

**LOCAL AGREEMENT ON THE OPERATION OF THE 35 HOUR WORKING WEEK IN SCHOOLS
AND SUPPORT SERVICES
2014-15**

1 INTRODUCTION

- 1.1 The working year for employees on Conditions of Service set by the Scottish Negotiating Committee for Teachers (SNCT) consists of 195 days, of which 5 days are termed 'in service' days.
- 1.2 The SNCT Code of Practice on Working Time Arrangements for Teachers, set out in Appendix 2.7, Handbook of Conditions of Service (**Appendix 1** of this paper) states:
- "The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week"*
- 1.3 The arrangements set out in this paper apply to all employees whose terms and conditions are set by the SNCT and to all grades of teachers, including those in promoted posts. The term 'teachers' will be used throughout the rest of this report to refer to all employees on SNCT Conditions of Service.
- 1.4 The provisions in this paper will also apply on a pro-rata basis to teachers who are contracted to work less than the full 35 hour working week and those on fixed term contracts. The provisions do not apply to short term supply teachers as defined in SNCT Handbook, Part 2.3 paragraphs 3.1-3.3.
- 1.5 One of the key elements of the SNCT Code of Practice on Working Time Arrangements for Teachers is the emphasis on enhancing the professional status of the job of teaching, providing greater professional autonomy for individual teachers and ensuring a collegiate and participative style of management. Teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis.
- 1.6 The Code of Practice on Working Time Arrangements for Teachers, indicates a range of activities which can be undertaken within the 35 hour working week. This provides the basis for all agreements in relation to working time.
- 1.7 This local agreement aims to guide schools/support services (hereafter referred to as 'schools') towards making decisions, which are based on the provisions within the SNCT Handbook of Conditions of Service.

1.8 The 35 hours consists of three elements:

Class Contact (see section 2.0)

Personal Allowance (see section 3.0)

Remaining Time (see section 4.0)

1.9 The breakdown of the 35 hour working week for an unpromoted full time teacher is as follows:

Maximum class contact time = 22.5 hours
(18.5 hrs for probationers on the Teacher Induction Scheme)

Personal preparation and correction time = 7.5 hours

Remaining Time/Collegiate Activities = 5 hours

1.10 Promoted teachers have a management time allowance which reduces their class contact time.

1.11 Pro rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week.

2 CLASS CONTACT TIME

2.1 Class contact is made up of two elements, the timetabled class contact and class cover duties. In cases where teachers have been timetabled as cover teachers, this time will count in full as "class contact time", for the purpose of calculating preparation and correction time.

2.2 Maximum class contact time for a teacher is 22.5 hours across all sectors, except for those teachers on the National Teacher Induction Scheme, who have a maximum class contact time of 18.5 hours. Teachers who are undertaking the probation outwith the National Induction Scheme have a maximum class contact time of 22.5 hours.

2.3 Principal teachers, depute head teachers and head teachers have a management time allowance which reduces their class contact commitments. It is nevertheless accepted that the nature of these posts very often requires additional pupil contact which is difficult to plan in any given week.

2.4 Where possible, individual pupil contact times involving promoted and unpromoted teachers should be timetabled in advance, with the prior agreement of the teacher's line manager and with the promoted teacher responsible for cover arrangements.

- 2.5 For the purposes of this agreement additional individual pupil contact times will be regarded as Additional Supervised Pupil Activity.
- 2.6 Within nursery, primary and special schools arrangements may have to be made at establishment level to facilitate corresponding activities.
- 2.7 Schools should continue to review and revise their agreed establishment cover arrangements in order that cover is shared equitably with regard to the above and to teachers' maximum class/pupil contact within the context of the 35 hour working week.

3 PERSONAL ALLOWANCE FOR PREPARATION AND CORRECTION

- 3.1 As per paragraph 3.4 of the Handbook of Conditions of Service:
"an allowance of no less than one third of the teacher's actual class contact commitment is provided for preparation and correction".
- 3.2 For planning purposes all full time, unpromoted teachers will receive a personal allowance of 7.5 hours.
- 3.3 Preparation and correction time will be available in meaningful blocks of time of not less than 30 minutes.
- 3.4 Within this context, all teachers will properly exercise professional judgement with regard to undertaking their professional duties when they do not need to utilise the full personal allowance for preparation and correction. In exercising their professional judgement teachers will be required to take account of objectives determined at school, local authority and national levels.
- 3.5 Timetables should be constructed to prevent a teacher having all of their non class contact time on a Monday and a Friday. Head Teachers should refer any timetabling difficulties in this regard to the Manager of the Resource Planning Service.
- 3.6 Non class contact time cannot be banked up or stored from week to week – unless to satisfy the pro rata element related to an asymmetrical job sharing pattern when it may be applied over a two week period.
- 3.7 Whole school or stage assemblies should not be introduced as a method for providing teachers with non class contact time except in exceptional or emergency situations, as outlined in the LNCT Agreements on Reduction in Class Contact Time (2006). Advice on such situations is available from the Resource Planning Service.

