

## LNCT 14/06

### 1 Working Time Arrangements 2014-2015

Please find attached the LNCT Working Time Agreement which gives the framework for establishments to negotiate and agree their School Working Time Agreement. This must reflect the actual time taken for tasks in order to address workload issues.

The Document should be circulated to all members of Teaching Staff prior to collegiate discussions at local level. The Working Time Agreement will be subject to LNCT monitoring and the first stage of this is for schools to sign off the Working Time Agreement. Appendices 1 and 2 of the Working Time Agreement should be completed and forwarded to Margaret Mackay (Resourcing Officer) below.

#### **Part time staff**

Prior to the end of term, the part-time calculator must be used for each part time and job share teacher to adjust working patterns to ensure the correct allocation of days worked and in-service days (see Appendix 4)

#### **Nursery – 600 hours**

Separate information has been sent to schools in relation to working hours for the 600 hours provision. This is included here as Appendix 7 for completeness.

### 2. CfE Tackling Bureaucracy Report

Schools should have received the report of the Working Group on Tackling Bureaucracy (attached).

All schools should, as part of their working Time Agreement discussions, consider the issues raised and in particular the actions for schools:

#### **“Schools and staff should:**

- ensure time for professional dialogue and support the development of staff confidence and professional trust in teachers.
- review forward planning procedures to ensure that they are proportionate and support professional dialogue.
- avoid excessive planning based upon assessing, recording and reporting at the level of individual Experiences and Outcomes.”

Reference should also be made to LNCT-14-08 Teachers Weekly Plans  
<http://www.snct.org.uk/library/1646/Teachers%20Weekly%20Plans.pdf>

### 3. Flexibility – Code of Practice on Working hours, Working week.

There has been considerable concern regarding the failure to observe the contractual maximum class contact time of 22½ hours for teachers. The SNCT has introduced a Code of practice on “flexibility”.

Further Aberdeenshire Guidance has been developed and is fully set out in LNCT-14-02 Flexibility  
<http://www.snct.org.uk/library/1712/LNCT%20-%202014-02%20Flexibility%20v2.pdf>

There are three situations where flexibility may be considered.

- A planned approach to flexibility. The LNCT Circular sets out the agreed procedure that must be followed and also sets out illustrations. There is no obligation or requirement for schools to use such an approach.
- Unplanned emergency situations (e.g. no supply staff) during term. Teachers are not obliged to agree to work more than 22 ½ hours class contact. Where they do then the flexibility model applies and time **must be paid back** within a maximum of 4 weeks.
- Unplanned occasions where teachers would otherwise be obliged to take unpaid special leave. Flexibility may be applied to allow for “paid time off” but must be paid back by the teacher within a maximum of 4 weeks. See Special Leave policy LNCT/13/02/a <http://www.snct.org.uk/library/1470/Special%20Leave%20Procedure%20-%20Teachers.pdf>

Margaret MacKay (Authority)  
Pat Flanagan (Teachers' Panel)

LNCT Joint Secretaries

## **A TEACHING PROFESSION FOR THE 21<sup>ST</sup> CENTURY**

### **Guidance for Schools on Working Time and Collegiate Activities Session 2014/2015**

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#### **1. Introduction**

- 1.1 The following guidelines apply to **all** Teachers including those on fixed term and supply contracts and are based on the Code of Practice on Working Time Arrangements for Teachers (Part 2, Appendix 2.7 of the SNCT Handbook of Conditions of Service).
- 1.2 The advice is aimed at helping schools in a way that meets the spirit of the Teaching Profession for the 21<sup>st</sup> Century Agreement.
- 1.3 At the heart of the Teaching Profession for the 21<sup>st</sup> Century agreement are two fundamental principles:
  - (i) to enhance the professional status of teachers by introducing a more collegiate and participatory approach to school management; and
  - (ii) the recognition of the need to control the workload of teachers by ensuring that “The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week”.
- 1.4 The Code of Practice on Collegiality (Part 1, Appendix 1.4, The SNCT Handbook) together with the SNCT Guidance on Working Time Arrangements and Developing a Collegiate Cultural Climate provides the basis for ensuring those principles become a reality. The Code of Practice on Collegiality is attached as Appendix 5.
- 1.5 This agreement applies for the period from August 2014 to July 2015 and will be reviewed prior to the start of school session 2014/2015
- 1.6 It is the clear and unanimous view of the LNCT that this guidance should provide a framework within which schools will operate.

#### **2. The Working Week**

- 2.1 The National Agreement states “The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week” and accordingly there should be no aggregation of working hours over a period longer than a week.
- 2.2 Each full-time teacher is entitled to a minimum of 7½ hours personal allowance for preparation and correction. Teachers exercise their professional autonomy in relation to these hours.

- 2.3 The following table summarises the division of the 35-hour week into three categories. Both the class contact of 22½ hours and the collegiate time of 5 hours give the maximum in any one week and there should be no aggregation of either time over a period longer than a week:

	<b>Maximum Class Contact</b>	<b>Minimum Personal Allowance</b>	<b>Collegiate Time</b>
All Sectors	22½	7½	5

- 2.4 The variation in the length of the pupil week and non-class contact time is indicated in the following table:

	<b>Pupil Week</b>	<b>Maximum Class Contact</b>	<b>Non-Contact Time</b>
Nursery	25	22½	2½
Primary	25	22½	2½
Secondary	27½	22½	5

- 2.5 Where a teacher has class contact of less than 22 ½ hours, they may be used for internal cover up to the maximum of 22 ½ hours except where external absence cover should be provided. No teacher should be asked to take classes beyond the maximum class contact of 22 ½ hours.
- 2.6 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.
- 2.7 Managers require time for additional duties outwith teaching and other associated preparation in order to fulfil their broad professional duties. Primary schools receive an allocation of management time in their staffing allowance and the management time for Primary Principal Teachers (network) is 0.2 fte (0.1 fte for school and 0.1 fte for the network). Secondary Principal Teachers Faculty have management time specified in the table below. For other promoted staff, an allocation of time to carry out their responsibilities within the 35 hour week should be agreed at school level.

