PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT
TEACHERS’ AGREEMENT FOR THE 21ST CENTURY
GUIDANCE TO SCHOOLS
SESSION 2006-2007

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 8 May 2006. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

John Fyffe, Executive Director (Education & Children’s Services), on behalf of Perth and Kinross Council:

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Douglas Stewart (EIS), on behalf of Teachers’ Trade Unions:

..........................................................
Appendix 1

TEACHERS' AGREEMENT FOR THE 21ST CENTURY

PERTH & KINROSS COUNCIL

Education & Children's Services

GUIDANCE TO SCHOOLS

SESSION 2006-2007
TEACHERS' AGREEMENT FOR THE 21ST CENTURY

GUIDANCE TO SCHOOLS ON THE 35 HOUR WORKING WEEK AND CONTINUING PROFESSIONAL DEVELOPMENT

1.1 INTRODUCTION

The Teachers' Agreement for the 21st Century (to be referred to as the Agreement) seeks to enhance the status of teaching as a profession, to provide greater professional autonomy for individual teachers and to develop a more collegiate and participative style of management in schools. Successful implementation will be dependent upon setting an organisational culture across all levels of the Educational Service in Perth and Kinross in which the needs and priorities of individual schools and individual teachers are addressed.

The guidance to schools contained in this document has been agreed through a process of discussion and agreement within a Reference Group set up by Perth and Kinross Education and Children's Services and has been ratified by the Joint Negotiating Committee (Teachers). It seeks to provide schools with a degree of flexibility within a framework which also ensures a consistency of application across all educational establishments within Perth and Kinross.

A list of key principles has been agreed which are believed to be fundamental to the successful implementation of the Agreement within schools. The group also believes they should be used as a set of criteria against which successful implementation should be measured.

1.2 KEY PRINCIPLES

- Acknowledging the professionalism of teachers
- Working relationships based upon shared responsibility, mutual respect and understanding
- Meeting the needs of young people for whom we have professional responsibility
- Recognising the primacy of teaching and learning
- Acknowledging the requirement for agreement through consultation and negotiation
- Acknowledging the importance of school planning
- Recognising the individual nature and individual needs of establishments
- Allowing scope for flexibility within a clear framework
- Meeting the management needs of the service

This guidance focuses on the three main areas which schools will require to consider in preparation for Session 2006-2007.

(i) The 35 hour working week
(ii) Reduction in Class Contact Time
(iii) Continuing Professional Development
2.1 THE 35 HOUR WORKING WEEK

The guiding principle behind agreements to be reached at school level is incorporated within Annex D of the Agreement (Appendix 1). The Code of Practice on Working Time Arrangements contained in Appendix 1 states that "the individual and collective work of teachers should be capable of being undertaken within the 35 hour working week". Tasks must be assessed to determine how much time needs to be agreed for their completion.

The 35 hour working week should now be established within schools across Perth and Kinross. There should be no aggregation of working hours over any period longer than a week. The only exception may be parents' meetings.

All teachers are guaranteed a minimum of 33% of their class contact commitment as a personal allowance for preparation and correction. Decisions on the work done during this time, when the work is carried out and where the work will be done are decisions for individual teachers. Further guidance on this issue is outlined below.

Part-time teachers will carry out their contractual obligations on a pro-rata basis.

Additional time for post holders to carry out their duties is also agreed as part of the agreement. These should be carried out within the 35 hour working week and agreement should be reached at school level.

The weekly time provisions, from August 2006, can be summarised as follows:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Maximum class contact</th>
<th>Minimum prep/correction allowance</th>
<th>Collegiate Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>22.5 hours</td>
<td>7.5 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>Primary</td>
<td>22.5 hours</td>
<td>7.5 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>Secondary</td>
<td>22.5 hours</td>
<td>7.5 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>Special</td>
<td>22.5 hours</td>
<td>7.5 hours</td>
<td>5 hours</td>
</tr>
</tbody>
</table>

Collegiate time aggregates to 190 hours over the school session. Prior to the start of the school session a calendar should be negotiated within individual schools setting out agreement of the use of the 190 hours to meet the development needs of both the school and individual teachers. Recommendations for the use of the 190 hours in both primary and secondary schools are included as Appendix 2 and Appendix 3 to help discussions within individual schools.
2.2 PROFESSIONAL ACTIVITIES

