

Final Business and Regulatory Impact Assessment

Title of Proposal

The Registration of Independent Schools (Prescribed Person) (Scotland) Regulations 2017

Purpose and intended effect

The Registration of Independent Schools (Prescribed Person) (Scotland) Regulations 2017 set out the arrangements in respect of current and future teachers in independent schools having to be registered with the General Teaching Council for Scotland (GTCS).

- **Background**

There is currently no requirement for teachers in independent schools to be GTCS registered although this has been encouraged by both the GTCS and the Scottish Council of Independent Schools as an alternative to introducing regulations under section 98A(6) of the Education (Scotland) Act 1980 (the 1980 Act). Section 98A(6) was inserted into the 1980 Act by the Schools Education (Ministerial Powers and Independent Schools (Scotland) Act 2004 with the policy intention of introducing compulsory GTCS registration for all teachers in independent schools.

The provisions within the 1980 Act did not include a power to allow transitional arrangements when making regulations under section 98A(6) and therefore an amendment was brought forward through section 26 of the Education (Scotland) Act 2016. This provision was commenced on 1 January 2017.

At September 2016 there were 99 independent schools with 4017 teachers of which approximately 750 were not GTCS registered.

- **Objective**

Through introducing The Registration of Independent Schools (Prescribed Person) (Scotland) Regulations 2017 we intend to achieve the following objective –

Ensure all teaching staff within independent schools are registered with the General Teaching Council of Scotland in keeping with local authority schools.

- **Rationale for Government intervention**

A priority of the Scottish Government is to improve the life chances and education of all children in Scotland. High quality teaching and strong leadership are key features of a successful education system.

By introducing a requirement for all teachers working in independent schools to be GTCS registered this will bring them into line with local authority schools and is a means of improving the standard of teaching across the whole of the education

sector.

It will offer assurance to parents that irrespective of where their children are educated the standards and quality of teaching staff is regulated by the GTCS. The requirement will provide schools with assurances of the standard and quality of the teachers they are employing. It will also benefit teachers through Professional Update, the aim of which is to support, maintain and enhance teachers' continued professionalism through professional learning.

The continued improvements in the quality and standards of teachers both in independent schools and across Scotland will have a positive effect on children's learning and support the policy of raising attainment and closing the equity gap.

The proposed Registration of Independent Schools (Prescribed Person)(Scotland) Regulations aligns closely with three of the six drivers of improvement outlined in the National Improvement Framework – teacher professionalism, school leadership and school improvement.

Consultation

- **Within Government**

There have been on-going discussions with colleagues in both Learning and Children and Families Directorate.

- **Public Consultation**

During the passing of the Education (Scotland) Bill 2016 informal consultation was carried out with the sector.

Policy colleagues have continued these discussions with stakeholders through the GTCS Working Group set up to support registration of teachers in independent schools. The Group includes representatives from individual schools, the Scottish Council of Independent Schools and Education Scotland.

A public consultation on the draft regulations took place from 20 March to 1 May 2017. Thirteen responses were received with the majority of respondents agreeing with the draft regulations.

There were some minor concerns raised by respondents in the margins of the consultation expressing reservations around current teachers being able to meet the GTCS criteria specifically relating to subjects not currently recognised by the GTCS, the financial implications for the sector, how the transitional arrangements translate into practice and the process after the regulations come into force including the support that will be in place for schools and teachers.

No amendments have been made to the regulations following the public consultation.

- **Business**

These regulations may have a cost impact upon independent schools should they

choose to support their current teaching staff to achieve the required qualifications / standards or change their employment practices. The number of teachers within the 99 independent schools who are not currently GTCS registered was approximately 750 (18%) in September 2016. It is anticipated that individuals would cover the cost of their own GTCS registration fees which is the current practice for teachers in the local authority sector.

A transitional period of three years for teachers currently working within the independent sector has been included in the regulations to allow time for schools and individual teachers to plan and prepare financially for the costs associated with gaining GTCS registration.

During the preparation of the Financial Memorandum required during the passage of the Education (Scotland) Act 2016 through the Parliament a cross section of independent schools were contacted and a discussion took place about the financial impact of the proposal on the future operation of their schools. Further detail of the discussions held can be found in the 'Scottish Firms Impact Test' section.

