



**Education Resources**  
Executive Director **Larry Forde**

**All Head Teachers Primary, Secondary  
and ASN**

**All Heads of Establishments – Early  
Years**

**Our ref:** LS  
**Your ref:**  
**If calling ask for:** Lynn Sherry  
**Phone:** 01698 454475  
**Date:** 31 May 2013

Dear Colleague

**A teaching profession for the 21<sup>st</sup> century  
Agreement on working time arrangements**

This year's Working Time Arrangement forms have been updated on the intranet and can be accessed by using the search tool and typing in 'Working Time Arrangements.'

In line with the agreement on Working Time Arrangements, the allocation of hours should now be renegotiated and agreed within your establishment for school session 2013/2014.

Could I highlight Annex L and Annex M, which have been developed in partnership by the JNCC. Annex L provides supplementary advice on a number of issues that will affect the development of an establishment's Working Time Arrangements. Although all staff should be made aware of this annex, staff representatives involved in Working Time Arrangements discussions should be given a copy of this annex to facilitate discussions about the distribution of time to support improvement within the school.

Annex M provides further guidance for secondary colleagues as they plan for the consolidation of work done to introduce the Broad General Education and the preparation and implementation of the Senior phase, including new National Qualification courses.

Please return the relevant pro-forma, Working Time Agreement and school calendar for your establishment to the Personnel Services Unit, Education Resources, by Friday, 21 June 2013

I thank you for your co-operation with this important exercise.

Yours sincerely

**Lynn Sherry**  
**Head of Education (Finance and Personnel)**  
cc. Bill Ramsay, EIS

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**INVESTORS  
IN PEOPLE**





**Education Resources**

**Implementation of the 35 hour week  
Collective activity time: [Session 2013/2014]**

**Agreement on Working Time arrangements for**

**Name of school/establishment:** \_\_\_\_\_

**Was reached using the agreed procedure on**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Head Teacher/Head of Establishment)

\_\_\_\_\_ (Trade Union Representative)

**Please attach copy of Working Time Agreement and school calendar.**



## Education Resources

### Working time arrangements: school based mechanism

#### 1.0 Background

- 1.1 In August 2006 the third phase of the Teachers' Agreement in which the maximum class contact time becomes 22½ hours in all sectors comes into effect. The consequential adjustments to the number of hours available for collective activity and the parameters for each category can be found in the accompanying annexes.
- 1.2 In accordance with the Code of Practice on Working Time Arrangements the mechanism to reach an agreement on collective time at a school level has been determined by the JNCC.
- 1.3 Teachers' individual contracts contain an additional condition that the working time arrangements will operate in accordance with the National Code of Practice.

#### 2.0 Agreement on collective activity time

- 2.1 In accordance with the agreed procedure, the Head Teacher and the school's accredited trade union representative(s) will prepare a draft agreement on the working week. This draft agreement must comply with the Code of Practice on Working Time Arrangements for teachers and incorporate the attached implementation guidelines.
- 2.2 The draft agreement will be circulated to the whole staff for consultation, after which the draft agreement or revised draft agreement will be subject to a confirmatory vote of all teaching staff.
- 2.3 A calendar for the coming session including the dates of all parents' meetings and liaison meetings will be drawn up and agreed.
- 2.4 Completed pro forma signed by Head teachers and trade union representatives, the agreed Working Time Arrangement and the school's calendar for the year should be submitted to the Head of Personnel Services on or before Friday, 21 June 2013.
- 2.5 In the event that the staff cannot reach agreement or at the request of a trade union representative, the 'Informal dispute procedure' will be enacted.

#### 3.0 Informal dispute procedure

- 3.1 The informal dispute procedure shall be enacted on receipt of the following:
  - a) Notification by a Head teacher of the failure of the staff to reach an agreement;
  - b) At the request of a trade union representative
- 3.2 The JNCC will approve a management side panel and a trade union side panel.
- 3.3 When the procedure has been enacted in accordance with 3.1, one member from each panel will arrange to investigate and attempt to resolve the dispute.

