



The 35 Hour Working Week – Framework Agreement

Midlothian Negotiating Committee for Teachers

The 35 Hour Working Week – Framework Agreement

Contents

1. Scope
2. Introduction
3. The 35 Hour Week
4. School Committees
5. Time Allocation
6. Administration Process
7. Continuing Professional Development
8. Review
9. Useful Links

Appendices

1. School Return for Balance Time
2. Balance Time Glossary
3. Mechanism for Negotiation: Dealing with Disputes
4. Monitoring Arrangements
5. Implementation of the 35 hour week for Instrumental Music Service

1. Scope

This Agreement does not apply to Music Instrumental Teachers. The 35 hour week agreement for Music Instrumental Teachers is contained at Appendix 5.

2. Introduction

- 2.1 Midlothian Council firmly believes that the quality of education provided for learners directly relates to the knowledge, skills, enthusiasm and dedication of its teaching staff. We are committed to supporting and developing our teaching staff both personally and professionally. Beyond timetabled lessons, teachers commit considerable amounts of additional time to the education and development of pupils, both in terms of preparing high quality education experiences for young people, and in supporting their wider development and future success.
- 2.2 The Council recognises the importance of a work-life balance being available to teachers at all levels and will strive to ensure a 35 hour week is realised. Teaching staff at all levels are reminded of the recommendations in the Government's 'Tackling Bureaucracy' publications. Over the session, monitoring of workload should occur at all levels within schools to enable this aim to become a reality for all.
- 2.3 This agreement is intended to provide a framework for consultation, negotiation and agreement at school level to ensure a degree of uniformity across Midlothian schools. It should be used for all employees whose terms and conditions are set by the SNCT including promoted posts. For the purposes of this agreement all employees will be referred to as "teachers".
- 2.4 This MNCT agreement provides schools with a vehicle for planning and managing, on a collegiate basis, the professional responsibilities and workload of all teachers.
- 2.5 Planning on the part of the Head Teachers and teaching staff is important in order to have clear objectives for each school session. The majority of activity could be carried out within the context of the Education Authority Improvement Plan and the School's Improvement Plan.
- 2.6 Each school then has delegated flexibility to locally plan and agree their objectives for the year using this framework for guidance, with time split into three categories:
- Class committed
 - Personal (preparation and correction)

- Required school activities (collegiate and personal)
- 2.7 Every member of the school's Working Time Agreement Committee, not just the trade union representatives, is required to sign the School Return for Balance Time - Appendices 1, 2 or 3 on behalf of teaching staff. Space for these signatures are provided in the relevant form - Appendix 1, 2 or 3. It is expected that any draft agreement will have been circulated for comment by the Committee to all teaching staff to ensure that all views are considered fully before the establishment agreement is finalised. All teachers should be provided with access to a copy of their School Return for Balance Time once it has been agreed.
- 2.8 Schools are reminded that their improvement plans should focus on a manageable number of priorities in line with the 'Guidance Note for Completion of the New Standard and Quality and School Improvement Plan Report 2017-18'.

3. The 35 Hour Week

- 3.1 The SNCT Handbook states that the individual and collective work of teachers should be capable of being undertaken within the 35 hour working week. It identifies the maximum class contact time for teachers and also defines the minimum personal allowance for preparation and correction as one third of the class contact time. The remaining time after these two elements are taken from the 35 hour week is referred to in these guidelines as the 'balance' time.
- 3.2 The normal contractual 5 days of in-service training are also subject to whole school consultation and consensus and should provide a balance between whole school and faculty/subject development time. It should be noted that on occasion, there will be authority directed training linked to national and local priorities on selected in-service days. (Any extra in-service days granted by the Government are likely to be provided for a specific purpose and will be discussed at MNCT.)
- 3.3 Direction on how working time decisions on the 'normal' 190 hours of 'balance' time should be taken is provided in the "Code of Practice on Working Time Arrangements for Teachers", Part 2: Appendix 2.7 in the SNCT Handbook of Conditions. MNCT Appendix 8, Code of Practice on Collegiality (which also comes from the SNCT Handbook) is also relevant. To ensure common principles apply in relation to the mechanisms for negotiating, Appendix 5 provides an explanation.

