
ARGYLL AND BUTE COUNCIL

LNCT

EDUCATION SERVICE

27 MARCH 2026

35 HOUR WEEK – FRAMEWORK AGREEMENT and WORKING TIME AGREEMENT GUIDELINES (INCLUDING TEMPLATE)

1.0 EXECUTIVE SUMMARY

This report provides an update on revised guidance for 35 Hour week – Framework Agreement and Working Time Agreement Guidelines. The LNCT is invited to consider and approve the inclusion of this guidance within local agreements.

2.0 INTRODUCTION

2.1 This report outlines the revised guidance for 35 Hour week – Framework Agreement and Working Time Agreement Guidelines, ensuring consistency with national agreements and local implementation. It aims to support school staff with agreeing Working Time Agreements.

3.0 DETAIL

3.1 There are several principles which govern the overall approach:

(a) The target is that of improvement in pupil achievement and attainment through:

- the professional development of staff;
- a reduction in teacher workload;
- appropriate and effective management;
- partnership with other groups, particularly parents/carers;
- innovative approaches to the curriculum in line with Curriculum for Excellence.

(b) Working Time Agreement planning will be vital to both Head Teachers and teaching staff in order that there is a clear awareness of each session's requirements and have them timetabled in a balanced manner across the school year. Activities should be carried out within the context of the Scottish Government's National Priorities, the Education Authority's Improvement Plan, of the school's improvement plan and the school's individual requirements.

(c) The work of all teachers in Scotland needs to be seen in the context of the nationally agreed 35 hour working week and the GTCS Professional Standards. In so doing all teachers agree to working in a collegiate manner as outlined by the GTCS:

"GTC Scotland recognises that effective leadership depends on the principles of collegiality. All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with, and support the development of, colleagues and other partners. The Standards for Leadership and Management include a focus on leadership for learning, teacher leadership, and working collegiately to build leadership capacity in others."

It is, therefore, an expectation that all teachers in Argyll and Bute, whether in a management role or not, will approach the Working Time Agreement process in a collegiate manner.

- (d) The SNCT Statement on Teacher Professionalism (agreed 10/3/14 Appendix 1) and the SNCT Code of Practice on Working Hours, Working Week (SNCT 14/43 Appendix 2) are central to this agreement. Particular attention must be paid to the National Criteria to be adopted in the event of utilising the flexible approach.
- (e) This Agreement represents a framework within which Head Teachers and staff have flexibility to reach an agreement that meets local circumstances. This framework is one which protects the 35 hour week but avoids rigidity and a mechanistic approach.
- (f) In negotiations, it should be remembered that there are, effectively, THREE BLOCKS OF TIME:
 - class-committed;
 - personal (preparation and correction);
 - required school activities (collegiate and personal).
- (g) The implementation of the 35 Hour Week Agreement will be kept under continuous review by the JSC in line with the demands of the SNCT and the GTCS.

4.0 School Agreements

4.1 Mechanism for Agreement at School Level

It is recognised that Trade Union branches will formulate negotiating position prior to meetings of the School Working Time Agreement Committee (SWTAC) in accordance with their own procedures. This may include a professional audit of indicative times taken for professional activities.

- (a) A SWTAC with the following representation will be established:
 - Head teacher (ex officio);
 - Trade Union Representative – where a Union represents more than 50% of staff - (ex officio);
 - Teaching staff representatives elected annually by unnumbered secret ballot.

- (b) The maximum number of staff representatives will be in line with the table below:

Total Number of Teachers	Staff Representatives (including Trade Union Representatives)
1 – 5	Whole school staff
6 – 19	3 (HT + 2)
20 – 39	4 (HT + 3)
40 – 59	5 (HT+DHT + 3)
60 – 79	6 (HT+DHT + 4)
80 – 99	7 (HT+DHTx2 + 4)
100+	8 (HT+DHTx2 + 5)

- (c) The Head Teacher and teaching staff representatives (including trade union representatives) will prepare a draft agreement on the working week in line with the Working Time Agreements Guidelines (Appendix 3). The draft agreement will include a draft calendar which highlights key events such as reporting weeks, parental evenings, staff meetings, SQA deadlines, Professional Update Interviews, tracking and forward planning.
- (d) Meetings of the SWTAC should be minuted and minutes circulated to all staff.
- (e) The draft agreement and calendar will be issued to all staff for comment in advance of a meeting to be held to discuss their concerns prior to a vote being taken by a secret paper ballot of the whole staff. Ballot papers must not be numbered. The votes will be counted and signed off by the Head Teacher and the representative of the Union with the largest number of members (or failing that a staff member nominated by the SWTAC staff members).