4. GUIDANCE ON REMAINING TIME/COLLEGIATE ACTIVITIES

- 4.1 For teachers who are entitled to maximum hours for preparation and correction, 5 hours per week are available for agreed remaining time/collegiate activities.
- 4.2 Regard should also be taken of those times of the year when additional time may be available due to reduced class commitment.
- 4.3 All meetings should be programmed into the school/collegiate calendar. Any additional meetings (as per paragraph 4.2) should be agreed by mutual consent. Teachers will properly exercise professional judgement if they have a balance of time in excess of the above. In exercising professional judgement teachers will require to take account of objectives determined at school, authority and national levels.
- 4.4 Much good practice exists with regard to planning the professional work of teachers, including the annual programme of collegiate activities.
- 4.5 The use of remaining time will be subject to agreement at school level and will be planned to include the following, if appropriate, within the context of the 35 hour working week.
- 4.5.1 Additional Time For Preparation And Correction
Appropriate arrangements for the above can be made at establishment level.
- 4.5.2 Parents Meetings
Parents Meetings may take place in the evening or end on to the school day subject to collective agreement at school level. School arrangements must comply with the Authority Guidelines on Parents Meetings (**Appendix 2** of this paper).
- 4.5.3 Staff Meetings
Staff meetings could include any meetings of teachers including whole school, stage, cross curricular, departmental, management or teacher trade union business. Where the standard timetable permits, departmental meetings shall take place during the pupil day. Where the standard timetable does not permit and subject to the exigencies of the service, a head teacher may vary the standard timetable in order that a departmental meeting(s) may take place during the pupil day.
- 4.5.4 Preparation of Reports, records etc
Time for the completion of reports must form part of the school agreement.
- 4.5.5 Forward Planning
Time for forward planning must be incorporated within the school agreement.

4.5.6 Formal Assessment

Assessment of a diagnostic or formative nature should be considered as part of normal preparation and correction. However time should be allocated where this is required and agreed at established level when assessment is summative and part of formal process, e.g. end of unit tests, national testing. Consideration should be given in relation to other time being made available to any teacher e.g. the use of external invigilation, SQA and preliminary examinations, S1 June timetables, student work experience etc.

4.5.7 Professional Review & Development

An allocation of 6 hours over the academic year, should be included for Professional Review and Development. Agreement should be reached to facilitate this at establishment level. PRD will be arranged in accordance with East Dunbartonshire's policy on Professional Review and Development.

4.5.8 Curriculum Development

Appropriate arrangements can be made at establishment level.

4.5.9 Additional Supervised Pupil Activity

While the work on the "whole school plan" will set out the thrust of collegiate activities which will be undertaken by teachers, individual flexibility may have to be agreed in particular with additional supervised pupil activities such as clubs, theatre visits etc.

The key consideration is that when these take place all contractual activities should be able to be overtaken within the context of the 35 hour week.

4.5.10 Flexibility

A reasonable proportion of available Remaining Time must be allocated by each school to allow scope to react to short notice operational pressures and to meet the needs of any such unplanned commitments e.g. Education Scotland inspections, and incorporated in the school agreement.

5 MANAGING WORKLOAD

- 5.1 The Working Time Agreement should assist the management of workload in the 35 hours allocated for individual and collective activities.
- 5.2 Activities agreed for the use of Remaining Time should be planned in such a way that teachers are not required to undertake more than five hours in any one week, except in those weeks where a Parents' Meeting has been organised or to satisfy the pro rata element related to an asymmetrical job sharing pattern.
- 5.3 In the spirit of, and recognising the professionalism which is the essence of the SNCT Conditions of Service for Teachers, an appropriate strategy for allocation of tasks would be to agree reasonable submission dates for tasks, e.g. forward plans and

reports. The teacher should be encouraged to organise his/her workload to complete these agreed tasks within the agreed timescale.

- 5.4 Consideration should be given to the best use of ICT and school support employees, within available resources, to reduce teacher workload and enhance teaching and learning.
- 5.5 Teachers are encouraged to monitor and audit their own workload. Where there are problems in managing workload, advice and support should be sought from a teacher's line manager, backed by evidence of difficulties in finding time to overtake tasks. The line manager would then give advice or arrange for further support as appropriate.

