

## **DNCT4**

### **“A TEACHING PROFESSION FOR THE 21ST CENTURY” GUIDANCE FOR SCHOOLS ON WORKING TIME (Revised for session 2006/07)**

#### **1 INTRODUCTION**

- 1.1** New working time provisions for teachers were an integral part of the national agreement in 2001, “A Teaching Profession for the 21<sup>st</sup> Century” and were implemented with effect from August 2001.

The guidance agreed by Dundee City Council and the teacher trade unions for the initial implementation of the new working time provisions began with the following statement:

“One of the key elements of “A Teaching Profession for the 21st Century”, the Agreement reached following the recommendations of the McCrone Report, is the emphasis on enhancing the professional status of the job of teaching, providing greater professional autonomy for individual teachers and introducing a more collegiate and participative style of management in schools. If the Agreement is to be successful in providing benefit to the recipients of the education service and to those who work within it, then all parties involved must be committed to approaching the new arrangements in that spirit.”

The terms of that statement remain as the guiding principle for the continuing implementation of the Agreement within Dundee City Council.

- 1.2** The experience since the introduction of working time arrangements in session 2001/02 indicates that the respective parties have generally approached the process constructively and that the guidance from the DNCT has provided a satisfactory basis for the process. Consequently, although the guidance which follows has been the subject of review to take account of the experience over that period, it remains largely unchanged. The principal change has been to give effect to the final element of class contact time reduction as from August 2006.

#### **2 WORKING TIME ARRANGEMENTS**

- 2.1** The working time provisions apply to all teaching staff and to all educational sectors under Local Authority management.
- 2.2** A Code of Practice on Working Time Arrangements for Teachers was agreed and included in the original Agreement as Annex D. The Education Department pro forma '35-Hour Working Week for Teachers - Planning of Aggregate Balance of Working Time' is attached as Appendix A.

### 3 WORKING WEEK

- 3.1 A 35-hour working week is now in place for all teachers.
- 3.2 For session 2006/07 and beyond the maximum class contact per week for all teachers in all sectors shall be 22½ hours.
- 3.3 For the avoidance of doubt, where teachers provide cover for absent colleagues etc, such cover counts as class contact and in those circumstances the total for allocated class/es and cover in any working week will be subject to the class contact maximum of 22½ hours.
- 3.4 The Agreement states that promoted staff “require time for additional duties outwith teaching and associated preparation in order to fulfil their broad professional duties.” This is an important element of the Agreement in addressing the objective of managing and limiting workload for promoted teaching staff. Having regard to this requirement, the management time allocated to promoted staff will continue to be the subject of review in conjunction with the teacher trade unions. In the meantime, the minimum management time allocated to promoted staff will be provided by the application of the current Education Department guidance and, in addition, schools may give positive consideration to supplementing management time wherever possible within any flexibility available in the staffing complement.
- 3.5 An allowance of personal time for preparation and correction of no less than one third of the teacher’s class contact commitment is included within the working week.
- 3.6 The remaining time (i.e. the time available within the 35 hours beyond the combined class contact and preparation/correction allowance) requires to be planned to comprise other appropriate professional activities. Its use is subject to agreement at school level. The process of reaching such agreement is the subject of guidance within section 4 of this document.
- 3.7 For full-time staff in all sectors these weekly time provisions for sessions 2006/07 can be summarised as follows:

<b>Maximum class contact</b>	<b>Minimum preparation/ correction allowance</b>	<b>Balance for other professional activities</b>
<b>22½</b>	<b>7½</b>	<b>5</b>

For part-time staff these provisions apply on a pro-rata basis.

- 3.8 The range of professional activities which may be undertaken in the balance of time available includes:
- additional time for preparation and correction;
  - parents' meetings;
  - staff meetings (including departmental meetings (DMs) in secondary schools);
  - preparation of reports, records, etc.;
  - forward planning;
  - formal assessment;
  - professional review and development;

- curriculum development;
- additional supervised pupil activity; and
- continuous professional development.

**3.9** Such activities require to be prioritised for inclusion within the available time and to be assessed as to the time needed for their completion. Monitoring of the actual time which such activities currently take should enable schools to make a realistic assessment of time needs, to reflect on the adequacy of their allocations agreed for the current session, and reach agreement on time allocations for the coming session. In doing so, account should be taken of the following considerations:

- i Additional preparation and correction - an assessment should be made of the adequacy of the minimum personal allowance for preparation and correction provided for in the Agreement, taking account of the particular circumstances of the school.
- ii Parents' meetings - existing agreed arrangements are described below and should continue to be the basis for planning:
  - The number of meetings should be determined by the need for good parent/teacher contact on individual pupils' progress and the time needed to meet individual parents' expectations of sufficient time for dialogue.
  - Of the 5\* hours allocated per meeting, not more than 2½ should be allocated for the meeting itself and the other 2½ for preparation and travel\*\*. The length of any individual teacher's attendance at any particular meeting will, within that stated maximum, be related to the time required to see those parents who have made appointments. Where a teacher's presence is not required at a particular parents' meeting then that teacher would not need to attend.
    - \* Where needs can be met by shorter meetings there should remain an allowance for preparation and travel equivalent to the duration of the meeting.
    - \*\* Where parents' meetings are scheduled to take place at the conclusion of the pupil day instead of in the evening and additional travel is therefore not required then an appropriate time allocation should be allowed for a social break.
- iii Staff meetings - this includes whole staff meetings or smaller groups (e.g. Principal Teachers, school working groups, etc.) as required. For practical reasons such meetings will commonly take place outwith the pupil day but this does not preclude them taking place within the pupil day where suitable arrangements can be made.

