



The 35 Hour Working Week – Accompanying Guidance

Midlothian Negotiating Committee for Teachers

The 35 Hour Working Week – Accompanying Guidance

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GUIDANCE DOCUMENT 1

Agreement on the Management of the Learning Week

1. INTRODUCTION

- 1.1 From August 2006 the reduction in class contact time made it inevitable that pupils in some nursery and primary classes had the curriculum delivered by more than one teacher. This will continue to be the case in Midlothian primary classes. From August 2014 the situation within nursery classes and nursery schools will change.
- 1.2 Within our primary schools, it is essential that all involved do not see the job of the additional teacher as simply a matter of covering class teachers' classes. Additional teachers have full responsibility for the work they individually undertake. Head Teachers, when allocating teachers to classes, will require to ensure that the timetable provision will enhance the learning and teaching opportunities for all pupils. In the secondary sector the reduction in contact time will continue to be reflected in the timetabling of classes.
- 1.3 It should be noted that all teachers in all sectors, including nursery, can leave the school premises during their personal time and when not involved in agreed collegiate activities, in line with the local MNCT agreement on the 35 Hour Working Week.
- 1.4 In order to ensure an effective and consistent approach to timetabled delivery of learning and teaching, a revised set of 'Key Principles' has been established to guide Head Teachers and teachers.

2. KEY PRINCIPLES

- 2.1 Effective learning and teaching must be at the heart of any educational change. Therefore the timetabling arrangements should ensure that teaching and learning is enhanced, thus benefiting pupils and enriching their school experience.
- 2.2 Where in the primary sector, an additional teacher is to deliver part of the curriculum for a class on a timetabled basis, then the area of the curriculum to be delivered by that teacher should be clearly identified. The programmes of study for these particular curricular areas should be capable of being taught effectively within the timetabled time allocated
- 2.3 Non-class contact time within the 35 hour working week should be allocated in periods of time on a weekly basis. In order to take account of the asymmetric week a number of possible time period options can be considered in the primary sector. The agreed minimum amount of time in this sector for each period per week for non-class contact time for a teacher who works full-time will be two periods of 45 minutes and one of 60; or three periods of 50 minutes; or two periods of 75 minutes; or one period of 30 minutes and two period of 60 minutes.

- 2.4 Within nursery classes the above arrangements will no longer be applicable. Teachers will have contact time of 3 hours and 10 minutes per session. Senior childcare and development workers and childcare and development staff will manage sessions where teachers are not included in the staffing ratio. Advice on non-class contact time is found in section 3 below.
- 2.5 The Head Teacher and primary teaching staff of the school should discuss and agree on the pattern to be followed for the school timetable for the academic session. It is acknowledged that any period of time for primary non-class contact which is less than 30 minutes does not provide meaningful preparation time in the pupil day and schools are advised in that circumstance to consider changing a timetable where possible or where the individual teacher so requests to utilise the time from the individual teacher's hours of flexibility allocation (as defined in Appendix 1 of Midlothian's MNCT Agreement) of time out of the overall 35 hour week elements.

3. WORKING PRACTICE

Timetables

- 3.1 Timetabling is the management process that enables schools to manage the learning day and week for all pupils as teachers experience the maximum class contact time of 22.5 hours. Where necessary in primary, additional teachers will be provided for classes with a learning week greater than 22.5 hours through the allocation of funding to support an increased number of teachers in the school.
- 3.2 For most primary classes the length of the learning week exceeds the maximum class contact time for the class teacher assigned to the class and, as a consequence, the class requires to be taught by more than one class teacher. This will require the development of timetables for each class in order to manage the effective delivery of learning and teaching by the class teachers assigned to each class. It will also require the development of timetables for learning support teachers, visiting specialists, visiting subject teachers, seconded teachers working in schools and other teachers who work on a peripatetic basis.
- 3.3 In nursery classes and schools the length of the learning week also exceeds the maximum class contact time for the teacher. In order to ensure there is a balance of time for all contractual elements, the preferred model is that a full-time teacher will work three out of four sessions, Monday and Tuesday; three out of four sessions, Wednesday and Thursday; and Friday morning. However, due to staffing and the need to meet local needs, this model may not be able to be implemented in every establishment during session 2014-15. Where this is not possible, it is anticipated that agreement can be reached with individual teachers on any other proposed configuration, taking their circumstances into account, and a positive outcome be achieved. Those who work part-time cannot not have any days of work stated as such on their letters of appointment altered without agreement.