<b>Job sized scale Point</b>	<b>Maximum class contact</b>
1, 2, 3	20 hours 10 minutes
4, 5, 6	18 hours 20 minutes
7	15 hours 35 minutes
8	13 hours 45 minutes

- 2.8 While every effort will be made to protect the management time of promoted teachers, there may be occasions where the needs of the school will take precedence (e.g for unforeseen staff absence).

### 3 Time and Place

- 3.1 The national agreement makes it clear that all tasks which do not require the teacher to be on school premises can be carried out at a time and place of the teacher's choosing.
- 3.2 Teachers intending to be out of school during the pupil day should notify their line manager. To assist with the provision of absence cover teachers should make certain they are not required for cover prior to any notification. Teachers are normally expected to report at the start of the school day since cover requirements are unknown.
- 3.3 As much notice as possible should be given to teachers who are required for cover duty particularly when advanced notice of the absence has been given. However, in emergency situations this notice may be very brief due to the nature of contingency cover.
- 3.4 Such cover counts in full as class contact time.
- 3.5 Each school should have a signing out procedure for Health & Safety reasons.

#### 4. Non-Class Contact Time

- 4.1 The divisions of time are detailed in 2.3 of this document. During non-contact time a teacher may decide to:
  - Work at a time and place of their own choosing
  - Carry out preparation and correction from their personal allowance or
  - Carry out tasks from the agreed collegiate activities
- 4.2 Non-class contact should be planned in blocks of no less than 45 minutes in the Primary sector or one period in the Secondary sector. This will ensure both a meaningful educational experience for pupils and a sufficient period for professional tasks to be undertaken.
- 4.3 Where there is a shorter working week arising from in service or holiday arrangements, **then the normal pattern of non-class contact should apply.** In such atypical weeks, some teachers may have more non-class contact than they would otherwise be due and others less (eg. If their non-class contact falls on a holiday). This should be balanced out, where possible, by varying the days for non-class contact over the session or over a number of sessions.
- 4.4 Where an individual teacher is not in school for part of the week, **the normal pattern of non-class contact should apply.**
- 4.5 Class committed promoted staff (eg Primary Head Teacher) should receive a pro-rata reduction in class contact time as specified in Appendix 3.

#### 5 Remaining Contractual Time

##### Annual Balance of Time

All Sectors	190 Hours
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- 5.1 The use of the remaining contractual time of 5 hours per week will be agreed to facilitate other appropriate professional activities. The use of this time will be planned in the School Collegiate Activity Time calendar and is subject to agreement at school level. In larger schools, some of the activities and time may be devolved to a unit level (e.g. Faculty/department/stage level). If so, the use of this time should be planned and agreed by the staff working within the unit. Individual teachers will use their professional judgement in relation to the prioritisation of tasks within the agreed plan.
- 5.2 For **planning purposes only** it may be useful to consider the weekly time aggregated over the school session as 190 hours. These hours exclude the five in-service days which all teachers must attend in accordance with authority requirements and as agreed at school level.
- 5.3 An agreed programme of activities should be arranged across the school session in a way which reflects school needs, takes into account the different pressures on schools at various times and which meets the National Agreement. This programme of activities should take account of the activities listed below, particularly the workload generators of reporting, assessment and planning and the time limits specified in Appendix 1 of this Guidance.

The activities include:

- ◆ Parents' meetings
- ◆ Staff meetings
- ◆ School based negotiations
- ◆ Preparation of reports, records, etc.
- ◆ Forward planning
- ◆ Formal assessment
- ◆ Professional review and development
- ◆ Curriculum development
- ◆ Additional supervised pupil activity
- ◆ Continuous professional development
- ◆ Meetings with External Agencies
- ◆ Additional time for preparation and correction

Where it is proposed that there should be cluster based activities these should be discussed and agreed as part of each school's WTA. Where there are to be joint working meetings involving staff from a number of schools travel time should be included.

- 5.4. **Parents' meetings, staff meetings etc.** Within all sectors, a maximum of 60 hours of the collegiate time may be used for parents' meetings and all other collegiate meetings as agreed by staff.
- 5.5. **School based evaluation and negotiations.** One hour should be allocated to allow for the school to undertake annual evaluation as part of the process of reaching agreement. One hour should also be allocated for staff to meet to formulate proposals prior to an agreement being made. Where Trade Union (TU) representatives are involved in the negotiations, the one hour would allow for the TU representatives to meet their members. Time should be agreed in the calendar of whole staff meetings to allow the whole staff to consider and agree the school working time agreement.