6 CONTINUING PROFESSIONAL DEVELOPMENT

- 6.1 Teachers (other than short term supply teachers) are contracted to carry out an additional 35 hours of Continuing Professional Development (CPD) per annum. This is in addition to the 35 hour working week. Pro rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week.
- 6.2 This time will include an appropriate balance of small scale school-based activities, personal professional development and nationally accredited courses.
- 6.3 Particular attention is drawn to the section on contractual CPD time within the Authority policy on Professional Review and Development (**Appendix 3** of this paper - to follow).

7 TIME AND PLACE

- 7.1 Paragraph 3.10 of The SNCT Handbook of Conditions of Service states:

"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 manager of their intention in this respect."

- 7.2 The Head Teacher/Support Service Manager (hereafter referred to as 'Head Teacher') must ensure that there are core cover arrangements within maximum class contact hours including cover for staff absence at all times.
- 7.3 All teaching staff should report for duty at the commencement of the working day unless appropriate arrangements have been agreed at establishment level.
- 7.4 Generally, cover arrangements for absent colleagues should be announced at latest during first period although it should also be recognised that in exceptional circumstances, cover may have to be allocated at short notice during the pupil day.

- 7.5 Appropriate notification arrangements must be agreed including identification of immediate line manager and those authorised to accept notification of absence from school in the absence of the immediate line manager.
- 7.6 A review of Health & Safety issues should be carried out by the School Health & Safety Committee or by the Head Teacher and Teacher Trade Union Representatives to ensure that appropriate arrangements are in place within the school in compliance with Health and Safety and Fire evacuation procedures etc.
- 7.7 Each school should have a system which can clearly and quickly determine who is in the school at any one time. All teachers should sign a register when they leave the premises and sign back in when they return.
- 7.8 Promoted teaching staff with responsibility for staff/pupil arrangements during the pupil day must make appropriate alternative arrangements prior to leaving the school, where appropriate in line with current practice.
- 7.9 Existing arrangements for other leave of absence will continue to apply.
- 7.10 Schools should review internal procedures relating to presence in the school building, including pupil registration, in line with the Authority's ICT development.

8. THE SCHOOL NEGOTIATING GROUP

- 8.1 Decisions reached at school level in relation to this agreement, must be collegiate in nature, involve all teachers and result from a structured and transparent negotiating process, reflecting the spirit and ethos of the SNCT Code of Practice on Collegiality, as set out in Appendix 1.4, Handbook of Conditions of Service for Teachers (**Appendix 4** of this paper).
- 8.2 Each school must form its own negotiating group, comprising of representatives from both the senior management team and teaching staff. The Teacher Trade Unions will be responsible for developing their own internal consultative mechanisms at school level.
- 8.3 East Dunbartonshire Council supports the principle of free collective bargaining. Consequently, time off requirements will be in accordance with Procedure Manual 2/12 Time Off for Trade Union Duties, including any additional time required to consult with members and reach agreement through their trade union mechanism with the Head Teacher.
- 8.4 The remit of the school negotiating group is to:
 - Evaluate the previous session's Working Time Agreement
 - Negotiate a school based agreement on the use of remaining time
 - Produce a calendar of events and associated timings

- 8.5 Meetings of the group should be structured and minutes circulated to all staff.
- 8.6 Discussions will be led by the Head Teacher as overall manager and the person ultimately accountable for the activities of the school.
- 8.7 Any changes to the agreed calendar, during the course of a session, must be agreed by the school negotiating group.

9.0 PROCEDURE FOR CONSULTATION AND AGREEMENT

- 9.1 The consultative process at school level will take place in accordance with the timeframe as given in **Appendix 5** of this paper.
- 9.2 Prior to the commencement of negotiations on the working time agreement for the following session, the Head Teacher will convene a meeting/meetings of the negotiating group to carry out an audit of the activities and timescales of the previous working time agreement. This information will enable teachers to provide and gain a realistic assessment of the actual time it takes to complete particular contractual activities and assist in the consideration of a more effective use of the professional time of teachers. This will feed into the collective bargaining process at school level.
- 9.3 The Local Agreement on the Operation of the 35 hour Working Week is normally agreed at the LNCT meeting in March and distributed to establishments as soon as possible thereafter.
- 9.4 During April, Head Teachers should prepare a draft calendar, using the Planning Calendar (Form LNCT/WTA1), showing a core timetable of collective activities for the following session. These should include the dates and times of parent meetings and meetings of departments/groups of teachers/Committees consultation groups/whole staff, and should take account of all major workload generators such as reporting, formal assessments and forward planning.
- 9.5 The draft calendar should be distributed to all members of the negotiating group, who should arrange to consult with the teachers whom they represent. Effective consultative arrangements at establishment level should ensure full participation by all teachers in key decisions affecting their establishment.
- 9.6 Meetings of the negotiating group should take place, as required, throughout April and May. Discussions will be led by the Head Teacher as overall manager and the person ultimately accountable for the activities of the school.
- 9.7 Local authority personnel and local association teacher trade union representatives are available to provide advice where required. Mediation services are also available from trained staff within the Customer Services and Transformation Team.