- 3.4 A full-time nursery teacher should normally have class contact in school every day. The timetable should be followed for the whole academic session. Included in the timetable will be an indication of which of the two remaining sessions could be utilised by the teacher for additional work of one period of 20 minutes with pupils.
- 3.5 For both sectors, timetables will be drafted by Head Teachers in consultation with all relevant teachers and Schools' Group Managers, and MNCT members will maintain an overview of both school and peripatetic teacher timetables. Teacher timetables will set out the teaching commitment of up to 22.5 hours. Permanent part-time staff and those promoted staff who have part-time class contact time designated as part of their job specification did have their teaching hours reduced proportionately. Timetables will be accessible at any time to members of MNCT. Schools should ensure these are available from after the September holiday. Annex 1 provides a table setting out the respective elements of the 35hr Working week on an FTE basis.
- 3.6 Where an additional teacher in primary is to deliver part of the curriculum for a class on a timetabled basis, then the area or areas of the curriculum to be delivered by that teacher should be clearly identified.
- 3.7 The appropriate allocation of non-contact time should also be taken account of when drafting a timetable for an additional teacher and the time allocated within the teaching day should be provided in the same length of period as that given to other class teachers. This is an aspect the MNCT will monitor.

Funding

- 3.8 In the primary sector the basic formula for the allocation of the funding will be based on a school's number of teachers who have assigned classes within a learning day greater than 22.5 hours. Any Head Teacher who finds that this formula does not enable the needs of the school timetable to be met should contact the Schools' Group Manager to discuss the matter further. In the nursery sector the increased hours for pupils has been funded by the Scottish Government.
- 3.9 The additional hours in the primary sector will be allocated to schools as part of their staffing complement in FTE which will include time for all three elements of the 35hr working week for all teachers. The Devolved School Management scheme for primary continues to be amended accordingly to account for the allocation of additional funding for the reduction of class contact time.
- 3.10 The following options can be considered when a primary Head Teacher formulates the management strategy that is to be used for the organisation and management of the additional teacher time allocation:
- i) The Head Teacher relief teacher could increase her/his FTE time up to a maximum of 22.5 hours of class contact time per week.

- ii) The Depute Head Teacher relief could increase her/his FTE time up to a maximum of 22.5 hours of class contact time per week.
 - iii) A class teacher from within the school's staffing complement may agree to being released from her/his class for part of the week to undertake teaching aspects of the curriculum up to a total maximum of 22.5 hours of class contact time per week throughout the school.
 - iv) An additional teacher could be engaged up to a maximum 1 FTE with a maximum of 22.5 hours of class contact time per week.
 - v) A combination of any of the above-mentioned four options.
- 3.11 Within the nursery sector, the Senior Childcare and Development Worker will support early learning and childcare when teachers are not in ratio within the nursery.

Fixed-Term Supply Teachers

- 3.12 The same 35hr working week conditions of service apply to fixed-term supply teachers and will apply on a pro-rata basis, if appropriate, to the following two categories of teachers:
- Permanent supply teachers;
 - Fixed-term supply teachers.
- 3.13 Permanent supply teachers who work on a peripatetic basis may work in a number of schools during a week. The appropriate allocation of time for personal preparation and correction time, commensurate with the class contact time undertaken during their weekly contracted time, must be respected. To enable them to anticipate potential issues in this aspect of their conditions, at the start of the academic session, they will be provided with details of the pupil day of all the schools in the sector in which they work. They will not be asked to work beyond their contractual contact time in any one week. Head Teachers will be made aware of this, both by the individual teacher and by the person who is co-ordinating their work placements. The matter will also be highlighted at briefing meetings.
- 3.14 Fixed-term supply teachers cover an absent teacher for a period of 3 days or more. Where the teacher remains in the school for 3 days or more the teacher would normally follow the same timetable as the teacher that they are providing cover for.
- 3.15 Where a teacher is in school for longer than a week, s/he will be expected to adopt the pattern of collegiate activities being undertaken by the school.
- 3.16 Those supply teachers who work on a short-term basis (that is, for 2 days or less) may work in a range of schools and across a range of education authorities during a week. Their conditions of service for the two days are

different: they may not require preparation and correction time in the pupil day during any engagement of a single day or of two days. A separate policy will be developed to provide further support and guidance for short-term (previously-known as 'casual') supply teachers.