Options

Two options were explored in the Business and Regulatory Impact Assessment (BRIA) during the passing of the Education (Scotland) Act 2016 and it was agreed by Ministers that option 2 was preferable (Introduce the Provision to ensure that all teaching staff in Independent schools are GTCS registered). As this has been previously agreed and 2 options were explored in the previous BRIA the regulations have been drafted on this basis.

Sectors and groups affected

The main sectors and groups affected by the legislative provisions in The Registration of Independent Schools (Prescribed Person)(Scotland) Regulations 2017 are likely to be:

Public sector

The public sector organisations that will be impacted by the regulations are likely to be:

- Scottish Government
- Scottish Ministers
- Education Scotland
- General Teaching Council for Scotland

Private Sector

The private sector organisations that will be impacted by these regulations are likely to be:

- Independent Schools

- Scottish Council of Independent Schools

Third Sector

- Third sector organisations who operate independent schools

Benefits

A priority of the Scottish Government is to improve the life chances and education of all children in Scotland. High quality teaching and strong leadership are key features of a successful education system.

By introducing a requirement for all teachers working in independent schools to be GTCS registered this will bring them into line with local authority schools and is a means of improving the standard of teaching across the whole of the education sector. It will offer assurance to parents that irrespective of where their children are educated the standards and quality of teaching staff is regulated by the GTCS.

The requirement will provide schools with assurances of the standard and quality of the teachers they are employing. It will also benefit teachers through Professional Update, the aim of which is to support, maintain and enhance teachers' continued professionalism through professional learning.

Costs

The costs of introducing this legislation will primarily fall upon individual teachers. The total cost of registering with GTCS as a teacher qualified in Scotland is currently £124. This reduces to £83 if the teacher is already a member of the PVG scheme as only a short scheme check will be required. As all of the teachers who are currently working in the independent sector should already be PVG registered they will fall into the lower bracket cost of £83. Teachers who are currently employed in independent schools who require to obtain additional qualifications or experience may find this challenging from a financial perspective as they may be expected to meet these cost themselves. There are currently two universities who provide qualifications to teachers in independent schools which are accredited by the GTCS – The University of Northampton and The University of Buckingham. The costs associated with gaining a qualification through either of these institutions can be up to £4,550.

There could be some financial impact on independent schools in supporting their staff to achieve the required qualifications to become GTCS registered. As from October 2017 schools will only be able to employ GTCS registered teachers which some may find challenging and this may have an effect on the continued operation of a school. However, from a positive perspective going forward schools will be assured that the quality of the teachers they employ meet the GTCS standards.

Scottish Firms Impact Test

During the passage of the Education (Scotland) Act 2016 through its parliamentary process an initial meeting was held with the GTCS to gain an understanding of the

cost implications for the GTCS and schools in the independent sector. A cross section of schools were also selected and a discussion took place with each as to how they see the proposal affecting the financial operation of their schools. The table attached at annex A provides an account of the discussions with the schools. Although the responses highlighted some specific groups of teachers who appeared to be out with the scope of GTCS registration a considerable amount of work has since been undertaken to introduce more flexible routes to registration and the GTCS have introduced conditional/provisional registration which should alleviate the concerns.

Competition Assessment

The provisions in the Registration of Independent Schools (Prescribed Person)(Scotland) Regulations relate to services for children in schools. It is expected that it is unlikely that there will be any impact on competition within the current market.

Test run of business forms

No new business forms will be brought in with the implementation of the proposed legislation.

Legal Aid Impact Test

It is not expected that there will be any greater demand placed on the legal aid system by the commencement of any of the provisions within these regulations.

Enforcement, sanctions and monitoring

Enforcement and Sanctions for Non-compliance

The effect of these regulations is that from 1 October 2017 only a teacher who is registered with the General Teaching Council for Scotland can be a teacher in an independent school. If an independent school were to employ a teacher who is not a registered teacher after the coming into force of these regulations, Scottish Ministers could serve a notice of complaint under section 99 (Complaints) of the 1980 Act as the registered school would be objectionable upon the ground that a teacher in the school is a prescribed person.

Monitoring

This will be achieved through the annual collection of data relating to teachers in independent schools and through the process of school inspections carried out by the Registrar of Independent Schools.

Implementation and delivery plan

The Registration of Independent Schools (Prescribed Person) (Scotland) 2017 come into force on 1 October 2017 and provide for the following:

The definition of a prescribed person. This is any person who is not a registered teacher. "Registered teacher" means a teacher whose particulars are recorded in the register maintained by the General Teaching Council for Scotland.