- 3.4 Failure of the panel to resolve the dispute will be reported to the JNCC.
- 3.5 Nothing in this section affects a teacher's right to resort to formal grievance procedures.
- 3.6 This agreement will be reviewed no later than 31 May 2014.



## Education Resources

**Implementation of the 35 hour week  
Collective activity time: [session 2013/14]**

**Primary school and nursery class model: total time available 195 hours [39 x 5.0]**

School name:.....

Type of activity	Time parameters [hours]	School allocation [hours]	In/out of school
Parents' meetings	(10-20) hours		✓
Preparation of reports	(45-60) hours		
Forward planning	(25-45 hours)		
<b>Liaison time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Whole-staff meetings</li> <li>• Learning Community meetings</li> <li>• Stage meetings</li> <li>• Liaison meetings</li> <li>• Working groups/curriculum development</li> <li>• Staff development and review</li> <li>• Professional association meetings, including LCCC</li> </ul>	(30-45) hours		✓
<b>Flexible time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Extra preparation/correction</li> <li>• Additional management time</li> <li>• Formal assessment</li> <li>• Supervised pupil activity</li> <li>• Unanticipated events (hmic etc)</li> </ul>	(45-65) hours		Part ✓
<b>Total time</b>	<b>(155-235) hours</b>	<b>195 hours</b>	

**In the case of part-time/job share staff the above arrangements apply on a pro-rata basis.  
(Includes cluster/area cover staff in base schools)**



## Education Resources

### Implementation of the 35 hour week Collective activity time: [session 2013/14]

**Primary school and nursery class model: total time available 195 hours [39 x 5.0]**

#### Implementation guidelines

##### 1.0 Rationale

- 1.1 The balance of time between the teacher's weekly agreed timetable, personal allowance and the 35 hour week must normally be allocated from the list of activities contained in the Code of Practice [Annex D of the Teachers' Agreement document].
- 1.2 A teacher with 22.5 hours class contact time and 7.5 hours of personal allowance has 5.0 hours which can be allocated to the collective activities listed below. The amount of time available annually for these activities is 195 hours [39 x 5.0]
- 1.3 School staff should decide using the appropriate agreed mechanism the pattern of activities for the following session allocating hours from within the parameters to suit the individual circumstances and priorities of the school.

##### 2.0 Parents' meetings

- 2.1 Head Teachers should ensure that parents are granted sufficient opportunity to meet with staff during the pupil year.
- 2.2 A maximum allowance of 5 hours for each parents' meeting will apply.

##### 3.0 Liaison time

- 3.1 While schools may set a number of hours for planning purposes in line with the school development plan, it is realised that individual members of staff may require to vary this figure up or down according to the assigned duties and level of responsibility they have.
- 3.2 In line with the principle of collegiate working, it is expected that there will be occasions when groups of staff are required to meet for the purposes of collaborative development work, including discussions of learning community related issues. The individuals affected will agree in advance:
  - the timing of meetings
  - the pattern of meetings
  - the duration of meetings

It should be recognised that meetings of this kind inevitably generate workload for those participating both before and after each meeting in terms of preparation and follow up.

#### 4.0 **Flexible time**

4.1 Schools/establishments can utilise flexible time during the session to cater for events unanticipated in June such as HMle/Care Commission inspections.

4.2 It is assumed that where such time remained unallocated over the course of the session that teachers will have used their professional discretion to undertake appropriate activities such as

- Additional preparation and correction
- Formal assessment
- Supervised pupil activity
- Additional management activity



## Education Resources

**Implementation of the 35 hour week**  
**Collective activity time: [session 2013/14]**  
**Secondary school model: total time available 195 hours [39 x 5.0]**

