

## ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

Joint Secretary (Teachers' Panel) Philip Jackson c/o EIS Offices 24 West High Street Forfar DD8 1BA	Joint Secretary (Angus Council) Sheona C Hunter Head of Law and Administration Angus House Forfar DD8 1AN
---	---

26 October 2009

SCH/SG/CB

Dear Colleague

### **AJNCT/22 (AMENDED) 22½ HOUR PUPIL CONTACT WEEK FOR PRIMARY SCHOOL TEACHERS**

The nationally agreed package of pay and conditions of service for Scottish teachers "A Teaching Profession for the 21<sup>st</sup> Century" included provision for all teachers to have a maximum number of hours per week for pupil contact "no earlier than August 2006". Accordingly, the Angus Joint Negotiating Committee for Teachers has considered how the new (22½ hour) contractual arrangements should be implemented for Angus Council's primary school teachers.

Following discussions, local agreement has been reached on the terms of the guidelines for schools on ways in which the new obligation can be met. These are attached as an **Appendix** to this Circular.

Amendments to Appendix 2, "Management Time Allocations in primary schools" were discussed at the Angus Joint Negotiating Committee for Teachers at its meeting on 16 September and subsequently ratified by the Staffing Sub-Committee on 21 October 2009.

Yours sincerely

**SHEONA HUNTER  
PHILIP JACKSON**

Joint Secretaries

Enc.

cc Chief Executive  
Director of Education  
Head of Finance  
Assistant Chief Executive

**APPENDIX TO CIRCULAR 22****GUIDELINES FOR SCHOOLS****22½ HOUR PUPIL CONTACT WEEK FOR PRIMARY SCHOOL TEACHERS  
WEF AUGUST 2006****1 BACKGROUND**

- 1.1 Prior to August 2004, a Primary School Teacher had a contractual obligation to teach pupils for a maximum of 25 hours per week. In practice, most Primary Teachers did teach classes for this maximum period – which is equivalent to the normal length of the P3/P7 pupil week.
- 1.2 The national Agreement (TP21) set out a commitment to a maximum pupil contact week of 23½ hours with effect from August 2004.
- 1.3 The national Agreement also envisages a maximum pupil contact week of 22½ hours from “no earlier than August 2006”.
- 1.4 The Scottish Executive has recognised that implementation of this aspect of the national Agreement requires some additional staff resources. Angus Council expects to receive sufficient additional funding in order to ensure that the 22½ hour class contact maximum contractual obligation can be met.
- 1.5 The purpose of these guidelines is to set out ways in which the new (22½ hour) contractual obligation can be met, whenever it does take effect.

**2 PROPOSED APPROACHES****2.1 Autonomy for Schools**

Schools are encouraged to look for a range of creative approaches which will assist them in delivering the new contractual obligation in ways which further enhance learning and teaching but which also empower individual teachers to take as much ownership as possible of their own time. Some possible approaches are outlined below, which should help individual schools (working through their respective Staff Consultative Committees) to design a package of approaches suitable to their individual circumstances.

**2.2 P1/P2**

- 2.2.1 The current Council guidelines on the length of the school day for primary pupils recommends that schools should create a shorter day for P1 and P2 pupils – a day lasting 4 hours 40 minutes. Schools should apply these guidelines, so that the normal pupil week for P1/P2 pupils is 23 hours 20 minutes. (NB If this is not already the case in an individual school, adjustments could reasonably be made to lunch-times or break-times without adjusting the school start time or finish time for P1/P2.)

2.2.2 Teachers of classes containing only P1/P2 pupils should therefore already have a maximum class contact week of 23 hours 20 minutes. The implementation of a 22½ hour maximum pupil contact week means that, for these teachers, a weekly non-class contact allocation of 50 minutes should be timetabled within the normal P1/P2 pupil week.

2.2.3 In the same vein, current Council guidelines envisage half-day only attendance for P1 pupils for the first three or four weeks of the new school session in August/early September (until the second Monday in September). For this short period, it should be possible for an individual school to seek out creative ways in which the reduction in pupil contact time available to P1 teachers is somehow shared among some other colleagues.

### 2.3 Visiting Teachers

The new contractual arrangements will apply equally to Visiting Teachers in the Expressive Arts. This will mean that the total time which these teachers can commit contractually to class teaching will reduce overall. The way in which the work of Visiting Teachers of Art, Music and PE is structured means that there is a need for the Class Teacher to work alongside these subject specialists for part of the time. However, it should not always be necessary for the Class Teacher to be present for the whole of the period which the Visiting Specialist is spending in the class. It is anticipated that the new contractual arrangements will lead to better ways of securing collaboration between class teachers and Visiting Specialists, particularly in terms of creating time for more effective consultation to take place. Schools are therefore encouraged to consider the possibility of creating some non-class contact time for Class Teachers by releasing them from teaching duties on some occasions when the class is being taken by a Visiting Specialist (eg by asking the Class Teacher to remain with the Visiting Teacher for only part of a lesson, by asking the Visiting Teacher to take the class on her own for a full lesson towards the end of the 6-week block that teacher has with any given class, by asking the Visiting Teacher to take some particular lessons on her own – specifically those which may lend themselves most readily to this sort of approach – etc).

