

**MIDLOTHIAN COUNCIL
EDUCATION AND CHILDREN'S SERVICES DIVISION**

A Teaching Profession for the 21st Century

**MNCT 11/03 - Agreement on Guidance for Midlothian Schools:
The 35 Hour Working Week and CPD (2011/2012)**

1. Introduction

- 1.1 Midlothian Council firmly believes that the quality of education provided for learners directly relates to the knowledge, skills, enthusiasm and dedication of its teaching staff. We are committed to supporting and developing our teaching staff both personally and professionally. Beyond timetabled lessons, teachers commit considerable amounts of additional time to the education and development of pupils, both in terms of preparing high quality education experiences for young people, and in supporting their wider development and future success.
- 1.2 However, we recognise the importance of a work-life balance being available to teachers at all levels and will strive to ensure a 35 hour week is realised. Regular monitoring of workload should occur at all levels within schools to enable this aim to become a reality for all. Advice on monitoring is found later in this document. The MNCT is required to check the degree of school monitoring that is taking place. This will be done on a regular basis during the academic year.
- 1.3 This MNCT agreement provides schools with a vehicle for planning and managing, on a collegiate basis, the professional responsibilities and workload of teachers. The MNCT expects that collegiate decision-making will now be embedded in our schools and that the descriptions found in the Collegiality Code of Practice, which has now been incorporated into Part 1 of the SNCT Handbook of Conditions, (attached as Appendix 8) will be realised in all educational establishments.
- 1.4 Every member of the school's 35 Hour Week/McCrone Committee, not just the trade union representatives, is required to sign the Appendix 5 Agreement on behalf of teaching staff. Space for these signatures is provided in the Appendix 5 return found later in this document. Time will need to be made available to ensure meaningful consultation takes place so that all members of the Committee feel able to show their full commitment to the school agreement by signing Appendix 5. It is expected that any draft agreement will have been circulated for comment by the Committee to all teaching staff to ensure that all views are considered fully before the agreement is finalised. All teachers should be provided with a copy of the school's Appendix 5 once it has been agreed.
- 1.5 MNCT 11/03 is intended to provide a framework for consultation, negotiation and agreement at school level to ensure a degree of uniformity across Midlothian schools. The guidelines will be supported through authority meetings with Head Teachers and representatives from the teacher unions.

- 1.6 The MNCT takes workload issues seriously and will consider in future the Divisional Plan before it is finalised and its potential impact on the workload of educational establishments. Should new initiatives from the Scottish Government be introduced within the timescale of the Divisional Plan their implementation will be discussed and agreed at the MNCT.
- 1.7 The introduction of some faculties into Midlothian secondary schools may raise new issues in respect of workload and organisation. Any concerns should be raised at school level in the first instance.

2. The 35 hour week

- 2.1 The SNCT Handbook states that the individual and collective work of teachers should be capable of being undertaken within the 35 hour working week. It also identifies the maximum class contact time for teachers from each sector and also defines the minimum personal allowance for preparation and correction as one third of the class contact time. The remaining time after these two elements are taken from the 35 hour week is referred to in these guidelines as the 'balance' time.
- 2.2 The normal contractual 5 days of in-service training also are subject to whole school consultation and agreement but the activities within them should not be detailed within the Appendix 5 grid but should be shown separately in documentation as their hours are accounted for separately. (Any extra in-service days granted by the Government are likely to be provided for a specific purpose but general advice on the range of possible activities to be undertaken to fulfil that purpose will be agreed at MNCT level.) Attendance at in-service for job share and part-time teachers is addressed in paragraph 2.9 below.
- 2.3 Direction on how working time decisions on the 'normal' 190 hours of 'balance' time should be taken is provided in the "Code of Practice on Working Time Arrangements for Teachers", Part 2: Appendix 2.7 in the SNCT Handbook of Conditions. Appendix 8, Code of Practice on Collegiality is also relevant. To ensure common principles apply in relation to the mechanisms required, Appendix 3 provides the models agreed in Midlothian, one of which should be adopted.
- 2.4 Guidelines on the type and nature of activities that should be undertaken within the balance time are provided as Appendix 1. This also suggests an amount of time that could be allocated to each activity. Using these allocations, agreement should be reached on the school timetable for collegiate activities during the year. Adjustments can be made, should they be necessary, to the suggested times to reflect the needs of the school or service team, the department/stage and the individual teacher by making use of the 'flexibility time' indicated. However, it is important to stress that the use of the balance time must be agreed at school level and be in line with the framework provided in Appendix 1, following one of the models indicated in Appendix 3.
- 2.5 The time for class contact, preparation and correction, and the various components of balance time outlined in Appendix 1 should be on the basis of a regular weekly allocation. The only exceptions to this pattern would be the 5 in-service days and parents' meetings. In the case of the latter any additional time used in any one week would normally be offset by an appropriate reduction in the weeks immediately before and after the meeting. It should be part of the school-based discussion to consider and agree an annual calendar which provides an appropriate spread of the balance time and avoids any increase in workload for staff at peak times, such as when reports have to be written or forward plans completed.

- 2.6 It is recognised that for most teachers, preparation and correction will be the most time-consuming activities outside class contact time. This needs to be reflected in the way a teacher's working time is deployed. Non class-contact time provided to teachers in the school day will normally be regarded as personal time for preparation and correction. However, where voluntarily agreed by all, teachers in a team/department who are free from class contact at the same time during the week can use this time as part of the collegiate element for a specific defined purpose, for example, departmental, or stage planning meetings. Class contact for all full-time teachers must not exceed 22.5 hours a week in a normal week. (Teachers on the National Teacher Induction Scheme should have class contact of no more than 15.75 hours a week.)
- 2.7 This Working Time Agreement also encompasses part-time and job-share teachers whose time should be allocated on a pro rata basis. Teachers employed in such posts cannot be required to participate in collegiate duties on days on which they are not employed except for parents' meetings when such teachers will comply, on a pro rata basis, with the arrangements agreed for the establishment. Schools, however, should take their days of employment into account, where practicable, when planning annual calendars.
- 2.8 It will be essential for schools to consider the days that any additional teachers in nursery and primary schools are employed when collegiate activities, such as parents' meetings, report writing and forward planning, are being determined. Should an additional teacher or visiting specialist who is employed in more than one establishment in the week find that conflicting demands are being placed on her/his collegiate time, s/he should raise the matter in the first instance with the authority representative or base school head teacher who is responsible for her/his PR&D review. (More advice for visiting specialists can be found in Appendix 6)
- 2.9 Teachers who are on part-time permanent contracts or who are job-shares are required to be at the appropriate pro-rata number of in-service days. Depending on the days of the week they normally work and the days on which in-service days fall, this requirement to attend may have a consequence on any other work they may wish to do, whether for another council as a teacher or other work. They are not required to attend on more than the pro-rata number of days. However, part-time teachers who are not employed in Midlothian on the days on which in-service days fall are not required to attend work but may choose to do so. Where a teacher volunteers to attend an in-service day, s/he may count the hours as part of her/his annual CPD or head teachers may agree to pay the teacher for the extra day's attendance at the teacher's normal daily rate.
- 2.10 Where teachers in any sector are required to provide cover for absent colleagues, such cover should be included as class contact time and is therefore counted for any calculation of correction time (minimum of one third of class contact time). No teacher can be expected to work beyond her/his weekly class contact maximum.
- 2.11 The SNCT Handbook of Conditions of Service indicates that all tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing. Schools should establish a mechanism for indicating to secondary school teachers the periods most likely to be used for cover purposes. It is anticipated that this mechanism will be in place after the September holiday break.
- 2.12 If a teacher in any sector is not required to be on the school premises during the normal day (i.e. the time when pupils are normally in school) s/he should notify the appropriate manager of their intention in this respect. There should normally be a single point of contact on this matter for all teachers. Staff should recognise the health and safety issues in the wider context of the school when making use of this facility during the pupil day. However, it is anticipated that all teaching staff will be able to utilise this flexibility at some point during the

school year. Schools will be required to establish and issue an agreed procedure for recording any staff not in the building. It will be particularly important to ensure that peripatetic and part-time staff are aware of such procedures.