School name: \_\_\_\_\_

Type of activity	Time parameters [hours]	School allocation [hours]	In/out of School
Parents' meetings	(20-30) hours		✓
Preparation of reports	(45-60) hours		
<b>Liaison time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Whole-staff meetings</li> <li>• Departmental meetings</li> <li>• Learning Community meetings</li> <li>• Liaison meetings</li> <li>• Working groups</li> <li>• Curriculum development</li> <li>• Staff development and review</li> <li>• Professional association meetings, including LCCC</li> </ul>	(40-60) hours		✓
<b>Flexible time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Extra preparation/correction</li> <li>• Additional management time</li> <li>• Formal assessment</li> <li>• Supervised pupil activity</li> <li>• Unanticipated events (HMIe etc.)</li> </ul>	(40-70) hours		Part ✓
<b>Total time</b>	<b>(145-220) hours</b>	<b>195 hours</b>	

**In the case of part-time/job share staff the above arrangements apply on a pro-rata basis. (Includes area cover staff in base schools)**



**Education Resources****Implementation of the 35 hour week  
Collective activity time: [session 2013/14]****Secondary school model: total time available 195 hours [39 x 5]****Implementation guidelines****1.0 Rationale**

- 1.1 The balance of time between the teacher's weekly agreed timetable, personal allowance and the 35 hour week must normally be allocated from the list of activities contained in the Code of Practice [Annex D of the Teachers' agreement].
- 1.2 A teacher with 22.5 hours class contact time and 7.5 hours of personal allowance has 5.0 hours which can be allocated to the collective activities listed in Annex C. The annual amount of time available for these activities is 195 hours [39 x 5].
- 1.3 School staff should decide using the appropriate agreed mechanism the pattern of activities for the following session allocating hours from within the parameters to suit the individual circumstances and priorities of the school.

**2.0 Parents' meetings**

- 2.1 Head teachers should ensure that parents are granted sufficient opportunity to meet with staff during the pupil year.
- 2.2 A maximum allowance of 5 hours for each parents' meeting will apply.

**3.0 Departmental meetings**

- 3.1 As schools continue to move into their new management structures, consideration should be given to changing the current arrangements for departmental meetings. The liaison time allocated for this purpose could be distributed among in-service days, the pupil day and remaining time. The school's working time agreement must accurately record the decision reached and the use of any consequent additional time must be agreed by the school consultative committee.

**4.0 Liaison time**

- 4.1 While schools may set a number of hours for planning purposes in line with the school development plan, it is realised that individual members of staff may require to vary this figure up or down according to the assigned duties and level of responsibility they have.

4.2 In line with the principle of collegiate working, it is expected that there will be occasions when groups of staff are required to meet for the purposes of collaborative development work, including discussions of learning community related issues. The individuals affected will agree in advance:

- the timing of meetings
- the pattern of meetings
- the duration of meetings

4.3 It should be recognised that meetings of this kind inevitably generate workload for those participating both before and after each meeting in terms of preparation and follow up.

## 5.0 **Flexible time**

5.1 Schools/establishments can utilise flexible time during the session to cater for events unanticipated in June such as HMle inspections.

5.2 It is assumed that where such time remained unallocated over the course of the session that teachers will have used their professional discretion to undertake appropriate activities such as

- Additional preparation and correction
- Formal assessment
- Supervised pupil activity
- Additional management activity



## Education Resources

**Implementation of the 35 hour week**  
**Collective activity time: [session 2013/14]**  
**Early years establishment model: total time available: 195 hours [39 x 5.0]**

Type of activity	Time parameters [hours]	School allocation [hours]	In/out of School
Parents' meetings	(10-20) hours		✓
Preparation of reports	(45-60) hours		
<b>Liaison time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Whole-staff meetings</li> <li>• Learning Community meetings</li> <li>• Liaison meetings</li> <li>• Working groups/ Curriculum development</li> <li>• Professional association meetings including LCCCs</li> <li>• Staff development and review</li> </ul>	(55-90) hours		✓
<b>Flexible time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Extra preparation/correction</li> <li>• Additional management time</li> <li>• Formal assessment</li> <li>• Supervised child activity</li> <li>• Unanticipated events (Care Commission etc.)</li> </ul>	(45-65) hours		Part ✓
<b>Total time</b>	<b>(155-235) hours</b>		