The JSC will provide suggested model agreements to assist with the school negotiations. The agreement will not be implemented unless 50%+ 1 of all staff who vote in the ballot approve it. Staff eligible to vote include part-time and visiting specialist/pupil support teachers based at the school, i.e. those who have that school as a nominated base school.

- (f) To assist with forward planning, an agreement should be reached as early as possible in the summer term. A signed copy of the final agreement must be forwarded to the Joint Secretaries of the LNCT (c/o Maggie Jeffrey, Education Admin Officer, Argyll House, Alexandra Parade, Dunoon, Argyll PA23 8AJ) by June each year.
- (g) Every school should also provide a calendar in support of the school agreement by June each year. This should include the nature of the 5 collegiate hours agreed. This could be used by the LNCT monitoring group when further clarification of the agreement is felt necessary.
- (h) The school agreement and calendar will be reviewed by the SWTAC as any member deems appropriate and after review adjustments will be agreed if necessary. Any disputes will be dealt with as detailed in 2.2 below.

- (i) In the event that an agreement cannot be reached, or at the request of a teaching Trade Union representative, a Monitoring Group should be convened by Joint Chairs of JSC. A Formal Dispute, as set out in Appendix 1 of the LNCT's Recognition and Procedure Agreement, will be actioned if there is a failure to agree following Monitoring Group's intervention.
- (j) This will involve the Joint Secretaries of the Management and the Trade Union side investigating the case and attempting to resolve the impasse.
- (k) Continued failure to resolve the dispute may result in referral of the matter to the Joint Chairs of the Scottish Negotiating Committee for Teachers (SNCT).
- (l) Teachers will continue to have access to formal Grievance procedures.

4.2 JSC Monitoring of School Agreements

- (a) All school agreements will be referred to a monitoring sub-group of the JSC which will consist of four members of the JSC – two from the education management side and two from the teacher trade union side.
- (b) Further clarification will be sought from any school where its agreement does not appear to match the framework.
- (c) If this clarification does not resolve outstanding issues, it will be referred to the Joint Secretaries to ensure that a satisfactory agreement is reached and re-submitted to the Monitoring Sub-Group.

4.3 Amendments to current School Agreements or Calendars

- (a) It is possible to amend school agreements or calendars during a session in exceptional circumstances. As much notice as possible should be given to this. Examples of this can include up-coming HMIE inspections, authority-led training, cluster meetings. Any changes must taken into account the maximum number of collegiate time, which is 5 hours per week, inclusive of weeks where there is an in-service. Good practice and professionalism should apply to agreeing amendments to school calendars and agreements. Head Teachers should contact each member of the SWTAC informally, in the first instance, and where there is not general agreement, a full recall of the SWTAC will be required. It is anticipated that Head Teachers would normally give reasonable prior notice of change but that a degree of flexibility continues to be essential. Where any school has ongoing difficulties in resolving the matter of agreeing amendments, this should be referred to the JSC's Monitoring Group.

5.0 Time/Activities to be covered by the Agreement

5.1 Primary Schools

- (a) The time available for most primary teachers for required school activities is 5 hours per week. This figure is arrived at by deducting from the 35 hour week a total of 22½ hours for class contact and 7½ hours for personal (preparation and correction) time. For any teacher who has a lesser amount of class contact, the preparation and correction time would be a third of actual class

contact time. 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 as set out in SNCT 14/43.

(b) Other activities identified in “A Teaching Profession for the 21st Century” which are to be subject to agreement at school level are (in no particular order of priority):

- additional time for preparation and correction;
- parents’ meetings;
- staff meetings;
- formal assessment;
- preparation of reports, records etc;
- curriculum development;
- forward planning;
- continuing professional development;
- additional supervised pupil activity;
- professional review and development.

Enrichment activities are voluntary and should not be included within the WTA. Examples of these can include events such as evening discos, fundraising events outwith the working hours of the school day and at weekends.

In considering the time which is to be allocated to the activities, both Head Teachers and staff will require to be mindful of the of the Scottish Government’s National Priorities; Argyll and Bute Education’s Improvement Plan; of the school’s improvement plan; the school’s individual requirements and the professional expectations of all staff.

- (c) It is important that proper account is taken of all management duties and responsibilities and that specific time for these duties and responsibilities is agreed and allocated. This is particularly crucial in the case of class committed head teachers.
- (d) Whilst this Agreement provides an Argyll and Bute framework, it will be for individual schools to reach school solutions appropriate to their particular circumstances. Thus, the amount of time required for activities such as report writing or attendance at parents’ meetings will vary from school to school – and possibly from teacher to teacher - dependent on the number of reports required per year and the method of reporting and the classes taught. Schools will wish to review their approaches to how certain tasks are undertaken in order that bureaucracy can be minimised and professional activity maximised in line with the letter and spirit of the Curriculum for Excellence Working Group Report on Tackling Bureaucracy. All involved in the drawing up of Working Time Agreements should be looking at ways of “working smarter” in some areas and freeing time to devote to other areas more central to the effectiveness of the school. The Education Authority will continue to review areas of activity where external support can be provided to schools to assist them in this process, including advice on recommended time allocations to certain activities.