- 2.13 In the case of promoted post holders, the national agreement recognises “that managers require time for additional duties outwith teaching and associated preparation in order to fulfil their broad professional duties” and this should be borne in mind. A Midlothian policy on Management Time in all sectors is yet to be agreed but the guidelines for secondary schools are to be found in Appendix ?.
- 2.14 In the meantime nursery and primary promoted teachers should refer to Appendix 2 of the agreed policy on Absence Cover (***Provision of Cover for Absent Teachers in School Education TC/PCS/1 March 1995***). The general guidance indicates that a promoted member of staff should not expect to lose, because of absence cover, more than 50% of her/his regular allocation of non teaching time relating to duties associated with the promoted post in a normal school week and 25% over a period of four consecutive weeks.
- 2.15 Individual teachers will use their professional judgement in relation to the prioritisation of tasks. In exercising their professional judgement, teachers will require to take account of objectives determined at school, local authority and national levels.
- 2.16 It is accepted by the SNCT and the MNCT that teachers have a right and an obligation to contribute to the process by which national and local priorities are determined. Programmes of change will require the full participation of staff at establishment level in decisions about the pace of change.
- 2.17 MNCT agreements on tracking and reporting which take account of *Curriculum for Excellence* have still to be reached. Advice on forward planning to support nursery and primary schools will follow in due course from the MNCT. Advice on high-level curriculum maps also will be agreed and issued. The recruitment of additional Support Staff is an aspect of the agreement that the authority has been unable to meet fully.
- 2.18 It is intended to provide further advice on time-off for trade union duties in due course.

3. Next Steps

- 3.1 This revised MNCT agreement should be issued to all teaching staff and time should be found now to discuss and agree, using the appropriate procedures, how the guidelines should be developed and implemented within each school.
- 3.2 Using the framework provided in Appendix 1 and following the guidance in Appendix 3, each school should prepare and agree an overall timetable of collegiate/collective activities for session 2011/2012. The timetables should include the following:
 - The dates and times of parents' meetings
 - The dates and times of whole staff meetings
 - The dates and times of other meetings including:
 - Departmental/faculty stage meetings
 - Groups of teachers
 - Working groups / committees / consultation groups (including those linked to PPP projects or capital-build new schools)
 - Cross-authority meetings for specific groups of staff

These dates should be organised to prevent an uneven distribution of work throughout the year and, in particular, should take account of the demands of reporting, formal assessment, forward planning and school improvement planning.

- 3.3 Once agreement has been reached at school level on the use of the balance time, the form given as Appendix 5, along with the overall timetable covering the activities in 3.2 above, should be returned to the authority so that the use of balance time can be collated across schools and the overall position monitored. All teachers in the establishment should be provided with a copy of the signed document. It is accepted that there will be variation at individual teacher level and at departmental / stage level. Appendix 5 should give a broad indication of the overall school position.

4. Continuing Professional Development

- 4.1 A maximum additional contractual 35 hours of CPD per annum is a requirement for all full-time teachers (part-time teachers do pro-rata). This will consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school based activities or other CPD activity. The balance will be based on an assessment of individual need taking account of school, local and national priorities and shall be carried out at an appropriate time and place. At the start of session 2002/2003 every teacher was issued with the authority's policy on Professional Review and Development. New staff should be provided with a copy of the document in their school induction packs. Every teacher should have an annual CPD plan agreed with her/his immediate manager and every teacher will be required to maintain an individual CPD record.
- 4.2 In Midlothian schools, the additional contractual 35 hours of CPD per annum has been undertaken in full since the session beginning in August 2004. It should be remembered that 'activity related to achieving national standards (Standard for Full Registration, Standard for Chartered Teacher, Standard for Headship)' can be included in the 35 hours of CPD per annum.
- 4.3 The MNCT recognises that 'in the collegiate school, leadership qualities are evident throughout the school. There is a devolved and participative style of leadership and management. Staff are afforded opportunities to develop leadership skills and take advantage of these opportunities. Leadership in this context is distinct from management duties' of Principal Teachers, Depute Headteachers and Headteachers as set out in Part 2, Section 2 (Main Duties) of the SNCT Handbook.
- 4.4 It is recognised that visiting specialists whose roles may change may require particular training. The authority will fund appropriate training which is seen to be beneficial to visiting specialists in relation to their work within the primary and nursery sectors.

Appendix 1	Framework for school-based discussion of the 35 hour week
Appendix 2	Further notes
Appendix 3	Mechanisms for Negotiation; Dealing with Disputes
Appendix 4	Monitoring Arrangements
Appendix 5	School Return on Use of Balance Time
Appendix 6	Agreement on the Management of the Learning Week
Appendix 7	Under review, but use version provided in the meantime
Appendix 8	Collegiality-Code of Practice

Appendix 1: Framework for school-based discussion of the 35 hour week

The following table summarises the time allocated to each sector from August 2006 (including the previous norm of 5 in-service days)

Allocation of time in 35 hour week	pri/nur	sec	spec
Max class contact (hours per week- hpw)	22.5	22.5	22.5
Min prep. & correct, (hpw)	7.5	7.5	7.5
Class contact + prep. & correct. (hpw)	30.0	30.0	30.0
Weekly balance time (hpw)	5.0	5.0	5.0
Balance time over pupil year	190	190	190
5 In-service days @ 7 hours	35	35	35
Annual time over teacher year (hpy)	225	225	225

The following activities typically could be carried out during the 'normal' 190 hours of balance time. Some may occur during in-service days as well.

- additional time for preparation and correction
- parent meetings
- staff meetings
- formal assessment
- preparation of reports, records etc
- curriculum development
- forward planning
- continuing professional development
- additional supervised pupil activity
- professional review and development

To support consistency across Midlothian schools, an indication of the time that should be allocated to these activities is given below. In line with SNCT advice the activities are no longer grouped together under broad headings. The flexibility time allocated allows schools to adjust the suggested allocations in the light of school-based discussions. 'Nursery' below includes nursery classes in primary schools. Teachers in nursery classes should adopt the hours for the nursery sector. Further notes are provided on the following three pages.

Balance Time Activities	nursery	primary	secondary	special
Parents' meetings	16	12	20	12
*Meetings with external agencies	5	5	10	5
Staff meetings	20	20	32	22
Curriculum development	9	15	9	15
Forward planning	26	27	8	20
*Planned classroom visits ~	3	3	3	3
***Time for trade union meetings				
Preparation for reports, records	65	57	53	62
Formal assessment	20	24	34	24
*Liaison time	8	8	8	10
Professional review and development	2	2	2	2
Continuing professional development	0	0	0	0
Additional preparation and correction	0	0	0	0
Additional supervised pupil activity	0	0	0	0
**Flexibility	16	17	11	15
Total of balance time hours for 2011-12	190	190	190	190

*Should any category not be relevant for an individual teacher, s/he should add the time available to another category as s/he sees fit.

~ if agreed (time to cover pre-visit discussion and feedback) – if not used this time goes into flexibility

There is no expectation that teaching staff in any sector will be involved in all activities. Flexibility both for school allocations and individual/departmental allocations is the key to a successful agreement.

**** Including time for collegiate activities at authority level (** see note on page 9).*** up to 2 hours for Teacher Union meetings may be held during in-service days or taken from flexibility**

Appendix 2: Further notes on the use of ‘balance time’

Introduction

Effective planning is vital to quality learning and teaching and also to ensure that developments take place in a controlled way. The School Improvement Plan is the key to managing workload for all teaching staff over the academic year. Schools which have to implement an HMIE Action Plan should agree realistic targets and remain mindful of the requirements of the 35 Hour Working Week. Consideration will require to be given to the number of priorities that can be undertaken in any one year in the time available.

Parent meetings

The number, nature and organisation of parents’ meetings vary across schools. Some meetings take place in the evening while others are end-on to the school day. It is considered important that schools have flexibility to arrange meetings with parents in a way that best suits all interests, after appropriate consultation with both parents and staff. The suggested figures make an allowance for travel for evening meetings and a break where meetings are end-on to the school day. Separate time has been made available for the preparation of reports.

Meetings with External Agencies

The MNCT is aware of the increased demands that face promoted staff or those in special education in particular in relation to meeting external agencies. This time element would also permit meetings of staff on a cross-authority basis, for example, meetings relating to a particular stage or subject discipline within Midlothian.

Staff meetings

The time made available under this heading should allow effective meetings of any groups of staff, for example, whole school meetings, departmental meetings, faculty meetings, stage meetings, working groups, cross curricular meetings, committees and trade union meetings with management. Where faculties are being introduced, consideration will need to be given to the most effective way of organising meetings for all staff, given the different subjects involved.

Where meeting times coincide, a balanced consideration should to be given to the needs of the school and the individual, e.g. the priorities of a nursery teacher in a primary school or the priorities of a guidance teacher in a secondary school may differ at certain times from the needs of the school or the subject dept. Time in this category should also allow for work on school improvement planning.

Over the next few years, time will require to be allocated from this element to discuss management structures.

Curriculum development

Time made available here should allow for any curriculum development that is appropriate at school level. It is important, particularly in the context of *Curriculum for Excellence*, that teachers and managers agree the level of curriculum development which is manageable within the 35 hour working week and the in-service days. It is anticipated that most Curriculum for Excellence development work will be done during IST (subject to school teaching staff agreement). The hours indicated on the grid on page 7 are the times available during the whole session, apart from the in-service days.

Forward planning

This block of time should be used to allocate time to teachers for forward planning either on an individual or joint basis. It should be recognised that time is not only needed for the writing of plans but also for effective meetings of groups of staff involved. Time for planning for interdisciplinary work falls under this category. Further time for such work may be provided on In-Service Days.

Planned classroom visits

Where planned classroom visits are part of the process of implementing the annual plan for improvement, time should be set aside to cover the preparatory and feedback meetings.

Teacher union meetings ***

In recognition of the importance of collective decision-making and in recognition of the continuing good will shown by its teaching staff, the authority has agreed that the recognised teacher unions be given time for meaningful discussion on matters related to the National Agreement and School Improvement Planning within the 35 Hour Working Week Agreement. Up to 2 hours per session may be allocated to trade union meetings from the time identified for In-Service/Collegiate Balance time within the 35 working week agreement. If this time is considered insufficient then it may be subject to review.

Preparation for reports, records, nursery and primary profiles, etc

Diagnostic and formative assessment should form an integral part of learning and teaching and these activities were accommodated previously within the time for preparation and correction. However, it is recognised that approaches to formative assessment require additional time. Time also is required for the preparation of more formal reports, for example, reports to parents, profiles when children change stage, individualised education programmes/co-ordinated support plans. New systems or formats should aim to reduce rather than increase time spent on reporting.

Formal assessment

The inclusion of a separate allocation of time under this heading is in recognition of the fact that teachers often have to carry out summative or more formal assessments, for example, end of unit tests, national tests, preliminary examinations, National Qualification Units. Understanding the application of new assessment criteria will require time for internal moderation to take place in all sectors to ensure consistency in new standards across sectors, within schools, stages or departments.

Liaison Time

Where a number of teachers are working with the same class over a period of time, time should be allocated that enables liaison to take place at regular intervals.

Professional review and development

It is important that all staff have the opportunity to discuss their work and their professional development needs on an annual basis. The authority's Staff Development and Review procedures describe this process in greater detail. Time should be made available for all staff within the 35 hour week for their own review. Additional time will need to be made available for 'reviewers'. The PR&D policy will address this aspect.

Continuing professional development

While a lot of this will occur during in-service days, there may be the opportunity, from the flexibility time, to allocate time to this area.

Additional time for preparation and correction

There may be the opportunity, from the flexibility time, to allocate time to this area. It is likely that teachers who work within a week across a number of schools as either additional teachers or visiting specialists will require such time.

Additional supervised pupil activity

This includes a wide range of activity including supported study classes, clubs, sporting activity, creative/aesthetic activities including school shows, etc. There is no expectation that all teachers will carry out such activities.

Flexibility Time

The descriptions under the above headings are intended to provide broad guidance to schools on what areas of teachers' work should be considered under each category. Similarly, the time allocations provide guidance to schools, and also support a broad standard of consistency across all Midlothian schools.

However, flexibility at school, departmental/stage or individual teacher level is also important and an intrinsic part of the national agreement. The indicated allocations leave a flexibility element that can be used to meet the local needs of schools and individual teachers, over an academic year. It can be used to provide some time to support student placements.

The use of this flexibility element is for each school to decide, on a collegiate basis, as was described earlier. For example, it is appropriate for a school to decide that each teacher will determine how to use the time over the year, with the agreement of the line manager, taking into account the particular needs of her/his class or for some of it to be 'kept in reserve' and used collegially later in the year. It will be important for staff to remember the needs of peripatetic teachers when decisions are taken.

It can be used for time spent at MNCT briefing meetings. **

The 5 in-service days

As with other collegiate activities, the content of these days is subject to collective consultation and agreement within the school, except in the case of local authority days which will be discussed at the MNCT. It is likely that continuing professional development and curriculum development activities will take up most of the 35 hours in this block. Additional preparation and correction can also be undertaken during this time. Where it is agreed, staff can carry out activities outwith their base school during this time.

Appendix 3

Mechanisms for Negotiation; Dealing with Disputes; and Monitoring Arrangements

Negotiation Mechanisms on the 35 hour week

Where teaching staff numbers are small, for example 10 or less, and thus can accommodate whole staff meetings which allow all staff to contribute, the establishment of a separate committee is unnecessary and inefficient. In such cases the whole staff should be involved in discussions on the use of balance time.

In larger schools, it is recommended that a Committee be formed. The remit of the Committee should be to provide advice and recommendations to the whole staff in relation to the use of balance time.

Time should also be made available for staff to consider issues individually and in departments/stages. This should be accommodated within the balance time.

Membership of the Committee, where formed, should reflect the balance of the staff in terms of the stages/departments and the roles of staff and include the recognised teachers unions (reflecting membership at school level). The convenor of the Committee will be a matter for the Committee itself, although the Head Teacher will have a key role in leading whole staff discussions as directed in the 'code of practice'. Committee meetings should take place within the 35 hour working week.

The Committee should follow normal good practice in relation to a timeous and clear agenda, appropriate pre-circulation of papers, time for preparation and consideration and full dissemination of recommendations and decisions. The Committee should normally meet once a term to monitor the school agreement and this time should be built into the school calendar as part of balance time. The MNCT is required to seek evidence of regular monitoring.

Dealing with Disputes

The national agreement and these authority guidelines are intended to meet the needs of the whole staff, departments and individual teachers, at all levels. Where disputes occur, the issues should be discussed initially with the line manager (if it is an individual issue) and with the Head Teacher in the case of a collective matter. Matters raised, whether individual or collective, should normally be responded to within 10 working days by the line manager, Head Teacher or school committee, as appropriate. An individual will have the right to be supported by a school representative or colleague in discussions of any difficulties. It is hoped that most concerns will be resolved through this in-house process. In disposing of the grievance the Head Teacher should take account of the school's working time agreement.