**In the case of part-time/job share staff the above arrangements apply on a pro-rata basis.**



## Education Resources

### Implementation of the 35 hour week Collective activity time: [session 2013/14]

**Early years establishment model: total time available 195 hrs [39 x 5.0]**

#### Implementation guidelines

##### 1.0 Rationale

- 1.1 The balance of time between the early years teacher's weekly agreed timetable, personal allowance and the 35 hour week must normally be allocated from the list of activities contained in the Code of Practice [Annex D of the McCrone agreement document].
- 1.2 An early years teacher has a 22.5 hours maximum of class contact time which together with 7.5 hours of personal preparation and correction allowance leaves a weekly balance of 5.0 hours which can be allocated to the collective activities listed in Annex E. The amount of time available annually for these activities is 195 hours [39 x 5.0]
- 1.3 Nursery school/establishment teaching staff should decide using the appropriate agreed mechanism the pattern of activities for the following session allocating hours from within the parameters to suit the individual circumstances and priorities of the school.

##### 2.0 Parents' meetings

- 2.1 Nursery Head Teachers/Establishment Heads should ensure that parents are granted sufficient opportunity to meet with staff during the pupil year.
- 2.2 A maximum allowance of 5 hours for each parents' meeting will apply.

##### 3.0 Liaison time

In line with the principle of collegiate working, it is expected that there will be occasions when groups of staff are required to meet for the purposes of collaborative development work, including discussions of learning community related issues. The individuals affected will agree in advance:

- the timing of meetings
- the pattern of meetings
- the duration of meetings

- 3.3 It should be recognised that meetings of this kind inevitably generate workload for those participating both before and after each meeting in terms of preparation and follow up.

##### 4.0 Flexible time

- 4.1 Schools/establishments can utilise flexible time during the session to cater for events unanticipated in June such as HMIE/Care Commission inspections.

4.2 It is assumed that where such time remains unallocated over the course of the session that teachers will use their professional discretion to undertake appropriate activities such as

- Additional preparation and correction
- Formal assessment
- Supervised pupil activity
- Additional management activity



## Education Resources

**Implementation of the 35 hour week**  
**Collective activity time: [session 2013/14]**

**Primary and Secondary ASN school/unit model: total time available 195 hours [39 x 5.0]**

School name: \_\_\_\_\_

<b>Type of activity</b>	<b>Time parameters [hours]</b>	<b>School allocation [hours]</b>	<b>In/out of School</b>
<b>Parents' Meetings</b>	<b>(10-25) hours</b>		✓
<b>Preparation of reports</b>	<b>(30-40) hours</b>		
<b>Professional duties -- to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Target setting/IEPs</li> <li>• Review/case conferences</li> <li>• Parental support</li> <li>• Multi-agency collaboration</li> <li>• Administrative tasks</li> </ul>	<b>(30-80) hours</b>		Part ✓
<b>Liaison time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Learning Community meetings</li> <li>• Primary/departmental</li> <li>• Pastoral/class review</li> <li>• Primary/Secondary liaison</li> <li>• Curriculum development/working groups</li> <li>• Staff development and review</li> <li>• Professional association meetings including LCCC</li> </ul>	<b>(35-70) hours</b>		✓
<b>Flexible time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Extra preparation/correction</li> <li>• Additional management time</li> <li>• Formal assessment</li> <li>• Supervised pupil activity</li> <li>• Unanticipated events (HMIe etc)</li> </ul>	<b>(35-45) hours</b>		Part ✓
<b>Total time</b>	<b>(140-260) hours</b>	<b>195 hours</b>	