- 3.17 Head Teachers shall undertake to liaise with individual short-term supply teachers to ensure their requirements in respect of personal preparation and correction have been met (should the teacher wish this time it should be granted on a pro rata basis)
- 3.18 For all teachers who are contracted by the authority to work across schools during any day travelling time between schools during the school day shall be regarded as pupil contact time except during the midday break when the teacher shall have a personal break of not less than 40 minutes.
- 3.19 Supply teachers, when contacted for work, should advise the Education, Communities and Economy Directorate of their availability in terms of teaching time in any week.

Workload and the 35 Hour Week

- 3.20 Where in primary an additional subject teacher teaches a free standing 'subject' to a class for part of the week, then that teacher will have responsibility for the teaching and learning undertaken in that period of time. If the teacher is employed for more than 5 consecutive weeks, this work will include preparation, planning, teaching, assessing, recording and may include some aspects of reporting. If the teacher is teaching the subject across a range of classes this will have an impact on the amount of time the teacher will need within the 35hr working week for preparation and correction, the level of reporting that can be achieved and the amount of assessment that can be undertaken.
- 3.21 In the primary sector where a teacher is employed as an additional teacher of one subject in the same school all week, non-contact time where possible should be provided to that teacher on at least three different days in the week. Where a teacher is employed as an additional teacher and is teaching in the same school all week, but is teaching more than one subject, then non-contact time should be provided where possible to that teacher on a daily basis.
- 3.22 Where an additional subject teacher works in more than one primary school in the Authority and is employed as 1 FTE, that teacher must be provided with sufficient non-contact time whilst in each school. Collegiate activity time will be shared on a proportionate basis, whenever possible, though it should be remembered that a teacher is not required to attend a school on a day on which s/he isn't normally employed there, other than for parents' meetings.
- 3.23 It will be important to ensure in all sectors that teachers who are working with the same class have the opportunity to liaise in order to ensure continuity and progression. The school should agree a strategy that enables this liaison to

take place at regular intervals. As indicated in the main document, time can be taken out of the '35 hour week' elements. However, in primary when the content to be taught by the additional teacher is free standing then liaison time may only be necessary at the start of the session, e.g. on the first in-service day.

- 3.24 In the nursery sector, senior childcare and development workers will have a clear understanding of their responsibilities when supporting early learning and childcare when teachers are not within ratio.
- 3.25 In relation to the two sessions where the nursery teacher is not required to be with pupils (that is, s/he is not in ratio) it should be remembered that for one of the two sessions the teacher can be asked to support work with pupils for 20 minutes, to meet contractual requirements in relation to maximum contact time.
- 3.26 Where a teacher is not required to be with pupils, the teacher can undertake preparation work out with the premises (2 hours and 30 minutes for a full-time teacher). Where a teacher carries out such work is her/his decision.
- 3.27 In an unforeseen and emergency situation, where a nursery teacher has chosen to remain on the premises to undertake preparation, s/he may agree to undertake some class cover in the nursery, on the clear understanding that such time will be paid back before the end of the week or in the following week. It should be noted that no permanent full-time teacher can have class contact of more than 25 hours in any week, even under SNCT 14/43.
- 3.28 Collegiate time for nursery teachers will continue to be held mainly on Friday afternoons, although schools will have some sessions on other days of the week, in accordance with MNCT 14/03.

