

TEACHERS' AGREEMENT FOR THE 21ST CENTURY



GUIDANCE TO SCHOOLS

SESSION 2018 – 2019

TEACHERS' AGREEMENT FOR THE 21ST CENTURY

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

1.1 INTRODUCTION

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

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

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

1.2 KEY PRINCIPLES

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

This guidance focuses on the three main areas which schools will require to consider in preparation for Session 2018 - 2019.

- (i) The 35 hour working week
- (ii) Reduction in Class Contact Time
- (iii) Continuing Professional Development

2.1 THE 35 HOUR WORKING WEEK

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

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

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

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.

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.

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

The weekly time provisions can be summarised as follows:

Sector	Maximum class contact	Minimum prep/correction allowance	Collegiate Activities
Nursery	22.5 hours	7.5 hours	5 hours
Primary	22.5 hours	7.5 hours	5 hours
Secondary	22.5 hours	7.5 hours	5 hours
Special	22.5 hours	7.5 hours	5 hours

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

2.2 PROFESSIONAL ACTIVITIES

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

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

(i) Additional time for preparation and correction

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

(ii) Parents' meetings

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

Each school will agree an annual programme of parents' meetings on the basis of the need for good parent/teacher contact on individual pupils' progress. There should be no more than six meetings for any individual member of staff

throughout the school session. Each meeting should be no more than 2.5 hours. The length of any individual teacher's attendance at any particular meeting will be related to the time required to meet with those parents who have made appointments. Where a teacher's attendance is not required at a particular parents' meeting then that teacher will not be required to attend.

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

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

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

(iii) Staff meetings and collegiate activities

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

(iv) Preparation of reports, records etc.

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

(v) Forward planning

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

(vi) Formal assessment

Assessment of a diagnostic or formative nature should be considered as part of a teacher's normal preparation and correction activities. In the case of Summative Assessment time should be allocated as appropriate for this purpose.

(vii) Employee Review and Development

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

(viii) Curriculum development

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

(ix) Additional supervised pupil activity

Time may be allocated to indicate the contribution of staff to the wide range of activities which may be undertaken on a voluntary basis and which enhance the school and the experience of pupils.

These can include school clubs, sporting, creative and aesthetic activities. It will not be possible to account for all of the time contributed at present by staff to such activities. However some acknowledgement should be made within Collegiate Time for such contribution to the corporate life of the school.

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

(x) Career Long Professional Learning (CLPL)

In addition to the contractual commitment of the 35 hour working week, staff have to account for a maximum of 35 hours of CLPL activities annually.

2.3 TEACHERS' PRESENCE IN SCHOOLS

"If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect." Annex D of the agreement (see Appendix A attached). All teachers will be expected to be present at the commencement of the school working day unless prior agreement is reached.

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

3 Career Long Professional Learning (CLPL)

The Agreement states that "teachers have a right and responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and

other related matters through an agreed programme of continuing professional development.” All teachers are expected to meet a commitment to an additional contractual maximum of 35 hours per year.

CLPL should be seen as both a contractual commitment and an entitlement in developing the personal and professional skills of teaching staff.

The additional hours for CLPL shall consist of an appropriate balance of personal professional development, small-scale school-based activities, attendance at nationally accredited courses or other CLPL activities. This balance will be based on an assessment of individual need, identified through the Employee Review and Development process in school. It will also take account of departmental, school, local and national educational planning.

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

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

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

Link to Leadership and Development Strategy
[Leadership and Development Strategy](#)

4. SCHOOL LEVEL AGREEMENTS

Each school will require to reach agreement on the use of the balance of time between combined maximum class contact time, the minimum preparation and correction allowance and the 190 hours generally referred to as Collegiate Time. This should be done by drawing up an annual Collegiate Calendar which will include a programme of agreed activities.

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

Link to School Consultative Committee Guidance
[School Planning Consultative Group](#)

Staff Consultative Committees will meet during the summer term to discuss the annual programme of Collegiate Activities. Discussions will be led, in the first instance, by the headteacher, as overall manager and the person ultimately accountable for the activities of the school. It is, however, anticipated that the

headteacher will invite submissions from staff, including the professional associations, on suggested priorities and their place within the annual Collegiate Calendar. School agreements should be the outcome of a genuine process of consultation which reflects as far as is possible the collective views of all teaching staff.