- 3.4 Guidelines on the type and nature of activities that may be undertaken within the balance time are provided in section 4 of this Policy and also in Appendices 1, 2 or 3. The Working Time Agreement Committee should review feedback from staff on arrangements for the previous session before agreeing the school calendar for collegiate duties for the forthcoming session. Adjustments can be made, should they be necessary, to the suggested times to reflect the needs of the school, the department/stage and the individual teacher by making use of the 'flexibility time' indicated.
- 3.5 Where there is a shorter working week arising from in-service or holiday arrangements, then the normal pattern of non-class contact should apply. In such atypical weeks, some teachers may have more non-class contact than they would otherwise be due and others less (e.g. if their non-class contact falls on a holiday). This should be balanced out, where possible, by varying the days for non-class contact over the session. The school-based discussion should consider and agree an annual calendar which provides an appropriate spread of the balance time and avoids any increase in workload for staff at peak times, such as when reports have to be written or forward plans completed. For example, it would not be appropriate for a parents' meeting to occur in the same week as forward plans are due.
- 3.6 Non class-contact time provided to teachers in the school day will normally be regarded as personal time for preparation and correction. Teachers in a department who are free from class contact at the same time during the week, could opt to use this time as part of the collegiate element for a specific defined purpose, for example, departmental, or stage planning meetings. Class contact for all full-time teachers must not exceed 22.5 hours a week in a normal week, running Monday to Friday. (Teachers on the National Teacher Induction Scheme should have class contact of no more than 18 hours a week.)
- 3.7 This Working Time Agreement also encompasses part-time and job-share teachers whose time should be allocated on a pro rata basis. Teachers employed in such posts cannot be required to participate in collegiate duties on days on which they are not employed, except for parents' meetings when such teachers will comply, on a pro rata basis, with the arrangements agreed for the establishment. Schools, however, should take their days of employment into account, where practicable, when planning annual calendars. In session 2018-19 schools continue to consider whether within their establishment aspects of collegiate duties can be programmed on a day which is not a Friday.

- 3.8 It is essential for schools to consider the days that any additional teachers in nursery and primary schools are employed when collegiate activities, such as parents' meetings, report writing and forward planning. An additional teacher or visiting specialist who is employed in more than one establishment in the week should identify at the earliest opportunity any conflicting demands placed on her/his collegiate time, and s/he should raise the matter in the first instance with the authority representative or base school Head Teacher who is responsible for her/his PR&D review.
- 3.9 Permanent part-time teachers in Midlothian are required to meet the total number of days (pupil days and in-service days) set out in their contracts. Teachers who are on part-time/job share permanent contracts are required to attend the appropriate pro-rata number of in-service days. However, depending on the days of the week they normally work and the days on which in-service days fall, this requirement to attend may have a consequence on any other work they may wish to do, whether for another Council as a teacher or other work.

Should the total number of days at work (pupil days and in-service days) over the session not match the required pro-rata number, teachers may lose pay. Where a teacher volunteers to attend an extra in-service day, s/he may count the hours as part of her/his annual CPD or Head Teachers may agree to pay the teacher for the extra day's attendance at the teacher's normal daily rate.

- 3.10 Where teachers in any sector are required to provide cover for absent colleagues, such cover should be included as class contact time and is therefore counted for any calculation of correction time (minimum of one third of class contact time). No permanent teacher can be expected to work beyond her/his weekly class contact maximum.

New arrangements, however, for those on short-term supply contracts may mean that those teachers, if they then move to a fixed-term contract, may have a greater class contact time than 22.5 hours in the week they begin in a school.

- 3.11 The SNCT Handbook of Conditions of Service indicates that all tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing. If a teacher is not required to be on the school premises during the normal day (i.e. the time when pupils are normally in school) s/he should notify the appropriate manager of their intention in this respect. There should normally be a single point of contact on this matter for all teachers. Staff should recognise the health and safety issues in the wider context of the school when making use of this facility during the pupil day. It is anticipated that all teaching staff will be able to utilise this flexibility at some point during the school year. Schools will be required to establish and issue an agreed procedure for recording any staff not in the building. It will be particularly important to ensure that peripatetic and part-time staff are aware of such procedures.

- 3.12 In the case of promoted post holders, the national agreement recognises “that managers require time for additional duties outwith teaching and associated preparation in order to fulfil their broad professional duties” (See Appendix *).
- 3.13 General guidance indicates that a promoted member of staff should not expect to lose, because of absence cover, more than 50% of her/his regular allocation of non teaching time relating to duties associated with the promoted post in a normal school week and 25% over a period of four consecutive weeks.
- 3.14 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.
- 3.15 It is accepted by the SNCT and the MNCT that 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.