That from 1 October 2017 any teacher employed by an independent school must not be a prescribed person.

A transitional period of 3 years (until 1 October 2020) for registration to be achieved by current teachers working in schools at the point the regulations come into force.

The arrangements for consideration of an application to register an independent school that has been submitted to Scottish Ministers before 1 October 2017 but a decision has not been determined. A period of 6 months (until 1 April 2018) has been provided for an application to be considered and if registration is granted any teacher or proposed teacher on the application form who is not GTCS registered will be given 3 years from the date of registration of the school to meet the GTCS standards.

- **Post-implementation review**

The Registration of Independent Schools (Prescribed Person) (Scotland) 2017 regulations will be reviewed again in 10 years.

Summary and recommendation

As previously stated, two options were explored in the Business and Regulatory Impact Assessment (BRIA) during the passing of the Education (Scotland) Bill 2016 and it was agreed by Ministers that option 2 was preferable (Introduce the Provision to ensure that all teaching staff in Independent schools are GTCS registered). As this has been previously agreed and 2 options were explored in the previous BRIA during the passing of the Bill the regulations have been drafted on this basis.

- **Summary costs and benefits table**

| Total benefit per annum: - economic, environmental, social | Total cost per annum: - economic, environmental, social - policy and administrative |
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| <p>A priority of the Scottish Government is to improve the life chances and education of all children in Scotland. High quality teaching and strong leadership are key features of a successful education system. By introducing a requirement for all teachers working in independent schools to be General Teaching Council for Scotland (GTCS) registered this will bring them into line with local authority schools and is a means of improving the standard of teaching across the whole of the</p> | <p>The costs of introducing this legislation will primarily fall upon individual teachers. The total cost of registering with GTCS as a teacher qualified in Scotland is currently £124. This reduces to £83 if the teacher is already a member of the PVG scheme as only a short scheme check will be required. As all of the teachers who are currently working in the independent sector should already be PVG registered they will fall into the lower bracket cost of £83.</p> <p>There could be some financial impact on independent schools in supporting their staff to achieve the required qualifications to</p> |

education sector. It will offer assurance to parents that irrespective of where their children are educated the standards and quality of teaching staff is regulated by the GTCS.

The requirement will provide schools with assurances of the standard and quality of the teachers they are employing. It will also benefit teachers through Professional Update, the aim of which is to support, maintain and enhance teachers' continued professionalism through professional learning.

become GTCS registered. As from October 2017 schools will only be able to employ GTCS registered teachers which some may find challenging and this may have an effect on the continued operation of a school. However, from a positive perspective going forward schools will be assured that the quality of the teachers they employ meet the GTCS standards.

Declaration and publication

I have read the Business and Regulatory Impact Assessment and I am satisfied that (a) it represents a fair and reasonable view of the expected costs, benefits and impact of the policy, and (b) that the benefits justify the costs. I am satisfied that business impact has been assessed with the support of businesses in Scotland.

Signed:

Date:

Minister's name John Swinney

Minister's title Deputy First Minister and Cabinet Secretary for Education and Skills

Scottish Government Contact point: Stacey-Ann Lindsay

| <u>School</u> | <u>Description of School</u> | <u>Q1 What is your current policy with regard to employing GTCS teachers?</u> | <u>Q2 Will the proposal have a financial impact on the operation of your school?</u> | <u>Q3 Can you provide an indication of the level of impact?</u> | <u>Q4 Will the impact be reduced by a staged introduction?</u> |
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| Aspire Education | Special residential school providing day and boarding education to both primary and secondary pupils. Pupil roll 25 | Only employ GTCS registered teachers. | | | |
| St Leonard's School, Fife | Mainstream boarding school providing education for pupils age 5-18. Pupil roll 519 | <p>Currently we expect teachers applying for employment by St Leonards to be GTCS registered or eligible for GTCS registration. There are a small number of exceptions (see answer to question 3).</p> <p>There are a number of currently employed teachers at St Leonards not registered nor are eligible for registration who have been employed for a number of years (see answer to question 3).</p> <p>In the past, 'Exceptional Admissions' was a way to gain GTCS registration. However in recent years, this seems to have been closed and it has been difficult, if not impossible, or is simply impracticable for such</p> | <p>Yes – if the categories of teacher outlined in the responses to questions 1 and 3 are unable to be GTCS registered.</p> | <p>For nearly all of our teachers, registration is not going to be an issue.</p> <p>However for some, there are a number of matters that will need to be addressed before the requirement for GTCS accreditation can be fully implemented. For St Leonards, these fit into four categories.</p> <p>One category of non-registered teachers are those who have not completed an accredited PGCE or PGDE or equivalent but who are well-qualified in other ways and have proved themselves to be highly competent teachers through the school's appraisal scheme and have been employed successfully at St Leonards for a number of years.</p> | <p>A staged introduction would be essential, coupled with a broadening of the range of experiences and qualifications which would enable GTCS registration. I would welcome a mechanism similar to the requirement for a suitable SSSC accredited qualification for boarding staff who are not GTCS or equivalent registered (and as inspected by the Care Inspectorate). They have a period of time to gain an SSSC accredited qualification which is completed while employed by the school. This would seem to be a suitable model for gaining a similar form of GTCS accreditation for the categories in my response to question 3, though it would have to take into account the part-time nature of some teachers involved, particularly</p> |