9.8 When there is agreement on the calendar of collegiate activities and remaining time, the school negotiating group should ensure that all the following paperwork is completed and signed off.

9.8.1 Planning Calendar (**LNCT/WTA 1**)

This should show the dates and duration of collegiate activities over the session. This will be used for monitoring purposes by the LNCT.

9.8.2 Summary of time allocated to specific activities (**LNCT/WTA 2**)

9.8.3 The Agreement (**LNCT/WTA 3**)

This should be signed off by the HT and the teacher trade union/staff representative(s)

9.9 Copies of the current local and school level agreements, appendices and associated returns should be available for all teaching staff to consult in the school.

9.10 Once signed off, 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 school.

10 ARRANGEMENTS WHERE THERE IS FAILURE TO AGREE

10.1 With the above process in place, it should be possible to resolve disputes, which may be individual or collective, without recourse to grievance procedures. This would not affect a teacher's existing right to resort to formal grievance procedures.

10.2 In the event that an agreement cannot be reached, the LNCT Joint Secretaries will in the first instance investigate the case and attempt to resolve the impasse, as per paragraph 9.7.

10.3 Continued failure to resolve the dispute will result in formal referral to the Joint Secretaries of the LNCT within the context of the Recognition and Procedure Agreement of the Local Negotiating Committee for Teachers.

10.4 In situations where there is failure to agree and during any period of negotiation, the status quo ante will prevail.

11 MONITORING AND EVALUATION

11.1 Each school should agree arrangements for monitoring and reviewing the implementation and effectiveness of the working time agreement within their own school as per paragraph 9.1.

- 11.2 An LNCT sub group will consider all Working Time Agreements on an annual basis, shortly after submission, to ensure that all documentation has been correctly completed and there is an appropriate spread of activities across the session. Further clarification will be sought from any school where the correct paperwork has not been submitted and/or there is concern about the composition or spread of the collegiate activities.
- 11.3 The Local Agreement on the Operation of the 35 Hour Working Week is reviewed annually by a sub group of the LNCT.

APPENDIX 1

CODE OF PRACTICE ON WORKING TIME ARRANGEMENTS FOR TEACHERS

(Appendix 2.7, Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service)

The working hours and duties of teachers are negotiated nationally and form part of the agreed conditions of service for teachers. This Code of Practice has been drawn up to describe in more detail the rights and responsibilities involved in translating national conditions of service into practice.

The Code of Practice will operate within the context of national and local negotiating arrangements.

For the duration of the transitional period, individual contracts will contain an additional condition that working time arrangements will operate in accordance with the Code of practice.

The Code of Practice will be kept under review during the transitional period.

It shall inform discussions on working conditions at local level and will require to be supported by effective consultative arrangements at establishment level that ensure full participation by all staff in key decisions affecting their establishment. Discussions will be led by the headteacher as overall manager and the person ultimately accountable for the activities of the school.

With these mechanisms in place, it should be possible to resolve disputes, which may be individual or collective, without recourse to grievance procedures. This would not affect a teacher's existing right to resort to formal grievance procedures. It is also intended that the Code of Practice will help teachers to manage their workload more effectively. Effective planning procedures should assist with the management of workload.

In terms of assisting with local planning and with the control of teacher workload, national priorities will be set. These will be few in number and will normally be constant over a reasonable period of time. 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.

Each educational establishment will prepare a school plan in accordance with the Standards in Scotland's Schools etc Act 2000. The plan will reflect establishment, local and national priorities. Plans will take account of staffing and other resources required. All teachers will have the right to be fully involved in the development of the plan and to be consulted on their contribution to the plan, and the responsibility for realising the school's development priorities. If a plan requires to be reviewed to take account of individual or collective circumstances, staff will be involved in any review as appropriate.

Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service. Each educational establishment will prepare an annual programme of activities, which require the involvement of teachers. In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis. The use of the remaining time (that is, time beyond the combined class contact and preparation/correction allowance) will be subject to agreement at school level and will be planned to include a range of activities, such as:

- 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
- Career-Long Professional Learning.