4. School Committees

- 4.1 Every school has a Balance Time Committee with representation from:
- The Head Teacher
 - Trade Union representative
 - Teaching staff representatives from a range of teaching positions (based on the total number of teachers in school – see table below)

Total number of teachers	Minimum no. of staff representatives (inc TU representatives)
1-10	All staff team
11-19	3
20-39	4
40-59	5
60+	6

- 4.2 The Head Teacher and staff representatives will be required to prepare a draft school agreement on the working year in line with this Agreement. The draft Agreement will include a proposed calendar which highlights key events such as reporting periods, parental consultations, staff meetings, SQA deadline, professional review interviews and forward planning.
- 4.3 All meetings of the 35 Hour Working Week Committee must be minuted and minutes circulated to all staff.
- 4.4 Once agreement has been reached at school level on the use of the balance time, the appropriate form Appendix 1, 2 or 3 should be completed and returned to the relevant School Groups Manager, along with the overall school calendar, a final version should be issued to each teacher. All the school agreements forms and calendars will then be collated and forwarded to the MNCT by 1 June each year.

5 Time Allocation

- 5.1 The following table summarises the time allocated for all Schools in relation to the normal 190 hours of balance time.

Activity	Hours
Maximum class contact (per week)	22.5
Minimum preparation & correction time (per week)	7.5
Weekly balance time (per week)	5
Balance time over pupil year (per year)	190
5 in service days @ 7 hours	35
Annual time over teacher year (per year)	225

- 5.2 The following activities identified in the SNCT handbook are subject to agreement at school level:

- Additional time for preparation & correction
- Parent meetings
- Staff meetings
- Department/faculty meetings
- Working groups/committees/consultation groups
- Formal assessment
- Preparation of reports, records etc

- Curriculum development
- Forward planning
- Continuing professional development
- Additional supervised pupil activity
- Professional review and development

It is recognised that some tasks will be collegiate while others are individual.

- 5.3 Dates should be organised to prevent an uneven distribution of work throughout the year and, in particular, should take account of the demands of reporting, formal assessment, forward planning and school improvement planning.

6. Administration Process

A majority decision should be reached, which involves all staff. In the event of a majority decision not being reached, a vote should be taken. Votes should be counted and signed off by the Head Teacher and the appropriate school trade union representative.

Visiting specialists will negotiate their own agreement with the Education Support Officer (Staffing) as they are based in a number of different schools. The above conditions apply.

In the event that agreement cannot be reached, the MNCT Recognition and Procedure Agreement will be actioned.

7. Continuing Professional Development

- 7.1 A maximum additional contractual 35 hours of CPD per annum is a requirement for all full-time teachers (pro rata for part-time teachers). This will consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school based activities or other CPD/Professional Learning activity. The balance will be based on an assessment of individual need taking account of school, local and national priorities and shall be carried out at an appropriate time and place.
- 7.2 Every teacher should have been issued with a copy of the Authorities 2014 policy on Professional Review and can request a copy of the policy from the school staff development coordinator. Every teacher should discuss and agree a Professional Learning Record with their line manager as part of the Professional Review and Development process. In order to meet the requirements of GTC Scotland's Professional Update process, during their update year, every teacher should

maintain their Professional Learning Record to provide evidence of the impact of their Professional Learning on their thinking and professional actions.

<http://www.snct.org.uk/library/2016/MNCT-14-04-PRD-Policy20140528.pdf>

7.3 The MNCT recognises that ‘in the collegiate school, leadership qualities are evident throughout the school. There is a devolved and participative style of leadership and management. Staff are given opportunities to develop leadership skills and take advantage of their learning. Leadership in this context is distinct from management duties’ of those in promoted posts.

7.4 Appropriate training and CLPL opportunities for Visiting Specialists will be planned and delivered in collaboration with the Education Support Officer (staffing) sectors.

8. Review

These guidelines are Midlothian Council’s operational implementation of the SNCT Code of Practice on Working Time Arrangements for Teachers – Part 2: Appendix 2.7 in the SNCT Handbook of Conditions.