- 5.6. **Preparation of Reports.** Account should be taken of pupil numbers and typical completion time.
- 5.7. **Forward Planning.** Some forward planning may be required to be undertaken on an individual basis, but it is possible that much of it will feature in school as a collegiate activity. In accounting for this time, work involved in constructing the school/departmental development plan and Standards and Quality reports will be included.
- 5.8. **Formal Assessment and Moderation.** Assessment of a diagnostic or formative nature should be considered part of a teacher's normal preparation and correction activities. Moderation sits firmly within learning, teaching and assessment and has the learner at its centre. Moderation provides a means of arriving at a shared understanding of standards and expectations to inform future learning and teaching. However, collegiate time should be allocated for National Assessments and National Qualifications (prelims, NABS etc) and moderation.
- 5.9. **Professional Development and Review Scheme (PDRS).** Two hours should be allocated for the PDRS meetings to allow time for self-evaluation in preparation for the Review meeting.
- 5.10. **Curriculum Development.** This would include arrangements for policy development and curriculum development on an individual or group basis. The allocation of time for curriculum development may be very limited on a weekly basis and the nature and extent of planned curriculum development should take that into account.
- 5.11. **Additional Supervised Pupil Activity.** Such activity is voluntary in nature and should not normally be counted towards collegiate time. However, where additional supervised activity is intrinsic to the pursuance of the subject, an allocation of collegiate time should be considered.
- 5.12. **Continuing Professional Development (CPD).** Additional CPD, over and above the individual maximum 35 hours detailed in section 7, may be agreed as part of the collegiate calendar. If included, the use of the additional CPD time should be agreed as part of each individual's CPD plan through the PDRS scheme.
- 5.13. **Additional Preparation & Correction Time.** Head Teachers and staff are asked to consider carefully the workload of teachers when agreeing collegiate time activity. It is strongly recommended that where there is evidence that teachers are having difficulty with workload that extra time is allocated from the 190 hours collegiate time to additional preparation and correction time.
- 5.14. **Contingency.** In planning the use of available time, a minimum of 20 hours should be left for flexibility which could be utilised, by agreement, for unplanned commitments which arise during the session (e.g. HMI visits, emergency meetings, student placements etc). Any time unused would be split between preparation and correction and collegiate time in a proportion agreed at school level.

5.15 **Meetings with External Agencies.** All case conferences, meetings with external agencies and other partners.

## 6. Parents' Meetings

6.1 Individual schools should agree an annual programme of parents' meetings, the time allocated to each of which should normally be between 1½ and 2½ hours.

6.2 Individual teachers should not be expected to attend parents' meetings for groups of pupils who they do not teach or for whom appointments have not been made. Any teacher without appointments should notify his or her line manager.

6.3 When an individual teacher has met all parents whom she/he is scheduled to meet then such a teacher should not be expected to remain at the meeting.

6.4 In considering parents' meetings as part of a teacher's working time, time actually spent at the meeting should be increased by a minimum of 50% to take account of the requirement to devote time to prepare for these meetings.

6.5 Additional time to prepare for parents' evenings if necessary may also be agreed.

6.6 Time should be planned and made available for non-directed ad hoc consultation which teachers have with parents at short notice and by appointment.

## 7. Continuing Professional Development

7.1 The Professional Development and Review Scheme (PDRS) agreement defines the process for agreeing and recording the additional maximum of 35 hours for CPD on an annual basis.

## 8. Part Time and Job Share Staff

8.1 For staff employed on part time and job share contracts, the allocation of time is on a pro-rata basis as detailed in Appendix 3.

8.2 Within the Primary and Nursery Sector, to achieve the minimum non-contact period of 45 minutes, time may be aggregated for staff on a contract of 0.2FTE or less. This is the only occasion where time can be aggregated and only then by agreement between the teacher and Head Teacher. If there is no such agreement, then non-contact time should be allocated on a weekly basis.

8.3 Teachers have a pro-rata entitlement to the additional maximum 35 hours annual CPD.

8.4 Teachers are expected to undertake the agreed collegiate activities on a *pro-rata* basis. The balance of such activities may differ to that of a full-time teacher.

8.5 The teachers' working year is expressed solely as 195 days, but the occurrence of public holidays and occasional day impacts on the working year of part time teachers. Where the working pattern is such that a part time teacher would be unable to take public holidays and occasional days then other arrangements should be made to enable the teacher to take this leave. Likewise, if the working



pattern would result in a part time teacher receiving more public holidays and occasional days than they are entitled to then arrangements would need to be made to ensure that the leave was appropriately adjusted.

Part time teachers are required to work their pro rata share of 195 days. Further guidance on part time teachers' entitlement to occasional day holidays, attendance at in-service closure days and implications for number of days required to be worked is included in the Guidance for Schools on Part-Time Teachers – Leave and In-Service Arrangements, attached as Appendix 4.

- 8.6 Teachers employed on a part time basis have a pro-rata entitlement to 5 days In-Service. When this involves working days in addition to the pro-rata portion of 195 days, then these days will be undertaken with pay. These additional days will be subject to agreement between the Head Teacher and the teacher.
- 8.7 Teachers on pro-rata arrangements are not required to undertake collegiate activities on a day where they are not employed. The exception to this principle is planned parents' meetings. The collegiate time calendar should be organised to allow such staff to participate on their normal working days (e.g. by varying the day for staff meetings).

## **9 School Based Decision Making Arrangements**

- 9.1 All teaching staff must be involved in the decision making process as far as the composition and timing of collegiate activities at a school level is concerned. All teaching staff should be issued with a copy of this document which includes Appendix 5 SNCT Code of Practice on Collegiality.
- 9.2 Prior to the annual negotiation, there should be an evaluation of the current year's working time agreement at faculty/department/stage level and at school level as part of the process. Provision should be made for identifying and addressing/rectifying existing or emergent workload problems.
- 9.3 Where some activities and a time allocation are delegated to faculties/departments/stages then the plan and time allocation for those delegated activities should be agreed at that level. The whole school plan and faculty/stage plan, taken together, should lie within the time allocations summarised in Appendix 1. Individual teachers will use their professional judgement in relation to the prioritisation of tasks within the agreed school working time agreement.
- 9.4 The arrangements for discussion at establishment level will be made by the Head Teacher and will involve representatives of the recognised Trade Unions and such consultative mechanisms as exist under present arrangements. These discussions should take place in the summer-term for implementation in the following session, and should lead to an agreement which can be put to a meeting of the whole school teaching staff for their approval.
- 9.5 The Joint Chairs/Secretaries of the LNCT will arbitrate at an appropriate stage if there is a failure to produce an agreement that can be put to all staff before the end of session.

- 9.6 Once agreement has been reached it is expected that all teaching staff in the establishment will undertake the activities as appropriate.

The agreement should be accessible to all teachers, for example via the school intranet.

- 9.7 The working time agreement will be adhered to by everyone involved and the integrity of the 35 hour working week will be maintained. Within the agreement, the times allocated to tasks should be realistic and subject to ongoing review.
- 9.8 Once made, the agreement can only be amended through the same consultative mechanisms and such amendment is subject to approval of all the teaching staff in the establishment.
- 9.9 The criteria for effective school consultation and negotiating arrangements should include:
- The establishment of school based negotiating machinery.
  - Involvement of teachers' trade union school representatives.
  - An agreed framework for consultation and agreement with staff on the school improvement plan.
  - A collegiate framework for establishing the school's programme of activities.
  - Annual evaluation of the effectiveness of the school's programme of activities.
  - Clear monitoring procedures at local level.

## **10. Monitoring this Agreement**

- 10.1 Teacher workload must be managed within the context of the 35 hour week and the Working Time Agreement (WTA). The monitoring of workload should be an integral part of the monitoring of the effectiveness of the WTA.
- 10.2 Teachers are encouraged to monitor and audit their own workload and to raise concerns with their line manager if and when they arise.
- 10.3 The allocation of time is a matter for agreement within each school and this agreement should be monitored at school and at faculty/department/stage level to ensure sufficient time is being made available for planned activities.
- 10.4 Each school should use its consultative mechanisms to monitor workload on an ongoing basis and to inform the annual negotiation on Working Time. The current year's school agreement should be used to assist the annual evaluation. The questionnaire in Appendix 5 could be used to assist the process.
- 10.5 The school agreement (Appendix 2) should be signed by the Head Teacher and TU/staff representatives and this document should be accessible to all staff. The Joint Chairs/Secretaries of the LNCT will arbitrate if the school agreement is inconsistent with the LNCT agreement.
- 10.6 All schools should send a signed copy of their WTA to their Quality Improvement Officers (QIOs) by the end of this session, for information. (Appendix 1 and 2)

- 10.7 By the end of the session QIOs will forward copies of all the school agreements within their network to the Joint Secretaries of the LNCT, Education, Learning & Leisure, Woodhill House, Aberdeen.
- 10.8 The role of the LNCT is to monitor the process and the impact on the management of workload. The LNCT will consider all schools Working Time Agreements on an annual basis or as part of a rolling programme over a three year period. The LNCT will supplement a paper review by visiting a sample of schools.
- 10.9 Following such monitoring and evaluation, the LNCT will circulate examples of good practice.
- 10.10 As part of the Quality Assurance process the development of Collegiality and WTA will be monitored by the council through QIOs. The quality assurance framework will particularly help in preparing for HMle inspections and meeting the Quality Indicators in the revised How Good is Our School (HGIOS 3). Such monitoring will emphasise the commitment to address workload and meet the obligations to establish collegiality. However, monitoring by QIOs does not replace the need for monitoring by the LNCT and evaluation which involves teachers and teachers' representatives.
- 10.11 Further work by the LNCT is required in the Assessment of the Wider Cultural Climate and the development of Collegiality. The SNCT's Code of Practice on Collegiality should be discussed at school level and used to steer progress towards collegiate working within all schools. The LNCT will develop methods to assist and monitor that progress.
- 10.12 The purpose of LNCT monitoring is to provide feedback, to inform future negotiations and to identify and share good practice.

## **11. Conclusion**

- 11.1 It is incumbent on all of us involved in the process to approach the future in a spirit of mutual understanding and trust and to set the tone and manner that will enable the culture and atmosphere of our schools to flourish.

**TO BE USED FOR SESSION 2014/15 ONLY  
DAILY CALCULATOR - FULL TIME EQUIVALENCIES**

DAY	MON	TUE	WED	THU	FRI	TOTAL
NO IN SESSION	38	40	40	40	39	197
CONTRACTUAL	39	39	39	39	39	195
SURPLUS/DEFECIT	-1	1	1	1	0	2

Please subtract the occasional days from the appropriate day depending on your network

**PART TIME CALCULATOR**

INSTRUCTIONS FOR HEAD TEACHERS - ENTER IN THE HIGHLIGHTED CELLS THE PROPORTION OF EACH DAY THE TEACHER IS CONTRACTED FOR  
E.G - 1.00 FOR FULL DAY/0.50 FOR HALF DAY ETC

	MON	TUE	WED	THU	FRI	
FTE FOR DAY	1.00	1.00	1.00	1.00	1.00	
NO IN SESSION	38.00	40.00	40.00	40.00	39.00	197.00
CONTRACTUAL	39.00	39.00	39.00	39.00	39.00	195.00
SURPLUS/DEFECIT	-1.00	1.00	1.00	1.00	0.00	2.00