Once agreement has been reached at school level, the annual planner for Collegiate Time should be issued to all staff. Schools may already have developed a form of annual planner for such purposes. The Authority will however, provide recommendations which schools may find useful in drawing up their Collegiate Calendar (see Appendix B and Appendix C). Schools should have the Collegiate Calendar for the year ready for distribution to staff either prior to the summer holidays or on Inset Day 1 in August. The Collegiate Calendar should also be shared with Education Services staff in the School Improvement Framework Term 1 submission of information.

Link to sample school collegiate calendars

[Sample 1 Primary](#)

[Sample 2 Primary](#)

[Sample Secondary](#)

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

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

Throughout the school session, the Staff Consultative Committee will have an ongoing responsibility to monitor the implementation of the Agreement within the school. An effective audit of the use of the balance of time and of the appropriate allocation of time to different activities should be used to inform school development planning and in particular the process of allocating time in future years. The audit can be supported by the Consultative Committee where discussions around finding and any appropriate action can take place.

6. MONITORING OF THE AGREEMENT / TRAINING REQUIREMENTS

The Joint Negotiating Committee (Teachers) will have the overall responsibility for monitoring and evaluating all aspects of the Agreement within Perth and Kinross. This guidance has been the subject of proper consultation with all interested parties. Monitoring and evaluation will be an on-going process.

It is proposed that a monitoring programme will be undertaken by JNCT working alongside Education Services staff. This will involve approximately 10 schools

per year representing a range of sizes of schools from different geographical areas. Arrangements will form a rolling programme to involve all schools over time. Identified schools will be asked to submit their agreed Collegiate Calendar to members of JNCT for further consideration. This may be followed with a meeting and discussion with school personnel. A short report will be fed back through JNCT on completion of the monitoring programme each year.

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

Annex D

Appendix A

CODE OF PRACTICE ON WORKING TIME ARRANGEMENTS FOR TEACHERS

The working hours and duties of teachers are negotiated nationally and form part of the agreed conditions of service for teachers. This code of practice has been drawn up to describe in more detail the rights and responsibilities involved in translating national conditions of service into practice.

The code of practice will operate within the context of national and local negotiating arrangements.

The code of practice will inform discussions on working conditions at local level and will require to be supported by effective consultative arrangements at establishment level that ensure full participation by all staff in key decisions affecting their establishment. Discussions will be led by the Head Teacher as overall manager and the person ultimately accountable for the activities of the school.

With these mechanisms in place, it should be possible to resolve disputes, which may be individual or collective, without recourse to grievance procedures. This would not affect a teacher's existing right to resort to formal grievance procedures.

It is also intended that the Code of Practice will assist teachers to manage their workload more effectively. Effective planning procedures should assist with the management of workload.

In terms of assisting with local planning and with the control of teacher workload, national priorities will be set. These will be few in number and will normally be constant over a reasonable period of time. Teachers have a right and an obligation to contribute to the process by which national and local priorities are determined. Programmes of change will require the full

participation of staff at establishment level in decisions about the pace of change.

Each educational establishment will prepare a school plan in accordance with the Standards in Scotland's Schools Act 2000. The plan will reflect establishment, local and national priorities. Plans will take account of staffing and other resources required. All teachers will have the right to be fully involved in the development of the plan and to be consulted on their contribution to the plan, and the responsibility for realising the school's development priorities. If a plan requires to be reviewed to take account of individual or collective circumstances, staff will be involved in any review as appropriate.

Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service. Each educational establishment will prepare an annual programme of activities, which require the involvement of teachers. In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis. The use of the remaining time (that is, time beyond the combined class contact and preparation/correction allowance) will be subject to agreement at school level and will be planned to include a range of activities, such as:

- Additional time for preparation and correction
- Parents' meetings
- Staff meetings
- Preparation of reports, records etc.
- Forward planning
- Formal assessment
- Professional review and development
- Curriculum development
- Additional supervised pupil activity, and

CLPL

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

To assist the process of reaching agreement on collective time, each education establishment will put in place effective mechanisms. Such mechanisms will be determined at local authority level and shall reflect local circumstances. The negotiating machinery at local authority level and at national level will monitor the effectiveness of school mechanisms in ensuring agreement on, and prioritisation of, teachers' working time.