9. Useful Links

- **PRD Policy**

- <http://www.snct.org.uk/library/2016/MNCT-14-04-PRD-Policy20140528.pdf>

- <http://www.snct.org.uk/library/2079/MNCT-15-04-ForwardPlanning.pdf>

- <http://www.snct.org.uk/library/2016/MNCT-14-04-PRD-Policy20140528.pdf>

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APPENDIX 1 – SCHOOL RETURN FOR BALANCE TIME – ALL SCHOOLS

School: _____

Session: ____/____

Type of activity	Time parameters (min no. of hrs – see table below)	School allocation
Parent's meetings		
Preparation of reports		
Forward planning		
Liaison time: Whole staff meetings Learning community meetings Stage meetings Liaison meetings Working groups/curriculum development Professional review & development Professional association meetings		
Flexible time: Extra preparation/correction Additional management time Formal assessment Supervised pupil activity Unanticipated events (HMIE etc)		
TOTAL TIME		190 hours

You must also include an annual calendar of collegiate activities

The 35 Hour Working Week

Balance Time Activity	Nursery*****	Primary	Secondary	ASN
Parents Meetings	0	14	20	12
Meetings with external agencies*	0	5	10	5
Staff meetings	Tbc (114)	20	34	22
Curriculum development	Tbc (22)	15	9	15
Forward planning	Tbc (30)	27	8	20
Planned classroom visits**	0	3	3	3
Time for trade union meetings***				
Preparation for reports, records	Tbc (10)	59	55	64
Formal assessment	0	22	34	24
Liaison time*	0	8	4	10
Professional review and development	Tbc (6)	6	6	6
Flexibility****	Tbc (8)	11	7	9

*Should any category not be relevant for an individual teacher, s/he should add the time available to another category as s/he sees fit.

**If agreed (time to cover pre-visit discussion and feedback). If not used this time goes into flexibility balance.

***Up to 2 hours for Teacher Union meetings may be held during in-service days or taken from flexibility balance.

****Including time for collegiate activities at Authority level (e.g. MNCT briefing meetings where relevant).

*****The balance time allocation for Nursery Teachers for session 2018/1 is subject to agreement.

There is no expectation that teaching staff in any sector will be involved in all activities. Flexibility both for school allocations and individual/departmental allocations is the key to a successful Agreement.

Please complete details overleaf in relation to the 5 in-service days and sign the form prior to submission

The 35 Hour Working Week

In-service Days (breakdown of anticipated learning)
1
2
3
4
5

I confirm that this Agreement has been reached in accordance with the Council guidance.

Signatures

Head Teacher _____ Date _____

Union Representative _____ Date _____

Teaching Staff Rep _____ Date _____

Teaching Staff Rep _____ Date _____

Teaching Staff Rep _____ Date _____

Teaching Staff Rep _____ Date _____

Teaching Staff Rep _____ Date _____

Teaching Staff Rep _____ Date _____

APPENDIX 2 – BALANCE TIME GLOSSARY

Parent Meetings

The number, nature and organisation of parents' meetings vary across schools. It is considered important that schools have flexibility to arrange meetings with parents in a way that suits all parties. Separate time has been made available for preparation of reports. The suggested figures make an allowance for travel for evening meetings and a break where meetings are at the end of the school day. The length of time for a parents' meeting normally has been two hours.

Parents are expected to attend meetings which are planned for them at the appointed time. Where parents are unable to attend meetings at the allocated time, there should be no general assumption that extra meetings can be arranged. It may be possible for some teachers to find time during 'flexibility Time' should a meeting be seen as essential given particular circumstances. If there is no time available within this allocation, then arrangements will require to be made to meet during normal teaching time in the pupil day. Teachers are not required to meet parents during their own preparation and correction time.

Meetings with External Agencies

The MNCT is aware of the increased demands that face promoted staff or those in ASN education in particular in relation to meeting external agencies. This time element would also permit meetings of staff on a cross-authority basis, for example, meetings relating to a particular stage or subject discipline within Midlothian.

Staff Meetings

The time available under this heading should allow effective meetings of any groups of staff e.g. department meetings, whole school meetings, faculty meetings, working groups, cross curricular meetings, committees and trade union meetings with management etc. Where faculties have been introduced, consideration will need to be given to the most effective way of organising meetings for all staff, given the different subjects involved.

Where meeting times coincide, a balanced consideration should be given to the needs of the school and the individual. Time in this category should also allow for work on school improvement planning. Time will continue to be allocated from this element to discuss management structures and issues arising from changes already made.

Curriculum Development

Time made available here should allow for any curriculum development that is appropriate at school level.

Forward Planning

This block of time should be used to allocate time to teachers for professional dialogue and for forward planning on an individual or joint basis, for example interdisciplinary work within secondary schools. It should be recognised that time is not only needed for the writing of plans but also for effective meetings of groups of staff involved. Further time for such work may be provided on In-Service days. We are committed to minimising time spent writing plans and are focussed on the need for high quality learning and teaching.

<http://www.snct.org.uk/library/2079/MNCT-15-04-ForwardPlanning.pdf>

Planned Classroom Visits

Where planned classroom visits are part of the process of implementing the annual plan for improvement, time should be set aside to cover the preparatory and feedback meetings.

Union Meetings

In recognition of the importance of collective decision-making, up to 2 hours per session may be allocated to trade union meetings.

Preparation for Reports

Diagnostic and formative assessment should form an integral part of learning and teaching. It is recognised that time is required to prepare formal reports, reports to parents, individual education programmes, co-ordinate support plans etc. The aim is that new systems will reduce the time rather than increase time spent on reporting.

Professional Review & Development

It is important that all staff have the opportunity to discuss their work and their professional development needs on a regular basis. Time is allocated for ongoing dialogue for the reviewee and reviewer. Further guidance is available in the PRD policy.

<http://www.snct.org.uk/library/2016/MNCT-14-04-PRD-Policy20140528.pdf>

Formal assessment

The inclusion of a separate allocation of time under this heading is in recognition of the fact that teachers often have to carry out summative or more formal assessments, for example, end of unit tests, national tests, preliminary examinations, National Qualification Units. Understanding the application of new assessment criteria will require time for internal moderation to take place in all sectors to ensure consistency in new standards across sectors, within schools,

The 35 Hour Working Week

stages or departments. Time will also need to be allocated to address the requirements of SQA verification.

Liaison Time

Where a number of teachers are working with the same class over a period of time, time should be allocated that enables liaison to take place at regular intervals.

Professional Review and Development

It is important that all staff have the opportunity to discuss their work and their professional development needs on a regular basis. The authority's Staff Development and Review procedures describe this process in greater detail. Time should be made available for all staff within the 35 hour week for their personal review meeting. Time has also been included for some on-going dialogue. The 2014 Midlothian Policy on PR&D puts more of an emphasis on the importance of the role of the reviewee. There is a need to ensure that reviewers have appropriate time allocations to fulfil their role.

Career Long Professional Learning

While there may be the opportunity from the flexibility time to allocate time in this area, a substantial amount of time for this is normally undertaken during in-service days.

Additional Time for Preparation and Correction

There may be the opportunity, from the flexibility time, to allocate time to this area. It is likely that teachers who work within a week across a number of schools as either additional teachers or visiting specialists will require such time.

Additional Supervised Pupil Activity

This includes a wide range of activities including supported study classes, clubs, sporting activities, creative/aesthetic activities including school performances etc. There is no expectation that all teachers will carry out such activities.

Flexibility Time

The use of the flexibility element to address contractual obligations is for each school to decide and is appropriate for each teacher to determine how this time will be used over the year, with the agreement of their line management, and taking account of the needs of their class.

The 5 In-Service Days

As with other collegiate activities, the content of these days is subject to collective consultation and agreement within the school, and with regard to striking a balance

The 35 Hour Working Week

between whole school, departmental and individual activities except in the case of local authority days which will be discussed at the MNCT. Given the introduction of Professional Update, it is important that schools, working with Authority staff, decide how best to support its continued implementation.

At school level it is likely that continuing professional development and curriculum development activities will take up most of the 35 hours in this block. Additional preparation and correction can also be undertaken during this time. Where it is agreed, staff can carry out activities out with their base school during this time.

APPENDIX 3

MECHANISMS FOR NEGOTIATION AND DEALING WITH DISPUTES;

Negotiation Mechanisms on the 35 hour week

Where teaching staff numbers are small, for example 10 or less, and thus can accommodate whole staff meetings which allow all staff to contribute, the establishment of a separate committee is unnecessary and inefficient. In such cases the whole staff should be involved in discussions on the use of balance time.

In larger schools, it is recommended that a Committee be formed. The remit of the Committee should be to provide advice and recommendations to the whole staff in relation to the use of balance time.

Membership of the Committee, where formed, should reflect the balance of the staff in terms of the stages/ departments and the roles of staff and include the recognised teachers unions (reflecting membership at school level). The convenor of the Committee will be a matter for the Committee itself, although the Head Teacher will have a key role in leading whole staff discussions as directed in the 'code of practice'. Committee meetings should take place within the 35 hour working week.

Dealing with Disputes

A ballot of the whole staff will normally take place to determine the majority decision. The ballot will be counted and signed off by the Head Teacher and the Union representative. ALL teachers are eligible to vote including visiting specialists who are based at the school.

Further clarification will be sought from any school where the Agreement does not match the framework and referred to the Joint Secretary to ensure a satisfactory resolution.