**TOTAL DAYS DUE TO TEACHER/AUTHORITY**

**2 DAYS**

IF MINUS ANSWER TEACHER REQUIRES  
TO WORK THIS BACK - IF POSITIVE  
TEACHER TO BE GIVEN THIS TIME OFF

## WORKING TIME AGREEMENT – SESSION 2014/2015

### COLLEGIATE ACTIVITIES

Paragraph reference	Collegiate Activities	Time Allocations
	<b>Meetings</b>	
6	Parent Meetings (plus 50% allocation)	
6.6	Additional time for parental consultation	
	Whole school staff meetings	
	Faculty/stage meetings	
	Management team meetings	
	Liaison with Visiting Specialists, SFL, etc	
5.5	School based evaluation and negotiations	2
5.9	PDRS Review	2
5.15	Meetings with external agencies	
	<b>Total for Meetings</b>	Maximum of 60 hours
	Additional Activities	
5.6	Preparation for reports, records, etc	
5.7	Forward planning	
5.8	Formal assessment and moderation	
5.10	Curriculum Development	
5.11	Additional supervised pupil activity	
5.12	Additional CPD	
5.13	Additional time for preparation and correction	
5.14	Contingency	Minimum of 20 hours
	<b>Total over the session</b>	190

**SCHOOL WORKING TIME AGREEMENT SIGNING OFF FORM  
SESSION 2014/15**

**School Name:** \_\_\_\_\_

All teachers have been issued with a copy of the LNCT Guidance for Schools on Working Time and Collegiate Activities Session 2014/2015 and the school working time agreement has been developed and agreed in accordance with Section 9 of the Guidance.

**Signed:**

Head Teacher \_\_\_\_\_

Signed by Trade Union Reps (where applicable) and/or Teachers

Name	Union if Applicable

Please attach school working time agreement and forward to Margaret Mackay Resourcing Officer.

<b>FTE</b>	<b>22½ Class Contact Time</b>	<b>Collegiate time</b>	<b>Personal Allowance</b>	<b>Total</b>	<b>Non- class Contact time Nursery, Primary later stages</b>	<b>Non class contact Secondary</b>
	<b>Hr Mins</b>	<b>Hr Mins</b>	<b>Hr Mins</b>	<b>Hr Mins</b>	<b>Hr Mins</b>	<b>Hr Mins</b>
<b>1.0</b>	<b>22.30</b>	<b>5.00</b>	<b>7.30</b>	<b>35.00</b>	<b>2.30</b>	<b>5.00</b>
<b>0.9</b>	<b>20.15</b>	<b>4.30</b>	<b>6.45</b>	<b>31.30</b>	<b>2.15</b>	<b>4.30</b>
<b>0.8</b>	<b>18.00</b>	<b>4.00</b>	<b>6.00</b>	<b>28.00</b>	<b>2.00</b>	<b>4.00</b>
<b>0.7</b>	<b>15.45</b>	<b>3.30</b>	<b>5.15</b>	<b>24.30</b>	<b>1.45</b>	<b>3.30</b>
<b>0.6</b>	<b>13.30</b>	<b>3.00</b>	<b>4.30</b>	<b>21.00</b>	<b>1.30</b>	<b>3.00</b>
<b>0.5</b>	<b>11.15</b>	<b>2.30</b>	<b>3.45</b>	<b>17.30</b>	<b>1.15</b>	<b>2.30</b>
<b>0.4</b>	<b>9.00</b>	<b>2.00</b>	<b>3.00</b>	<b>14.00</b>	<b>1.00</b>	<b>2.00</b>
<b>0.3</b>	<b>6.45</b>	<b>1.30</b>	<b>2.15</b>	<b>10.30</b>	<b>0.45</b>	<b>1.30</b>
<b>0.2</b>	<b>4.30</b>	<b>1.00</b>	<b>1.30</b>	<b>7.00</b>	<b>0.30</b>	<b>1.00</b>
<b>0.1</b>	<b>2.15</b>	<b>0.30</b>	<b>0.45</b>	<b>3.30</b>	<b>0.15</b>	<b>0.30</b>

## **GUIDANCE FOR SCHOOLS 2014-15**

### **Part-Time Teachers – Leave and In-Service Arrangements**

#### **Session 2014-2015**

##### **1.0 Introduction**

- 1.1 The Part Time Workers Regulations (Prevention of Less Favourable Treatment) Regulations 2000 make it unlawful to treat part-time workers less favourably than their full-time counterparts. This means that part-time teachers are entitled to the same entitlements on a pro-rata basis, as a full-time teacher and should therefore receive a proportion of those entitlements based on their contracted hours of work.
- 1.2 Teachers employed on a part-time basis also have a pro-rata entitlement to the agreed number of In-Service days in each school year.

##### **2.0 Need for adjustments**

- 2.1 A full-time teacher is paid the annual salary for their scale point. In the school session 2014 – 2015 the full-time teacher has a working year of **195 days**. A part-time teacher will receive the pro-rata proportion of the annual salary and therefore should actually work the same proportion of 195 days. (See column 1 on table)
- 2.2 The placement of Public Holidays and Occasional days within the overall scheme of school holidays, when set against the working pattern of individual part-time teachers, can result in some teachers working more or less than their contractual requirement.
- 2.3 In-Service days are set each year and this, when considered against the working pattern of individual part-time teachers, can result in some teachers not receiving their pro-rata entitlement to In-Service.

##### **3.0 Implementation Guidance**

- 3.1 To ensure that each part-time teacher is working the correct number of days in the school session and receiving their pro-rata entitlement to In-Service, Head Teachers should use the following tables for calculating entitlement. The attached ready reckoner may be used as a tool for calculating entitlement.
- 3.2 Prior to the new school session or on commencement of employment of a teacher part way through the year a calculation should be made to establish the pro-rata proportion of 195 working days that the part-time



teacher is required to work. The following tables should be used for this purpose.