Where an individual raises concerns regarding the establishment's proposed working time agreement, there should be an attempt to resolve the matter through the school's 35 Hour Working Week and CPD Negotiating Committee to effect an informal resolution. However, in the last resort the individual has the right to pursue the grievance procedure.

Where there is a failure of collective bargaining, in other words a failure to agree a working time agreement in a school, the MNCT, informally through the MNCT Joint Secretaries or, formally, through the MNCT, will find a resolution. Any matter that is referred to the Joint Secretaries for informal resolution should normally be responded to within 10 working days. Where the matter is referred to the MNCT formally this will be dealt with as quickly as possible, and within 15 working days.

**Appendix 4:
Monitoring Arrangements**

It is important that arrangements made for the use of balance time are kept under review and that there are facilities for changes to be made in the light of experience and reflection.

At school level, this can be accomplished through the regular meetings that Head Teachers should have with the teacher unions as well as through planned whole staff meetings, existing consultative arrangements and the termly meetings of the 35 Hour Committee. Meetings in the spring term (after the issue and return of the attached questionnaire, Q1, to all teaching staff) should consider any changes to the arrangements for the following year and these should be agreed by mid-June. Schools will be asked to make a return to the authority on the use of balance time and must include with it the school calendar.

At authority level, these returns will be made to the MNCT Convenor, c/o Council Secretariat, Midlothian House who will arrange for them to be copied to all MNCT members. Returns will be examined jointly with a view to progressing any issues arising. Monitoring of workload and of school mechanisms to manage it will occur at least once a year for all schools and random surveys will occur, with possible follow-ups. Schools may be asked by the MNCT for copies of returned questionnaires at any time during the academic session.

Q1, Annual Evaluation – to be co-ordinated by the school's McCrone/35 Hour/ Working Time/Consultative Group

Teachers are encouraged to evaluate their personal workload against the generic figures agreed in Appendix 5 for balance time activities in their school. This will enable teachers to use professional judgement in relation to how their time is being used. It will also yield information which will feed into the school's McCrone/35 Hour/Working Time/Consultative Group's annual review of the 35 Hour Working Time Agreement.

To what extent did this year's agreement allocate a realistic amount of time in relation to your professional responsibilities?

Identify any area where the time required under any given heading has been significantly different from what was planned.

Do any of the headings in the current Working Time Agreement require an adjustment in agreed time for next session?

Are any new priorities emerging that require an allocation of time?

Appendix 5

School Return on use of Balance Time (for session 2011/2012) and accompanying documents to be returned to MNCT Convener, c/o Council Secretariat, Midlothian House, Dalkeith by 28 June 2012.

School: _____

This table should give a broad indication of the overall school position. There is no expectation that every section will contain a time allocation.

<u>Activity</u>	<u>Time agreed (hpy)</u>
parents' meetings	
*meetings with external agencies	
staff meetings	
curriculum development	
forward planning	
~planned classroom visits	
***time for trade union meetings	
preparation for reports, records, etc	
formal assessment	
*liaison time	
professional review and development	
continuing professional development	
additional preparation and correction	
additional supervised pupil activity	
**flexibility	
Total (= 190 hours)	

You must include with this return an annual calendar of collegiate activities and as much information as possible on the 'normal' 5 in-service days. The content of these is subject to collegiate discussion. The in-service days can include time for trade union meetings.

I confirm that this agreement has been reached in accordance with the authority guidance.

Signed _____ (Head Teacher) Date _____

Signed _____ () Signed _____ ()

Signed _____ () Signed _____

Signed _____ Signed _____

Signed _____ Signed _____

Signed _____ Signed _____

Signed _____ Signed _____

Appendix 6: Agreement on the Management of the Learning Week

1. INTRODUCTION

1.1 The reduction in class contact time has made it inevitable that pupils in some nursery and primary classes have had the curriculum delivered by more than one teacher. It is essential that all involved do not see the job of the additional teacher as simply a matter of covering class teachers' classes. Additional teachers have full responsibility for the work they individually undertake. Head Teachers, when allocating teachers to classes, will require to ensure that the timetable provision will enhance the learning and teaching opportunities for all pupils. In the secondary sector the reduction in contact time will be reflected in the timetabling of classes.

1.2 It should be noted that all teachers in all sectors can leave the school premises during their personal time and when not involved in agreed collegiate activities, in line with the local MNCT agreement on the 35 Hour Working Week.

1.3 In order to ensure an effective and consistent approach to timetabled delivery of learning and teaching, a set of 'Key Principles' has been established to guide Head Teachers and teachers.

2. KEY PRINCIPLES

2.1 Effective learning and teaching must be at the heart of any educational change. Therefore the timetabling arrangements should ensure that teaching and learning is enhanced, thus benefiting pupils and enriching their school experience.

2.2 Where in the primary and nursery sectors, an additional teacher is to deliver part of the curriculum for a class on a timetabled basis, then the area of the curriculum to be delivered by that teacher should be clearly identified. The programmes of study for these particular curricular areas should be capable of being taught effectively within the timetabled time allocated

2.3 Non-class contact time within the 35 hour working week should be allocated in periods of time on a weekly basis. In order to take account of the asymmetric week a number of possible time period options can be considered in the nursery and primary sectors. The agreed minimum amount of time in these two sectors for each period per week for non-class contact time for a teacher who works full-time will be two periods of 45 minutes and one of 60; or three periods of 50 minutes; or two periods of 75 minutes; or one period of 30 minutes and two period of 60 minutes.

2.4 The Head Teacher and teaching staff of the school should discuss and agree on the pattern to be followed for the school timetable for the academic session. It is acknowledged that any period of time for non-class contact which is less than 30 minutes does not provide meaningful preparation time in the pupil day and schools are advised in that circumstance to consider changing a timetable where possible or where the individual teacher so requests to utilise the time from the individual teacher's flexibility allocation of time out of the overall 35 hour week elements.

3. WORKING PRACTICE

Timetables

3.1 Timetabling is the management process that enables schools to manage the learning day and week for all pupils as teachers experience the maximum class contact time of 22.5 hours. Where necessary in nursery and primary, additional teachers will be provided for classes with a learning week greater than 22.5 hours through the allocation of funding to support an increased number of teachers in a school.

3.2 For most nursery and primary classes the length of the learning week exceeds the maximum class contact time for the class teacher assigned to the class and, as a consequence, the class requires to be taught by more than one class teacher. This will require the development of timetables for each class in order to manage the effective delivery of learning and teaching by the class teachers assigned to each class. It will also require the development of timetables for learning support teachers, visiting specialists, visiting subject teachers, seconded teachers working in schools and other teachers who work on a peripatetic basis.

3.3 Timetables will be drafted by Head Teachers in consultation with all relevant teachers and Quality Improvement Officers and MNCT members will maintain an overview of both school and peripatetic teacher timetables. Teacher timetables will set out the teaching commitment of up to 22.5 hours. Permanent part-time staff and those promoted staff who have part-time class contact time designated as part of their job specification will require to have their teaching hours reduced proportionately. Timetables will be accessible at any time to members of MNCT. Schools should ensure these are available from after the September holiday. Annex 1 provides a table setting out the respective elements of the 35hr Working week on an FTE basis.

3.4 Where an additional teacher in primary or nursery is to deliver part of the curriculum for a class on a timetabled basis, then the area or areas of the curriculum to be delivered by that teacher should be clearly identified.

3.5 The appropriate allocation of non-contact time should also be taken account of when drafting a timetable for an additional teacher and the time allocated within the teaching day should be provided in the same length of period as that given to other class teachers. This is an aspect the MNCT will monitor.