In the event that agreement cannot be reached, the MNCT Recognition and Procedure Agreement will be actioned.

Where there is a failure of collective bargaining, in other words a failure to agree a working time agreement in a school, the MNCT, informally through the MNCT Joint Secretaries or, formally, through the MNCT, will find a resolution. Any matter that is referred to the Joint Secretaries for informal resolution should normally be responded to within 10 working days. Where the matter is referred to the MNCT formally this will be dealt with as quickly as possible, and within 15 working days.

APPENDIX 4

MONITORING ARRANGEMENTS

It is important that arrangements made for the use of balance time are kept under review and that there are facilities for changes to be made in the light of experience and reflection.

At school level, this can be accomplished through the regular meetings that Head Teachers should have with the teacher unions as well as through planned whole staff meetings, existing consultative arrangements and the termly meetings of the 35 Hour Committee. Meetings in the spring term (after the issue and return of the attached questionnaire, Q1, to all teaching staff) should consider any changes to the arrangements for the following year and these should be agreed by mid-June. Schools will be asked to make a return to the authority on the use of balance time and *must* include with it the school calendar.

At authority level, these returns will be made to the MNCT Convenor, c/o Council Secretariat, Midlothian House who will arrange for them to be copied to all MNCT members.

Quarter 1, Annual Evaluation – to be co-ordinated by the school's Working Time Agreement Committee

Teachers are encouraged to evaluate their personal workload against the generic figures agreed in Appendices 1, 2 or 3 for balance time activities in their school. This will enable teachers to use professional judgement in relation to how their time is being used. It will also yield information which will feed into the school's Working Time Agreement Committee's annual review of the 35 Hour Working Time Agreement.

The 35 Hour Working Week

To what extent did this year's agreement allocate a realistic amount of time in relation to each aspect of your professional responsibilities?

Identify any area where the time required under any given heading has been significantly different from what was planned.

Do any of the headings in the current Working Time Agreement require in your opinion an adjustment in agreed time for next session?

Are any new priorities emerging that require an allocation of time?

Appendix 5 Implementation of the 35 hour week for Instrumental Music Service

1. Introduction

- 1.1 Midlothian Council has an established and enviable reputation for its music provision and particularly for the quality of public performances at school and whole authority level. Music Instrumental Teachers are key in sustaining this level of excellence.
- 1.2 The pay and conditions of service of local Authority Music Instrumental Teachers were changed in January 2002, in line with the McCrone Implementation Agreement for teaching staff. This agreement reflects these changes but has been reviewed and updated. (The first version was Appendix 7 of MNCT 06/04). It will continue to be subject to monitoring and review within the MNCT on an annual basis.

2. Principles

- 2.1 The purpose of the Instrumental Music Service is to offer music instruction to as many pupils as possible and so enhance and also enrich their lives.
- 2.2 The principle of the 35 hour week is a mechanism to control the workload of Music Instrumental Teachers, not to exert undue and stifling control over their time. The current guidelines should promote collegiate work at both school and Authority level.
- 2.3 In line with nationally-agreed conditions, a maximum of 27.5 hours per week shall be devoted to pupil contact for a Music Instrumental Teacher working full-time. Part-time instructors' hours will be calculated on a pro-rata basis in respect of all the elements indicated below, other than travel time and lunch-time.
- 2.4 Travel time between schools during the school day shall be regarded as pupil contact time, except during the mid-day break when the Music Instrumental Teachers shall have a personal break of not less than 40 minutes.
- 2.5 A full-time instructor shall devote a minimum of 2.5 hours per week to preparation, correction, instrument maintenance, transposition and orchestration.

- 2.6 Some years it may be the case that an instructor's contact time is not at maximum. Where pupil contact time, including any travel, for a full-time instructor does not total 27.5 hours, the time remaining can be used for other activities, e.g, work with ensembles, preparation and marking, instrument maintenance, transposition and orchestration.
- 2.7 This leaves an additional 5 hours per week or 190 hours per year to be allocated for other activities for an instructor working full-time. The remaining five hours during the normal 5 day week, for 38 weeks, shall be available to be used for an appropriate and agreed balance of the following activities:
- preparation of lessons
 - preparation of reports, records etc in relation to teaching and learning
 - forward planning
 - parental liaison (by appointment)
 - staff meetings – within school and at Authority level
 - instrument provision and maintenance
 - rehearsing school/Authority ensembles
 - professional review and development
 - pupil performances
 - continuing professional development