The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week.

Each education establishment will put effective mechanisms in place to assist the process of reaching agreement on collective time. These mechanisms will be determined at local authority level and will reflect local circumstances. The negotiating machinery at local authority level and at national level will monitor the effectiveness of school mechanisms in ensuring agreement on, and prioritisation of, teachers' working time.

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.

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 that a teacher's working time is deployed. In terms of the remaining time, teachers will be available for meetings and other collective activities during the course of the 35 hour working week. If a teacher is not required to be on the school 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.

Teachers have a right and a responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of Career-Long Professional Learning (CLPL). An additional contractual

35 hours of CLPL per annum will be introduced as a maximum for all teachers, which shall consist of an appropriate balance of personal professional development, small scale school based activity, attendance at nationally accredited courses or other CLPL activities. As part of this professional commitment teachers will have a CLPL plan that is agreed annually with their line manager, based on assessment of individual need. Teachers are also required to maintain an individual CLPL record for professional purposes.

GUIDELINES ON PARENTS' MEETINGS

1.0 INTRODUCTION

- 1.1 The following guidance relates primarily to those meetings in the collegiate calendar between parents and teachers regarding the progress of individual pupils. For ease of reference such meetings are referred to throughout this paper as parents' meetings. Please note that the term 'parents' is used to encompass parents, guardians and carers.
- 1.2 The arrangements which schools put in place for parents' meetings should be based on the recognition that good communication between schools and parents about the progress of children is an essential element of effective learning and teaching. Much good practice already exists in East Dunbartonshire schools and this guidance should be seen as complementary.
- 1.3 The Scottish Negotiating Committee for Teachers (SNCT)- Code of Practice on Working Time Arrangements for Teachers – includes parents' meetings as an integral component of the annual school level 35 hour working week agreement.
- 1.4 The dates and timing of Parents' Meetings in the Collegiate Calendar will be negotiated and agreed between teaching staff and the Head Teacher as an integral part of the 35 Hour Week Working Agreement. (Please note that the term 'Head Teacher' includes Support Service Managers.)

2.0 NUMBER OF MEETINGS

- 2.1 Current practice in schools indicates that primary schools normally organise four parents' meetings over the school session, while secondary schools normally organise up to six. In addition other meetings may be arranged and included in the collegiate calendar for other purposes (eg primary/secondary transfer).

3.0 DATES AND TIMINGS OF MEETINGS

- 3.1 As an integral part of the 35 Hour Working Week Agreement, a final draft collegiate calendar including dates and times of Parents' Meetings should be circulated jointly by management and TU side to teaching staff for consultation. Form LNCT/WTA1 should be used for this purpose.
- 3.2 The dates and times of the planned parents' meetings should be agreed as part of the 35 Hour Working Week Agreement by the deadline date agreed by LNCT each year.

- 3.3 The dates and times of planned parents' meetings will be issued to all parents at the beginning of the academic year.
- 3.4 The current pattern of parents' meetings indicate that one parents' meeting in any one week is the norm in the secondary sector. It is recognised however that, particularly in the primary sector, there may be alternative arrangements through choice.
- 3.5 Parents' meetings may be held end on to the school day or in the evening or a mixture of both over the course of the session.
- 3.6 End on parents' meetings should by definition begin shortly after the end of the pupil day. The exact timing should be agreed collegiately. End on meetings must commence within 40 minutes of the end of the pupil day.

4.0 DURATION OF PARENTS' MEETINGS

- 4.1 Current patterns indicate that the total time allocation varies between evening and end on meetings with the majority of agreements allocating between 2 and 2.5 hours per meeting.
- 4.2 It is recognised that Parents' Meetings are an important showcase for the school and as such they are enhanced by teachers being adequately prepared to talk with parents about their children's progress. Therefore it is reasonable to ensure adequate time is provided in the collegiate calendar for each teacher to prepare. An equal amount of time for associated preparation is normally attached subject to school level collegiate agreements.
- 4.3 The duration of each Parents' Meeting for the following session will be agreed along with dates and times, as an integral part of the 35 hour Working Week Agreement in each school by the deadline date in June of the preceding session.

5.0 APPOINTMENT SYSTEM

- 5.1 An appointment system should be encouraged within schools to ensure an equitable distribution of time for parents. The current pattern indicates that the appointment duration varies from school to school.
- 5.2 Consideration should be given by all teaching staff to the need to facilitate the smooth running of parents' meetings by adhering to appointment times. Allowing movement time for parents, via the parents' appointment sheet and senior management representative(s) maintaining a proactive role in directing the movement of parents, are both examples of good practice.