**In the case of part-time/job-share staff the above arrangements apply on a pro-rata basis**



Education Resources

**Implementation of the 35 hour week  
Collective activity time: [session 2013/14]**

**Primary/Secondary ASN school/unit model: total time available 195 hrs [39 x 5.0]**

**Implementation guidelines**

**1.0 Rationale**

- 1.1 The balance of time between the teacher's weekly agreed timetable, personal allowance and the 35 hour week must normally be allocated from the list of activities contained in the Code of Practice [Annex D of the McCrone agreement document].
- 1.2 A teacher in an ASN school or unit has 22.5 hours maximum of class contact time which together with 7.5 hours of personal preparation and correction allowance leaves a weekly balance of 5.0 hours which can be allocated to the collective activities listed in Annex G. The amount of time available annually for these activities is 195 hours [39 x 5.0]
- 1.3 Staff in a special school or unit should decide using the appropriate agreed mechanism the pattern of activities for the following session allocating hours from within the parameters to suit the individual circumstances and priorities of the school.

**2.0 Parents' meetings**

- 2.1 Special school Head Teachers and promoted teachers with management responsibility for special units should ensure that parents are granted sufficient opportunity to meet with staff during the pupil year.
- 2.2 A maximum allowance of 5 hours for each parents' meeting will apply.

**3.0 Professional duties/liaison time**

- 3.1 A special school or unit may set a number of hours for planning purposes in line with the school/unit development plan, it is realised that individual teachers may require to vary this figure up or down according to the assigned duties and level of responsibility they have.
- 3.2 In line with the principle of collegiate working, it is expected that there will be occasions when groups of staff are required to meet for the purposes of collaborative development work, including discussions of Learning Community related issues. The individuals affected will agree in advance:
  - the timing of meetings
  - the pattern of meetings
  - the duration of meetings
- 3.3 It should be recognised that meetings of this kind inevitably generate workload for those participating both before and after each meeting in terms of preparation and follow up.

#### 4.0 **Flexible time**

4.1 Schools/Establishments can utilise flexible time during the session to cater for events unanticipated in June such as an HMle inspection.

4.2 It is assumed that where such time remains unallocated over the course of the session that teachers will use their professional discretion to undertake appropriate activities such as

- Additional preparation and correction
- Formal assessment
- Supervised pupil activity
- Additional management activity





## Education Resources

### Implementation of the 35 hour week

Collective activity time: (Session 2013/14)

Specialist Support/Extended community team model: Total time available: 195 hours (39x5.0)

Team name:	
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Type of activity	Time parameters (hours)	School allocation (hours)	In/out of school/base
Parents' meetings	(20-40)		✓
Preparation of reports	(20-40)		
<b>Professional duties - to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>▪ Action planning</li> <li>▪ Target setting / IEPs</li> <li>▪ Review/case conferences</li> <li>▪ Multi-agency collaboration</li> <li>▪ Admin tasks/record keeping</li> <li>▪ Resourcing</li> </ul>	(40-60)		Part ✓
<b>Liaison time - to be assigned to such duties as:</b> <ul style="list-style-type: none"> <li>▪ Team meetings</li> <li>▪ Learning Community meetings</li> <li>▪ Sector meetings</li> <li>▪ EAL/EY/Primary/Secondary liaison</li> <li>▪ Curriculum development /working groups</li> <li>▪ Staff development and review</li> <li>▪ Professional association meetings including LCCC</li> </ul>	(40-60)		Part ✓
<b>Flexible time - to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>▪ Extra preparation/correction</li> <li>▪ Additional management time</li> <li>▪ Formal assessment</li> <li>▪ Supervised pupil activity</li> <li>▪ Unanticipated events (HMIe etc)</li> </ul>	(30-40)		Part ✓
<b>Total time</b>	<b>(150- 240) hours</b>	<b>195 hours</b>	

In the case of part-time/job share staff the above arrangements apply on a pro-rata basis.