The range of professional activities which may be undertaken in the balance of time available include:

(i) Additional time for preparation and correction
(ii) Parents’ meetings
(iii) Staff meetings and collegiate activities
(iv) Preparation of reports, records etc
(v) Forward planning
(vi) Formal assessment
(vii) Employee Review and Development
(viii) Curriculum development
(ix) Additional supervised pupil activity
(x) Continuing Professional Development

(i) Additional time for preparation and correction

Over and above the minimum personal allowance, it may be appropriate to agree additional time in acknowledgement of workload. Consideration should be given to the actual class contact time of individual members of staff in reaching such decisions. Teachers who do not have a requirement to teach the maximum class contact time for their sector will have additional time already at their disposal.

(ii) Parents’ meetings

Parents’ meetings can be organised either at the end of the pupil day or in the evening.

Each school will agree an annual programme of parents’ meetings on the basis of the need for good parent/teacher contact on individual pupils’ progress. There should be no more than six meetings for any individual member of staff throughout the school session. Each meeting should be no more than 2.5 hours. The length of any individual teacher’s attendance at any particular meeting will be related to the time required to meet with those parents who have made appointments. Where a teacher’s attendance is not required at a particular parents’ meeting then that teacher will not be required to attend.

It is recognised parent contact meetings can be demanding in terms of preparation for individual teachers and headteachers should take cognisance of this in drawing up the Collegiate Calendar.

The time allocated for each meeting will require equivalent preparation time to be undertaken by individual teachers. This preparation for parents’ meetings will include time for the completion of records of pupils’ work and reports.

Throughout the year parents may seek additional meetings with teaching staff, in particular with members of senior management of a school or with support
staff in secondary schools. Recognition of this should be taken in the allocation of time for these staff for each school session.

(iii) Staff meetings and collegiate activities

Staff meetings should include any meeting of staff, e.g. whole staff meetings, departmental meetings, principal teacher meetings, school working or policy groups. These meetings should be negotiated as part of the School Collegiate Calendar.

(iv) Preparation of reports, records etc.

It is recognised that these are time-consuming activities. These may be completed in school or at a time and location of the teacher's choosing. An appropriate allocation of time should be negotiated within the arrangements for Collegiate Time.

(v) Forward planning

Account should be taken of the number of plans required within the school session.

(vi) Formal assessment

Assessment of a diagnostic or formative nature should be considered as part of a teacher's normal preparation and correction activities. In the case of Summative Assessment (e.g. National Tests, end of Unit tests, SQA Examinations), time should be allocated as appropriate for this purpose.

(vii) Employee Review and Development

Time should be allocated as agreed within the Perth and Kinross Scheme. Consideration should be given to the demands on promoted staff in relation to the numbers of reviews to be conducted.

(viii) Curriculum development

This would include arrangements for policy development or curriculum development on either an individual or group basis. Negotiated dates for developmental activities should be incorporated within the Collegiate calendar.

(ix) Additional supervised pupil activity

Time may be allocated to indicate the contribution of staff to the wide range of activities which may be undertaken on a voluntary basis and which enhance the school and the experience of pupils.
These can include school clubs, sporting, creative and aesthetic activities. It will not be possible to account for all of the time contributed at present by staff to such activities. However some acknowledgement should be made within Collegiate Time for such contribution to the corporate life of the school.

N.B. Supervised study activities for which teaching staff are paid cannot be included under this heading. It is a separate activity outside the contractual 35 hour working week.

(x) Continuing Professional Development

In addition to the contractual commitment of the 35 hour working week, staff also have to account for 35 hours of CPD activities each session. Schools may wish to negotiate additional time from the range of professional activities. This would allow an element of flexibility in meeting the needs of the school plan and allow schools to respond to opportunities arising during the school day.

2.3 TEACHERS' PRESENCE IN SCHOOLS

Annex D (Appendix 1 attached) of the Agreement states that "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 who may be expected to provide cover but wish to leave the school premises during their non-contact time must first confirm with the relevant member of the senior management team that they will not be required to provide class cover at the specified time. Schools will be expected to establish their own arrangements for notification of staff intentions, taking into account all aspects of Health and Safety requirements. Schools will also be expected to make suitable arrangements to ensure that appropriate staff are available to address issues relating to support, discipline and other collegiate matters.

All teachers will be expected to be present at the commencement of the school working day unless prior agreement is reached.

3 CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

The Agreement states that "teachers have a right and 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 continuing professional development." All teachers are expected to meet a commitment to an additional contractual maximum of 35 hours per year.

CPD should be seen as both a contractual commitment and an entitlement in developing the personal and professional skills of teaching staff.
The additional hours for CPD shall consist of an appropriate balance of personal professional development, small-scale school-based activities, attendance at nationally accredited courses or other CPD activities. This balance will be based on an assessment of individual need, identified through the Employee Review and Development process in school. It will also take account of departmental, school, local and national educational planning.

All teachers, including headteachers, will agree an annual plan of CPD activity with their immediate line manager and will maintain an individual CPD record.

Individual teachers, including those on part-time contracts, may wish to account for CPD activity which exceeds the minimum requirements stated above. This should be negotiated and agreed with the teacher's immediate line manager.

CPD activity should be carried out at times and venues which suit the needs of the individual teacher, schools and the nature of the activity.

For further detailed advice and guidance on Continuing Professional Development see Appendix 7.

4. SCHOOL LEVEL AGREEMENTS

Each school will require to reach agreement on the use of the balance of time between combined maximum class contact time, the minimum preparation and correction allowance and the 35 hours generally referred to as Collegiate Time. This should be done by drawing up an annual school planner which will include a programme of agreed activities.

The existing Staff Consultative Committees which have been set up within schools in Perth and Kinross should be used as an appropriate and effective mechanism for delivering such agreements. Where such a committee exists but does not include representatives from each professional association with members in that school, the composition of the committee should be expanded to ensure the inclusion of these representatives when the committee considers matters related to the implementation of the Agreement.

Staff Consultative Committees will meet during the summer term to discuss the annual programme of Collegiate Activities. Discussions will be led, in the first instance, by the headteacher, as overall manager and the person ultimately accountable for the activities of the school. It is, however, anticipated that the headteacher will invite submissions from staff, including the professional associations, on suggested priorities and their place within the annual Collegiate Calendar. School agreements should be the outcome of a genuine process of consultation which reflects as far as is possible the collective views of all teaching staff.
Once agreement has been reached at school level, the annual planner for Collegiate Time should be issued to all staff. Schools may already have developed a form of annual planner for such purposes. The Authority will however, provide recommendations which schools may find useful in drawing up their Collegiate Calendar (see Appendix 2 and Appendix 3). Schools should have the Collegiate Calendar ready for distribution to staff either prior to the summer holidays or on Inset Day 1 in August. The Collegiate Calendar should also form part of the discussion between Headteacher and Service Manager in the School Improvement Framework Term 1 Visit.

A Statement of School Agreement (see Appendix 6) should be signed by the Head Teacher and by the convener of the Staff Consultative Committee. This Statement will be submitted to the appropriate representative of the Director of Education and Children’s Services.

Should there be a failure to agree at school level, the matter should be referred in the first instance to two members of the JNCT, one representing management and one representing the professional associations, who would attempt to mediate and arbitrate in order to effect an agreed solution. If agreement could still not be reached there would then be a formal referral to the full JNCT.

Throughout the school session, the Staff Consultative Committee will have an ongoing responsibility to monitor the implementation of the Agreement within the school. An effective audit of the use of the balance of time and of the appropriate allocation of time to different activities should be used to inform school development planning and in particular the process of allocating time in future years.

5. SPECIALIST TEACHERS

Specialist teachers will have the same arrangements as those teachers in the sector in which they are deployed. Part-time specialist teachers will carry out their contractual obligations on a pro-rata basis. The Expressive Arts Co-ordinator and the Pupil Support Co-ordinator (Primary) will liaise with specialist teachers in Primary Schools to negotiate a Collegiate Calendar appropriate to their sector (see appendix 4 and 5).