3. Midlothian arrangements

- 3.1 The line manager for Instrumental Music Staff is the Head of Instrumental Teaching (see Appendix A below for roles and responsibilities).
- 3.2 The current work practices of Music Instrumental Teachers should be accommodated by these guidelines. However, it is recognised that instrumentalists are strongly committed to out of school hours' activity. Rehearsals for concert/s are concentrated near the events. Consequently it would be appropriate to recognise current practice by aggregating time over the year for any such rehearsals/ event/s.
- 3.3 The MNCT is mindful of the need to control workload and thereby prevent possible stress and ill health and while it recognises that out of school work will cause peaks in respect of hours required to be worked, it advises that

such peaks should be the exception rather than the rule and that in the weeks before and after a concert, the other activities to be undertaken from section 2.7 above will have to be reduced.

- 3.4 By June an annual calendar of key authority dates for Music Instrumental Teachers will be produced to enable a more even balance of work to occur.
- 3.5 Additionally from session 2013-14 it is proposed that parental liaison will occur on a cluster basis once a year. A timetable for these arrangements will be produced annually in June for the following session. The information will be communicated to schools and to parents by the Head of Instrumental Teaching. Music Instrumental Teachers should refer any conflicting timings of parents' meetings across their schools to the Head of Instrumental Teaching.
- 3.6 Instrumental staff can feel quite isolated within their school and need opportunities to identify more closely with the Instrumental Music Service. Meetings for all instrumental staff will take place during in-service days and other meetings of instructors will take place once a term on a Friday afternoon.

4 The Allocation of Time

4.1 Time is allocated under the following broad headings:

- Pupil contact time
- Preparation time
- School based collegiate time (that is, school/dept meetings)
- Authority collegiate time (that is, with the Head of Instrumental Teaching)
- School/ authority ensembles and concerts
- In-service time

4.2 Pupil contact and preparation time reflect the pre-McCrone situation i.e. 27.5 hrs pupil contact and 2.5 hours preparation time for an instructor working as a 1FTE (pro-rata for part-time). During pupil contact time it is anticipated that pupil progress diaries and records of work will be completed.

Travelling time between schools during the school day is regarded as pupil contact time except during the mid-day break when the Instructor shall have a personal break of not less than 40 minutes. Instructors should also have a personal break at school interval time.

The 35 Hour Working Week

- 4.3 The remaining time amounts to 190 hrs i.e., 38 weeks at 5 hours per week. This time has been allocated under the two headings of School based collegiate time and Authority collegiate time.
- 4.4 There are also 35 hours allocated for in-service activities (pro-rata if part-time)
- 4.5 The proposed time allocations for collegiate time that follow allow a degree of flexibility. It is anticipated that individual Instructors will:
- Allocate their time in agreement with the Head of Instrumental Teaching
 - Allocate their time on a pro rata basis related to their contracted working time i.e. FTE
- 4.6 Time Allocation for 1fte

Pupil contact (maximum)		27.5 hpw
Preparation (minimum)	2.5 hpw	
'Balance time'	5.0 hpw	190 hpy

School collegiate time		(104 hpy)
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| <ul style="list-style-type: none"> • Additional preparation time • eg timetabling pupils, arranging music • Report preparation and writing (in respect of learning) • Forward planning • Instrument provision and maintenance • Parental consultation (by appointment) | | (35 hpy) |
| | | (15 hpy) |

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|--|--|---------|
| <ul style="list-style-type: none"> • Staff meetings • Admin for external exams • Attendance at external exams as required • Professional development | | (7 hpy) |
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Additional individual pupil contact time*		(10 hpy)
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|--------------------------------------|-------|------------|
| • Consultation with teaching staff** | 1 hpw | (37 hpy)** |
|--------------------------------------|-------|------------|

School/ Authority evening ensembles and concerts (80 hpy)

Authority collegiate time	(6hpy)
• Instrumental Staff Meetings with Head of Instrumental Teaching	(3 hpy)
• Professional review and development	(2 hpy)
• Individual Meeting with Head of Instrumental Teaching	(1hpy)

In-service time activities **35 hpy**

Total annual hours **225 hrs**

Notes linked to time allocations

***Parental Consultation** – this allocation includes time for travel which will be reviewed for session 2014-15

School based collegiate time

*Additional pupil contact time reflects current practice where Instrumental staff accommodate students who benefit from tuition outside the school day e.g. where pupils are preparing for examinations).

**Formal consultation with school teaching staff will ensure the relationship between the taught curriculum and the work of Instrumentalists is enhanced. Time may be able to be found on In-Service Days as well.