### 2.4 Support for Learning Teachers

The role of the Support for Learning Teacher is different from that of the Class Teacher, and that of the Visiting Specialist in that, normally, SfL Teachers would not be expected to take sole responsibility for a whole class for a prolonged period. However, in exceptional circumstances, it may make sense for the SfL Teacher to be given responsibility for a whole class for a short period, thereby reducing the weekly pupil contact time for the Class Teacher in that particular week.

## 2.5 Absence Cover and Contingency Planning

It seems inevitable that the new contractual arrangements will lead to slightly more complicated timetabling arrangements than primary schools have hitherto adopted. No matter how sophisticated these new timetabling arrangements may become, they are likely to be bedevilled from time to time by teacher absence. It follows, therefore, that our attempts to address the situation in which we find ourselves must be sufficiently flexible to take account of the need to provide cover for absent colleagues in accordance with our current agreements. In these circumstances, schools are encouraged to arrange for all promoted teachers to have a normal pupil contact week of less than 22½ hours, which should be helpful in building in some flexibility for use as required.

## 2.6 “Management Time”

Guidelines setting out recommended allocations of management time are appended (Appendix 2).

## 2.7 Non-Class Contact Time

Rigid guidelines are not proposed but it is suggested that as many blocks of non contact time as possible should be of a reasonable duration (eg 50 minutes minimum). **It is essential that non contact periods are timetabled on a weekly basis, and that the published timetable is adhered to each week as far as possible;** no changes should be made to the timetable on weeks when there are single-day holidays or in-service closure days, neither should staff absence necessarily result in any amendments to the published timetable.

## 2.8 Other Approaches

Individual schools may **already** have well established routines which would assist in addressing the new contractual arrangements. There are a range of acceptable approaches including:-

- Assemblies for several classes, led by the HT or DHT
- Combining two or more classes for appropriate large group activities for short periods.

## 2.9 Enhanced Staffing Levels

Complementary to all the above mentioned approaches, there will be a need to provide more teachers in our primary schools.

# 3 **ENHANCEMENT OF ANGUS STAFFING STANDARD FOR PRIMARY SCHOOLS**

3.1 The proposals in Appendix 1 are intended to enable each school to have sufficient staff to ensure that adequate management time (see Appendix 2) is available and that all teachers are working within the terms of their new contractual entitlements and obligations.

- 3.2 It seems inevitable that staffing allocations to schools should be driven principally by the school roll. The proposals outlined in Appendix 1 are therefore linked very directly to the total number of primary pupils enrolled in each school (with nursery staffing levels being treated separately, as at present). The enhanced staffing levels are, however, designed to allow Nursery Teachers the same non-class contact time as Primary Teachers.
- 3.3 The proposed allocations move away from always allocating a whole number of teachers to an individual school. This takes account, to some extent, of the increasing number of teachers who wish to work on a part-time basis.
- 3.4 Arrangements for Trainee Teachers mean that Angus Council is likely to have to deploy a significant number of Trainee Teachers in its primary schools each year. It follows, therefore, that the staffing allocation to any given school for any given academic session may include a Trainee. Given the current commitment to ensure that any Trainee has the equivalent of 0.7 of a full-time teacher's class commitment, and that an allowance of 0.1 (fte) should be made for mentoring, any Trainee appointed to a school will be accounted for in the same way as would be a 0.6 (fte) part-time teacher.
- 3.5 Further enhancements are likely to be available to schools on a flexible basis, including:
- additional Trainee time, very heavily subsidised, but subject to a small devolved budget clawback (the level of which will be reviewed annually)
  - additional (non-Trainee) teacher staffing allocation of up to 0.4 fte, partially subsidised but subject to a devolved budget clawback (the level of which will be reviewed annually)
  - additional teacher staffing on a temporary basis, funded entirely by a school's devolved budget.

## **4 OTHER ISSUES**

### **4.1 Nursery Teachers**

Schools with Nursery Classes should ensure that Nursery Teachers also are asked to undertake a maximum pupil contact week of 22½ hours with effect from August 2006.

### **4.2 Part-Time Staff**

In the same way as a full-time teacher will have a contractual obligation to have no more than 22½ hours per week pupil contact, a similar pro rata obligation will apply to part-time teachers – examples are given in Appendix 3.