In secondary schools DMs may be held within or outwith the pupil day according to the wishes of the teaching staff as expressed through discussions in the Working Time Committee. Arising from this are four key points:

- A whole-school agreement covering all departments will be reached prior to the construction of the school timetable.

- Where the agreement is for DMs to take place within the pupil day these will be timetabled (taking account of the exigencies of the timetable) to ensure the attendance of all relevant staff and will fall within the minimum non class contact time provided to all teachers.
  - Minimum non class contact time for a teacher with a full teaching load and a registration commitment will normally be 6 periods in a 30-period week and 8 periods in a 40-period week (for part-time staff these provisions apply on a pro rata basis). It should be noted, however, that there may be circumstances, e.g. no registration commitment, where the non class contact requirement will mean fewer periods than this norm.
  - The number of DMs in a school session will be agreed as part of the overall working time agreement in each school.
- iv Preparation of reports - should take account of pupil numbers and typical completion time. It may be necessary to review frequency of reporting to parents if current practice is overly time-consuming.
- v Forward plans - should take account of number required within the school session and typical completion time.
- vi Formal assessment - time should be allocated where assessment is summative and part of a formal process, e.g. end of NQ Unit tests, National Assessments and prelim examinations. Account should be taken of administration requirements such as preparation of test papers where appropriate, marking of papers and recording of results.
- vii Professional Review and Development - time should be allocated in accordance with the arrangements for the Education Department Staff Development and Review process. Account should be taken of the demands made of line managers with responsibility for undertaking a number of reviews. Consideration will be given to this issue in the review of management time for promoted staff.
- viii Curriculum Development - this should include arrangements for policy development or curriculum development on an individual or group basis, e.g. within a subject department.
- ix Additional Supervised Pupil Activity - time may be allocated to indicate the contribution of teaching staff to the wide range of activities which are undertaken on a voluntary basis and which enhance the school and life experience for pupils, e.g. school clubs, sporting, creative and aesthetic activities. It will not be feasible to do so on an 'hour for hour' basis but may be agreed on a notional basis as an acknowledgement of the commitment involved.
- x The organisation and impact of Supported Study will be kept under review. In session 2006-07 staff who are involved in providing this facility will continue to be paid, and their involvement will therefore not be included within collegiate time.

- xi Trade Union meetings - consideration may be given to the inclusion of time for teacher trade union meetings outwith the pupil day or within INSET days, particularly in relation to facilitating discussion and monitoring of working time arrangements.
- xii Other activities - the list above is not exhaustive in relation to appropriate activities for inclusion within the balance of available time. There will be others which merit consideration and agreement according to the specific circumstances of a school. For example, schools may wish to consider information meetings for groups of parents or time for liaison with RCT teachers, and special schools will have particular needs in relation to preparation of IEPs, pupil reviews, etc.

**3.10** For planning purposes only, schools should consider the available weekly time aggregated over the school session. For session 2006/07 that figure is 190 hours for all sectors.

In planning the use of available time in this way, a meaningful proportion of time should be left for flexibility which could be utilised by agreement for unplanned commitments which arise during the session, e.g. HMI visit. Any such time unused would be assumed to be assigned for additional preparation and correction.

**3.11** Agreed activities should then be arranged across the school session in an agreed timetable in a way which reflects school needs, takes account of the different pressures on schools at different times and which meets the following requirement from the Agreement:

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

This statement stipulates that a professional approach to the work of teachers must be complemented by the requirement that workload is properly assessed, managed and limited. Therefore the planning of the balance of available time must ensure that the weekly figures for the relevant sector are not exceeded.

**3.12** The Agreement states that, “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 instance, 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.”

It is recognised that for the most part it is self-evident which activities require to be undertaken in school. Schools are required to have established their own arrangements for the notification referred to, primarily for Health and Safety purposes, and these should be of a straightforward and routine nature, covering the pupil day.

In addition, however, where teachers are in a position that they may be asked to provide class cover but wish to leave the school premises during non-contact time within the pupil day, they should first confirm with the relevant member of the SMT that they will not be required for cover at the specified time. Similarly, where promoted staff have management responsibilities for other staff and pupils which extend beyond their class contact commitment, they should also confirm with the

relevant member of the SMT any intended departure from the school premises within the pupil day.

#### **4 APPROACHES TO REACHING AGREEMENT ON THE USE OF THE BALANCE OF TIME**

**4.1** As part of the phasing arrangements developed to manage the process of change brought about by the Agreement, the use of the balance of time, i.e. beyond the combined class contact time and preparation/correction allowance, is subject to agreement at school level.