**Primary**

<b>FTE</b>	<b>Days employed (*includes In-Service entitlement)</b>	<b>In Service entitlement (included in the total number of days employed)</b>
1.0	195	5
0.8	156	4
0.6	117	3
0.5	97.5	2.5
0.4	78	2
0.2	39	1

**Secondary**

<b>FTE</b>	<b>Days employed (*includes In-Service entitlement)</b>	<b>In Service entitlement (included in the total number of days employed)</b>
1.0	195	6
0.8	156	5
0.6	117	4
0.5	97.5	3
0.4	78	2
0.2	39	1

**\* Teacher of Flexible Days**

<b>FTE</b>	<b>Days employed</b>	<b>In Service entitlement (included in the total number of days employed)</b>
0.60	118	3
0.55	108	3
0.50	97.5	2.5
0.42	82	2

\* For further information regarding the Teacher of Flexible Days please refer to the Guidance for Schools on the Teacher of Flexible Days.

- 3.3 The number of potential working days should be identified for the whole school session for each individual (this will vary depending on working pattern). This should include attendance during the session at In-Service days.
- 3.4 Depending on the working pattern of the part-time teacher an adjustment may be required for those with fixed patterns of work to enable the part-time teacher to receive their entitlement to In-Service and ensure that their contractual commitment is met.



- 3.5 Where the working pattern is such that a part-time teacher would be unable to undertake their entitlement to In-Service then other arrangements should be made in consultation with the Head Teacher to enable the teacher to attend the relevant number of In-Service days. This could be done by adjusting the days worked in that week or by claiming the day attended at the In-Service day. The timings of such adjustments will be subject to the exigencies of the service.
- 3.6 The Teacher of Flexible Days contracts include the entitlement to In-Service from 1<sup>st</sup> April 2014. Therefore the working pattern of the Teacher of Flexible Days should ensure that the teacher receives their entitlement to In-Service and no longer claimed for by S56 timesheet.

**Annual Evaluation**

Teachers are encouraged to evaluate their personal workload against the generic figures agreed in their school. This will enable teachers to use professional judgment in relation to how their time is being used. It will also yield information which will feed into the School Consultative Group's annual review of the Working Time Agreement.

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

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

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

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**Any new priorities emerging that require an allocation of time?**

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## SNCT CODE OF PRACTICE ON COLLEGIALITY

### Introduction

Collegiality is at the heart of the National Agreement “A Teaching Profession for the 21<sup>st</sup> 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 recognized. 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.

### 1. Collegiality at Council Level

Experience in recent years has demonstrated the value and importance of open communication between and amongst LNCT members in making and implementing decisions on devolved conditions of service matters. Key to this process is a need for mutual respect and trust between partners in order to create a climate of genuine collegiality. This will involve all partners in a reflective, co-operative approach to collegiality.

Where the LNCT has devolved powers, all parties work together to reach agreement by a participative decision making process. In a collegiate council the LNCT should also be seen as a forum for discussion on wider issues impacting on the Education Service.

The views of all participants are encouraged, valued and respected. All partners are encouraged to participate and all views are fully considered. Participants/partners can contribute to discussions and decisions on all areas of council and school life (for

example through participation in education working groups). The Director of Education (or Lead Officer for Education) has a key role to play in setting the tone for the development of the culture of collegiality throughout the Education Service.

Once agreements are reached at LNCT level, all partners demonstrate joint ownership and responsibility for these agreements and communicate such. The LNCT monitors agreements regularly and effectively and issues advice when required.

Meaningful dialogue takes place between LNCT Joint Secretaries within agreed timescales. In accordance with the locally agreed constitution, members of the LNCT are well informed, thereby fostering open and honest discussion and affording all members equally the opportunity to share information responsibly and respectfully. All agreements are signed and issued on a joint basis. All LNCT members have agreed time to prepare which is subject to regular review. Agendas are agreed in advance of the meeting by LNCT Joint Secretaries and are issued in good time. Joint Secretaries ensure that matters arising and action points are delegated and concluded appropriately within reasonable timescales.

The LNCT recognises the value of collegiality and provides a model of such partnership working by operating in an atmosphere of mutual respect and trust in the conduct of its discussions and negotiations. Issues of educational significance, including the implications of local and national policy initiatives are discussed regularly and perspectives on such matters are shared between and amongst members of the LNCT.

The principles of collegiate working at council level are reflected at school level. The LNCT has an agreed procedure for monitoring and supporting the work of school negotiating committees. It provides advice, including published guidance, and other interventions, as and when necessary, to support discussions and negotiations in schools. It offers opportunities for joint training on aspects of its work.

As part of collegiate working, the LNCT is committed to supporting leadership at all levels in schools, including the development of associated personal and professional skills amongst all staff. 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.

In a collegiate council, the LNCT is seen as a key part of the Education Service.

## **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 organizations. 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.

### Nursery - 600 hours

There are four models to support the implementation of the 600 hours of early learning and childcare entitlement in the Children and Young People Bill. Before setting out the working hours arrangements, it is worth summarising the current arrangements as set out in the WTA.

### Working Week

The current SNCT Handbook sets out the working week of 35 hours as follows:

- A maximum of 22.5 hours will be devoted to class contact
- An allowance of no less than one third of the teacher's actual class contact commitment is provided for preparation and correction.
- The use of remaining time will be subject to agreement at school level within LNCT guidelines.
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Non class contact ("free periods" or "McCrone time") is simply the difference between max class contact and length of school week (25 hours Primary and 27½ hours secondary) and is NOT a further division of the working week.

It has no real meaning in the scenarios below when we are dealing with a nursery pupil week of 15hours 50minutes for a single session nursery or 31 hours 40 minutes for a 2 session nursery.

For atypical weeks - holidays, in-service days – the normal pattern of class contact applies. During such weeks, that may mean some teachers receive more non-contact time than they would be due on a pro rata basis and some teachers less.