#### 4.3 Permanent Supply Staff

Permanent supply teachers (PSTs) enjoy the same conditions of service as other teachers. In particular the maximum pupil contact week of a PST is 22½ hours. In order to ensure that this contractual commitment is met it is recommended that all the Head Teachers in the group of participating schools should agree a methodology for allocating non-contact time to PSTs and that the PST himself/herself should participate in the process of agreeing on how this contact time is to be allocated.

#### 4.4 35 Hour Working Week

Each school must review annually its time allocation for collegiate activities for teachers in accordance with the Local Agreement (AJNCT/2). A pro forma is attached (Appendix 4) showing the balance of time now available on average each week for collegiate activities as 5 hours. 195 hours per teacher is therefore available each session for collegiate activities.

Appendices - 4

**PRIMARY SCHOOL TEACHER STAFFING STANDARD  
WITH EFFECT FROM AUGUST 2006**

<b>Primary Pupil Roll (p)</b>	<b>No of Teachers (T)</b>
1 – 17	1.2
18 – 23	2.2
24 – 33	2.4
34 – 40	2.6
41 – 44	2.8
45 – 50	3.0
51 – 59	3.6
60 – 65	3.8
66 – 74	4.0
75 – 79	4.6
80 – 87	4.8
88 – 94	5.0
95 – 99	5.4
100 – 109	6.0
110 – 165	$T = 1 + 0.0466p^*$
166 – 332	$T = 2 + 0.0406p^*$
333+	$T = 3 + 0.0376p^*$

\*Rounded off as follows:

.0 to 0.0499	- round to .0
.05 to .0999	- round to .08 (1 afternoon)
.1 to .1499	- round to .12 (1 morning)
.15 to .1899	- round to .16 (2 afternoons)
.19 to .2299	- round to .2 (1 day)
.23 to .2699	- round to .24 (2 mornings or 3 afternoons)
.27 to .2999	- round to .28 (1 day + 1 afternoon)
.3 to .3499	- round to .32 (1 day + 1 morning, or 4 afternoons)
.35 to .3899	- round to .36 (3 mornings or 1 day + 2 afternoons)
.39 to .4299	- round to .4 (2 days)
.43 to .4699	- round to .44 (1 day + 2 mornings, or 1 day + 3 afternoons)
.47 to .4999	- round to .48 (4 mornings or 2 days + 1 afternoon)
.5 to .5499	- round to .52 (2 days + 1 morning)
.55 to .5899	- round to .56 (2 days + 2 afternoons or 1 day and 3 mornings)
.59 to .6299	- round to .6 (3 days)
.63 to .6699	- round to .64 (2 days + 2 mornings or 2 days + 3 afternoons)
.67 to .6999	- round to .68 (3 days + 1 afternoon)
.7 to .7499	- round to .72 (3 days + 1 morning)
.75 to .7899	- round to .76 (3 days + 2 afternoons)
.79 to .8299	- round to .8 (4 days)
.83 to .8699	- round to .84 (3 days + 2 mornings)
.87 to .8999	- round to .88 (4 days + 1 afternoon)
.9 to .9499	- round to .92 (4 days + 1 morning)
.95+	- round to 1.0 (full-time)

## AJNCT/22 – APPENDIX 2 (AMENDED)

## MANAGEMENT TIME ALLOCATIONS IN PRIMARY SCHOOLS

## 1 BACKGROUND

- 1.1 The way in which different schools have sought to deploy staff in order to ensure that all teachers remain within their contractual maximum weekly class contact guidelines has varied, but it is fair to say that a significant number of schools have used promoted staff (Heads, Deputes and Principal Teachers) to teach the classes of unpromoted teachers in order to deliver the necessary non-class contact time for unpromoted staff. This in itself is seen to be perfectly acceptable and indeed can offer a school a very useful way to enable a promoted member of staff to retain a good knowledge of pupils and also a good knowledge of pre-determined areas of the curriculum. It would appear to be consistent with the need to encourage promoted staff to be able to take a whole-school approach in ways which are as informed as possible.
- 1.2 In putting together the proposals which follow, pragmatic considerations have had to be taken into account.
- 1.3 It is suggested that an aspirational maximum class contact time should be seen as a starting point (column 2 in the table below). It is also proposed that, in addition to the aspirational weekly maximum class contact time guidelines, we seek to establish a “trigger” point beyond which there would eventually be an expectation of some remedial action. The undernoted table summarises these proposals for different grades of promoted posts.