Visiting Specialists to primary schools

- 3.29 It should be noted that teachers, based in secondary schools, who have been 'visiting specialists', are not contractually required to work in primary schools and may decline to work as subject teachers in them. However, secondary teachers who wish to do so may be asked to work as visiting specialists or as subject teachers. Secondary teachers who do work as specialists in primary schools are not required to follow a different pupil day to that of their base school. However, discussion can take place on this and flexibility may be possible in relation to starting and/or finishing times.
- 3.30 There is a difference in the way that a subject teacher works compared to the way that a 'visiting specialist' works within the primary school. The subject teacher works by delivering a free standing subject to a class on her/his own as a class teacher. A 'visiting specialist' has in the past worked by teaching a subject for either part of the year to a class or by working alongside the class teacher on a team-teaching basis for part of the year. Primary Head Teachers should be clear when drafting their timetables and planning for the use and deployment of teachers as to which role the visiting teacher is

undertaking. Consultation with the teacher concerned must take place. A subject teacher can deliver a free standing subject as outlined above on a timetabled basis and provide non-class contact time for a class teacher.

- 3.31 A visiting specialist teacher can either work as a subject teacher with the appropriate allocation of time and classes or they can continue to work as a visiting specialist teacher supporting the class teacher with the delivery of the curriculum. In this latter situation the class teacher is still in contact with her/his class and this time would not count as non-contact time.
- 3.32 Reference should be made to the current guidance on the deployment and use of Visiting Specialist Teachers (Professional Practice Paper 6) which advises on the normal maximum number of 'teaching sessions' a visiting specialist may undertake in a day. Each specialism is different and the normal maximum number of teaching sessions per day would vary from, perhaps, 4 in Art and Design to 5 or 6 in Physical Education or Music.
- 3.33 The advice applies to teachers who are employed by secondary schools and are working as visiting specialists in primaries and to those specialists who are not attached to any secondary school.
- 3.34 In relation to the maximum class size for subject activities delivered by the additional teacher, Head Teachers must take account of the health and safety risks associated with any particular activity. For example, some aspects of Art, CDT and Science may present a higher level of risk and so the number of pupils from any class undertaking the activity will need to be reduced.
- 3.35 Visiting specialists who are employed in a secondary school are unlikely to be able to undertake many collegiate activities within the primary school. Further advice will be developed on this. In the meantime discussion may take place with individual teachers on this aspect.
- 3.36 The advice found in Professional Practice Paper 6 should be followed when employing visiting specialists who work only in primary schools. They will require sufficient non-pupil contact time to allow for consultation, and will require time for preparation within the pupil day. It is acknowledged where a teacher on a fixed-term or permanent contract is employed for less than 0.25 FTE in any school that the reduction in class contact time in that school may be less than 40 minutes a week.
- 3.37 As any period of time which is less than 30 minutes does not provide meaningful preparation time for teachers on fixed-term or permanent contracts, schools are advised in that circumstance to consider, where possible, changing a timetable or where the individual teacher/specialist so requests to utilise extra time from any flexibility allocation out of the overall 35 hour week that s/he has in order to provide adequate preparation time.
- 3.38 The Authority will support specialist staff through the organisation of regular meetings dealing with a range of issues and will offer appropriate staff development opportunities.

Other important factors

- 3.39 There are factors that Head Teachers in all sectors need to be aware of with regard to the employment of additional teachers to deliver aspects of the curriculum. Employing a teacher for a period in a day for more than 5 consecutive weeks requires a fixed-term contract to be issued (see MNCT 11/04 and MNCT 14 /04). Note also the SNCT Handbook of Conditions of Service indicates that 'A short-term supply teacher will not be deployed for more than one discrete block of time in any day'. Head Teachers also should be mindful of the Recruitment, Selection and Employment procedures of Midlothian Council. Advice, guidance and support are available from the Midlothian Council HR Unit.
- 3.40 The timetables will be subject to monitoring on a random and follow-up basis by the MNCT.
- 3.41 Any circumstance in which it seems that a teacher will not be provided with her/his appropriate non-contact time must be reported to the Head Teacher and school trade union rep immediately. Should the problem remain unresolved the matter should be logged and the Schools' Group Manager, and the appropriate Local union secretary informed.
- 3.42 The Authority does not expect any of its Head Teachers to forego their management time, other than in exceptional and unforeseen circumstances. Any Head Teacher who has to cover for absent additional teachers in other than emergency circumstances should contact the SGM and her/his local union secretary.
- 3.43 The arrangements for session 2014-15 will be reviewed at the end of March/beginning of April 2015, with a particular focus on the nursery sector. Part of the review process will be consideration of absence statistics and other indicators of well-being.