6.0 AVAILABILITY OF APPOINTMENTS IN THE SECONDARY SECTOR

- 6.1 For practical reasons, on occasion, parents may be unable to obtain an appointment because a particular teacher's appointment sheet is full. Principal teachers or a member of the senior management team should provide an 'overspill' facility through collegiate agreement unless prevented by a logistical reason.
- 6.2 Where it is not possible for all parents to be included in the appointment sheet and where an arrangement such as 6.1 is not possible, parents may request a report. Current practice indicates that this will normally be facilitated via Guidance.
- 6.3 Where this type of report is to be provided in writing, it should be brief, using an agreed school pro forma.
- 6.4 Reports as described above will be capable of being completed within the teacher's 35 hour week and within an agreed time period of not more than 2 weeks from the date of the parents' meeting.

7.0 AVAILABILITY OF TEACHERS

- 7.1 Teachers are required to attend parents' meetings for pupils they teach and for whom they have a direct responsibility (including eg Principal Teachers, Guidance, Support for Learning , Senior Management etc) . Teachers who job share are required to attend parents' meetings on a pro rata basis.
- 7.2 Other relevant professionals may be invited to attend relevant meetings, eg the school careers officer, Support for Learning Service.
- 7.3 Where a teacher has fulfilled his/her duties at the parents' meeting, he/she may leave the school in accordance with time and place arrangements.
- 7.4 Where a teacher is on long term absence, in normal circumstances the temporary replacement teacher will attend the Parents' Meetings and provide reports as appropriate.
- 7.5 Where at short notice, a teacher is not available for the Parents' Meeting (eg due to ill health or other exceptional circumstances), particularly in the secondary sector, a line manager may be able to assume a liaison role with parents. Such an arrangement should be considered with due regard to the workload of the line manager.
- 7.6 In the secondary sector, when it is not feasible to initiate 7.5, then the teacher may be required to provide reports in accordance with provision as per section 6.0.
- 7.7 In the primary sector, it may be possible to arrange an alternative time for the teacher to meet with parents.

8.0 PLANNING AND ORGANISATION

- 8.1 A member of the senior management team will be responsible for the organisation and planning of parents' meetings.
- 8.2 A risk assessment should be carried out and due attention given to emergency evacuation procedures.
- 8.3 As part of the welcoming process, a signing in (and signing out) procedure for parents will be organised by the Head Teacher. This system shall provide teachers with unambiguous information on which parents are in attendance and those who have left the meeting. Many schools use senior pupils to facilitate this.
- 8.4 All pupils assisting at Parents Meetings will also sign in and out.
- 8.5 The Head Teacher or his/her representative, will compile a list of all staff attending the meeting, which staff will sign when they leave the building.
- 8.6 Consideration should be given to the most effective and the safest location for parents' meetings. In most schools, meetings should be held centrally in one area.
- 8.7 If the use of single classrooms is unavoidable, then it is important that teachers take certain precautions to ensure personal safety eg leaving the door of the class open, sitting close to the door and alerting other staff immediately if they feel they are facing a difficult situation. Members of the senior management team should ensure that they circulate around classes and provide a visible presence. Situations where teachers are working in isolation should be avoided.
- 8.8 The Head Teacher must make arrangements to ensure parents are aware of the time the meeting ends eg the school bell could be sounded, a note either directly to parents or via a newsletter to parents.

9.0 CREATING A POSITIVE ETHOS

- 9.1 The GTCS Code of Professionalism and Conduct (2012) states:

‘Success in the education of pupils is greatly enhanced by the active involvement of their parents, carers or key adults in their lives. Parents and carers should be seen as vital partners in the learning experience and therefore as a teacher you should :

be professional in dealings with parents and carers and avoid making comments, being drawn into inappropriate discussions or divulging confidential information about other pupils, colleagues, or the educational establishment;

encourage the involvement of parents and carers as appropriate in the learning experience, welcoming them as active participants in the life of the educational establishment, and working in partnership with it.’

10.0 STAFF DEVELOPMENT

- 10.1 Development opportunities should be available, particularly for less experienced members of staff, on conducting parent interviews. This should include advice on how to create a positive ethos, safety provisions and how to deal with challenging situations.
- 10.2 Professional development can be provided through support from Principal Teachers, peers, mentors, Teacher Learning Communities and possibly through staff observing/shadowing more experienced colleagues at parent interviews.