	<u>Ideal Maximum Weekly Pupil Contact Time</u>	<u>Trigger</u>
Principal Teacher	4 days (20 hours)	21½ hours
Depute Head Teacher	3½ days (17½ hours)	19 hours
Head Teacher (1 – 23 primary pupils)	4 days (20 hours)	21½ hours
Head Teacher (24 – 70 primary pupils)	3½ days (17½ hours)	19 hours
Head Teacher (71 – 110 primary pupils)	3 days (15 hours)	16½ hours
Head Teacher (111 – 220 primary pupils)	2 days (10 hours)	11½ hours
Head Teacher (221 – 330 primary pupils)	1½ days (7½ hours)	9 hours
Head Teacher (331+ primary pupils)	1 day (5 hours)	6½ hours

- Notes:**
- i) All teachers (promoted and unpromoted) have a contractual entitlement to a maximum of 22½ hours class contact in any one week.
  - ii) It is perfectly acceptable for any individual promoted post-holder to undertake less class contact time than the ideal maximum set out above.

## **2 MONITORING/REMEDIAL ACTION**

- 2.1 It is suggested that each Angus primary school should attempt to monitor its arrangements on a week-by-week basis. Ideally, a record should be kept of each week which notes whether or not the ideal maximum weekly pupil contact time has been complied with by each individual promoted post-holder; if not, note should also be taken of whether or not any individual post-holder has had to exceed the “trigger” weekly class contact time.
- 2.2 These records could usefully form the subject of discussion within the school’s Staff Consultative Group; they could also be used to inform discussions between the Head Teacher and the Link QIO, and also between the Head Teacher and the appropriate Senior Education Manager.
- 2.3 In the event that an individual promoted post-holder does exceed the “trigger” class contact time in any given week, it may be appropriate to consider possible remedial action, eg:
- doubling up of classes, if reasonable and practical  
(NB: This approach may well be relevant only in very small schools)
  - re-distribution of tasks to other promoted post-holders in the given week (NB: Obviously this approach can only be used in bigger schools where there is at least a DHT in addition to the HT post.)
  - re-distribution of tasks in the following week by way of compensation
  - employment of additional teachers on a supply basis

**PART-TIME STAFF (EXAMPLES)**

<b><u>fte</u></b>	<b><u>Weekly Contractual Commitment</u></b>	<b><u>Maximum Pupil Contact Time</u></b>
0.08	1 afternoon (2 hours)	1 hr 48 mins
0.12	1 morning (3 hours)	2 hrs 42 mins
<b>0.2</b>	<b>1 full day</b>	<b>4 hrs 30 mins</b>
0.32	1 full day, 1 morning	7 hrs 12 mins
0.4	2 full days	9 hrs
0.48	2 full days, 1 afternoon	10 hrs 48 mins
0.556	2 full days, 3 hrs 54 mins	<b>12 hrs 30 mins</b> (eg may apply when 2 teachers are sharing a class for <u>whole</u> week)

Part-time staff also have a responsibility to participate in collegiate activities, with the total working week being a proportion (pro rata) of the full-time teacher's 35-hour week.

Part-time staff are also contractually obliged to undertake CPD activities outside the normal working week – once again the total obligation being a pro rata proportion of the full-time teacher's maximum obligation of 35 hours per annum.

## ANGUS COUNCIL EDUCATION DEPARTMENT

## 35 HOUR WEEK FOR TEACHING STAFF

\_\_\_\_\_ Primary School

(Amended February 2006)

## 1. Weekly Breakdown

Activity	Time	Individual Teacher Audit	On-Site
Teaching	22½ hrs (max)		√
Preparation & Correction	7 hrs 30 mins		√,x
Balance of time available (Weekly average)	5 hrs		√,x

## 2. Balance of Time Available Annually for All Teaching Staff:

39 x 5 hrs = 195 hours

(all of the undernoted should be built into the school's annual calendar)

Activity	Time	Total	Individual Teacher Audit	On-Site
Meetings of Working Groups or other School Groups				√
Staff Meetings				√
Forward Planning				√
Parents' Meetings				√
PRD				√
Preparing Pupil Reports				√,x
<b>Sub Total</b>				

Signatures: \_\_\_\_\_ Head Teacher

\_\_\_\_\_ Teachers' Representative

/35 hour week – continued

Name of Teacher: \_\_\_\_\_

**3. Balance of Time Available Annually for Individual Teachers**

<b>Activity</b>		<b>On-Site</b>
Additional Preparation & Correction		√,x
Raising Achievement/Out of Hours Learning		√,x
Additional Supervised Pupil Activity		√,x
Other Timetabled Commitments		√,x
Development Tasks/CPD		√,x
Curriculum Development		√,x
Formal assessment		√,x
Flexibility		√,x
<b>Sub Total</b>		

- Notes: (i) Section 2 overleaf should be incorporated within the school's annual calendar  
(ii) Section 3 may be different for individual teachers and may vary according to the commitments (and therefore the available time) these teachers have to devote to differing activities.

Teacher's comments: