

Working Time Arrangements For Teachers and Monitoring Working Time Agreements

INTRODUCTION

Background

Schools in Glasgow have now been involved in local, school based negotiations and arriving at school agreements on working time arrangements for the past four years. This has worked well in very many schools and good practice has been identified relating to the nature of the negotiations, the staff representation and involvement in the negotiation process and the timescales over which the negotiation process should take place and be completed.

In January 2006, the SNCT reminded LNCTs required to have in place under Annex C of the 2001 National Agreement.

- (a) Framework advice on local working time arrangements, including advice on the process by which schools should conclude establishment working time arrangements
- (b) Clear procedures for establishment "signing off" of working time agreements
- (c) Arrangements to assist in situations where there are failures to agree
- (d) Advice on monitoring of teacher workload at establishment level to ensure that working time arrangements assist the management of workload in the 35 hours allocated for individual and collective work (excluding the additional 35 of CPD per annum)

A copy of the SNCT letter is attached as Appendix 2

It is appropriate now to establish a more detailed LNCT Agreement that would form the basis of all local negotiations at establishment level in Glasgow and would meet the expectations of the SNCT in its communication of 20 January 2006. Thus an agreement would be applied to all working time discussions to be held in April/May 2006. It continues to be based on Annexe D of "A Teaching Profession For The 21st Century".

The Agreement

The agreement covers the arrangements for the working week for teachers and describes the issues already agreed at local authority level, and those to be agreed and dealt with at establishment level. The individual and collective work of teachers should be capable of being overtaken in the 35-hour working week.

The Agreement will guide all future working time agreements in educational establishments in Glasgow. The final section deals with procedures for monitoring working time agreements at establishment level and evaluating the wider cultural climate in schools.

THE NEGOTIATION PROCESS

The elements of the process

- a) The negotiation process at establishment level will take place in accordance with the timeframe given in Annex 1.
- b) The composition of the negotiating group is a matter for each establishment to decide, but it should take account of the relative size of the membership of each professional association represented in the establishment. While the relative sizes of union memberships should be reflected, there is no requirement to have pro rata representation.
- c) The Head Teacher will identify time for members of the negotiating group to prepare for meetings when the annual discussion on working time arrangements is to take place.
- d) Each establishment agreement must state the arrangements for monitoring and reviewing the agreement's implementation and effectiveness. This may be undertaken using the existing consultation mechanisms or by other procedures agreed within the establishment.
- e) Each establishment is required to return a copy of their agreement to the Depute Director of Education and the agreement must carry the signature of the Head Teacher and the main staff representative(s). ***This will be regarded as the "signing off" of the agreement for the following school session.***

TEACHERS' PROFESSIONAL ACTIVITIES: MONITORING TEACHER WORKLOAD

What the Agreement Covers

The (proposed) Glasgow LNCT agreement covers the ten professional activities identified in Annex D of "A Teaching Profession for the 21st Century", namely additional time for preparation and correction, parents' meetings, staff meetings, preparation of reports/records etc, forward planning, formal assessment, professional review and development, curriculum development, additional supervised pupil activity, and continuous professional development. However, other duties may be added to this list by agreement within each establishment, depending on the individual needs of the establishment.

All of the duties in the following sections are required of staff (except "Additional Supervised Pupil Activity" which remains a voluntary area) but staff will have considerable professional autonomy in prioritising time for their own professional tasks, reflecting the increased emphasis on the professionalism of teaching staff, at the heart of the Agreement. The completion of audit sheets will not be required, although a record of CPD must be kept.

i Additional Time for Preparation and Correction; Preparation of Reports and Formal Assessment

The duties which make up staff workloads can vary widely from one teacher to another depending on a range of factors such as the number of pupils or number of classes taught, the stage or courses taught, the level of corrections taking account for example of dependency on language or extent of homework programmes, and timetabling arrangements. The indicative time allocations in the WTA may not fit the individual situation of certain staff, so they may require to use their professional judgement in prioritising time for these duties..

If a difficulty in managing workload arises during the session, then the member of staff should request a discussion with their line manager and evidence presented by the member of staff will form the basis for that discussion. The line manager will offer advice or other support as appropriate in the light of the evidence offered for discussion.

ii Parents' Meetings

Meetings may be held in the evening or end-on to the pupil day, subject to appropriate consultation with parents. Meetings with individual parents may be arranged during the school day

Consideration should be given to providing specific time for preparation for these meetings and, if appropriate, a social break. This would be in addition to time already spent by the teacher in e.g. bringing corrections up-to-date for the parental interview.

It is expected that current arrangements where staff do not require to attend for groups of pupils they do not teach, or are allowed to leave if parental appointments are finished, would prevail

iii Staff Meetings

Most staff meetings will be held after the pupil day.

Secondary departmental meetings will generally be held outwith the pupil day, except where it is possible to schedule these without disruption to learning and teaching

In primary, special and pre-5 establishments, consideration should be given to arrangements which may allow groups of staff to meet occasionally within the pupil day without detriment to learning and teaching, in addition to meetings after the pupil day.

iv Planning and Curriculum Development

Establishment Development Planning:

Planning at establishment level should be in accordance with Glasgow's "Guidelines on Development Planning" (published November 1996). The development planning process will limit development priorities to a realistic and manageable number, set a reasonable timescale for the completion of tasks arising from the plan, and take account of resource and staff development implications. If an establishment is inspected during the session then the development plan may be subsumed or replaced by the HMIE Action Plan. In other

circumstances, significant changes to the establishment's development plan will be subject to agreement by the negotiating group.

Departmental, Stage and Unit Development

Planning: The development planning process at other levels such as departments, stages and units within establishments must also limit development priorities to a realistic and manageable number, set a reasonable timescale for the completion of tasks arising from the plan, and take account of resource and staff development implications. If affected by an HMIE Action Plan, then the other plans should be subsumed or replaced by it. It is essential that such plans take full account of, and relate directly to, the overall development plan for the establishment.

Establishment Calendar: The establishment calendar will be based on the 35-hour agreement reached in each establishment. Consultation will take place on a draft calendar and the final version will be subject to agreement by the negotiating group. Any changes required during the session will be subject to full consultation at the earliest opportunity, and agreement by those staff and others who are affected.

Curriculum Development: Most curriculum development tasks should arise in a planned way from the establishment development plan or the unit, stage or departmental plan. Staff workload will vary depending on the availability of high quality locally or centrally produced materials, the introduction of new courses or revision of existing courses, and the number of staff in the department or school to share the task of curriculum development. If a difficulty in managing workload arises during the session then the member of staff should request a discussion with their line manager and evidence presented by the member of staff will form the basis for that discussion. The line manager will offer advice or other support as appropriate in the light of the evidence offered for discussion. It may be necessary to undertake some tasks in the course of the year which are not in the plan. In such a case, there should be a discussion with the teacher's line manager to determine a reasonable timescale for completion of the new tasks or the plan should be amended.

Personal Learning Planning: Personal learning planning is the approach effective teachers have always taken to keeping in contact with progress

being made by children and young people in their classes. It is not about the creation of personal learning plans for all pupils. However there will be some children who do access additional support needs and ASN plans (formerly referred to as IEPs) will require to be compiled. If a difficulty in managing workload arises during the session then the member of staff should request a discussion with their line manager and evidence presented by the member of staff will form the basis for that discussion. The line manager will offer advice or other support as appropriate in the light of the evidence offered for discussion.

v Professional Review and Development

The Professional Review and Development (PRD) process is the main way of agreeing individual staff development needs, taking account of unit, stage, departmental, establishment, local authority and national priorities.

In line with the agreed continuing professional arrangements, it is not appropriate to define precisely what length of time will be allocated to the PRD process. This will be dependent on the particular stage of development of the teacher and the extent of involvement of members of staff in particular priority projects for the department/school. In addition Education Services regards the PRD process as not being dependent on a one off interview in the course of the year. The formal preparation of the annual CPD plan will require a meeting of line member and teacher but this should be informed by on going professional dialogue during the course of the school session. It is expected however that the process should not require more than 3 hours.

Arrangements for PRD meetings/interviews should be incorporated in the working time arrangements for the school. Meetings can take place during the pupil day where this can be accommodated without disruption to teaching and learning, or outwith the pupil day but within the context of the 35 hour working week.

vi Continuing Professional Development

The term "Continuing Professional Development" (CPD) is used to describe all staff development activities.

Some CPD may continue to occur during the

pupil day, for example attendance at a meeting or in-service course.

However all teachers will be involved in 35 hours of CPD per year over and above the working week, as required by the Teachers agreement.

vii Additional Supervised Pupil Activity

Staff involvement in additional pupil activities such as clubs, sports, trips and supported study is highly valued by pupils, parents, and the Council.

Establishments should agree a mechanism to enable staff to opt in to such activities and should plan to include the activities in the establishment calendar wherever possible.

Staff should discuss any issues arising with their line manager or the appropriate SMT member whenever necessary.

Substantial funds will continue to be made available to assist with these kinds of activities including the purchase of equipment and materials (which may also be used for departmental, stage, unit or class purposes), subsidising trips and bringing in specialist groups such as theatre companies.

viii Trade Union and Professional Association Meetings

In accordance with Glasgow City Council policy, staff will have the opportunity to meet as a union or professional association for up to 3 hours each year.

The Head Teacher will identify time for members of the negotiating group to prepare for meetings when the annual discussion on working time arrangements is to take place.

DEALING WITH DIFFICULTIES ASSOCIATED WITH MANAGING WORKLOAD

The overall workload should be such as can be overtaken within the 35 hour working week. Therefore each teacher's workload should be manageable within the indicative time allocations of the school's WTA, given that these are operated within a framework of professional judgement. However, where there are problems in managing workload, advice and support should be sought from a teacher's line manager, backed by evidence from the member of staff of difficulties in finding time to overtake the tasks. The

line manager would then give advice or arrange for further support as appropriate.

If a member of staff is dissatisfied with the outcome of the discussion with the line manager, then the line manager should advise the teacher to take the concern to the next relevant senior member of staff and should advise the more senior member of staff that this may happen.

If the matter is still unresolved at this stage then the member of staff may decide to use other existing procedures such as the grievance procedure.

General difficulties in the operation of an establishment agreement should be referred to the establishment's negotiating committee for discussion. If the general difficulty cannot be resolved at school level, then the establishment negotiating group may refer it to Joint Secretaries of the LNCT.

“SIGNING OUT” ARRANGEMENTS

The references in “A Teaching Profession For The 21st Century” to signing out are as follows:

Section 2: Conditions of Service, Paragraph 2.2, Working Hours: Working Week: “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: teachers will notify the appropriate line manager of their intention in this respect;”

Annexe D: Code of Practice on Working Time Arrangements for Teachers: “If a teacher is not required to be on the premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect.”

In view of the wording above, teachers in Glasgow City Council wishing to exercise their right to “sign out” should be able to do so .

Establishments should have clear agreed arrangements within these parameters of “A Teaching Profession for the 21st Century”.

SHARED EVALUATION OF COLLEGIATE WORKING

School Shared evaluation of collegiate working of WTA and wider collegiality should sit within the Quality Assurance and Improvement process and be linked to the Quality Assurance calendar.

This will be carried out through a professional dialogue involving the QIO, HT and a group of staff or a member of the WTA committee where it is not practical to meet a staff group.

This discussion should underline the links between WTA, SIP, S&Q and CPD.

Key points should be noted within the paperwork a QIO completes for the visit.

Annexe 1 Negotiation Timeframe

Annexe 2 Letter from SNCT

Definition:

Collegiate time is defined to be the working time available over the establishment year (35 hours x 39 weeks) minus the total of class contact time plus one third of this for preparation and correction plus time allocated for promoted duties for staff holding a promoted post.

ANNEXE I:

McCrone 35 hour Agreement: Negotiation Timeframe

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| Prior to Spring break | <ul style="list-style-type: none">● Review of the working time arrangements for the current session (HT discussion with school union and/or other staff representative[s])● Identify any strengths or weaknesses in current arrangements. The process should be one in which good practice and strengths should be built upon for the following year's agreement |
| Within first week of the summer term | <ul style="list-style-type: none">● Head Teacher discussion with school union representatives. Following this, the main staff representative will be identified or the negotiation team confirmed or established and arrangements made for the timescale and process at school level. |
| Before end of April | <ul style="list-style-type: none">● Head Teacher to arrange time for school negotiation team to meet.● Staff representatives will arrange to discuss with the branch the branch's negotiating proposals. Representatives will meet to develop the parameters/proposals for reaching a school agreement. |
| First week in May | <ul style="list-style-type: none">● Negotiation process to be convened. Proposals to be tabled from each side.● If necessary set a programme of meetings for negotiation team to meet with management. |
| May | <ul style="list-style-type: none">● Negotiation period |
| End of May | <ul style="list-style-type: none">● Head Teacher to arrange a full staff meeting to convey the recommendations from negotiators on a school agreement. If possible use INSET day.● Branch meetings to take place.● The Working Time Agreement for the following session would be signed off by the Head Teacher and an appropriate member of the negotiating team. |
| By mid-June | <ul style="list-style-type: none">● Agreements/Non agreement communicated to Education HQ and Trade Union local secretaries● LNCT, through the joint secretaries meet to consider the position across the authority |
| Mid June | <ul style="list-style-type: none">● If no resolution is agreed by 17 June the arbitration process will be arranged by JNCT.● Process concluded at local authority level. Onward referral to SNCT/Joint Secretaries if no resolution is agreed.● Status quo ante to be put in place pending national resolution. |

ANNEXE 2:

Scottish Negotiating Committee for Teachers

COSLA
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5XZ
Tel: 0131 474 9200
Fax: 0131 474 9292
E-mail: Lynne@cosla.gov.uk

Teachers' Panel
46 Moray Place
Edinburgh
EH3 6BH
Tel: 0131 225 6244
Fax: 0131 220 3151
E-mail: dmorrice@eis.org.uk

Scottish Executive
Education Department
Teachers Division
2A North Victoria Quay
Edinburgh
EH6 6QQ
Tel: 0131 244 0230
Fax: 0131 244 0957
E-mail: Stephanie.walsh@scotland.gsi.gov.uk

20 January 2006

Dear Colleague

MONITORING WORKING TIME AGREEMENTS

You were previously advised, in a letter from the Joint Secretaries issued on 11 October 2005, that the SNCT would be seeking information on arrangements for monitoring of working time agreements by Local Negotiating Committees for Teachers.

Under Annex C of the 2001 National Agreement, A Teaching Profession for the 21st Century LNCTs should be conducting an evaluation/audit of working arrangements to assess the wider cultural climate in schools.

LNCTs will need to have the following in place:

- (a) Framework advice on local working time arrangements, including advice on the process by which schools should conclude establishment working time agreements.
- (b) Clear procedures for establishment "signing off" of working time agreements.
- (c) Arrangements to assist in situations where there are failures to agree.
- (d) Advice on monitoring of teacher workload at establishment level to ensure that working time arrangements assist the management of workload in the 35 hours allocated for individual and collective work.

In addition the LNCT should advise the SNCT of monitoring arrangements applied locally.

The following are possible means of monitoring working time arrangements and evaluating the wider cultural climate in schools:

- (i) Paper reviews of establishment working time arrangements. This requires effective and systematic monitoring of returns from schools.
- (ii) LNCT visits to a random sample of schools across the authority to evaluate the process of decision making and the impact of working time agreements on teacher workload.
- (iii) Random surveys of teachers and school managers across the authority; again evaluating the process and the impact of working time agreements.
- (iv) Focus group meetings or open meetings, for example, involving representatives from all types of post.

Whilst it will be for LNCTs to develop their own practice, in looking at monitoring of the agreement at establishment level, the SNCT would expect that due regard will be made to the statement on collegiality issued by the Joint Chairs in June 2005.

The SNCT requires a narrative return from each LNCT on the steps taken by the LNCT to monitor working time arrangements and evaluate the wider cultural climate in schools no later than Friday 31 March 2006. Although it is recognised that this may be a 'work in progress' report, it must be accompanied by a plan for future actions.

For its part the SNCT commits to organising 4 regional events, involving delegates from all 32 Councils, to gather its own evidence on the progress towards collegiality. This will be used to inform the SNCT as part of its review of the National Agreement. You shall be advised of these arrangements in the near future.

Yours sincerely

Lynne Dickson (Employers' Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Executive)

Joint Secretaries



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This Policy has been agreed by the Glasgow LNCT and approved by the Education Services Committee