Part-time teachers are employed on a pro-rata basis. They are not required to attend collegiate activities on days they are not employed with the single exception of parents' evenings.

### Time and Place

Teachers are only required to be on the premises when have class contact or for agreed collegiate activities as per the school's Working Time Agreement. During non-class contact time a teacher may:

- Undertake preparation & correction from their personal allowance
- Undertake agreed collegiate activities.
- Exercise their right to time and place provisions.

There is no requirement to be on the premises for "McCrone time" or on a day where there is no class contact other than, as set out above, for agreed collegiate activities

## Two session nurseries

The working time is set out for each of the models.

<b>Model</b>	<b>FTE</b>	<b>Max class contact</b>	<b>1/3 Preparation and correction</b>	<b>Collegiate time - WTA</b>	<b>Total</b>
1	1.0	22 hours 30 minutes	7 hours 30 minutes	5 hours	35hours
2	0.5	11 hours 15 minutes	3 hours 45 minutes	2 hours 30 minutes	17 hours 30 minutes
3 Job share staff	0.2	4 hours 30 minutes	1 hour 30 minutes	1 hour	7 hours
	0.4	9 hours	3 hours	2 hours	14 hours
	0.6	13 hours 30 minutes	4 hours 30 minutes	3 hours	21 hours
	0.8	18 hours	6 hours	4 hours	28 hours



## Single session nursery

There are two options detailed below.

1. There is no-one employed to provide McCrone cover and the nursery teacher will be offered an increase in hours to cover the full 15 hours and 50 minutes class contact per week. The maximum class contact equals the pupil week and so there is no need for “McCrone cover”.

Model	FTE	Max class contact	1/3 Preparation and correction	Collegiate time - WTA	Total
2	0.71	15 hours 50 minutes	5 hours 20 minutes	3 hours 50minutes	25 hours

2. The nursery teacher will cover 9 sessions per fortnight with “McCrone cover” covering the 10<sup>th</sup> session. The teacher’s contract will be increased for 9 x 3 hours 10 minutes sessions =28 ½ hours class contact per fortnight or 14 ¼ hours per week. The McCrone cover increased to 3 hours 10 minutes per fortnight.

Where such a flexible model is to be used, it must be agreed by the Nursery teacher and HT, signed off and returned to LNCT Joint Secretaries Margaret Mackay.

Model	FTE	Max class contact	Min 1/3 Preparation and correction	Collegiate time - WTA	Total
Weekly Cover 1 hour 35 minutes cover	0.64	14 hour 15 minutes	5 hours	3 hours 09 minutes	22 hours 24 minutes
Flexible Week 1		15 hours 50 minutes	5 hours 30 minutes	3 hours 09 minutes	24 hours 32 minutes
Flexible Week 2 Cover 3 hours 10 minutes		12 hours 40minutes	4 hours 30 minutes	3 hours 09 minutes	20 hours 22 minutes
<b>Flexible total</b>	<b>0.64</b>	<b>28 hours 30minutes</b>	<b>10 hours</b>	<b>6 hours 18 minutes</b>	<b>44hours 48 minutes</b>

**CURRICULUM  
FOR EXCELLENCE  
WORKING GROUP  
ON TACKLING  
BUREAUCRACY**





Albert Einstein is reputed to have said that “bureaucracy is the death of sound work.” The sound work that teachers and local authorities are accomplishing through Curriculum for Excellence (CfE) must not be stifled by unnecessary bureaucracy. That is why the Cabinet Secretary announced at the EIS’s AGM earlier this year that the Scottish Government will work with teacher associations, local authorities and other partners to develop ways in which we can tackle needless bureaucracy.

I have chaired the Group and our message is clear: the purpose of CfE is to promote better teaching and learning. This must not be obscured by bureaucracy and unnecessary paperwork. That is unacceptable and needs to stop now.

This statement shows how it can be stopped. We have set out some key messages and actions that everyone in education should take over the current school year to root out pointless bureaucracy and enable CfE to grow and flourish.

Dr Alasdair Allan, Minister for Learning, Science and Scotland’s Languages



## ABOUT THE GROUP

The CfE Working Group on Tackling Bureaucracy was established following a commitment by Michael Russell, Cabinet Secretary for Education and Lifelong Learning at the EIS’s AGM to tackle concerns over unnecessary bureaucracy associated with the implementation of Curriculum for Excellence.

The Group was chaired by Dr Alasdair Allan, Minister for Learning, Science and Scotland’s Languages, and tasked with identifying the main drivers around excessive bureaucracy relating to the implementation of CfE and making proposals for addressing the issues involved.

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# THE GROUP IDENTIFIED THE MAIN DRIVERS OF EXCESSIVE BUREAUCRACY AS:

## **Over-detailed planning processes.**

Planning at the level of every individual experience and outcome; planning with too many layers and too much repetition. A lack of balance between written planning and planning based on professional dialogue.

## **Assessment, tracking and reporting systems that are not fit-for-purpose.**

Inappropriate use of ICT systems. Quality assurance and monitoring processes that make insufficient use of evidence from day-to-day teaching and learning; and sometimes cumbersome approaches to profiling and reporting to parents.

## **Adopting rather than adapting.**

Inflexible use of “one size fits all” approaches to CfE rather than adapting to suit local circumstances.

## **Unnecessary auditing and accountability.**

Local authorities sometimes requiring excessive detail for auditing and accountability. Schools over-preparing for inspections based on misunderstandings about Education Scotland’s expectations.

## **Lack of confidence.**

Headteachers and staff still need to gain full confidence in the changes that they are making to their practices. This leads to detailed approaches being adopted in the developmental phase which could be – but are often not – reduced as familiarity and confidence grows.

