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Teachers can be **non-university** and **university** depending on the type of provision they teach.

Apart from common regulations, mainly the Act on the Basic Statute of Public Employment (2015), each group has different reference framework acts:

- non-university: the requirements for accessing the teaching public service, initial and continuing training, and the conditions for recognition, support and value of teachers are regulated by the 2013 Act on the Improvement of the Quality of Education and the 2006 Education Act, modified by the former
- university: the 2001 Act on Universities and the 2007 Act modifying the Act on Universities.

Non-university teachers

Initial teacher training required

At this moment, the new university degrees (Bachelor), already fully implemented, coexist with the study programmes previous to the European Higher Education Area (EHEA), practically extinct. A university degree is required, although the type of degree and the specific number differ according to the education level:

- pre-primary and primary education: 1 degree
- compulsory secondary education, **Bachillerato** and vocational training: 2 degrees
- **specialised education**: 1 or 2 degrees, depending on the type of provision.

Continuing professional development

It constitutes a right and a duty for teachers of non-university education.

The Ministry of Education, Culture and Sport, through the National Institute for Education Technologies and Teachers Training, establishes every year the priority lines to which the Teachers Continuing Professional Development plans must adapt. It also offers State Continuing Professional Development programmes and it establishes the appropriate agreements with other institutions to this end.

The Education Act and the Act on the Improvement of the Quality of Education set a series of guidelines that must be respected by the Continuing Professional Development programmes offered by the Education Authorities, responsible of planning and organising them in their jurisdiction. They must provide teachers with a diversified offer of activities and attend their training needs, also establishing other training priority guidelines.

Working conditions

They vary depending on:

- the ownership of the workplace: public or private
- the employment status: civil servants, temporary civil servants or working staff

- and the educational level they teach.

As for public educational institutions, there can be differences between the various Autonomous Communities.

- **civil servant teachers**

Their conditions are regulated by the specific regulations from the State and the Autonomous Communities in their respective jurisdiction, but also by the provisions of the Basic Statute of Public Employment, establishing:

- the rights and duties for public staff
- the acquisition and loss of the service relationship
- the management of the service
- administrative situations
- disciplinary regime
- cooperation between authorities.

Remuneration

It adapts to the provisions in:

- the Act on Measures for Public Service Reform (1984)
- the Act Modifying the Act on Measures for Public Service Reform (1988)
- later regulations developing the Acts mentioned.

Rights

- academic freedom
- right to unionisation
- right to participate in the control and management of publicly-funded schools
- right to assembly
- this Act also establishes the selection and dismissal criteria for teachers of **publicly-funded private schools**.

(The 1985 Act Regulating the Right to Education develops the rights recognised by the Spanish Constitution).

Other aspects

The Act on the Improvement of the Quality of Education, which modifies certain aspects of the Education Act, and the regulations developing it establish:

- the entrance system
- mobility between the teaching bodies
- the reorganisation of teaching bodies and scales and their features
- the provision of places through State transfer competitions.

The Autonomous Communities organise the teaching public civil service within the framework of their competences, respecting the rules that assure a common framework.

The working conditions in private schools are regulated by the general regulations for employment contracts.

University teachers

Initial teacher training required

Initial teacher training can be different between civil servants and hired staff.

Continuing professional development

Universities themselves are in charge of organising continuing professional development activities, elective but necessary for receiving some specific additional remuneration.

Working conditions

The conditions of university civil servant teachers are governed in the same way as those for non-university civil servant teachers.

Other aspects

- the different work schemes of civil servant teachers and hired teachers
- teaching organisation
- the payment system
- teachers' mobility
- the disciplinary regime, among other aspects.

(2001 Act on Universities and 2007 Act modifying the Act on Universities).

Their legislative development considers aspects as:

- the national accreditation system for accessing university civil servant teaching bodies
- competitions for the provision of places in the said bodies
- rewards
- full-time contracts for associate teachers
- the procedure for evaluating research activity.

Since 2011, the economic situation has forced measures aimed at assuring the budgetary stability and rationalising the public expenditure in the education field, having an impact on the working conditions of teachers.

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