- (e) Some of the tasks will fall within the category of “collegiate” while others will be “individual”. In both cases, and as already indicated in (d) above, time allocations will vary from school to school; and in some cases, may vary from teacher to teacher. It is good practice to agree time allocations for report writing in terms of time per report rather than time per class (to take account of varying class sizes).
- (f) Where a teacher is employed on a part-time basis, the teacher will not be employed for more than one discrete block of time in any day. Other than in exceptional circumstances, they shall be obliged, on a pro rata basis, to undertake and be paid for all of the contractual commitments required of teachers as set out in Section 2 (Main Duties) and Section 3 (Working Year and Working Week) of the National Scheme of Conditions of Service. The pro rata arrangements for teachers on part-time contracts, relating to remaining time, shall occur on days when the teacher is employed. The exception to this rule is parents’ meetings when the part-time teacher will comply, on a pro rata basis, with the arrangements agreed for the establishment where they do not conflict with the needs of another educational establishment (under these circumstances it would be for the Leaders of both establishments to broker a compromise).

Part-time staff should work pro rata and the days they should work are listed below. This applies to both primary and secondary staff.

5.2 Secondary Schools

- (a) The time available for full time secondary teachers for required school activities is 5 hours per week. This figure is arrived at by deducting from the 35 hour week a total of 22½ hours for class contact and 7½ hours for personal (preparation and correction) time. For any teacher who has a lesser amount of class contact, the preparation and correction time would be a third of actual class contact time. 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 as set out in SNCT 14/43.
- (b) Activities identified in “A Teaching Profession for the 21st Century” which are to be subject to agreement at school level are (in no particular order of priority):
- additional time for preparation and correction;
 - parents’ meetings;
 - staff meetings;
 - formal assessment;
 - preparation of reports, records etc;
 - curriculum development;
 - forward planning;
 - continuing professional development;
 - additional supervised pupil activity;
 - professional review and development.

In considering the time which is to be allocated to the activities, both head teachers and staff will require to be mindful of the Scottish Government’s

National Priorities; Argyll and Bute Education's Improvement Plan; of the school's improvement plan; the school's individual requirements and the professional expectations of all staff.

- (c) All management and pastoral duties and responsibilities, including Guidance/Pupil Support/GIRFEC duties, must continue to have time specific to these tasks agreed and allocated by schools. Child Planning meetings must not take place during lunchtimes or on a teacher's non-class contact time.
- (d) Whilst this Agreement provides an Argyll and Bute framework, it will be for individual schools to reach school solutions appropriate to their particular circumstances. Thus, the amount of time required for activities such as report writing or attendance at parents' meetings will vary from school to school - or subject to subject in the secondary context - and possibly from teacher to teacher - dependent on the number of reports required per year and the method of reporting and the classes taught. Schools will wish to review their approaches to how certain tasks are undertaken in order that bureaucracy can be minimised and professional activity maximised in line with the letter and spirit of the Curriculum for Excellence Working Group Report on Tackling Bureaucracy. All involved in the drawing up of Working Time Agreements should be looking at ways of "working smarter" in some areas and freeing time to devote to other areas more central to the effectiveness of the school. The Education Authority will continue to review areas of activity where external support can be provided to schools to assist them in this process, including advice on recommended time allocations to certain activities.
- (e) Some of the tasks will fall within the category of "collegiate" while others will be "individual". In both cases, and as already indicated in (d) above, time allocations will vary from school to school and, in some cases, may vary from teacher to teacher. It is good practice to agree time allocations for report writing in terms of time per report rather than time per class (to take account of varying class sizes).
- (f) Where a teacher is employed on a part-time basis, the teacher will not be employed for more than one discrete block of time in any day. Other than in exceptional circumstances, they shall be obliged, on a pro rata basis, to undertake and be paid for all of the contractual commitments required of teachers as set out in Section 2 (Main Duties) and Section 3 (Working Year and Working Week) of the National Scheme of Conditions of Service. The pro rata arrangements for teachers on part-time contracts, relating to remaining time, shall occur on days when the teacher is employed. The exception to this rule is parents' meetings when the part-time teacher will comply, on a pro rata basis, with the arrangements agreed for the establishment where they do not conflict with the needs of another educational establishment (under these circumstances it would be for the Leaders of both establishments to broker a compromise).