Annex 1

35hr Working Week, respective elements on an FTE basis for all teachers.

FT E	Max Class Contact Time (CCT)	Min Personal Allowanc e (33% of CCT)	CCT+P A	FTE of 35hr week	Balance time (35hr- CCT+PA)	Check	CCT as hours and minutes	PA as hours and minutes	Balance time as hours and minutes
1.0	22.50	7.50	30.00	35.00	5.00	35.00	22h 30m	7h 30m	5h 00m
0.9	20.25	6.75	27.00	31.50	4.50	31.50	20h 15m	6h 45m	4h 30m
0.8	18.00	6.00	24.00	28.00	4.00	28.00	18h 00m	6h 00m	4h 00m
0.7	15.75	5.25	21.00	24.50	3.50	24.50	15h 45m	5h 15m	3h 30m
0.6	13.50	4.50	18.00	21.00	3.00	21.00	13h 30m	4h 30m	3h 00m
0.5	11.25	3.75	15.00	17.50	2.50	17.50	11h 15m	3h 45m	2h 30m
0.4	9.00	3.00	12.00	14.00	2.00	14.00	9h 00m	3h 00m	2h 00m
0.3	6.75	2.25	9.00	10.50	1.50	10.50	6h 45m	2h 15m	1h 30m
0.2	4.50	1.50	6.00	7.00	1.00	7.00	4h 30m	1h 30m	1h 00m
0.1	2.25	0.75	3.00	3.50	0.50	3.50	2h 15m	0h 45m	0h 30m

Please note this table is to be used once the FTE is known to assist in the allocation of the respective elements. It does not determine the FTE itself (as contact time can be variable in the secondary sector)

GUIDANCE DOCUMENT 2

CODE OF PRACTICE ON COLLEGIALITY (PART 1: Appendix 1.4 of the SNCT Handbook)

1. Introduction

Collegiality is at the heart of the National Agreement “A Teaching Profession for the 21st Century”. Collegiality is a process and a way of working which reflects on relationships and participation by all staff on all aspects of school life.

Collegiality depends on the existence of a climate of professional trust among the Scottish Executive Education Department, councils, directorates, school managers and school staff.

Effective collegiality will not only enhance and develop teacher professionalism; it will also enhance the learning and teaching environment in Scottish schools.

Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council.

Although councils and schools will be at various stages in the development of a collegiate culture, LNCTs and establishments should have made some movement in the direction of collegiate working as part of the process of implementation of the National Agreement.

The benefits which accrue from collegiality are not only improved industrial relations and professional satisfaction for teachers, but also an enhanced environment for learning and teaching. The ultimate beneficiaries of collegiality are therefore the young people who attend school.

There is no single model of collegiality but the following description of good practice should be used by staff at all levels to guide and evaluate progress towards collegiate working. It is also important that time is allocated for purposeful and positive involvement in decision making and for engagement in collegiate activities.

2. Collegiality at School Level

In schools, collegiate working is carried out within the context of the 35 hour working week.

It is also important to acknowledge that every school is different and that no single model of collegiality will apply to all schools. For instance, the

practicalities of collegiate working in a two or three teacher primary school will be very different from working arrangements in a secondary school with a pupil roll of 1600 and over 100 teaching staff. Nevertheless, certain common principles should apply and what follows is a description of the collegiate school.

Strong, effective communications operate within the collegiate school. The prevailing atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff. There is evidence of a range of meetings including meetings involving the school's management team and representatives of the staff as a whole and which may include representatives of trade unions and professional organisations. The outcomes of such meetings are communicated to all relevant staff.

All staff contribute to the construction of the Working Time Agreement through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the Agreement. The Agreement is transparent, is signed by all members of the school negotiating team and is submitted to the LNCT by the specified date. Once finalised, the terms of the Agreement are respected by all members of staff and inform the work of the school over the session to which the Agreement applies.

All staff members recognise their responsibility to contribute to the school development process and to participate in this process in a collegiate and constructive manner. There are clear mechanisms in place to allow staff to make their views known; staff express their views openly and professionally. The opinions of staff are valued and are used as input to the school's development plan and policy development processes. School policies and decisions are regularly reviewed and all staff participate in the review process. Any changes required to the plan during the session are subject to appropriate consultation and take account of teacher workload.