## **Unclear expectations.**

Uncertainty over what schools have to do, should do and can choose to do in implementing CfE.

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# KEY MESSAGES

Scotland's approach to teaching and learning – Curriculum for Excellence (CfE) – is about empowering teachers to improve outcomes for pupils. This new approach is bringing real benefits. However, in some cases, too much paperwork and overly complex processes are getting in the way of teaching and learning. This needs to be addressed. **Everyone** has a part to play in tackling excessive bureaucracy.

## More specifically:

- » Professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process.
- » Forward planning is a professional tool to assist teaching and learning. Teachers should plan to the **level of detail** which will work best for their pupils. This will vary with the teacher's level of experience, familiarity with the material and preferred style, so there should not be a "one-size-fits-all" approach. Daily plans should be brief and mainly for teachers' use (e.g. a diary approach.)



- .....
- » Forward planning should be proportionate; there is no need to plan, assess, record and report at the level of each and every Experience and Outcome. It is almost always better to **group together** related Experiences and Outcomes and focus on the most significant aspects of teaching and learning.
  - » Forward planning should support professional dialogue rather than simply fulfil an audit function.
  - » Whole school approaches to self-evaluation play a key role in improving performance but over-reliance on audit and “tick box” approaches can distract from high quality teaching and learning. Self-evaluation **should focus only on the key information required to support improvement.**
  - » **ICT planning and reporting systems should be used with caution.** There should be a realistic evaluation of the time required to utilise such systems and this should be factored in to school improvement plans. Just because such systems *can* support very detailed planning and reporting, does not mean they *should* be used in that way. What matters is that systems are used effectively to support and protect time for professional dialogue.
  - » **Parents** are looking for reports that give a clear, rounded personalised summary of their child’s learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself.
  - » Report card formats and other arrangements for reporting should avoid jargon and “tick box” approaches such as covering each and every Experience and Outcome.
  - » Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly **from day-to-day teaching and learning.** Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement.
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# ACTIONS

The purpose of this statement is to trigger action at a range of levels. All the organisations represented on the Group have agreed the key messages and actions and commit to pursuing their implementation **over the current academic year 2013/14**. This should be reflected in local authority and school improvement plans. Current action plans should be reviewed in the light of these principles. Future action plans should reflect them.

## All involved in delivering teaching and learning should:

- » ensure that their planning, monitoring and reporting systems are fit-for-purpose. They should be used in a way that maximises the time spent on teaching and learning, supports professional dialogue and avoids unnecessary workload.
- » ensure that reporting formats reflect CfE in that they revolve around narrative reporting rather than “tick box” approaches and that their approach is essentially holistic.

## Schools and staff should:

- » ensure time for professional dialogue and support the development of staff confidence and professional trust in teachers.
- » review forward planning procedures to ensure that they are proportionate and support professional dialogue.
- » avoid excessive planning based upon assessing, recording and reporting at the level of individual Experiences and Outcomes.

## Each Local Authority and Learning Community should:

- » challenge unnecessary bureaucracy in education services and schools.
  - » take practical steps to improve school leadership skills and staff confidence in planning for learning with a view to discouraging excessive paperwork.
  - » ensure that audit and accountability arrangements focus only on the most valuable information to make the greatest improvement.
  - » regularly review the efficacy of ICT systems for planning and reporting, ensuring that they are fit-for-purpose and do not unnecessarily take time away from teaching.
- .....

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## **Education Scotland should:**

- » use its inspection teams to challenge unnecessary bureaucracy in schools.
- » support improvement through professional dialogue and promote sharing and exemplification of good practice.
- » ensure that it does not itself create unnecessary paperwork for schools and staff. This includes working with local authorities and schools to clarify expectations and making sure that the documentation required for inspection purposes is kept to the minimum.
- » review its CfE website to ensure that national policy expectations are clear and guidance and support for CfE is made more easily accessible.

## **SQA and each Local Authority should:**

- » ensure that national and local quality assurance processes are aligned and proportionate.
- » take practical steps to develop staff confidence in delivering verification procedures for new qualifications and streamlining these procedures if necessary.
- » regularly review guidance to highlight current advice and remove unnecessary and out-of-date material.

## **NPFS should:**

- » work with parent groups to develop understanding and publicise more streamlined and effective reporting systems.

## **Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers should:**

- » consider the outcome of the Group's work in the context of their existing role.
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## WORKING GROUP MEMBERS

<b>ADES</b>	–	Association of Directors of Education in Scotland
<b>AHDS</b>	–	Association of Heads and Deputes in Scotland
<b>COSLA</b>	–	Convention of Scottish Local Authorities

### Education Scotland

<b>EIS</b>	–	The Educational Institute of Scotland
<b>NASUWT</b>	–	National Association of Schoolmasters/ Union of Women Teachers
<b>NPFS</b>	–	The National Parent Forum of Scotland

### The Scottish Government

<b>SLS</b>	–	School Leaders Scotland
<b>SQA</b>	–	Scottish Qualifications Authority
<b>SSTA</b>	–	Scottish Secondary Teachers Association

### Voice

Further information is available on the Group's website:  
[http://www.scotland.gov.uk/Topics/Education/Schools/  
CfEtacklingbureaucracygroup](http://www.scotland.gov.uk/Topics/Education/Schools/CfEtacklingbureaucracygroup)



**The Scottish  
Government**  
Riaghaltas na h-Alba

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ISBN: 978-1-78412-066-5

This document is also available on  
the Scottish Government website: [www.scotland.gov.uk](http://www.scotland.gov.uk)

APS Group Scotland DPPAS19832 (11/13)