11.0 ALLOWANCES

- 11.1 Subsistence Allowance, where appropriate, can be claimed for attendance at all Parents Meetings.
- 11.2 Travel Allowance, where appropriate, can be claimed for attendance at Evening Parents Meetings

12.0 MONITORING AND EVALUATION

- 12.1 Arrangements for parents' meetings should be reviewed on a regular basis, taking into consideration such issues as the needs of parents and pupils and the contractual duties of teachers, records of parental attendance, feedback from parents and consultation with staff.

CODE OF PRACTICE ON COLLEGIALITY

(Part 1, Appendix 1.4 - Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service)

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.

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 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.

TIMEFRAME FOR THE CONSULTATIVE PROCESS AT SCHOOL LEVEL

<u>January</u>	Local Agreement on the Operation of the 35 Hour Working Week in Schools and Support Services (Local Agreement) is reviewed by a sub group of the LNCT.
<u>February –March</u>	Head Teacher (HT) to convene the school negotiating group (SNG) to review the school level Working Time Agreement (WTA) for the current session
<u>March</u>	<p>The Local Agreement for the following session, is agreed at LNCT</p> <p>Local Agreement and associated documentation is distributed to all educational establishments</p> <p>The composition of the SNG for the following session should be agreed and dates set for meetings</p>
<u>April</u>	HT to prepare a draft calendar and distribute this to all members of the SNG
<u>April- May</u>	Consultation period. Mediation, if required, provided by the authority and teacher trade unions.
<u>End May</u>	WTA, for the following session, to be signed off by the HT and the appropriate member(s) of the SNG.
<u>Early June</u>	WTA to be submitted to Resource Planning Service
<u>Mid June</u>	In the event of non agreement by a stated date, the arbitration process will be set in motion by the LNCT
<u>End June</u>	In the event of failure to agree, there will be a referral to the Joint Secretaries of the LNCT. Status quo ante to be put in place pending LNCT resolution.

OPERATION OF THE 35 HOUR WEEK

COLLEGIATE ACTIVITIES

2014-15

School/Support Service:

Activity	Time Allocation (hours) per session
Additional preparation and correction	
Parents' meetings including associated preparation	
Teacher Employee meetings (as appropriate)	
Whole School meetings	
Committee meetings	
Stage meetings(primary)	
PT meetings (secondary)	
Departmental meetings (secondary)	

Trade Union meetings

WTA Negotiating Group meetings

Other:

Preparation of reports

Forward Planning

Formal Assessment

Professional Review and Development

Curriculum Development

Additional Supervised Pupil Activity

Flexibility

Total Number of Hours

195 hours



**LOCAL AGREEMENT ON THE OPERATION OF THE 35 HOUR WORKING WEEK
IN SCHOOLS AND SUPPORT SERVICES
2014-15**

AGREEMENT FOR THE USE OF REMAINING TIME/COLLEGIATE ACTIVITIES

SCHOOL/SUPPORT SERVICE :									
<p>We confirm that the attached calendar and time allocation summary is accepted as the pattern for the working year for teaching employees in this school/support service for school session 2014-15</p> <p>We confirm that the following forms have been appended to this Agreement:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Collegiate Calendar Planning Form</td> <td style="width: 20%;">LNCT/WTA 1</td> <td style="width: 20%;">(Please tick)</td> <td style="width: 10%;"></td> </tr> <tr> <td>Time Allocation Summary</td> <td>LNCT/WTA 2</td> <td>(Please tick)</td> <td></td> </tr> </table> <p>Head Teacher/Support Service Manager</p> <p>_____ (signed)</p> <p>Teaching Employee Representative(s)</p> <p>_____ (signed) _____ (trade union) _____ (date)</p> <p>_____ (signed) _____ (trade union) _____ (date)</p> <p>_____ (signed) _____ (trade union) _____ (date)</p> <p>_____ (signed) _____ (trade union) _____ (date)</p>		Collegiate Calendar Planning Form	LNCT/WTA 1	(Please tick)		Time Allocation Summary	LNCT/WTA 2	(Please tick)	
Collegiate Calendar Planning Form	LNCT/WTA 1	(Please tick)							
Time Allocation Summary	LNCT/WTA 2	(Please tick)							

This signed agreement should be forwarded together with LNCT/WTA1 and LNCT/WTA2 to the address below no later than Friday 6th June 2014 to:

**Resource Planning Manager
Customer Services and Transformation
Southbank House
Southbank Business Park
Kirkintilloch
G66 1XQ**