Within the context of the 35 hour week and Working Time Agreements all staff in the collegiate school participate in a wide range of whole school activities, such as school committees, policy formulation, curriculum development, professional development and additional supervised pupil activity.

In the collegiate school, leadership qualities are evident throughout the school. There is a devolved and participative style of leadership and management. Staff are afforded opportunities to develop leadership skills and take advantage of these opportunities. Leadership in this context is distinct from management duties as set out in Part 2, Section 2 (Main Duties) of the National Scheme and Annex B of the National Agreement.

The collegiate school utilises and develops the skills, talents and interests of all staff and involves all staff in the key decisions affecting the life of the school as a whole. More broadly, the spirit of collegiality extends beyond teachers and support staff, and includes parents, pupils and partner agencies.

GUIDANCE DOCUMENT 3

Management Time Agreement for Principal Teacher Posts in Secondary Schools and Saltersgate and for Principal Teachers in special units/bases with secondary-aged pupils

1. Rationale

- 1.1 It is vital that all promoted teaching post holders have an appropriate amount of time within the 35 hour working week to carry out the duties associated with their post. At the beginning of session 2011-12, the terms of this agreement were implemented in secondary schools. Further revisions were added in March 2014. The agreed time allocations therefore should be in place currently.
- 1.2 Should negotiations result in an increase of time being agreed, where it is not possible to provide the increased time allocations it will be necessary to reduce some of the duties associated with PT posts. Where duties are reduced, given the circumstance, this will not result in any immediate job re-sizing of the post. However, the matter will be reviewed a year later.
- 1.3 Principal Teacher remits across the authority differ in the range of and nature of their responsibilities. The agreement is designed to be flexible enough to reflect the different posts and the associated factors detailed below:
 - a. the number of FTE (teaching staff) in the curricular area/department for whom the Principal Teacher is responsible
 - b. the number FTE (non-teaching staff) for whom the Principal Teacher is responsible
 - c. the number of subjects being taught in the area/department
 - d. the number of qualifications delivered in the area/department
 - e. any whole school responsibilities.
- 1.4 Calculations in this document are based upon the following data:
 - a. The working week for teachers is 35 hours, i.e. 2100 minutes per week
 - b. The normal secondary pupil week is 27.5 hours.
 - c. The maximum pupil contact time for teachers is 22.5 hours, 1350 mins per week.
 - d. The remainder of the 35 hour week consists of preparation and marking time, (minimum of 7.5 hours) and balance time (5 hours)
 - e. Teachers should have an allocation of 33.3% of their actual pupil contact time as personal preparation and marking time to a maximum of 7.5 hours, 450 mins per week. However, not all of this time is provided in the pupil day/week.
 - f. Where PTs teach less than 22.5 hours the balance of reduced preparation and marking time can be used for management time.
- 1.5 The agreed management time policy for new promoted secondary staff takes into account the reduced pupil contact time for timetabled teaching time and the consequent reduction in personal preparation and marking time.
- 1.6 Time which is defined in this agreement as 'management time' does not include time for absence cover. PTs may undertake absence cover duties where the non-contact time they have is beyond the minimum pro-rata non-contact time and agreed

management time (for example, in 2.4 below, the 50 minutes for the PT with no staff is time for management duties and cannot be used for absence cover but should the PT have more than the pro-rata minimum time for preparation and marking, cover could be undertaken in the additional time). However, in exceptional circumstances, management time may be used for cover but the time taken away will be paid back over the following two weeks.

- 1.7 Harmonisation of time between current PTs and new PTs in respect of time guaranteed as management time has not yet been agreed. Therefore the target for implementation will now be in academic year 2014 -15.
 - 1.8 New PTs should have a minimum teaching load of 10.0 hours (600 minutes) a week. Where it appears that the management duties associated with the post require the teaching load to be less, consideration will need to be given to how manageable the responsibilities are for any one post holder.
 - 1.9 Every PT/curriculum leader will be provided with a copy of this policy.
- 2. The new PT/Curriculum Leader management time allocations**
- 2.1 This aspect of the policy will be reviewed in due course.
 - 2.2 As a consequence of the link between class contact and preparation and correction, when the amount of time spent on class contact time changes, the time available for management time duties and preparation and correction will change too as it will for absence cover, where that is appropriate.
 - 2.3 Management Time will be based on the number of teaching staff and will take into account the number of support staff, the number of qualifications and number of subjects which fall under the responsibility of the post holder. Definitions of qualifications and subjects are as found in Part 2: Appendix 2.2, Annex A, Job Sizing Guidance in the SNCT Handbook.
 - 2.4 In addition, where a PT has a whole school responsibility, an additional allocation of 50 minutes will be made.