6. MONITORING OF THE AGREEMENT / TRAINING REQUIREMENTS

The Joint Negotiating Committee (Teachers) will have the overall responsibility for monitoring and evaluating all aspects of the Agreement within Perth and Kinross. This guidance has been the subject of proper consultation with all interested parties. It will be issued to schools in time for school-level consultation and discussion in the summer term of 2006.

The Authority will be responsible for briefings to assist schools in implementing this guidance and will give ongoing consideration to appropriate training opportunities. The Professional Associations will equally recognise and make suitable arrangement for briefing their representatives in schools. In the spirit of partnership and co-operation, perspectives will be shared as far
as is possible. The Authority will also give sympathetic consideration to requests for necessary and appropriate time-off arrangements for school representatives of the Professional Associations for training.
CODE OF PRACTICE ON WORKING TIME ARRANGEMENTS FOR TEACHERS

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.

The code of practice will 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 Head Teacher 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 assist 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
- Continuous professional development

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

To assist the process of reaching agreement on collective time, each education establishment will put in place effective mechanisms. Such mechanisms will be determined at local authority level and shall 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 outwith class contact time. This requires 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 continuing professional development. An additional contractual 35 hours of CPD 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 CPD activities. As part of this professional commitment teachers will have a CPD plan that is agreed
annually with their line manager based on assessment of individual need. Teachers are also required to maintain an individual CPD record for professional purposes.
Appendix B

Exemplar

PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN’S SERVICES

SCHOOL IMPROVEMENT SERVICES

TEACHERS’ AGREEMENT FOR THE 21ST CENTURY
COLLEGIATE CALENDAR RECOMMENDATIONS
FOR PRIMARY SCHOOLS
APRIL 2006

Total time available from session 2006-2007 = 190 hours

Following discussions within the RCCT Group the following time allocations have been put forward as possible allocations

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit Allocation</th>
<th>Total Allocation</th>
<th>Time Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>annual block plans x 6</td>
<td>3 hours</td>
<td>3 hours</td>
<td>C</td>
</tr>
<tr>
<td>EA consultation x 8</td>
<td>¾ hour</td>
<td>4 hours</td>
<td>S</td>
</tr>
<tr>
<td>SfL consultation plus IEPs / PLPs / CSPs</td>
<td>8 hours</td>
<td>8 hours</td>
<td>S</td>
</tr>
<tr>
<td>planning consultation x 6</td>
<td>1 hour</td>
<td>6 hours</td>
<td>R</td>
</tr>
<tr>
<td>Tracking / attainment preparation and discussion x 3</td>
<td>2 hours</td>
<td>6 hours</td>
<td>R</td>
</tr>
<tr>
<td>Formal Assessment and Recording x 6</td>
<td>1.5 hours</td>
<td>9 hours</td>
<td>C</td>
</tr>
<tr>
<td>Additional Preparation and Correction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff meetings x 8</td>
<td>1 hour</td>
<td>8 hours</td>
<td>S</td>
</tr>
<tr>
<td>Departmental meetings x 8</td>
<td>1 hour</td>
<td>8 hours</td>
<td>S</td>
</tr>
<tr>
<td>Pupil reports x 30</td>
<td>1 hour per child</td>
<td>30 hours</td>
<td>C</td>
</tr>
<tr>
<td>Parent Contact Meetings x 6</td>
<td>2.5 hours</td>
<td>15 hours</td>
<td>S</td>
</tr>
<tr>
<td>Preparation for Parent Contact Meetings x 6</td>
<td>2.5 hours</td>
<td>15 hours</td>
<td>C</td>
</tr>
<tr>
<td>Concert x 1</td>
<td>3 hours</td>
<td>3 hours</td>
<td>S</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School led x 8</td>
<td>2 hours</td>
<td>16 hours</td>
<td>S</td>
</tr>
<tr>
<td>LMG led x 4</td>
<td>2 hours</td>
<td>8 hours</td>
<td>S</td>
</tr>
<tr>
<td>Curriculum workshops for parents x 2</td>
<td>2 hours</td>
<td>4 hours</td>
<td>S</td>
</tr>
<tr>
<td>Preparation prior to the school year</td>
<td>10 hours</td>
<td>10 hours</td>
<td>C</td>
</tr>
<tr>
<td>Flexibility Factor</td>
<td>4 hours</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>190 hours</td>
<td></td>
</tr>
</tbody>
</table>
C = teacher choice  S = school organised  R = negotiated within RCCT

Notes:

1. Not all activities have to be completed on school premises. If staff are not required to be on school premises to teach classes or to carry out other school based activities they may carry out their duties, for example preparation and correction, at a time and place of their own choosing. However, staff should be reminded that they must inform their Line Manager if they wish to be off-site.