Instrumental staff may undertake certain tasks e.g. preparation or correction, report writing etc at a time and place of their own choosing provided that the Head of Instrumental Teaching and appropriate school staff are notified and that Instrumental staff observe any signing in/out arrangement necessary to comply with health and safety requirements within the establishment being visited.

School/Authority ensembles/concerts

Ensemble working enhances the corporate identity of instructors and ensures the continuation and excellence of high profile public performances.

All Instrumental Instructors should contribute to school/Authority ensembles by preparing them for public performance. (Part-time instructors contribute pro-rata and

are not required to undertake such work on days on which they are not employed by Midlothian Council.)

The total time a full-time Music Instrumental Teacher has for all this activity totals 80 hours per year. However, there is an expectation that instructors will use 10 hours of this collegiate time for rehearsals for the Festival of Music. Arrangements for additional hours required will be put in place by the Head of Instrumental Teaching.

Given competing demands on the time available, PTs of Music/Curriculum Leaders and primary HTs are asked to submit their requests in advance for instructors' support for and involvement in school ensembles and/or concerts. Requests for session 2014 -15 should be sent to the Head of Instrumental Teaching by the end of the current session.

Once schools' requests and authority initiatives have been identified, instructors will discuss options with the Head of Instrumental Teaching before final decisions are agreed by him/her. He/she will confirm in writing to schools the decision taken in relation to school requests. While the authority Festival of Music remains a priority, schools should not expect school ensembles/concerts in their school to occur every year. From August 2013 a rota will require to be followed.

Authority collegiate time

- All Instrumental staff are entitled to meeting with the Head of Instrumental Teaching to discuss progress, successes, ideas and issues of concern
- Instrumental staff also will follow the agreed professional review and development process on an annual basis.
- If an instructor is not employed on a day on which collegiate activities, other than parents' meetings, are taking place s/he is not required to attend. Should s/he volunteer to do so, the time used will count towards her/his annual CPD.

In-Service Days

- Time may be taken from the 35 hours for in-service to work on other tasks listed in 2.7, though instructors may be required to attend dept/school/authority in-service activities

5. Continuing Professional Development

- 5.1 An additional contractual 35 hours maximum is required for full-time Music Instrumental Teachers (pro-rata if part-time). This time will be used for an appropriate balance of personal, professional development, attendance at courses, involvement as a performer in professional performances, recitals etc.
- 5.2 The balance will be based on an evaluation of individual need, taking account of local and national priorities and shall be carried out at an appropriate time and place. Each Music Instrumental Teacher will have an annual plan agreed with the Head of Instrumental Teaching following her/his PRD meeting.
- 6. *Administrative and other non-teaching tasks***
- 6.1 Music Instrumental Teachers will not routinely undertake such tasks. They are employed as instructors, with particular skills. The following tasks will be undertaken by others
- the administration required for charging
 - the issuing of routine documentation for the service as a whole
 - the administration and documentation of out of school visits (unless the instructor is the group leader and the visit/event is her/his idea)
 - photocopying
- 6.2 Music Instrumental Teachers are required to keep a register of pupils they instruct. Registers must be retained.

APPENDIX A

Management of Instrumental Staff

Instrumental staff are successfully managed through the established co-operation between school based and authority based staff. The mutual respect and trust shown by all parties will continue to be the basis for the management of Instrumental staff in Midlothian.

Within establishments the work of Music Instrumental Teachers will be overseen by the PT, Music (in a Secondary school), or the Head Teacher (in a Primary School).

Role of the Co-ordinator of Instrumental Music

The Head of Instrumental Teaching is the first point of contact for Instrumental staff.

Her/His role is to:

- Develop strategy for the service
- Monitor and evaluate the success of the service
- Appoint Instrumental staff
- Lead the professional review and development of Instrumentalists
- Provide pastoral support for Instrumental staff
- Organise Authority/Inter school music performances and activities
- Plan and organise the continuing professional development of Instrumental staff on in-service days ***

*** Instrumental staff may join school staff for relevant and appropriate in-service at school by negotiation.

Role of School-based staff

The role of the school-based contact (e.g. Head Teacher in Primary or Principal Teacher in Secondary) is to:

- consult with the Head of Instrumental Teaching on issues relating to the service
- monitor the work of instrumental staff in their school
- involve Instrumental staff in school/departmental work as appropriate e.g. 5-14, NQs or departmental meetings
- school-based in-service
- development of relevant policies and procedures
- liaison over teaching and learning, curricular issues and pupil support issues