Staff FTE	Guaranteed <u>Basic</u> Management Time for new PTs, additional to pro-rata of 300 mins	
0	Minimum 50 mins	(50 mins)
1 to 3	Minimum 100 mins	(1hr 40 mins)
4 to 7	Minimum 150 mins	(2hrs 30 mins)
8 to 11	Minimum 200 mins	(3hrs 20 mins)
12 to 14	Minimum 250 mins	(4hrs 10 mins)

<u>Additional</u> Guaranteed Time for new PTs will be added as follows for	
Support staff of 1 to 5	25 mins more a week
Support staff of 6 to 10	50 mins more a week
Support staff of 11 to 15	75 mins more a week
If offering 6-10 NQs or other recognised qualifications	25 mins more a week
If offering 11-20 NQs or other recognised qualifications	50 mins more a week
If offering 4 to 6 subjects	25 mins more a week
If offering more than 7 subjects	50 mins more a week
If carrying out a whole school responsibility	50 mins more a week

3. Promoted postholders

Promoted post holders should note that when contact time is reduced this has a consequence for preparation and marking time; this time is reduced also and this subsequently releases time for management duties. Management time in relation to this agreement does not include time to undertake absence cover. It is time protected from such duties. However, in exceptional circumstances, management time may be used for cover but the time taken away will be paid back over the following two weeks.

4. Displaced Principal Teachers, Existing Whole School PTs, PT Subject and PT Guidance

Where a PT was unsuccessful in securing a PT post in the new structure, the PT will undertake commensurate duties which shall be linked to supporting subject delivery or whole school issues. The job shall be sized and management time allocated in accordance with the table below.

Pupil Contact Time for displaced Principal Teachers and existing Whole School PTs, PT Subject and PT Guidance is as follows:

PT scale point		
1	Maximum pupil contact time	21 hours 40 mins
2	Maximum pupil contact time	20 hours 50 mins
3	Maximum pupil contact time	20 hours 50 mins
4	Maximum pupil contact time	20 hours 50 mins
5	Maximum pupil contact time	20 hours
6	Maximum pupil contact time	20 hours
7	Maximum pupil contact time	20 hours
8	Maximum pupil contact time	19 hours 10 mins
<p>It is expected that Principal Teachers of Guidance would be given an additional allocation of management time within the pupil day which would correlate with the size of each Guidance Teachers case load and remit. It is recommended that this time is allocated in substantial blocks of time and a minimum of 50 minutes be given for every 250 pupils in each teacher's case load.</p>		

GUIDANCE DOCUMENT 4

SNCT STATEMENT ON TEACHER PROFESSIONALISM

In recent years across Scottish Education the focus has been on empowering teachers and ensuring adequate time for teaching. Curriculum for Excellence (CfE) is about increasing professional autonomy and empowering teachers to improve the outcomes for pupils. All partners across Scottish Education, including the SNCT, seek to embed that ethos.

All teachers are required to meet and maintain the Professional Standards which are set by GTCS and give due regard to Professional Values enshrined by GTCS Code of Conduct. Teachers enjoy a position of professional trust and are accountable for the decisions and actions in their professional practice.

The teachers' agreement "A Teaching Profession for the 21st Century" (TP21) provided a commitment to enhance the professional role of teachers. This professionalism has been developed nationally through the SNCT, locally through LNCTs and through the increased professional autonomy provided by Curriculum for Excellence (CfE).

The SNCT continues to recognise that a climate of collegiality must underpin the enhanced professional role of teachers and that due regard to workload and contractual obligations should be given in order to allow them time to focus on their core role as leaders of learning. The SNCT believes that teachers are best placed to exercise professional judgement over how they manage and organise their time in school.

