the LSF at Westside School to be awarded a TLR and for its workload to be reviewed and adjusted according to the principles of equal pay for equal work (February 2018).

These claims are supported by the findings of a survey conducted by Gibraltar NASUWT in 2013 which found a number of areas where teachers, many of whom were TLR post holders, expressed dissatisfaction with the TLRs and wanted the system reviewed/improved (Appendix 1).

THE CURRENT SITUATION

Gibraltar NASUWT is aware that the Department of Education and the SLT of Bayside School and Westside School have recently started to discuss and plan a TLR restructure in line with Government commitments to align the key stages, relocate the schools to offer vocational education, and enhance academic provision in their Curriculum 2019 proposal. The Union is not aware if this is also taking place in any of the First and Middle Schools, or at the Gibraltar College. To date, there has been no consultation with TLR post holders or an official invitation for working groups to be formed to have an input in this TLR restructure. Teachers are very disappointed that after years of requesting a TLR review and restructure one has been embarked on without them at the table.

Gibraltar NASUWT has received representations from its membership, the majority of whom are TLR post holders in different schools, to pursue a claim for a transparent and consultative process to restructure the TLR system to resolve long-term issues and implement a fair system that meets the needs of schools in each of the education sectors in Gibraltar. The major issues to be resolved include:

- When reviewing existing TLR posts and designing new ones the principles of equal pay for equal work should be strictly observed. One major issue that should be resolved relates to the discrimination highlighted in the 2009 claim for equalisation of TLR posts between first and middle schools (Key Stage 1 and Key Stage 2 education).
- There is a huge disparity in the TLR values within schools, in their workload and in the amount of non-contact time allocated to them. Some TLR posts are valued much lower than others even though their workload is similar, etc. This needs urgent review and an equitable solution.
- The TLR system should be about enhancing teaching and learning, and making it more efficient. It should not take the TLR post holder out of the classroom for excessive periods during the weekly timetable to perform administrative tasks that could be resolved by administrative staff.
- The TLR system needs to be more flexible and if anomalies or issues arise as changes in the education system occur, there has to be a mechanism of periodic review so that necessary changes can be made to part or all of the system. For this, there has to be consultation and collaboration between the Official Side, TLR post holders, and Gibraltar NASUWT.
- SEN provision and the role of the SENCo needs to be reviewed and standardised. A new value and a reasonable amount of workload has to be placed on this TLR.

- Some schools that have grown in size don't have enough TLR posts, or have none. A school by school evaluation needs to be done in conjunction with teachers and SLT to ascertain what the real needs of teachers and students are, what provision teachers are involved in that is not being remunerated, and a fair system of TLR posts introduced.

CLAIM

With the full backing of its membership, Gibraltar NASUWT requests that the Department of Education and SLT halt their restructure of the TLR system until such a time that a truly transparent and consultative process has been initiated, which includes teachers, TLR post holders and the Union in the existing forum. Just like in the transfer from the MA to TLR system, teachers at all levels need to be involved in shaping this important area of the education system from start to finish. We request that this happen with immediate effect so that it can all be ready in time to meet the Official Side's deadline for the proposed reforms to education, whilst ensuring that the most viable, functional, flexible and equitable TLR model is developed by all stakeholders.

Furthermore, the membership calls on the Official Side to honour the claims submitted on our behalf by the Union and not to delay their resolution on the basis that a new system will be implemented in the future. Many people are in a state of pay and workload inequity and want these legitimate claims, some of which date back nine years, to be resolved with immediate effect.

APPENDIX 1: FINDINGS OF THE TLR REVIEW SURVEY (2013)

EQUALISATION OF POSTS

- All teachers across the same sector in the same post should have the same allowance as the same role is carried out by the coordinator regardless of the number of children. With regards to secondary schools, Bayside and Westside should have the same TLR structure. With regards to Middle schools, there should be an equal number of children in each Middle School to ensure equalisation of posts and value of TLR as the official side's dictum that size matters when allocating remuneration for TLRs is a farce.
- Smaller schools tend to lose out and teachers tend to 'share' responsibilities (due to lack of TLRs) increasing their workload. There are no Year coordinators in smaller schools.
- There should be parity between first and middle schools. Furthermore, all sectors should be paid the same as promised by Mr. Lester. The first school sector is currently undervalued.
- Weighting of TLRs needs revising. TLR remuneration should be weighed on actual workload, as there are many TLRs with different workload and equal pay. Job descriptions and workloads should be standardised across schools as the outline of responsibilities for TLR posts not clear and don't apply equally to all schools. Minimum amount of non-contact time should be stated.
- Schools should have admin staff specifically dedicated for the general administration of TLRs.
- Head Teachers should follow guidelines and not impose responsibilities that are beyond pay scale. They should also be given a minimum amount of teaching hours so they don't lose touch with teaching a class.

- Present TLR structure is restrictive, unfair and detrimental to staff morale & service provided to students.
- Anyone not having passed the 'threshold' should not apply for TLR posts as this makes a mockery of the Threshold Report.

YEAR COORDINATORS + FOUNDATION SUBJECT

- Year coordinator & foundation subject not feasible as managerial and pastoral aspect of coordinator's role takes a lot of the teacher's time. Day to day practical teaching/learning suffers due to the demand imposed by the coordinator's role, which has too much admin work. Foundation subject planning and resourcing is therefore hindered as a result. Year coordinator post should be a TLR on its own as it is a very heavy workload.
- Year coordinator's salary should be reviewed especially if it continues to be paired with a Foundation subject. Furthermore, in some schools year coordinators who have two Foundation subjects attached to their TLR (i.e. history/geography) should be adequately remunerated.
- In some schools everyone holds a TLR so there are no progression prospects. Early years coordinator should be introduced without a subject to allow movements within a school.
- Foundation subject leader should be a subject specialist.

CORE SUBJECTS

- In the middle school sector 2A is the maximum TLR post. Those who do not want to go to senior management would have to apply to the secondary sector. Secondary

schools do not welcome middle school teacher promotions even if they are subject specialists.

- In most schools Core Subject coordinators have a higher TLR than Year Coordinator & Foundation Subject. The latter has a heavier workload on a day-to-day basis and should therefore receive equal remuneration and status.
- Core subject leader should be subject specialists.
- Science is viewed as core subject but responsibilities and workload is less than for English/Maths.
- ICT should be a core subject

SEN COORDINATORS

- SENCo allowances are the same throughout all schools of the same sector regardless of whether a school has LSF or not and regardless of number of children on the SEN register.
- LSF teacher allowances should be part of TLR structure.
- Higher wage for SENCo TLR.

TLR 1A & 1B

- Higher TLR holders should have an assistant.

FOUNDATION SUBJECTS

- Foundation subject TLRs should be the same across all schools. Music TLR should be on a par with foundation subjects.

- Spanish department should have own assistant for admin tasks.
- ICT TLR too low and schools should have a technician to see to the maintenance of equipment, allowing the coordinator to concentrate on the education aspect of the job.
- Some subject TLRs are reported as having a heavier workload than others i.e. RE when preparing children for communions, confirmations, etc; Heads of PE run after school clubs. They should be remunerated better.
- Music and PE teachers can't apply for higher posts without leaving their subject.

SELECTION PROCESS

- Application form design is not fair as Head Teachers are asked to highly recommend/recommend etc. a candidate for the job and so nepotism occurs. As a result, Headteachers should be more accountable for the reports they write for promotion.
- Applicants for posts should all be on a level playing field regardless of seniority or possession of the Management Course. They shouldn't be successful if they are the only applicant for the job but not really suitable.

APPRAISALS

- More appraisals on a regular basis by Head teachers, so teachers are able to address their weaknesses in the short term.
- There should be more accountability and performance of TLR holders should be monitored. A system should be in place so that if post holder is not carrying out the job properly or is not dedicated in maintaining high standard of teaching/learning, the post should be removed.

INDUCTION COURSES

- Induction courses should be provided by Dept. to help all new post holders with their new responsibilities.

ADDITIONAL TASKS CARRIED OUT BY TLR HOLDERS

- Collecting money for photos, book clubs, pizza day, hot dog day, charities, raffle tickets, etc.;
- Photocopying;
- Writing notes to parents;
- Calling parents when child is sick/absent/not picked up;
- Filing;
- Secretarial work;
- Chase parents for open day appointments;
- Manning the library;
- Religious activities that produce extra work and should be eliminated;
- Taking over senior management responsibilities which are constantly delegated;
- Looking after and planning for supply teachers;
- Giving out photos to children (private matter);
- Admin responsibilities without a TLR;
- Reviewing resources for other subjects;
- Arranging school trips;
- Tabulating test results;
- Indents, orders, stock taking;
- Putting up displays;
- Risk assessments for trips;
- Too little technical support;
- Having to support specific curriculum areas beyond experience.