TEACHER WORKLOAD – KEY ISSUES
ACTION PLAN 2013-2014

WORKING TIME AGREEMENTS					
	Item	Description of Current Authority Provision	Timescale	Future Action to Address	Responsibility and Ownership
(i)	Centrally provided guidance	35 hour week local agreement	March 2013	Review annually	Joint Secretaries/Schools
(ii)	Monitoring procedures:- (a) all returns (b) targeted sampling (c) percentage of annual returns scrutinised	LA staff monitor individual school returns	(a) Annually – 7 June 2013 (b) August/Mid September 2013 (c) August/Mid September 2013 (scrutiny percentage as per random sampling)	(a) Schools requested to meet deadline (b) Review quality of returns (c) Note and report on percentage etc (LNCT)	(a) Resource Planning (b) Joint Secretaries/Delegates (c) Joint Secretaries
(iii)	Visiting – linked to monitoring or random visits	QIO and/or appropriate central support staff (including representatives of Teacher Trade Unions) involvement	Annually, as required	Monitor and review annually	Head of Education/Joint Secretaries
(iv)	School based evaluation:- (a) time allowances (b) areas of work (c) adjustments required (d) new priorities identified	Audit undertaken to inform school calendar for following session	Annually (prior to collegiate calendar discussion)	Monitor and review annually	Teacher Trade Unions/LNCT Joint Secretary

2.

WORKING TIME AGREEMENTS CONT'D					
	Item	Description of Current Authority Provision	Timescale	Future Action to Address	Responsibility and Ownership
(v)	Use of CPD to tackle workload	If already in place, let LNCT know in order to share good practice	Reviewed in line with agendas available for in service days	Ensure in service agendas and initiatives are made available	LNCT to consider and recommend
(vi)	Surveys, questionnaires to inform LNCT	See (iv) and (v) above	See (iv) and (v) above	See (iv) and (v) above	See (iv) and (v) above

COLLEGIALITY					
	Item	Description of Current Authority Provision	Timescale	Future Action to Address	Responsibility and Ownership
(i)	Conferences, events – joint working	Joint TU/management events to roll out new or revised procedure manual	As required	When new or revised identified, information sent prior to joint meeting	Joint Secretaries/LNCT
(ii)	“Badging” of materials – LNCT circulars, letters	Involvement of LNCT in documentation issued	As required	Monitor to ensure continued implementation. Upload from hub/website to SNCT	Local Authority
(iii)	Ethos and leadership:- – role of Director – role of Education Convener	Instigate invitation to Director/Convener to attend LNCT events	As required	Ad hoc invitations	Local Authority

COLLEGIALITY CONT'D					
	Item	Description of Current Authority Provision	Timescale	Future Action to Address	Responsibility and Ownership
(iv)	Joint working – improvement plan – authority and school	In place	Annually	Monitor in line with the outcome of Directorate restructure	Local Authority/Head Teachers
(v)	Targeted work:- (a) planning – dependent on group remit and timescale (b) reporting - dependent on group remit and timescale (c) other working groups	(a) Forward planning through school improvement plans and production of school calendar (b) Through QIO and/or appropriate central support staff (c) Examples of working groups - (i) Curriculum for Excellence (ii) Partnership at Work (iii) Strategy Review Group (iv) Ad hoc LNCT sub groups	(a) Annually (b) Annually (c) As required	(a) Monitor and review (b) Monitor and review (c) Report to appropriate committee(s)	(a) Head Teacher (b) Head Teacher/Teacher Trade Unions (c) Lead Officer, as appropriate

4.

AUTHORITY SUPPORT					
	Item	Description of Current Authority Provision	Timescale	Future Action to Address	Responsibility and Ownership
(i)	Guaranteed management time	Procedure Manuals 2/05 and 2/06 – Scheme for Promotion of Teachers to Posts of Responsibility in Primary and Secondary Schools – Structure of Promoted Posts	Annually	Monitor and review - Intend to convene LNCT sub group to examine	Local Authority
(ii)	Maintaining support staff	Through authority agreed formula	Annually	Monitor and review	Local Authority, in consultation
(iii)	Role of QIOs to support LNCT initiatives	QIO and/or appropriate central support staff	As required	Monitor and review	Local Authority

OTHER INITIATIVES					
	Item	Description of Current Authority Provision	Timescale	Future Action to Address	Responsibility and Ownership
(i)	Stress auditing and management }	Wellbeing at Work corporate policy developed covering areas (i), (ii) and (iii)	As required	Monitor and Review	Local Authority
(ii)	Health and wellbeing }	See (i)	See (i)	See (i)	See (i)
(iii)	Staff welfare }	See (i)	See (i)	See (i)	See (i)