## Education Resources

### Implementation of the 35 hour week Collective activity time: (Session 2013/14)

#### Extended community/ASN team model: Total time available 195 hours (39x5) Implementation guidelines

#### 1.0 Rationale

- 1.1 The balance of time between the teacher's weekly agreed timetable, personal allowance and the 35 hour week must normally be allocated from the list of activities contained in the Code of Practice (Annexe D of the McCrone agreement document).
- 1.2 An Extended community/ASN team teacher with 22.5 hours maximum class contact time and 7.5 hours of personal allowance has 5.0 hours which can be allocated to the collective activities as outlined in Annex I. The amount of time available annually for these activities is 195 hours (39x5.0).
- 1.3 Team staff should decide using the appropriate agreed mechanism the pattern of activities for the following session allocating hours from within the parameters to suit the individual circumstances and priorities of the team.

#### 2.0 Parents' meetings

- 2.1 Team members should negotiate their attendance at parents meetings with their schools' Head Teachers or Principal Teachers of Support for Learning. An attempt should be made to ensure that each school receives the appropriate amount of time from the team's agreed allocation. Difficulties in terms of possibly exceeding the allocated number of hours or of more than one school's parents' night occurring in the same week should be raised with his/her line manager in the first instance.
- 2.2 A maximum allowance of 5 hours for each parents' meeting will apply.

#### 3.0 Professional duties / liaison time

- 3.1 While teams may set a number of hours for planning purposes in line with the service development plan and the team's priorities, it is realised that individual members of staff may require to vary this figure up or down according to the assigned duties and level of responsibility they have.
- 3.2 In line with the principle of collegiate working, groups of staff are required to meet for the purposes of collaborative development work including discussion of Learning Community – related issues. The individuals affected will agree in advance:
  - the timing of meetings
  - the pattern of meetings
  - the duration of meetings

3.3 It is expected that most of the time for liaison and professional duties will be spent in the allocated schools or in team bases.

3.3.1 It should be recognised that meetings of this kind inevitably generate workload for those participating both before and after each meeting in terms of preparation and follow up.

#### 4.0 **Flexible time**

4.1 Teams can utilise flexible time during the session to cater for events unanticipated in June such as an HMle inspections.

4.2 It is assumed that where such time remains unallocated over the course of the session that teachers will use their professional discretion to undertake appropriate activities such as

- Additional preparation and correction
- Formal assessment
- Supervised pupil activity
- Additional management activity



## Education Resources

**Implementation of the 35 hour week**  
**Collective activity time: [session 2013/14]**  
**Other teaching staff model: total time available: 195 hours [39 x 5.0]**

Centre/unit name: \_\_\_\_\_

Type of activity	Time parameters [hours]	School allocation [hours]	In/out of School
Parents' meetings			
Preparation of reports			
<b>Liaison time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Whole-staff meetings</li> <li>• Learning Community meetings</li> <li>• Departmental meetings</li> <li>• Liaison meetings</li> <li>• Working groups/</li> <li>• Curriculum development</li> <li>• Staff development and review</li> <li>• Professional association meetings including LCCC</li> </ul>			
<b>Flexible time – to be assigned to such activities as:</b> <ul style="list-style-type: none"> <li>• Extra preparation/correction</li> <li>• Additional management time</li> <li>• Formal assessment</li> <li>• Supervised pupil activity</li> </ul>			
<b>Total time</b>		<b>195 hours</b>	

In the case of part-time/job share staff the above arrangements apply on a pro-rata basis.



## Education Resources

### **Supplementary Advice on the Implementation of the 35 Hour Week for Session 2013/14**

Schools are now fully engaged in planning changes to their curriculum framework as they take forward the implementation of Curriculum for Excellence. All staff should participate in discussions about the challenges of delivering Curriculum for Excellence and get fully involved in planning how this will be taken forward in both the short and longer term. Schools and individual teachers will still be at different stages in the implementation process and it is important for school Working Time Arrangements Committees to be clear about what can be achieved over session 2013/2014. In considering this, account should also be taken of in-service days available next session to take forward the Curriculum for Excellence agenda, including aspects of assessment and moderation.

The Council's Joint Negotiating and Consultative Committee for Teachers (JNCC) would wish to encourage schools to examine how Curriculum for Excellence can be progressed within the context of a 35 hour week. In doing this the following advice may be helpful.