Funding

3.6 In the nursery and primary sectors the basic formula for the allocation of the funding will be based on a school's number of teachers who have assigned classes within a learning day greater than 22.5 hours. Any Head Teacher who finds that this formula does not enable the needs of the school timetable to be met should contact the Quality Improvement Manager to discuss the matter further.

3.7 The additional hours in these two sectors will be allocated to schools as part of their staffing complement in FTE which will include time for all three elements of the 35hr working week for all teachers. The Devolved School Management scheme for nursery and primary will be amended accordingly to account for the allocation of additional funding for the reduction of class contact time.

3.8 The following options can be considered when a primary or nursery Head Teacher formulates the management strategy that is to be used for the organisation and management of the additional teacher time allocation:

- i) The Head Teacher relief teacher could increase her/his FTE time up to a maximum of 22.5 hours of class contact time per week.
- ii) The Depute Head Teacher relief could increase her/his FTE time up to a maximum of 22.5 hours of class contact time per week.
- iii) A class teacher from within the school's staffing complement may agree to being released from her/his class for part of the week to undertake teaching aspects of the curriculum up to a total maximum of 22.5 hours of class contact time per week throughout the school.
- iv) An additional teacher could be engaged up to a maximum 1 FTE with a maximum of 22.5 hours of class contact time per week.
- v) A combination of any of the above-mentioned four options.

Temporary and Supply Teachers

3.9 The same 35hr working week conditions of service apply to temporary and supply teachers and will apply on a pro-rata basis, if appropriate, to the following three categories of teachers:

Permanent supply teachers;
Temporary teachers;
Casual supply teachers.

3.10 Permanent supply teachers who work on a peripatetic basis may work in a number of schools during a week. The appropriate allocation of time for personal preparation and correction time, commensurate with the class contact time undertaken during their weekly contracted time, must be respected. To enable them to anticipate potential issues in this aspect of their conditions, at the start of the academic session, they will be provided with details of the pupil day of all the schools in the sector in which they work. They will not be asked to work beyond their contractual contact time in any one week. Head Teachers will be made aware of this, both by the individual teacher and by the person who is co-ordinating their work placements. The matter will also be highlighted at briefing meetings.

3.11 Temporary teachers generally work to cover an absent teacher for a period of 4 weeks or more and would therefore normally follow the same timetable as the teacher that they are providing cover for.

3.12 Where a teacher is in school for longer than a week, s/he will be expected to adopt the pattern of collegiate activities being undertaken by the school.

3.13 Those supply teachers who work on a casual basis (that is, for less than 4 weeks in a particular period in a particular school) may work in a range of schools and across a range of education authorities during a week. They will require to be given the appropriate pro-rata allocation of time for personal preparation and correction time and 'collegiate' balance time, commensurate with the class contact time undertaken during their weekly contracted time at each school. A separate policy will be developed to provide further support and guidance for casual supply teachers

3.14 Supply teachers in all sectors should ensure that they maintain accurate records of their time allocations as they have the professional responsibility for undertaking the respective elements of their 35hr working week in consultation with the individual Head Teachers of the schools in which they work. Annex 2 provides a record / planning sheet for use by supply teachers for the personal purpose of recording teaching time and planning for the other two elements of the 35 hr working week. Head Teachers shall undertake to liaise with individual supply teachers to ensure that the appropriate pro-rata allocation of time for personal preparation and correction has been provided during their weekly contracted time at each school. Travelling time between schools during the school day shall be regarded as pupil contact time except during the midday break when the teacher shall have a personal break of not less than 40 minutes

3.15 Supply teachers, when contacted for work, should advise the Education and Communities Division of their availability in terms of teaching time.

Workload and the 35 Hour Week

3.16 Where in nursery or primary an additional subject teacher teaches a free standing 'subject' to a class for part of the week, then that teacher will have responsibility for the teaching and learning undertaken in that period of time. This will include preparation, planning, teaching, assessing, recording and reporting. If the teacher is teaching the subject across a range of classes this will have an impact on the amount of time the teacher will need within the 35hr working week for preparation and correction, the level of reporting that can be achieved and the amount of assessment that can be undertaken.

3.17 In the primary sector where a teacher is employed as an additional teacher of one subject in the same school all week, non-contact time where possible should be provided to that teacher on at least three different days in the week. Where a teacher is employed as an additional teacher and is teaching in the same school all week, but is teaching more than one subject, then non-contact time should be provided where possible to that teacher on a daily basis.

3.18 Where an additional subject teacher works in more than one primary school in the Authority and is employed as 1 FTE, that teacher must be provided with sufficient non-contact time whilst in each school. Collegiate activity time will be shared on a proportionate basis, whenever possible, though it should be remembered that a teacher is not required to attend a school on a day on which s/he isn't normally employed there.

3.19 It will be important to ensure in all sectors that teachers who are working with the same class have the opportunity to liaise in order to ensure continuity and progression. The school should agree a strategy that enables this liaison to take place at regular intervals. As indicated in the main document, time can be taken out of the '35 hour week' elements. However, in primary when the content to be taught by the additional teacher is free standing then liaison time may only be necessary at the start of the session, e.g. on the first in-service day.

Visiting Specialists to nursery and primary schools

3.20 It should be noted that teachers, based in secondary schools, who have been 'visiting specialists', are not contractually required to work in primary schools and may decline to work as subject teachers in them. However, secondary teachers who wish to do so may be asked to work as visiting specialists or as subject teachers. Secondary teachers who do work as specialists in primary schools are not required to follow a different pupil day to that of their base school. However, discussion can take place on this and flexibility may be possible in relation to starting and/or finishing times.

3.21 There is a difference in the way that a subject teacher works compared to the way that a 'visiting specialist' works within the primary school. The subject teacher works by delivering a free standing subject to a class on her/his own as a class teacher. A 'visiting specialist' has in the past worked by teaching a subject for either part of the year to a class or by working alongside the class teacher on a team-teaching basis for part of the year. Nursery and primary Head Teachers should be clear when drafting their timetables and planning for the use and deployment of teachers as to which role the visiting teacher is undertaking. Consultation with the teacher concerned must take place. A subject teacher can deliver a free standing subject as outlined above on a timetabled basis and provide non-class contact time for a class teacher.

3.22 A visiting specialist teacher can either work as a subject teacher with the appropriate allocation of time and classes or they can continue to work as a visiting specialist teacher supporting the class teacher with the delivery of the curriculum. In this latter situation the class teacher is still in contact with her/his class and this time would not count as non-contact time.

3.23 Reference should be made to the current guidance on the deployment and use of Visiting Specialist Teachers (*Professional Practice Paper 6*) which advises on the normal maximum number of 'teaching sessions' a visiting specialist may undertake in a day. Each specialism is different and the normal maximum number of teaching sessions per day would vary from, perhaps, 4 in Art and Design to 5 or 6 in Physical Education or Music.

3.24 The advice applies to teachers who are employed by secondary schools and are working as visiting specialists in primaries and to those specialists who are not attached to any secondary school.

3.25 In relation to the maximum class size for subject activities delivered by the additional teacher, Head Teachers must take account of the health and safety risks associated with any particular activity. For example, some aspects of Art, CDT and Science may present a higher level of risk and so the number of pupils from any class undertaking the activity will need to be reduced.

3.26 Visiting specialists who are employed in a secondary school are unlikely to be able to undertake many collegiate activities within the primary school. Further advice will be developed on this. In the meantime discussion may take place with individual teachers on this aspect.