Each establishment is required to have in place an appropriate and effective negotiating mechanism between the head of establishment and the representatives of teaching staff to secure agreement on the use and timing of collegiate time and to monitor the effectiveness of those arrangements over the school session.

**4.2** Consultative mechanisms in schools are commonly in place based on the model recommended for Workload Committees and DSM Committees. The arrangements from those agreements, adapted to meet the circumstances and requirements of the new Agreement, are provided below and form a suitable framework for reaching agreement on working time at school level.

- The committee would be named the Working Time Committee and have as its sole function the preparation of a proposal to be put to the whole staff on the allocation of the balance of available time of the 35-hour week and an associated annual calendar of collegiate activities. The composition will be the Head Teacher, a member of the senior management team where appropriate, and members of the teaching staff of the school.
- The size of the committee will vary according to the size of the school; it must be large enough to be representative but small enough to engage in the work which will be necessary prior to seeking whole school approval of proposed arrangements. Schools should utilise an appropriate means to ensure that all staff are given an opportunity to be involved in reaching approval of the proposed arrangements.
- The figures provided below represent suggested suitable numbers of teaching staff representatives for the committee:

Total number of teachers	Number of teacher representatives
1 - 5	whole staff
6 - 19	3
20 - 39	4
40 - 59	5
60 - 79	6
80 - 99	7
100 +	8

- This guidance on committee size is not intended to preclude the model of the required negotiation taking place between the whole staff and the Head Teacher where this is practicable and agreed by those respective parties.

- The teacher representatives should be elected by members of the recognised teacher trade unions in numbers proportionate to their membership within the school.
- The timings of meetings should be by agreement between the Head Teacher and other members of the committee, taking place at suitable times of the normal school day/week, including INSET time.
- Meetings should be held within the Spring Term or early in the Summer Term to allow agreement with the whole staff to be concluded by the summer break in preparation for the following school session, and thereafter if and when necessary during the session. Annual reviews of the use of this time will feed into the planning cycle.
- The process should be initiated and led by the Head Teacher who, as part of that process, should invite submissions from school trade union branches on suggested priorities and time allocations for activities.

**4.3** All establishments are required to provide a statement of their agreed programme of activities to the Director of Education for submission to the DNCT to monitor the effectiveness of school mechanisms in ensuring agreement on, and prioritisation of teachers' working time. A pro forma is provided to schools for this purpose. In addition, each school is asked to provide a statement of its agreed calendar of collegiate activities in the format normally used within that school.

**4.4** In the event of difficulty within this process, advice may be sought by any party from the relevant Head of Service and/or from the local officials of the recognised teacher trade unions. Matters of dispute may be referred to the DNCT for resolution.

## **5 CONTINUING PROFESSIONAL DEVELOPMENT**

**5.1** The National Agreement provided for an additional contractual 35 hours of CPD per annum.

**5.2** In January 2003 the Council issued to schools and all teaching staff a CPD Guide, 'Planning your Continuing Professional Development', which provided exemplars of CPD activities and formats for the annual CPD plan and CPD record for individual teachers. From 2005 staff have been able to use CPD online to plan their CPD activities and manage their own records. The requirement of teachers to undertake additional contractual hours of CPD will continue to be limited to 25 hours per annum as a maximum.

**DUNDEE CITY COUNCIL – EDUCATION DEPARTMENT**

**35-HOUR WORKING WEEK FOR TEACHERS  
PLANNING OF AGGREGATE BALANCE OF WORKING TIME**

**SCHOOL** \_\_\_\_\_ **SESSION** \_\_\_\_\_

For teaching staff the balance of time between class contact time plus the personal allowance of time for preparation and correction and the 35 hour contractual week must normally be allocated to the range of activities listed below which are taken from Annex D of the National Agreement, "A Teaching Profession for the 21<sup>st</sup> Century". Time allocations agreed through the annual negotiations with teaching staff on working time should be entered in the 'Total Hours' column below as applicable. The total time available annually for these activities is as set out in Circular DNCT/4 (Guidance for Schools on Working Time, revised for session 2006-07) and is 190 hours for schools in all sectors.

<b>Activity</b>	<b>Time Allocation - description</b>	<b>Total Hours</b>
Parent Meetings	No. of meetings x 5 hours	
Forward Planning	No. of plans in session x typical completion time	
Staff Meetings	Whole staff : No. x duration Working groups: No. x duration Dept meetings: No. x duration	
Reports	Average no. of pupils x typical completion time	
Formal Assessments	Typical preparation, marking and administration time	
Trade Union Meetings	Outwith pupil day	
Staff Development and Review	In accord with Education Department guidelines	
Curriculum Development	Individual or group work (school or departmental)	
Additional Supervised Pupil Activity	Acknowledgement of extra-curricular activities	
Additional Preparation and Correction	Supplementary allocation as necessary	
Other Activities	List as appropriate	
Flexibility time	For unplanned commitments	
<b>TOTAL</b>		<b>190</b>

**The above time allocation has been agreed by the School's Working Time Committee.**

**Signed** \_\_\_\_\_ **(Head Teacher)**      **Date** \_\_\_\_\_