#### **School Improvement Plans**

From late April to mid June schools are preparing their improvement plans for session 2013/2014. As part of this they will also be giving thought to how changes will be implemented progressively over the following years. The priority in all schools will be taking forward Curriculum for Excellence. This will involve building on this session's activities that have focused on curriculum developments, particularly in literacy, numeracy and health and wellbeing and on consideration of aspects of assessment and in particular approaches to moderation.

Within the working time arrangement balance will be required between the time needed for the delivery of routine aspects of teaching, including planning and preparation, report writing and meetings with parents and the time available to work on Curriculum for Excellence development activity. This may result in the displacement of other work not related to Curriculum for Excellence.

#### **Moderation**

A key aspect of the implementation of Curriculum for Excellence is the development of a shared understanding among teachers of assessment standards through a rigorous moderation process. This will be an issue within subject areas and in interdisciplinary learning contexts.

The embedding and sharing of standards will continue to be a gradual process and will take time and have to be planned for within and across establishments. In order to facilitate moderation activity there will need to be clearly identified time for teachers to meet to discuss common assessment standards. This may include meetings of stage partners or departmental colleagues, or whole school or learning community meetings in either a single or a multi disciplinary context.

This moderation process needs to be reflected in how time is allocated within the WTA. It is recommended that a minimum of 4 hours is allocated to moderation activities together with time from in-service days. As a consequence of the moderation requirement there has to be a corresponding reduction of hours in other Liaison Time activities.

This time allocation should be kept under review and, if required, further guidance may be issued for session 2014/2015 to take account of next year's experience.

## **Forward Plans**

The key purpose of teacher planning is to ensure that each pupil's curriculum meets the principles of curriculum design – challenge, breadth, progression, coherence, personalisation and choice, relevance - and that a range of experiences and outcomes are met across all curricular areas. The format used should ensure that these broad purposes are met.

Time allocated should accurately reflect the time taken for the preparation of planning documents. It is recognised that the implementation of Curriculum for Excellence necessitated a change in the planning format. This should have been an opportunity to streamline plans in order to make more time available for developing and delivering Curriculum for Excellence.

The JNCC are aware of workload challenges within planning and are negotiating advice on Planning in the Primary School and hope to be in a position to issue a JNCC agreement in the near future.

## **School Working Time Arrangements (Time for the Tasks)**

The JNCC document, 'Working time arrangements, school based mechanism' (Section 2, 'Agreement on collective time activity') describes how this process should be taken forward within schools.

Since work will continue in relation to meeting parents and preparing reports as before, the main time for development for Curriculum for Excellence is likely to come from within time set aside for Liaison. Schools need to examine how this time is currently being used and recognise that the focus of most development work should now be Curriculum for Excellence. Any programme of work that does not contribute to the introduction or progression of an aspect of Curriculum for Excellence should be re-evaluated.

Where a development activity has been agreed as part of the school's improvement plan, time for this should be identified from within the Working Time Arrangements. For each development activity staff should collectively identify:

- the nature of the work,
- who will overtake the work,
- when they will overtake the work,
- when they will be expected to complete the work,
- what resources the school is committing to support the work

In preparing their timetable for the start of the year, schools should plan to avoid creating workload congestion by separating such activities as the preparation of forward plans and the organisation of parents' nights.

## **Calendar**

The calendar should be agreed in accordance with the 'Working time arrangements: school based mechanism' agreement. The school's agreed Working Time Arrangements and school's calendar should be submitted to the Personnel Services Manager, by Friday 21 June 2013.

**Mike Dunn**  
**Chair of Teachers' Side**  
**South Lanarkshire Council JNCC**

**Lynn Sherry**  
**Chair of Management Side**  
**South Lanarkshire Council JNCC**



## Education Resources

### **Supplementary Advice for Secondary Schools on the Implementation of the 35 Hour Week for Session 2013/14**

The Council's Joint Negotiating and Consultative Committee for Teachers (JNCC) would wish to encourage schools to examine how the Senior Phase can be progressed within the context of a 35 hour week. In doing this the following advice may be helpful.