2. At the start of the school session, dates should be identified for the submission of forward plans, pupil reports etc. and staff should be encouraged to plan their workload particularly at “hot spots”.

3. Through negotiation, tasks such as discussion of Forward Plans, discussions re tracking can take place within RCCT during the school day if this is mutually agreed by the Management Team and the Class Teacher.

4. A calendar of specific dates for the session should be negotiated with staff prior to In-Service Day 1.

5. Flexibility Factor could be used for supervising after school activities, participating in sporting events etc activities again identified through negotiation.

6. Additionally staff have to account for 35 hours CPD time. CPD time should be planned in advance to reflect a range of development activities which have been identified through ERD to take forward both personal development and developments within the School Plan. Activities to take forward the School Plan can also be negotiated and arranged as whole school activities. Participation in Authority working groups/committees is appropriate CPD activity. Also participation in a School Consultative Committee is recognized as CPD.

7. It is suggested that the time allocation for both the self-evaluation and interview parts of Employee Review and Development be included as part of CPD activities. However, by mutual agreement the interview section could be carried out during RCC time rather than end on to the school day.
PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES

SCHOOL IMPROVEMENT SERVICES

TEACHERS' AGREEMENT FOR THE 21ST CENTURY
COLLEGIATE CALENDAR RECOMMENDATIONS FOR SECONDARY SCHOOLS
APRIL 2006

Total time available from session 2006-2007 = 190 hours

Following discussions within the RCCT Group the following time allocations have been put forward as possible allocations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher</th>
<th>Principal Teacher (School Improvement)</th>
<th>Principal Teacher (Support)</th>
<th>SMT</th>
<th>Time/Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Preparation and Correction Time</td>
<td>10 hours</td>
<td>10 hours</td>
<td>10 hours</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Formal Assessment (including preparation, analysis &amp; discussion of tracking information.)</td>
<td>34 hours</td>
<td>34 hours</td>
<td>34 hours</td>
<td>24 hours</td>
<td>C</td>
</tr>
<tr>
<td>Activity</td>
<td>Teacher</td>
<td>Principal Teacher (School Improvement)</td>
<td>Principal Teacher (Support)</td>
<td>SMT</td>
<td>Time/Place</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>----------------------------------------</td>
<td>-----------------------------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>SfL consultation plus IEPs / PLPs / CSPs</td>
<td>10 hours</td>
<td>10 hours</td>
<td>20 hours</td>
<td>20 hours</td>
<td>S / R</td>
</tr>
<tr>
<td>Pupil reports 6 x 5 hours</td>
<td>30 hours</td>
<td>30 hours</td>
<td>20 hours</td>
<td>10 hours</td>
<td>C</td>
</tr>
<tr>
<td>Preparation for Parent Contact Evenings - 6 x 2.5 hours</td>
<td>15 hours</td>
<td>15 hours</td>
<td>15 hours</td>
<td>5 hours</td>
<td>C</td>
</tr>
<tr>
<td>Parent Contact Meetings - 6 x 2.5 hours</td>
<td>15 hours</td>
<td>15 hours</td>
<td>15 hours</td>
<td>15 hours</td>
<td>S</td>
</tr>
<tr>
<td>Staff meetings 4 x 1 hours</td>
<td>4 hours</td>
<td>4 hours</td>
<td>4 hours</td>
<td>8 hours</td>
<td>S</td>
</tr>
<tr>
<td>School Audit Team (SAT) - 4 x 1.5 hours</td>
<td>6 hours</td>
<td>6 hours</td>
<td>6 hours</td>
<td>12 hours</td>
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<tr>
<td>Curriculum Development - Whole school - 4 x 1 hour</td>
<td>4 hours</td>
<td>4 hours</td>
<td>4 hours</td>
<td>8 hours</td>
<td>S</td>
</tr>
<tr>
<td>Standing Committees - 4 x 1 hour</td>
<td>As required</td>
<td>As required</td>
<td>As required</td>
<td>6 hours</td>
<td>S</td>
</tr>
<tr>
<td>Activity</td>
<td>Teacher</td>
<td>Principal Teacher (School Improvement)</td>
<td>Principal Teacher (Support)</td>
<td>SMT</td>
<td>Time/Place</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------</td>
<td>----------------------------------------</td>
<td>------------------------------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>Principal Teacher meetings 10 x 1 hour</td>
<td>10 hours</td>
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<tr>
<td>Pupil Support meetings 20 x 1 hour</td>
<td>20 hours</td>
<td>20 hours</td>
<td></td>
<td>10 hours</td>
<td>S</td>
</tr>
<tr>
<td>Curriculum Improvement Network 3 x 2 hours</td>
<td>6 hours</td>
<td>6 hours</td>
<td></td>
<td>A/S</td>
<td></td>
</tr>
<tr>
<td>Departmental meetings 15 x 1 hour</td>
<td>15 hours</td>
<td>15 hours</td>
<td>10 hours</td>
<td>5 hours</td>
<td>S</td>
</tr>
<tr>
<td>Curriculum Development – Departmental – 20 x 1 hour</td>
<td>20 hours</td>
<td>10 hours</td>
<td>5 hours</td>
<td>10 hours</td>
<td>S</td>
</tr>
<tr>
<td>Preparation prior to the school year</td>
<td>10 hours</td>
<td>10 hours</td>
<td>10 hours</td>
<td>30 hours</td>
<td>C</td>
</tr>
<tr>
<td>Wider Curriculum activities</td>
<td>11 hours</td>
<td>5 hours</td>
<td>5 hours</td>
<td>11 hours</td>
<td>C</td>
</tr>
<tr>
<td>Flexibility Factor</td>
<td>6 hours</td>
<td>6 hours</td>
<td>6 hours</td>
<td>6 hours</td>
<td>C</td>
</tr>
<tr>
<td>TOTAL</td>
<td>190 hours</td>
<td>190 hours</td>
<td>190 hours</td>
<td>190 hours</td>
<td></td>
</tr>
</tbody>
</table>