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| | | <p>individuals to gain accreditation with GTCS under the current system.</p> <p>An equivalent route will need to be found to enable registration of such teachers when this becomes compulsory.</p> | | <p>A second, and related category, is those who have completed or who are completing the Independent PGCE from the University of Buckingham, and who are as yet unable to gain GTCS accreditation.</p> <p>A third category is those teachers (usually part-time and often working in some capacity at the University of St Andrews - an invaluable opportunity for crossover between sectors) who teach a number of specialised subjects which are not part of the normal Scottish curriculum. These are typically teachers of native literature and language (not English) to international students as part of the International Baccalaureate Diploma Programme (IBDP) or as a native speaking IGCSE – for example in Russian, German, Italian, French etc. Again, they are well-qualified individuals teaching often at a near-university level to international pupils who have joined St Leonards because of this provision. We have 30 nationalities on the school roll and being able to teach native languages at the highest standards is a key part of</p> | <p>those teaching very specialised subjects (eg IBDP Italian literature and language to native Italian pupils).</p> |
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| <p>International School, Aberdeen</p> | <p>Mainstream day school providing education for pupils age 5-18. Pupil roll 531.</p> | <p>We certainly may and do employ GTCS registered teachers, however our hiring needs go well beyond teachers who are GTCS registered.</p> | | <p>I think it will have a very detrimental impact and could harm or eliminate our school in the future. This in turn could have an adverse effect on the oil and gas companies from which our families come to us. We are here in Aberdeen as an</p> | <p>I've started to address this above. The impact would be devastating to the excellent international programme we have established here in Aberdeen. I should also point out that we go through a strict accreditation process. We are accredited by both the Council of International Schools and</p> | <p>maintaining this diversity. Coupled with the IB, this places St Leonards in an almost unique position in Scottish education.</p> <p>A fourth category are those teachers (again normally part-time) who are teaching other specialised subjects such as History of Art; classical Greek or another specialist IBDP subject for which there is a part time need (eg IBDP Economics). Again these teachers often have an association with the University of St Andrews.</p> <p>Future recruitment of teachers from England and other EU and non-EU countries may also be affected – for example, if St Leonards is unable to recruit teachers who have QTS status in England, but which has been gained by routes not recognised by GTCS.</p> | <p>No. Not for us. As an international school with over 40 nationalities and teaching in a curriculum which leads to the IB Diploma, we need teachers with various backgrounds, from a variety of places around the world, that are familiar with this type of curriculum.</p> |
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| | | | <p>international school primarily to serve the needs of the oil and gas industry. Our type of education is generally desired by expatriate families who will then move back to their home country or move on to another overseas assignment. We do have some local students that for various reasons believe our system better meets their needs. Perhaps they are just back from an overseas assignment for example. We hire teachers to deliver our international curriculum which leads to the International Baccalaureate Diploma Programme in our final two years. Our teachers have teaching certificates but come from many different countries with many different backgrounds. We sometimes hire from a teacher's home country and other times our teachers are coming from another international school. We hire about 60% of our teachers locally and</p> | <p>the Middle States Association of Colleges and Schools. This involves site visits by accreditation teams and self-study reports. Our teachers are very involved in professional development. They take advantage of professional development opportunities locally, in the UK, internally, at various international schools, at various international conferences, and on line. This professional development is generally to focus on areas of school focus but can also be for meeting recertification needs in their home country, to earn an advanced degree, specific learning to the IB, etc. Our teachers are exceptionally involved in professional development for our programme.</p> <p>Also, recruiting for excellent international school teachers is extremely competitive. Having to recruit internationally with a future need of an overseas teacher needing to meet requirements to be GTCs registered would make recruitment very difficult against other schools in other countries.</p> | |
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| <p>Kibble Education and Care Centre, Paisley</p> | <p>Residential special school including a secure service. Primary and secondary education. Pupil roll 85.</p> | <p>Most of our teaching staff are registered with the GTC – either because they already had a PGCE qualification or were put through the TQFE by Kibble 'on the job' so to speak.</p> <p>We have a few Staff presently not registered with</p> | <p>40% of our teachers are hired from overseas. However, the majority of our locally hired teachers are not from Aberdeen. They are often in Aberdeen with a spouse in the oil and gas industry and wish to continue working as a teacher. They have often worked in another international school or in a similar curriculum to our school. Regardless, they need to fit our needs for delivering our curriculum. Their background and training is specific to our programme. If we were to have to hire only GTCs registered teachers it would be impossible to fill all the positions needed to deliver our unique curriculum.</p> | <p>N/A</p> | <p>All our plans as outlined above are staged</p> |
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| | | <p>GTC. They are either going to take the TQFE qualification or may be retiring soon.</p> <p>However, with the Wood Report on 'Developing Scotland's Young Workforce', we have and are likely to employ more staff in our 'KibbleWorks' to develop employability skills and offer vocational qualifications to some Senior Phase students. KibbleWorks exists mostly for post school trainees and beyond – up to age of 25. All such staff will be Assessor qualified, but not GTC registered. Nonetheless, our Senior Phase school pupils will have access to KibbleWorks as a valuable part of their employability education.</p> | | | |
| <p>Strathallan School, Perthshire</p> | <p>Mainstream boarding school providing education for pupils 5-18. Pupil roll 560.</p> | <p>We normally expect our teachers to be registered with GTCs if this is possible. We do, however, have a number of teachers who are not currently eligible for registration some who were employed at a time when we thought that unqualified teachers would be able to be registered and some who have been employed subsequent to the change in policy. I think that currently</p> | <p>The proposal would certainly have a financial impact on the operation of the School if the current requirements for registration were to be maintained. Obviously if the flexibility which was in operation between (if memory serves) c2000-2005 were to operate there would unlikely to be any impact. Obviously a lot would</p> | <p>The cost of a one year PGCE at the University of Buckingham which has been designed for independent schools in conjunction with HMC is £3,995. We currently have seven members of staff who are not qualified so there could be a considerable impact. We also have sports coaches who work specifically in that context who are not qualified teachers. I would be interested to know whether</p> | <p>Whether or not staged introduction would have an effect would obviously depend on the way in which such a move might be staged. Ultimately if we need to get everyone qualified it is likely that it would be preferable to get it done straightaway. It would certainly be helpful if prior experience were taken into account. If this were to mitigate the requirements then obviously it might easier in</p> |