Secondary schools are now fully engaged in planning and implementing changes to their curriculum framework for the Senior Phase of Curriculum for Excellence. All staff should continue to participate in discussions about the challenges of delivering the Senior Phase and get fully involved in planning how this will be taken forward in both the short and longer term.

Over the coming year staff will be required to further develop their awareness of the final suite of documents that have been published by the SQA. This will happen most effectively when people in a department work together to discuss the structure, content and assessment demands of the new courses.

Staff also need to consider what course materials can be used to deliver the various courses. Again, this will involve staff working directly with colleagues to identify appropriate course materials at and to identify where new material is required.

In line with the agreement between the EIS and the Scottish Government, where resources are needed for a new course or a new part of a course, support is being provided by Education Scotland and SQA. Education Scotland has produced advice and guidance to support the profession with the delivery of courses which are either new or have aspects of significant change within the new national qualifications framework. On receipt of these new resources work in relation to them should be undertaken collegiately.

A commitment to work collegiately requires time from within the WTA to be allocated for work in school. This could come from the time available for liaison meetings or from an allocation of time from the flexible component. It may be that for this year and next year up to 10 hours are allocated from this area to support the joint development of approaches to learning and teaching within the Senior Phase.

School Working Time Arrangements Committees should be clear about what can be achieved over session 2013/14. In considering this, account should also be taken of how the 5 in-service days that will be available next session can be used to take forward the Curriculum for Excellence agenda.

### **School Improvement Plans**

The significance of taking forward Curriculum for Excellence and, more specifically putting in place arrangements that support the introduction of the Senior Phase should be fully reflected in the school's Improvement Plan. This will also involve building on this session's activities that should have focused on curriculum developments in subject areas, preparation for National Qualifications and progress in literacy, numeracy and health and wellbeing and on consideration of aspects of assessment and in particular approaches to moderation.

Within the working time arrangement balance will be required between the time needed for the delivery of routine aspects of teaching, including planning and preparation, report writing and meetings with parents and the time available to implement the Senior Phase and new National Qualification courses and review and amend Broad General Education. This may well result in the displacement of other work not related to these priorities.

### **Moderation and Internal Quality Assurance**

A key aspect of the implementation of Curriculum for Excellence continues to be the development of a shared understanding among teachers of assessment standards through a rigorous moderation process. In order to facilitate moderation activity there needs to be clearly identified time for teachers to meet to discuss common assessment standards. This may include meetings of departmental colleagues, or whole school or learning community meetings in either a single or a multi disciplinary context. These approaches should be reflected in time made available through all in-service days and through the WTA.

This change was reflected in how time is allocated within the WTA. It was recommended that a minimum of 4 hours is allocated to moderation activities together with time from in-service days. As a consequence of the moderation requirement there was a corresponding reduction of hours in other Liaison Time activities. The time allocation should be kept under review.

The JNCC document, 'Working time arrangements, school based mechanism' (Section 2, 'Agreement on collective time activity') describes how this process of reaching agreement should be taken forward within schools.

Since work will continue in relation to meeting parents and preparing reports as before, the main time for development for Curriculum for Excellence is likely to come from within time set aside for Liaison and from within the Flexible allocation. Schools need to examine how time in these areas is currently being used and recognise that the focus of most development work should now be to implement the new National Qualifications and the Senior Phase and review and amend Broad General Education courses. Any programme of work that does not contribute to this work should be re-evaluated.

Where a development activity has been agreed as part of the school's Improvement Plan, time for this should be identified from within the Working Time Arrangements. For each development activity staff should collectively identify:

- the nature of the work,
- who will overtake the work,
- when they will overtake the work,
- when they will be expected to complete the work,
- what resources the school is committing to support the work

### **Calendar**

The calendar should be agreed in accordance with the 'Working time arrangements: school based mechanism' agreement. The school's agreed Working Time Arrangements and school's calendar should be submitted to the Personnel Services Manager, by Friday 21 June 2013.

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