C = teacher choice  
S = school organised  
R = negotiated within RCCT  
A = Authority organised
Notes:

1. It may be necessary for departmental meetings to be arranged outwith core school hours.

2. Through negotiations, tasks such as consultation re IEPs and analysis/discussion of tracking/attainment information can be carried out within RCCT during the school day if this is mutually agreed by the Management team and the Class Teacher.

3. It is suggested that the time allocation for both self-evaluation and interview in the Employee and Review process be included as part of CPD activities. However, by mutual agreement the interview section could be carried out during non-class contact time rather than end on to the school day.

4. Each Head of Department will be expected to produce a detailed calendar for Departmental Meetings indicating a range of meetings taking forward both curriculum development and operational matters.

5. When teachers are not directly involved in meetings, the time should be utilised in taking forward departmental developments as agreed with the Principal Teacher.

6. It is suggested that School Audit Teams are created to take forward the audit process identified within the School Improvement Framework.

7. Standing Committees relate to Staff Consultative Committee, Health and Safety Committee etc.

8. Wider curriculum activities relate to sporting clubs, enterprise, creative events, outdoor activities, prize-givings etc.
PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN’S SERVICES

SCHOOL IMPROVEMENT SERVICES

TEACHERS’ AGREEMENT FOR THE 21ST CENTURY
COLLEGIATE CALENDAR RECOMMENDATIONS
FOR EXPRESSIVE ARTS TEACHERS IN PRIMARY SCHOOLS

APRIL 2006

Total time available from session 2006-2007 = 190 hours

Following discussions within the RCCT Group the following time allocations have been put forward as possible allocations