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| High School of Glasgow | Mainstream day school providing primary and secondary education. Pupil roll 1100. | we only have one teacher who has a qualification which the GTCS is not recognising. The others do not have a formal qualification. | depend on which qualifications GTCS would accept were they to insist on qualifications. | there would be a requirement for these to be registered teachers. This would obviously have a further impact. | terms of cost by staging it. |
| Closeburn House School and Maben House School, Dumfries | Both schools are special residential. Maben provides primary and secondary. Pupil roll 4. Closeburn provides secondary education only. Pupil roll 11. | <p>We require all of our teachers to have a teaching qualification but they do not have to be GTCS registered. We encourage all of our teachers to apply for GTCS registration. However, quite a few teachers have encountered difficulties which are not easy to resolve if they are to continue working in this sector.</p> <ul style="list-style-type: none"> We recruit some very good teachers from the Further Education sector as they often offer subjects which are particularly suitable to our young people e.g. Hairdressing, Key Skills, and Catering. They are also very good at preparing our young people to enter FE as a positive destination and have helped to create some excellent links with local colleges on both sides of the | Possibly | <p>This will depend on how the legislation is implemented. If the 3 teachers who are not eligible for registration under current regulations have to either work for 180 hours in a mainstream school, or gain a post graduate ASN qualification, this will have a considerable financial impact. We are a small school and would not have the staff numbers to cover for teachers having to work part of the week in another school for a year.</p> <p>It would also be very expensive to fund a compulsory post graduate ASN course, which some teachers may find too difficult to incorporate into a very busy schedule, where they are already planning for a number of different subjects. There is the possibility that</p> | <p>I feel that a staged introduction will allow us to prepare policies for current staff and look at future recruitment plans. It is essential that teachers who have been with us for many years can feel secure about their future employment, so a staged introduction must assess their needs in a sympathetic and realistic way. I think this may be a good time to rethink the registration process for the many independent schools who specialize in teaching young people with social, emotional and behavioral problems. We offer very comprehensive training to our teachers in all aspects of behavior management and they are all highly motivated professionals who regularly undertake CPD with CELCIS, ETCS, The Autistic Society, ASDAN,</p> |