3.27 The advice found in *Professional Practice Paper 6* should be followed when employing visiting specialists who work only in primary schools. They will require sufficient non-pupil contact time to allow for consultation, and will require time for preparation within the pupil day. It is acknowledged where a teacher is employed for less than 0.25 FTE in any school that the reduction in class contact time in that school may be less than 40 minutes a week.

3.28 As any period of time which is less than 30 minutes does not provide meaningful preparation time, schools are advised in that circumstance to consider, where possible, changing a timetable or where the individual teacher/specialist so requests to utilise extra time from any flexibility allocation out of the overall 35 hour week that s/he has in order to provide adequate preparation time.

3.29 The Authority will support specialist staff through the organisation of regular meetings dealing with a range of issues and will offer appropriate staff development opportunities.

Other important factors

3.30 There are factors that Head Teachers in all sectors need to be aware of with regard to the employment of additional teachers on a temporary or permanent basis to deliver aspects of the curriculum. The SNCT Handbook of Conditions of Service indicates that 'Temporary teachers will normally be employed for a complete day session', and to the Recruitment, Selection and Employment procedures of Midlothian Council. Advice, guidance and support are available from the Midlothian Council HR Unit.

3.31. The timetables will be subject to monitoring on a random and follow-up basis by the MNCT.

3.32 Any circumstance in which it seems that a teacher will not be provided with her/his appropriate non-contact time must be reported to the Head Teacher and school trade union rep immediately. Should the problem remain unresolved the matter should be logged and the Quality Improvement Manager, and the appropriate Local union secretary informed.

3.33 The Authority does not expect any of its Head Teachers to forego their management time, other than in exceptional and unforeseen circumstances. Any Head Teacher who has to cover for absent additional teachers in other than emergency circumstances should contact the QIM and her/his local union secretary.

Annex 1

35hr Working Week, respective elements on an FTE basis for all teachers

FTE	Max Class Contact Time (CCT)	Min Personal Allowance (33% of CCT)	CCT+PA	FTE of 35hr week	Balance time (35hr-CCT+PA)	Check	CCT as hours and minutes	PA as hours and minutes	Balance time as hours and minutes
1.0	22.50	7.50	30.00	35.00	5.00	35.00	22h 30m	7h 30m	5h 00m
0.9	20.25	6.75	27.00	31.50	4.50	31.50	20h 15m	6h 45m	4h 30m
0.8	18.00	6.00	24.00	28.00	4.00	28.00	18h 00m	6h 00m	4h 00m
0.7	15.75	5.25	21.00	24.50	3.50	24.50	15h 45m	5h 15m	3h 30m
0.6	13.50	4.50	18.00	21.00	3.00	21.00	13h 30m	4h 30m	3h 00m
0.5	11.25	3.75	15.00	17.50	2.50	17.50	11h 15m	3h 45m	2h 30m
0.4	9.00	3.00	12.00	14.00	2.00	14.00	9h 00m	3h 00m	2h 00m
0.3	6.75	2.25	9.00	10.50	1.50	10.50	6h 45m	2h 15m	1h 30m
0.2	4.50	1.50	6.00	7.00	1.00	7.00	4h 30m	1h 30m	1h 00m
0.1	2.25	0.75	3.00	3.50	0.50	3.50	2h 15m	0h 45m	0h 30m

Annex 2

35hr Working Week – Temporary/Supply Teacher Record and Personal Planning Sheet (for personal use only).

Name

Payroll Reference Number

Week Ending.....	Class Contact Time (CCT)	Personal Preparation and Correction Time	Balance Time	Total for the day.
Monday <i>School:</i>				
Tuesday <i>School:</i>				
Wednesday <i>School:</i>				
Thursday <i>School:</i>				
Friday <i>School:</i>				
Cumulative totals for the week. →	Total = A ----- - <i>Should not exceed 22.5 hours in a week</i>	Total = B ----- <i>Minimum personal allowance is 33% of CCT (7.5 hours for a 35 hr week)</i>	Total = C ---- ----	Total = A+ B+ C ---- <i>The weekly total should not exceed 35 hours</i>

Guidance note, 35hr Working Week – Temporary/Supply Teacher Record and Planning Sheet.

The same 35hr working week conditions of service apply to temporary/supply teachers and will apply on a pro-rata basis if appropriate, to the following categories of teachers:

- Permanent supply teachers;
- Temporary teachers;
- Casual supply teachers.

Permanent supply teachers who work on a peripatetic basis may work in a number of schools during a week. The appropriate allocation of time for personal preparation and correction time commensurate with the class contact time undertaken during their weekly contracted time must be respected. To enable them to anticipate potential issues in this aspect of their conditions, at the start of the academic session, they will be provided with details of the pupil day of all the schools in the sector in which they work. They will not be asked to work beyond their contractual contact time in any one week. Head Teachers will be made aware of this, both by the individual teacher and by the person who is co-ordinating their work placements.

Temporary teachers generally work to cover an absent teacher for a period of 4 weeks or more and would therefore normally follow the same timetable as the teacher that they are providing cover for.

Those supply teachers who work on a casual basis may work in a range of schools and across a range of education authorities during a week. They will require to be given the appropriate pro-rata allocation of time for personal preparation and correction time, and 'collegiate' balance time, commensurate with the class contact time undertaken during their weekly contracted time at each school.

All supply teachers when working for Midlothian Council Education and Communities Division will have to ensure that they maintain on a weekly basis a running total of their class contact time, personal preparation and correction time, and 'collegiate' balance time. They should therefore ensure that they maintain accurate records as they have the professional responsibility for undertaking the respective elements of their 35hr working week in consultation with the individual Head Teachers of the schools in which they work. This record and planning sheet is for use by supply teachers only for the purpose of recording teaching time and planning for the other two elements of the 35 hr working week.

Supply teachers, when contacted for work, should advise the Division of their availability in terms of teaching time. Head Teachers shall undertake to liaise with individual supply teachers to ensure that the appropriate pro-rata allocation of time for personal preparation and correction time has been provided during their weekly contracted time at each school.

A table that sets out the various elements of the 35hr working week on a pro-rata basis is available to provide further guidance. This table provides guidance on the pro-rata allocation of time for personal preparation and correction time and 'collegiate' balance time, commensurate with the class contact time undertaken during weekly contracted time.

Please note that for all teaching staff travelling time between schools during the school day shall be regarded as pupil contact time except during the midday break when the teacher shall have a personal break of not less than 40 minutes. These requirements are likely to impact on the amount of class contact some teachers can have in schools during a week.

**Implementation of the 35 hour week for 2011-2012
for Instrumental Music Service****1 Introduction**

1.1 Midlothian Council has an established and enviable reputation for its music provision and particularly for the quality of public performances at school and whole authority level. Music instructors are key in sustaining this level of excellence.

1.2 The pay and conditions of service of local Authority Music Instructors were changed in January 2002, in line with the McCrone Implementation Agreement for teaching staff.

1.3 This agreement (Appendix 7 originally of MNCT 06/04) will be subject to monitoring and review within the MNCT.

2 Principles

2.1 The purpose of the Instrumental Music Service is to offer music instruction to as many pupils as possible and so enhance and enrich their school experience.

2.2 The 35 hour week is a mechanism to control the workload of Music Instructors, not to exert undue and stifling control over their time.

2.3 A maximum of 27.5 hours per week shall be devoted to pupil contact. However, travel time between schools during the school day shall be regarded as pupil contact time, except during the mid-day break. A minimum of 2.5 hours per week shall be devoted to preparation, correction, instrument maintenance, transposition and orchestration. This leaves an additional 5 hours per week or 190 hours per year to be allocated.