Individual teachers will use their professional judgement in relation to the prioritisation of tasks. In exercising their professional judgement, teachers will require to take account of objectives determined at school, local authority and national levels.

For most teachers, preparation and correction will be the most time consuming activities outwith class contact time. This requires to be reflected in the way

that a teacher's working time is deployed. In terms of the remaining time, teachers will be available for meetings and other collective activities during the course of the 35 hour working week. If a teacher is not required to be on the school premises for certain duties, for example, preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect.

Teachers have a right and a responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of continuing professional development. An additional contractual 35 hours of CLPL per annum will be introduced as a maximum for all teachers, which shall consist of an appropriate balance of personal professional development, small scale school based activity, attendance at nationally accredited courses or other CLPL activities. As part of this professional commitment teachers will have a CLPL plan that is agreed annually with their line manager based on assessment of individual need. Teachers are also required to maintain an individual CLPL record for professional purpose

A Primary School

Collegiate Time Allocation 2018 -2019

Total time available for session 2018-2019 = 190 hours

The following time allocations have been suggested as possible time allocations

Activity		Class Teacher Hours	Nursery Teacher Hours	RCCT Teacher Hours	Specialist Teacher Hours PST, Nurture, Specialist Provision	SMT Hours	Time Place
Planning	Annual plan	3	3	3	3		C
	Block Planning x 4	12	12	12	12		C
	Collaborative Planning/Moderation x 4	12	12	16	12		S
	Pupil Support Planning/Recording/referrals	4	4		10	4	C
	Planning consultation x 4	4	4	8	10	9	S
Tracking/predictions/ attainment preparation and discussion x 4		8	8	8	8	9	R
Formal Assessment and Recording X 4		10	10	10	10	8	C
Additional Preparation and Correction		14	14	14	14		C
Pupil Reports x 30		30	20	30	8	20	C
ERD review meeting x 1		1	1	1	1		R
Parent Contact meetings x 4		10	10		6	10	S
Preparation for Parent Contact meetingsx4		10	10	10	6	4	C
Wider life of the school eg Concert/Fayre/quizzes		4	4	4	4	16	S
Parental engagement		4	8	4	8	4	S
Staff meetings x 8		8	16	16	16	16	S
School improvement/Curriculum development	School Based x 15	30	30	30	30	45	S
	LMG/Authority x 4	10	10	10	10	10	S
Transition planning and preparation prior to the school year		10	10	10	10	30	C
Flexibility factor		6	4	4	12	5	S
TOTAL HOURS		190	190		190	190	

C = teacher choice

S = school organized

R = negotiated within RCCT

Notes:

1. Not all activities have to be completed on school premises. If staff are not required to be on school premises to teach classes or to carry out other school based activities they may carry out their duties, for example preparation and correction, at a time and place of their own choosing. However, staff should be reminded that they must inform their Line Manager if they wish to be off-site.
2. At the start of the school session, dates should be identified for the submission of forward plans; pupil reports etc. and staff should be encouraged to plan their workload particularly at "hot spots". This can be incorporated into the collegiate calendar
3. Through negotiation, tasks such as discussion of Forward Plans, discussions re tracking can take place within RCCT during the school day if this is mutually agreed by the Management Team and the Class Teacher.
4. The collegiate calendar detailing specific dates and activities for the whole session should be negotiated with staff prior to In-Service Day 1.
5. Flexibility Factor could be used for supervising after school activities, participating in sporting events etc. activities again identified through negotiation or to address work that is essential but unforeseen
6. Additionally staff have to account for a maximum of 35 hours CLPL time. CPD/PL time should be planned in advance to reflect a range of development activities which have been identified through ERD to take forward both personal development and developments within the School Plan. Activities to take forward the School Plan can also be negotiated and arranged as whole school activities. Participation in Authority working groups/committees is appropriate CLPL activity. Also participation in a School Consultative Committee is recognised as CLPL
7. It is suggested that the time allocation for both the self-evaluation and interview parts of Employee Review and Development be included as part of CLPL activities for the Reviewee. However, by mutual agreement the interview section could be carried out during RCCT rather than end on to the school day.
8. Time should be allocated to staff participation in evaluating progress against the current School Improvement Plan using "How Good Is Our School 4?" (HGIOS4?)



**PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES**

Appendix C
Exemplar

SCHOOL IMPROVEMENT SERVICES

**TEACHERS' AGREEMENT FOR THE 21ST CENTURY
COLLEGIATE CALENDAR RECOMMENDATIONS FOR SECONDARY SCHOOLS
March 2018**

Total time available from session 2018-2019= 190 hours

The following time allocations have been put forward as possible allocations.

Activity	Teacher	Principal Teacher (School Improvement)	Principal Teacher (Support)	SMT	Time/Place
Additional Preparation and Correction Time	10 hours	10 hours	10 hours		C
Formal Assessment (including preparation, analysis & discussion of tracking information.)	34 hours	34 hours	34 hours	24 hours	C

Activity	Teacher	Principal Teacher (School Improvement)	Principal Teacher (Support)	SMT	Time/Place
SfL consultation plus IEPs / PLPs / CSPs	10 hours	10 hours	20 hours	20 hours	S / R
Pupil reports 6 x 5hours	30 hours	30 hours	20 hours	10 hours	C
Preparation for Parent Contact Evenings – 6 x 2.5 hours	15 hours	15 hours	15 hours	5 hours	C
Parent Contact Meetings - 6 x 2.5 hours	15 hours	15 hours	15 hours	15 hours	S
Staff meetings 4 x 1 hours	4 hours	4 hours	4 hours	8 hours	S
School Audit Team (SAT) – 4 x 1.5 hours	16 hours	10 hours	10 hours	32 hours	S
Curriculum Development - Whole school – 4 x 1 hour					
Collegiate Committees – 4 x 1 hour					

Activity	Teacher	Principal Teacher (School Improvement)	Principal Teacher (Support)	SMT	Time/Place
Principal Teacher meetings 10 x 1 hours		10 hours		10 hours	S
Pupil Support meetings 20 x 1 hour			20 hours	10 hours	S
Curriculum Improvement Network 3 x 2 hours		6 hours	6 hours		A/S
Departmental meetings 15 x 1 hour	15 hours	15 hours	10 hours	5 hours	S
Curriculum Development – Departmental – 20 x 1 hour	20 hours	10 hours	5 hours	10 hours	S
Preparation prior to the school year	10 hours	10 hours	10 hours	30 hours	C
Wider Curriculum activities	11 hours	5 hours	5 hours	11 hours	C
Flexibility Factor	6 hours	6 hours	6 hours	6 hours	C
TOTAL	190 hours	190 hours	190 hours	190 hours	

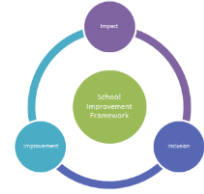
C = teacher choice S = school organised R = negotiated within RCCT A = Authority organised

Notes:

1. It may be necessary for departmental meetings to be arranged outwith core school hours.
2. Through negotiations, tasks such as consultation re IEPs, ASN's and analysis/discussion of tracking / attainment information can be carried out within RCCT during the school day if this is mutually agreed by the Management team and the Class Teacher.
3. It is suggested that the time allocation for both self-evaluation and interview in the Employee and Review process be included as part of CLPL activities for the Reviewee. However, by mutual agreement the interview section could be carried out during non-class contact time rather than end on to the school day.
4. Each Head of Department will be expected to produce a detailed calendar for Departmental Meetings indicating a range of meetings taking forward both curriculum development and operational matters.
5. When teachers are not directly involved in meetings, the time should be utilised in taking forward departmental developments as agreed with the Principal Teacher.
6. Time should be allocated to staff participation in evaluating progress against the current School Improvement Plan using "How Good Is Our School 4?" (HGIOS4?)
7. Standing Committees relate to Staff Consultative Committee, Health and Safety Committee etc.
8. Wider curriculum activities relate to sporting clubs, enterprise, creative events, outdoor activities, prize-giving etc.



Appendix D



**PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES**

TEACHERS' AGREEMENT FOR THE 21ST CENTURY

STATEMENT OF SCHOOL AGREEMENT

Staff at School have been consulted with regard to the school planning process for Session 2018-19.

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

..... Headteacher

..... Staff Consultative
Committee Convener/Member

..... Education
Services staff
School Improvement

Please return to School Improvement Services by Friday 31 August 2018