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit Allocation</th>
<th>Total Allocation</th>
<th>Time Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>annual</td>
<td>3 hours</td>
<td>3 hours</td>
<td>C</td>
</tr>
<tr>
<td>block plans x 8</td>
<td>2 hours</td>
<td>16 hours</td>
<td>C</td>
</tr>
<tr>
<td>EA consultation x 8</td>
<td>3 hours</td>
<td>24 hours</td>
<td>S</td>
</tr>
<tr>
<td>Formal Assessment and Recording x 4</td>
<td>8 hours</td>
<td>32 hours</td>
<td>S/C</td>
</tr>
<tr>
<td>Meetings with EA Co-ordinator x 8</td>
<td>2 hours</td>
<td>16 hours</td>
<td>A</td>
</tr>
<tr>
<td>Curriculum Development School based x 10</td>
<td>2 hours</td>
<td>20 hours</td>
<td>S</td>
</tr>
<tr>
<td>Curriculum workshops x 6</td>
<td>4 hours</td>
<td>24 hours</td>
<td>S</td>
</tr>
<tr>
<td>Wider Curriculum Activities</td>
<td>45 hours</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Flexibility Factor</td>
<td>10 hours</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>190 hours</td>
<td></td>
</tr>
</tbody>
</table>

C = teacher choice  S = school organised  R = negotiated within RCCT  
A = Authority organised
Notes:

1. Not all activities have to be completed on school premises e.g. dates should be identified for the submission of forward plans, pupil reports etc. and staff should be encouraged to plan their workload particularly at "hot spots".

2. A calendar of specific dates for the session should be negotiated with the Expressive Arts Co-ordinator prior to In-Service Day 1.

3. Wider Curriculum Activities could be used for leading after school activities such as sporting events, art clubs, drama clubs, choir, orchestra etc.

4. Additionally staff have to account for 35 hours CPD time.

5. It is suggested that the time allocation for Employee Review and Development be included as part of CPD activities. Staff may wish to consider negotiating the ERD interview to take place during non-class contact time rather than carrying out the interview end on to the school day.
PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN’S SERVICES

SCHOOL IMPROVEMENT SERVICES

TEACHERS’ AGREEMENT FOR THE 21ST CENTURY
COLLEGIATE CALENDAR RECOMMENDATIONS
FOR SUPPORT FOR LEARNING TEACHERS IN PRIMARY SCHOOLS
APRIL 2006

Total time available from session 2006-2007 = 190 hours

Following discussions within the RCCT Group the following time
allocations have been put forward as possible allocations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit Allocation</th>
<th>Total Allocation</th>
<th>Time Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>annual</td>
<td>4 hours</td>
<td>4 hours</td>
<td>C</td>
</tr>
<tr>
<td>block plans x 4</td>
<td>4 hours</td>
<td>16 hours</td>
<td>C</td>
</tr>
<tr>
<td>IEP/RON/CSP consultation x 4</td>
<td>6 hours</td>
<td>24 hours</td>
<td>S</td>
</tr>
<tr>
<td>Formal Assessment and Recording x 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>32 hours</td>
<td>S/C</td>
</tr>
<tr>
<td>Support for Learning Audit</td>
<td></td>
<td>10 hours</td>
<td>C</td>
</tr>
<tr>
<td>Meetings with Support for Learning x 4</td>
<td>2 hours</td>
<td>8 hours</td>
<td>A</td>
</tr>
<tr>
<td>Co-ordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Development x 8</td>
<td>2 hours</td>
<td>16 hours</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
<td>8 hours</td>
<td>A</td>
</tr>
<tr>
<td>Curriculum workshops x 2</td>
<td></td>
<td>4 hours</td>
<td>S</td>
</tr>
<tr>
<td>Parent Evenings x 5</td>
<td></td>
<td>10 hours</td>
<td>S</td>
</tr>
<tr>
<td>Wider Curriculum Activities</td>
<td></td>
<td>48 hours</td>
<td>C</td>
</tr>
<tr>
<td>Flexibility Factor</td>
<td></td>
<td>10 hours</td>
<td>C</td>
</tr>
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<td>TOTAL</td>
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<td>190 hours</td>
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</tr>
</tbody>
</table>

C = teacher choice   S = school organised   R = negotiated within RCCT
A = Authority organised
Notes:

1. Not all activities have to be completed on school premises e.g. dates should be identified for the submission of forward plans, pupil reports etc. and staff should be encouraged to plan their workload particularly at "hot spots".

2. A calendar of specific dates for the session should be negotiated with the Support for Learning Co-ordinator prior to In-Service Day 1.