2.4 The remaining five hours during the week shall be available to be used for an appropriate and agreed balance of the following activities:

- preparation of lessons
- preparation of reports, records etc
- forward planning
- parental liaison (by appointment)
- staff meetings – within school and at Authority level
- instrument provision and maintenance
- rehearsing school/Authority ensembles
- professional review and development
- whole Authority initiative, such as the NOF project
- continuing professional development

2.5 The current work practices of Music Instructors should be accommodated by these guidelines. Instrumentalists are strongly committed to out of school hours' activity. Rehearsals for concert/s are concentrated near the events.

Consequently it would be appropriate to recognise current practice by aggregating time over the year for any such event/s.

2.6 The guidelines should promote collegiate work at both school and Authority Level. Instrumental staff can feel quite isolated within their school and need opportunities to identify more closely with the Instrumental Music Service.

2.7 The line manager for Instrumental Music Staff shall be the Head of Instrumental Teaching

3 The Allocation of Time

3.1 Time is allocated under the following broad headings:

- Pupil contact time
- Preparation time

- School based collegiate time
- Authority collegiate time

- School/ authority ensembles and concerts

- In-service time

3.2 Pupil contact and preparation time reflect the status quo i.e. 27.5 hrs pupil contact and 2.5 hours preparation time. Travelling time between schools during the school day is regarded as pupil contact time except during the mid-day break when the Instructor shall have a personal break of not less than 40 minutes. Instructors should also have a personal break at school interval time.

3.3 The remaining time amounts to

i) 190 hrs i.e., 38 weeks at 5 hours per week. This time has been allocated under the two headings of School based collegiate time and Authority collegiate time.

ii) There are also 35 hours allocated for in-service activities

3.4 The proposed time allocations that follow allow a degree of flexibility. It is anticipated that individual Instructors will:

- Allocate their time in agreement with the Head of Instrumental Teaching
- Allocate their time on a pro rata basis related to their contracted working time i.e. FTE

3.5 TIME ALLOCATION

Pupil contact		27.5 hpw
Preparation	2.5 hpw	
McCrone 'balance time'	5 hpw	190 hpy
School collegiate time		(162 hpy)
• Additional preparation time eg timetabling pupils, arranging music		
• Report preparation and writing	1.25 hpw	(47.5 hpy)
• Forward planning		
• Instrument provision and maintenance		
• Parental consultation (by appointment)		(5 hpy)
• Staff meetings		
• Completion of progress diaries		
• Admin for external exams		
• Attendance at external exams as required		
• Professional development		
• Additional individual pupil contact time	1 hpw	(38 hpy)*
• Consultation with teaching staff	1 hpw	(38 hpy)**
School/ Authority ensembles and concerts		(25hpy)
Authority collegiate time		(3hpy)
• Meetings with Head of Instrumental Teaching		(1 hpy)
• Professional review and development		(2 hpy)
In-service time activities		35 hpy
Total annual hours		225 hrs

3.6 Notes

School based collegiate time

*Additional pupil contact time reflects current practice where Instrumental staff accommodate students who benefit from tuition outside the school day. (i.e. where timetabling presents difficulties or where pupils are preparing for examinations).

**Formal consultation with school teaching staff will ensure the relationship between the taught curriculum and the work of Instrumentalists is enhanced. This is requested by both parties.

Instrumental staff may undertake certain tasks e.g. preparation or correction, report writing etc at a time and place of their own choosing provided that the Head of Instrumental Teaching and appropriate school staff are notified and that Instrumental staff observe any signing in/out arrangement necessary to comply with health and safety requirements within the establishment being visited.

School/Authority ensembles/concerts

All Instrumental Instructors should contribute to school/Authority ensembles by preparing them for public performance. This enhances the corporate identity of Instructors and ensures the continuation and excellence of high profile public performances. The time for all this activity totals 25 hours per year. Instrumental Instructors will use their professional judgement when considering what can be undertaken over the year for this type of activity but, once schools' requests and authority initiatives have been identified, will discuss options with the Head of Instrumental Teaching before final decisions are agreed.

Authority collegiate time

- All Instrumental staff are entitled to meeting with the Head of Instrumental Teaching to discuss progress, successes, ideas and issues of concern
- Provision has been made for future involvement of Instrumental staff in professional review and development

In-Service Days

- Time may be taken from the 35 hours for in-service to work on other tasks, though instructors may be required to attend dept/school/authority in-service activities

4 Continuing Professional Development

An additional contractual 35 hours maximum is required for all Music Instructors. This time will be used for an appropriate balance of personal, professional development, attendance at courses, involvement in performances, recitals etc. The balance will be based on an evaluation of individual need, taking account of local and national priorities and shall be carried out at an appropriate time and place. Each Music Instructor will have an annual plan agreed with the Head of Instrumental Teaching.

APPENDIX A

Management of Instrumental Staff

Instrumental staff are successfully managed through the established co-operation between school based and authority based staff. The mutual respect and trust shown by all parties will continue to be the basis for the management of Instrumental staff in Midlothian.

Within establishments the work of Music Instructors will be overseen by the PT, Music (in a Secondary school), or the Head Teacher (in a Primary School).

Role of the Co-ordinator of Instrumental Music

The Head of Instrumental Teaching is the first point of contact for Instrumental staff.

Her/His role is to:

- Develop strategy for the service
- Monitor and evaluate the success of the service
- Appoint Instrumental staff
- Lead the professional review and development of Instrumentalists
- Provide pastoral support for Instrumental staff
- Organise Authority/Inter school music performances and activities
- Plan and organise the continuing professional development of Instrumental staff on in-service days ***

*** Instrumental staff may join school staff for relevant and appropriate in-service at school by negotiation.

Role of School-based staff

The role of the school-based contact (e.g. Head Teacher in Primary or Principal Teacher in Secondary) is to:

- consult with the Head of Instrumental Teaching on issues relating to the service
- monitor the work of instrumental staff in their school
- involve Instrumental staff in school/departmental work as appropriate e.g. 5-14, NQs or departmental meetings
- school-based in-service
- development of relevant policies and procedures
- liaison over teaching and learning, curricular issues and pupil support issues

APPENDIX B

Name

Please append your timetable for the session (you are not expected to undertake every activity)

Total hours 225hpy

SCHOOL COLLEGIATE TIME

Time agreed (hpy)

1 Planning, preparation and development

This includes:

- **forward planning**
- **instrument provision and maintenance**
- **staff meetings/dept meetings (including individual teacher consultation)**
- **curriculum development**

2 Assessment, recording and reporting

This includes:

- **report preparation and writing**
- **formal assessment**
- **completion of progress diaries**
- **admin for external exams**

3 Parental meetings

4 Additional supervised pupil activity

This includes:

- **additional individual pupil contact**
- **attendance at external examinations as required**

5 Professional review and development

6 Additional time for preparation and correction

7 Additional time for continuing professional development

SCHOOL/AUTHORITY

Rehearsals, concerts and performances

AUTHORITY COLLEGIATE TIME

1 Meetings with Head of Instrumental Teaching

2 Professional Review and Development

IN-SERVICE TIME

Total Hours

Signed

CODE OF PRACTICE ON COLLEGIALITY (PART 1: Appendix 1.4 of the SNCT Handbook)

1. Introduction

Collegiality is at the heart of the National Agreement “A Teaching Profession for the 21st Century”. Collegiality is a process and a way of working which reflects on relationships and participation by all staff on all aspects of school life.

Collegiality depends on the existence of a climate of professional trust among the Scottish Executive Education Department, councils, directorates, school managers and school staff.

Effective collegiality will not only enhance and develop teacher professionalism; it will also enhance the learning and teaching environment in Scottish schools.

Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council.

Although councils and schools will be at various stages in the development of a collegiate culture, LNCTs and establishments should have made some movement in the direction of collegiate working as part of the process of implementation of the National Agreement.