Teachers will not be asked to undertake administrative and non-teaching duties which are generally undertaken by support staff.

The Curriculum for Excellence Working Group on Tackling Bureaucracy identified six main causes of excessive bureaucracy in the implementation of CfE and recommended a number of actions to address these to support teachers in the implementation of CfE.

The constituent parties to the SNCT commend the report and its recommended actions to teachers and the SNCT will consider taking forward the recommendation attributed to it through the work of the LNCT review working group.

The SNCT is committed to fulfilling its obligations to monitor teacher workload and situations in which teachers feel there is pressure to undertake tasks which they consider to be out with their remit. This will be reported to the SNCT through the Review of LNCTs Working Group. In addition, where difficulties arise on aspects of this agreement the SNCT will seek to assist to achieve resolution.

The SNCT will also require LNCTs to consider any circumstances relating to an inappropriate use of flexibility * and to refer any unresolved disputes to the SNCT. Any such flexibility would be in accordance with the Code of Practice.

In addition the SNCT has played a key role in driving forward the teacher numbers commitment and the Scottish Government and COSLA, in recognition of the role of teachers, remain committed to this principle which has been formally agreed until March 2015.

*as defined by SNCT in SNCT 14/43 below; not Midlothian's Appendix 5 allocation.

GUIDANCE DOCUMENT 5

Code of Practice on Working Hours, Working Week (SNCT14/43)

There is evidence that current provisions have been set aside on an ad hoc basis in some schools. These include where the arrangement of providing Class Contact Time is organised in larger blocks of time, or where a teacher has provided cover in unforeseen circumstances.

Where there is a collegiate agreement in the school's Negotiating Group on a planned, flexible approach to working hours within an individual establishment and the national criteria outlined below is met, a school can develop an alternative approach to working hours. Schools are encouraged to engage with LNCT Joint Secretaries if advice is required on formulating an alternative approach. These will be submitted to LNCTs with the WTA for confirmation that they meet the national criteria.

LNCTs should also confirm:

- that agreements are set within a clear and transparent process which will be monitored by the school's negotiating group and the LNCT to ensure agreements have been reached collegiately.
- that there is a facility for monitoring the flexible approach within schools
- that advice and guidance, in accordance with this Code of Practice, is provided by LNCT Joint Secretaries to establishments on situations which may arise including emergency cover.
- that the implementation of this Code of Practice is monitored by LNCTs and reported to the SNCT on any unresolved difficulties which arise.

Thereafter, LNCTs will note plans on the basis of informed consent unless there is evidence that the national criteria have not been met or where the proposal produces staffing consequences which cannot be delivered.

National Criteria:

- (i) A school may operate class contact time, preparation and correction time and remaining time over a longer period, normally 2 weeks, but not exceeding 4 weeks;
- (ii) Maximum class contact time in any single week is restricted to 25 hours, subject to an average of 22.5 hours over the agreed period of variation.
- (iii) Any reconfiguration of class contact time would be subject to discussion and agreement between the Headteacher and the relevant teaching staff.
- (iv) The school proposal signed by the Headteacher and a representative of the teaching staff should be submitted to the LNCT Joint Secretaries.

- (v) Preparation, correction and collegiate activities are key elements of the work of teaching professionals and Headteachers must allow appropriate time for such core activities.
- (vi) The working week must average 35 hours over the agreed period of variation. Preparation and correction remains as a minimum, one third of the class contact time delivered each week. The remaining time is for collegiate activities, as per the schools Working Time Agreement. Where class contact time is varied from 22.5 hours per week the agreement must show how this will be averaged out over the period of variation, including staffing arrangements; time for preparation and correction will be guaranteed within that period.
- (vii) This flexible approach should be planned prior to the beginning of the academic year; this should be part of the school's annual working time discussions and not normally used to deal with short term cover situations. Any flexible approach will be reviewed on a regular basis by the school Negotiating Group, any revisions which are deemed necessary will be subject to the same level of joint agreement outlined in (iii) and (iv) and reported to LNCT.
- (viii) Planning at school level should be characterised by collaborative, consultative and collegiate processes focused on the best outcomes for the school and its pupils.

Time and place arrangements will be retained.