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| | | <p>border.</p> <ul style="list-style-type: none"> We have a close relationship with the ITT department at Carlisle College, which is just over the border, and have offered teaching placements to quite a few of their students. However, because their PGCE is post compulsory, we are currently unable to offer these students an NQT year that fulfils requirements for full GTCS registration. To gain any GTCS registration at all, they have to gain temporary registration as FE lecturers but can only gain full registration if they work a compulsory number of hours in the FE sector. They are not eligible to gain full registration as secondary teachers, even after working with the Scottish curriculum for a number of years, as our pupil numbers are too small. It seems that the only route to full registration is to take an ASN post graduate course on top of their PGCE. We recruit teachers from England who have mainly taught in small schools for young people with SEBD and may not hold a current subject specialism. We have recruited both primary and secondary | | <p>some teachers may resign if the route to gaining GTCS registration becomes too difficult and they have no choice if they wish to remain teachers in Scotland. They are mature teachers, in their fifties, who are doing an outstanding job, and they are very apprehensive about the future. This will have a major impact on a small school like ours, particularly in a sector where recruitment is not always easy. If we are unable to recruit and train NQTs, particularly mature NQTs from the FE sector, we will lose an invaluable resource. Although there are some financial implications to being unable to recruit NQTs, the main implication is the impact this may have on the unique quality of our teaching staff.</p> <p>If sessional teachers for subjects like woodwork, hairdressing or music have to be registered we may no longer be able to afford them.</p> | <p>Strathclyde University, and Education Scotland, as well as engaging with the full range of Curriculum for Excellence. Although the number of pupils is small, most teachers will teach all levels of Curriculum for Excellence over a range of subject areas, due to the particular needs of our young people and children. I would like to suggest that we look at a sector specific registration which meets a mutually agreed set of standards. This could be applied retrospectively to teachers who can be shown to have met those standards over an agreed period of time, and eventually used as the basis for an induction year for NQTs who make the decision to teach in this sector only. There would be the understanding that teachers would need to do further training if they wanted to move to mainstream teaching.</p> <p>A sector specific registration could also enhance the professional standing of teachers who often feel that they are excluded from mainstream initiatives, and allow for the development of further research and training in this sector as part of professional update.</p> |
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| | | <p>NQTs from both Scotland and England. We have been advised that we cannot offer an NQT year that leads to full GTCS registration as our numbers are too small. The secondary school can take up to 15 pupils. The primary school can take up to 8 pupils. However, numbers vary each year.</p> <ul style="list-style-type: none"> We recruit specialists who are qualified to teach certain sports e.g. swimming, judo, but are not qualified teachers. We also recruit specialists in woodwork, craft and music etc. on a sessional basis. We currently have 5 teachers who are GTCS registered We currently have 3 teachers who are all qualified teachers, but do not have GTCS registration and have found that they are not eligible. 2 of these teachers have post compulsory PGCE. We have one sports specialist who is not a qualified teacher and only teaches P.E We have the same professional update policies for all teachers and those who are not registered are given the option of using the | | | <p>This may also be time to look at how schools like ours are categorized by Education Scotland and GTCS. The independent school categorization has meant that our young people have had to wait much longer than mainstream students for resources like GLOW, even though they are some of the most vulnerable young people in the country. If we are classified by sector, then hopefully we can be at the forefront for all future initiatives that have a positive impact on the education of our young people.</p> |
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