

SUBMISSION FROM EDUCATIONAL INSTITUTE OF SCOTLAND

Workforce issues

Teacher characteristics: Proportions by mode of working, 2012 (Summary Statistics for Schools in Scotland, No.3: 2012 Edition)

	Pre-school	Primary	Secondary	Special	Centrally Employed	Total
Mode of Working						
Full-time %	54	85	90	86	68	86
% female	96	91	60	77	84	75
% male	4	9	40	23	16	25
Part-time %	46	15	10	14	32	14
% female	96	95	84	87	91	91
% male	4	5	16	13	9	9

Although there are many models of flexible working that can be adopted in the workplace, flexitime, etc, within education there are, in practice, only two models that can be used – permanent job share or permanent part-time work. This acts as an immediate disadvantage to women in the teaching workforce, who may have caring duties. This is especially true, when one bears in mind the fact that flexible working is not an immediate ‘right’ and employers need to evaluate the viability of flexible working within set parameters. The limitation in choice does not help matters for the employee.

The ‘job share’ opportunity put the ‘ownership’ of the job into the hands of the individuals concerned. This allowed the individuals to enjoy a more flexible approach to their employment pattern as long as there was agreement between both job share parties and the Headteacher.

In addition, should one of the job-share partners no longer be employed with the local authority, the other job-share partner would be given ‘first option’ to take up the permanent full-time post. This gave the individual more job security as ‘surplus’ staff were identified.

Job share contracts were developed in the early 1990s and at that time were the only option for teachers who wanted to work flexibly. However, within education, local authorities are now moving away from the job share model and moving towards one that promotes permanent part-time contracts. The number, length of term and nature (temporary or permanent) of the part-time contracts are controlled by the local authorities as employers.

Flexible working models become ‘inflexible’ due to their permanent nature. A person taking advantage of perceived flexible working arrangements can become ‘locked’ into, for example, a 0.5 part-time contract. The pointage that remains from that full-time post (0.5, in this example) is under the control of the employer and in the current financial climate all too often that remaining pointage is deemed surplus.

This limits the individual's ability to return to full-time employment often leaving them forced to apply for advertised posts in a different educational establishment or Local Authority area.

In essence, the predominant issue is not to do with the availability of flexible working practices, which is a by-product of teacher workforce re-organisation, but a lack of full-time permanent contracts with a degree of real flexibility built in.

Where a request to work flexibly has been granted this is often a permanent change to an individual's contract. The EIS believe that there are circumstances where a temporary variation is more appropriate and that employers should be obliged to seriously consider such requests. **The EIS would recommend that there should be legislative provision to enable employers to consider agreed pathways back into full-time employment or increased hours for individuals.**

The aforementioned employment pattern has resulted in a 'casualisation' of the workforce as evidenced in the GTCS' employment survey which shows a marked reduction in the number of probationers obtaining a permanent contract over the past 8 years. During period 2004-2005, 63.3% of newly qualified teachers obtained a full-time permanent contract. However, during the most recent period 2011-2012, that figure had decreased to 35%.

Local Authority employers are being forced to make savings and teacher workforce levels and terms of employment are falling foul of the 'cuts' agenda. This has a disproportionate effect on women.

The national trend in men becoming more involved in part-time work does not seem to be in evidence in education. A further comment is provided on this in the childcare section of our response.

Given that women in general have responsibility as carers, in our experience, this has resulted in being put under excessive pressure through stringently applied absence management policies by management.

An associated issue is the loss of large numbers of classroom assistants, whom are predominantly women.

Occupational segregation

Teacher characteristics: Proportions by gender, grade by sector, 2012 (Summary Statistics for Schools in Scotland, No.3: 2012 Edition)

	Pre-school	Primary	Secondary	Special	Centrally Employed	Total
Gender						
Female	96	91	62	79	86	77
Male	4	9	38	21	14	23
Grade						
Head teacher	..					
% female	..	86	33	80	77	78
% male		14	67	20	23	22
Depute head teacher	..					
% female	..	90	54	79	80	73
% male		10	46	21	20	27
Principal teacher	..					
% female	..	90	60	77	84	67
% male		10	40	23	16	33
Teacher	..					
% female	..	92	64	79	87	79
% male		8	36	21	13	21
All	..					
% female	..	91	62	79	86	77
% male	..	9	38	21	14	23

There are two main issues in relation to gender stereotyping that we wish to draw to the attention of the Committee. The first of these relates to the workplace

From the statistics above, the following can be observed;

- The teaching workforce is predominantly made up of women. Men are significantly under-represented in the Primary and Pre-School sector workforces.
- Men are over-represented in Primary sector management posts.
- The proportion of women in management positions in the Primary sector are broadly representative of the proportion of women teachers employed in the Primary sector. However, in the Secondary sector, women are grossly under-represented in management positions in relation to the workforce as a whole.

More research is required to establish the reasons why management positions in Secondary schools do not seem to be viable options for women. The same argument can be applied to the under-representation of males in the Primary and pre-school sectors.

The second relates to curricular choice. Gender stereotyping extends into the workforce at large. The EIS has recently undertaken an awareness raising exercise to draw attention to the issue of gender stereotyping within the curriculum. It has worked in partnership with Close the Gap and Education Scotland to deliver a GLOWTV 'video-conferenced' lesson on gender stereotyping to primary schools. We are currently looking at the possibility of partnership work with SQA focussing on secondary schools to help achieve a SQA Equality Outcome focussing on the under-representation of women in certain certificated subjects. Raising the profile of successful women in traditionally male-dominated employment, acting as role models, would be an important aspect of this work.

However, schools in both the early years, primary and secondary sector do not have a singular role to play. Other factors centre around parental influences and perceptions and, of course, attitudes of employers. **The EIS would recommend that there is a need to establish a Scottish Government National Strategy workgroup to tackle the complex issues within occupational segregation and to co-ordinate the work of all relevant parties.**

Childcare

In general, teachers experience the same childcare difficulties that other occupations endure. Access and cost of childcare are major considerations. There needs to be a real shift to support publicly funded childcare. The quality of childcare that can be accessed should also be an important consideration. The EIS is concerned at the emerging trend in the lack of nursery teachers that are currently employed in the pre-school sector.

There needs to be a challenge to the traditional view that childcare should be a woman's responsibility. Recent legislation relating to maternity and paternity rights seems to reinforce equality principles, but this does not translate into long-term childcare practical arrangements.

There should be due recognition made of the contributions made by those undertaking unpaid childcare and the effect it has on disenfranchising women from contributing to the economy.

A major disadvantage to teachers is the lack of crèche facilities that other public sector workers have access to at their workplace. Educational establishments are safe and secure areas and it would seem obvious to have an arrangement for crèche facilities for those that are employed there. **The EIS would recommend the publicly funded formation of crèches in schools and other educational establishments.**

**Educational Institute of Scotland
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