The benefits which accrue from collegiality are not only improved industrial relations and professional satisfaction for teachers, but also an enhanced environment for learning and teaching. The ultimate beneficiaries of collegiality are therefore the young people who attend school.

There is no single model of collegiality but the following description of good practice should be used by staff at all levels to guide and evaluate progress towards collegiate working. It is also important that time is allocated for purposeful and positive involvement in decision making and for engagement in collegiate activities.

2. Collegiality at School Level

In schools, collegiate working is carried out within the context of the 35 hour working week.

It is also important to acknowledge that every school is different and that no single model of collegiality will apply to all schools. For instance, the practicalities of collegiate working in a two or three teacher primary school will be very different from working arrangements in a secondary school with a pupil roll of 1600 and over 100 teaching staff. Nevertheless, certain common principles should apply and what follows is a description of the collegiate school.

Strong, effective communications operate within the collegiate school. The prevailing atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff. There is evidence of a range of meetings including meetings involving the school's management team and representatives of the staff as a whole and which may include representatives of trade unions and professional organisations. The outcomes of such meetings are communicated to all relevant staff.

All staff contribute to the construction of the Working Time Agreement through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the Agreement. The Agreement is transparent, is signed by all members of the school negotiating team and is submitted to the LNCT by the specified date. Once finalised, the terms of the Agreement are respected by all members of staff and inform the work of the school over the session to which the Agreement applies.

All staff members recognise their responsibility to contribute to the school development process and to participate in this process in a collegiate and constructive manner. There are clear mechanisms in place to allow staff to make their views known; staff express their views openly and professionally. The opinions of staff are valued and are used as input to the school's development plan and policy development processes. School policies and decisions are regularly reviewed and all staff participate in the review process. Any changes required to the plan during the session are subject to appropriate consultation and take account of teacher workload.

Within the context of the 35 hour week and Working Time Agreements all staff in the collegiate school participate in a wide range of whole school activities, such as school committees, policy formulation, curriculum development, professional development and additional supervised pupil activity.

In the collegiate school, leadership qualities are evident throughout the school. There is a devolved and participative style of leadership and management. Staff are afforded opportunities to develop leadership skills and take advantage of these opportunities. Leadership in this context is distinct from management duties as set out in Part 2, Section 2 (Main Duties) of the National Scheme and Annex B of the National Agreement.

The collegiate school utilises and develops the skills, talents and interests of all staff and involves all staff in the key decisions affecting the life of the school as a whole. More broadly, the spirit of collegiality extends beyond teachers and support staff, and includes parents, pupils and partner agencies.

MANAGEMENT TIME PROPOSALS FOR SECONDARY PRINCIPAL TEACHER POSTS

1. Rationale

- 1.1 It is vital that all promoted teaching post holders have an appropriate amount of time within the 35 hour working week to carry out the duties associated with their post. We appreciate that timetables for 2011/12 are already in place and understand that implementing this agreement will prove challenging for schools. It is expected, however, that other than in exceptional circumstances the agreed time allocations will be in place by 20 September 2011. Where it is not possible to provide the agreed time allocations this session it will be necessary to reduce some of the duties associated with the new post.
- 1.2 Principal Teacher remits across the authority differ in the range of and nature of their responsibilities. The agreement is designed to be flexible enough to reflect the different posts and the associated factors detailed below:
 - a. the number of FTE (teaching staff) in the curricular area/department for whom the Principal Teacher is responsible
 - b. the number FTE (non-teaching staff) for whom the Principal Teacher is responsible
 - c. the number of subjects being taught in the area/department
 - d. the number of qualifications delivered in the area/department
- 1.3 Calculations in this document are based upon the following data:
 - a. The working week for teachers is 35 hours, i.e. 2100 minutes per week
 - b. The normal secondary pupil week is 27.5 hours.
 - c. The maximum pupil contact time for teachers is 22.5 hours, 1350 mins per week.
 - d. The remainder of the 35 hour week consists of preparation and marking time, (minimum of 7.5 hours) and balance time (5 hours)
 - e. Teachers should have an allocation of 33.3% of their actual pupil contact time as personal preparation and marking time to a maximum of 7.5 hours, 450 mins per week. However, not all of this time is provided in the pupil day/week.
 - f. Where PTs teach less than 22.5 hours the balance of reduced preparation and marking time can be used for management time.
- 1.4 The agreed management time policy for new promoted secondary staff takes into account the reduced pupil contact time for timetabled teaching time and the consequent reduction in personal preparation and marking time. Harmonisation of time between current PTs and new PTs in respect of time guaranteed as management time will be agreed by March 2012, for implementation in academic year 2012-13.
- 1.5 New PTs should have a minimum teaching load of 10.0 hours, (600 minutes) a week. Where it appears that the management duties associated with the post require the teaching load to be less, consideration will need to be given to how manageable the responsibilities are for any one post holder.
- 1.6 Every PT/curriculum leader will be provided with a copy of this policy.

2. The new PT/Curriculum Leader management time allocations

- 2.1 This aspect of the policy will be reviewed in time for session 2012-13 after which there will be harmonization with current postholders.
- 2.2 When the amount of time spent on class contact time changes, the time available for management time duties and preparation and correction will change too. For example, a PT who taught for 15 hours 30 mins would be entitled to a minimum of 5 hours and 10 minutes of preparation time a week; a minimum of 3 hours and 25 minutes of this would be non-contact time in the pupil week and the rest, a minimum of 1 hour and 45 minutes would be outwith the pupil week. (as each allocation has to be taken up to the nearest 15 minute block of time the figures sometimes don't quite add up)
- 2.3 Management Time will be based on the number of teaching staff and will take into account the number of support staff, the number of qualifications and number of subjects which fall under the responsibility of the post holder. Definitions of qualifications and subjects are as found in Part 2: Appendix 2.2, Annex A, Job Sizing Guidance in the SNCT Handbook.

2.4

Staff FTE	Guaranteed <u>Basic</u> Management Time for new PTs, additional to pro-rata of 300 mins
0	Minimum 50 mins (50 mins)
1 to 3	Minimum 100 mins (1hr 40 mins)
4 to 7	Minimum 150 mins (2hrs 30 mins)
8 to 11	Minimum 200 mins (3hrs 20 mins)
12 to 14	Minimum 250 mins (4hrs 10 mins)

2.5

Additional Guaranteed Time for new PTs will be added as follows for	
Support staff of 1 to 5	25 mins more a week
Support staff of 6 to 10	50 mins more a week
Support staff of 11 to 15	75 mins more a week
If offering 6-10 NQs or other recognised qualifications	25 mins more a week
If offering 11-20 NQs or other recognised qualifications	50 mins more a week
If offering 4 to 6 subjects	25 mins more a week
If offering more than 7 subjects	50 mins more a week

3. Current postholders

- 3.1 Promoted post holders should note that when contact time is reduced this has a consequence for preparation and marking time; reducing it and subsequently releasing time for management duties. From 20 Sept 2011, Pupil Contact Time for those already in post should be as follows:

PTscale point		
1	Maximum pupil contact time	21 hours 40 mins
2	Maximum pupil contact time	20 hours 50 mins
3	Maximum pupil contact time	20 hours 50 mins
4	Maximum pupil contact time	20 hours 50 mins
5	Maximum pupil contact time	20 hours
6	Maximum pupil contact time	20 hours
7	Maximum pupil contact time	20 hours
8	Maximum pupil contact time	19 hours 10 mins

It is expected that Principal Teachers of Guidance would be given an additional allocation of management time within the pupil day which would correlate with the size of each Guidance Teachers case load and remit. It is recommended that this time is allocated in substantial blocks of time and a minimum of 50 minutes be given for every 250 pupils in each teacher's case load.

(After reviewing needs of all promoted postholders, harmonisation will occur for session 2012-13)