3. Wider Curriculum Activities could be used for leading after school activities such as Reading for Boys, Writing Club, Number Magic etc.

4. Additionally staff have to account for 35 hours CPD time.

5. It is suggested that the time allocation for Employee Review and Development be included as part of CPD activities. Staff may wish to consider negotiating the ERD interview to take place during non-class contact time rather than carrying out the interview end on to the school day.
Staff at School have been consulted with regard to the school planning process for Session 2006 – 2007.

Following this consultation process, agreement has been reached regarding main priorities for development and the allocations within the collegiate calendar indicating working time arrangements for the session.

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Headteacher

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Staff Consultative Committee Convener/Member

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Service Manager

School Improvement

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Please return to School Improvement Services by 31 August 2006
IMPLEMENTING THE TEACHERS' AGREEMENT FOR THE 21\textsuperscript{ST} CENTURY

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
FURTHER GUIDANCE

The Teachers' Agreement for the 21\textsuperscript{st} Century includes an additional contractual 35 hours of CPD as a maximum per year for all teachers.

1. Definition

Continuing Professional Development is an ongoing, systematic and structured approach to developing the personal and professional skills of staff. It supports them in:

- Improving professional knowledge and understanding
- Learning and developing new skills which will raise the quality of learning and teaching in the classroom
- Enhancing their own personal effectiveness
- Contributing to school improvement and effectiveness

A professional development programme is most effective when it builds on the current strengths and needs of staff and when it recognises the wide variety of experiences which might contribute to individual and school development.

An individual programme might include some of the following activities:

- Network meetings of curriculum focus groups, e.g. Support for Learning and Early Years Networks.
- Specific curriculum network activities to support subject specific development
- Specific local support group activities
- Short courses organised locally or nationally
- Award-bearing courses through colleges and universities
- Relevant professional reading and/or activities
- Paired activities with other members of staff – including classroom observation and analysis
- School based research
- Teacher placements

Activities should be balanced and decisions on the most appropriate activities to support individual teachers and schools will be negotiated at school level between individual teachers and their immediate managers.

Individual teachers have a responsibility to take up thisen titilemen and to seek out appropriate activities and involvement.
It is essential that schools and the Authority ensure development opportunities are accessible and applicable to every teacher.

CPD activity should be carried out at times and venues which suit the needs of the individual, the school and the nature of the activity.

2. Planning

Planning for staff development is integral to the school planning process. Each year all teaching staff, including headteachers, will agree a planned programme of CPD with their immediate line manager.

The plan must take account of:

- Individual needs identified as an outcome of the Employee Review process (including career aspirations)
- Development priorities within departmental/school plans

Plans should be agreed on an annual basis with opportunities to review them as appropriate.

3. Recording

Teachers will be required to maintain a record of all professional and personal development undertaken within contractual working and CPD time.

The record will:

- Note development undertaken
- Identify links to personal review and school priorities
- Identify outcomes
- Monitor longer-term impact

A CPD Portfolio is provided by the Authority to enable staff to record CPD activities.

4. Roles and Responsibilities

All individual teachers, including headteachers, will be responsible for:

- Undertaking a programme of CPD
- Drafting their CPD plan annually with reference to review outcomes and the school plan (in discussion with their line manager)
- Maintaining a record of their professional development activities
Line managers will be responsible for:

- Identifying individual strengths and development needs with staff through the review process
- Agreeing the CPD plan annually for all teaching staff managed by them
- Reviewing staff records of CPD as part of the annual review process

Headteachers will be responsible for:

- Ensuring a CPD plan is prepared, agreed and implemented for all teaching staff
- Ensuring all teaching staff maintain a record of CPD
- Ensuring any relevant information on CPD opportunities is easily accessible to all staff

Education and Children's Services will be responsible for:

- Agreeing the CPD plans of headteachers (Service Managers)
- Providing appropriate guidance and exemplars for planning and recording
- Making or commissioning appropriate CPD provision to meet identified needs
- Providing details of staff development opportunities to support planning in schools
- Monitoring CPD processes in school and at Authority level as an ongoing aspect of Quality Assurance.

All staff will be accountable to their respective line manager for their part in this process.