Part-time staff should work pro rata and the days they should work are listed below. This applies to both primary and secondary staff.

6.0 Planning for the 35 Hour Week

- (a) Negotiation at school level will agree a detailed calendar of activities to be

included within the 35 hour week appropriate to the particular school.

- (b) Teachers will audit their own proposed activities for the coming year against the agreed calendar of activities. This need not necessarily be an individual activity but could, for example, be part of a school/faculty/departmental/stage discussion.
- (c) There should be agreed school procedures at school/faculty/departmental level for regular review of the progress made on the agreed calendar of activities throughout the course of the year. This could be done in conjunction with a review of the school/departmental plan. A meeting must take place each year to review the impact of the Working Time Agreement and to revise any changes needed.

7.0 Notes on Particular Activities

7.1 Parents' Meetings/Report Writing

- (a) The arrangements which schools put in place in respect of reporting to parents and holding parents' meetings should recognise that good communication between schools and parents about the progress of children is an essential element of effective learning and teaching. Consequently, there will be a variety of patterns both to the nature of and the frequency with which reports are issued and to parental meetings. The latter may be fixed in the evening; may be end-on to the school day; or may, particularly in primary schools, be based on very flexible arrangements which allow parents to drop in at certain times in the school week.
- (b) Schools may wish to retain existing arrangements for formal consultation with parents on pupil progress where these have served the needs of pupils and parents well; alternatively, in the interest of securing more effective communication with parents, these arrangements may be revisited. The views of parents on any proposed new arrangements should be sought prior to implementation, particularly where this would result in a significant change to existing patterns.
- (c) In any event, there should be a maximum of five contractual meetings per year for staff and the time allowed for each meeting should be the actual time spent at the meeting, plus 50% in respect of preparation, plus actual travel time.
- (d) Where it is accepted that informal meetings will take place with individual parents throughout the year a maximum of five hours should be allocated for this purpose.
- (e) Where it is agreed that a Parents' Meeting be held end-on to the school day, a break of 30 minutes should be built in prior to the start of the meeting.

8.0 Part-time teachers are required to attend Parents' Evenings even if it does not fall on their working day.

8.1 Departmental Meetings and Stage Meetings and Faculty Meeting

- (a) The importance and value of Departmental Meetings and Stage Meetings and Faculty Meetings to the effective functioning of different aspects of school life is well recognised. Time requires to be made available for these meetings which will cover a variety of specific and strategic purposes.
- (b) Since the circumstances which prevail will vary from school to school, it is not appropriate to be prescriptive about the duration or frequency of these meetings. Departmental meetings may be arranged in the course of the school day where this is possible and does not result in inappropriate timetabling constraints. There should, however, be no presumption that departmental and faculty meetings will be held during the school day.
- (c) Whatever approach is taken, there should be agreement on:
 - timing of meetings;
 - pattern of meetings;
 - duration of meetings.

8.2 Forward Planning

Day-to-day preparation activities lie with the individual teacher but forward planning which may be on a termly/yearly basis is distinct from this, and sufficient time must be allocated for the format in use in the school. An agreed professional forward plan should be agreed and used that accepts both teacher professionalism and is within the letter and spirit of the Curriculum for Excellence Working Group Report on Tackling Bureaucracy.

8.3 Formal Assessment

There is a distinction to be made between on-going assessment activities of a formative/diagnostic nature and those assessment activities which might be regarded as “summative” either for school or national examination purposes. It is therefore important that schools identify what constitutes formal assessment. Recognition of this distinction should be part of the negotiating framework and appropriate time allocated for this.

8.4 Time Spent Out of School

“A Teaching Profession for the 21st Century” recognises that staff should be able to be out of school at those times when they are not required in school. This means that a member of staff may be off-site at any time when he/she is not required for class cover or previously agreed collegiate duties in a given week.

However, this needs to be within the reasonable demands of the school, therefore:

- All full time teachers (unless by prior arrangement) are expected to report to their school for the start of the school day and to fulfil any cover duties required up to their 22.5 hours weekly maximum;
- 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 as set out in SNCT 14/43.
- If a teacher leaves the school they should sign out in order that there is an accurate evacuation list and a record of who is available for any emergency cover that transpires later in the day.

8.5 Supervised Pupil Activities

- (a) It is not possible to categorise all activities but it is important that staff involvement out with the school day with pupils/students be recognised. Activities could include:
- study groups;
 - school trips;
 - school shows/concerts;
 - residential stays;
 - sports activities.
- (b) All such involvement should take place within the spirit of “voluntarism”. There is no suggestion that head teachers would require staff to undertake such activities. However, where these activities are recognised as adding value to the pupils’ educational experience and where such activities can be placed within the school calendar e.g. a school Christmas show the school Working Time Agreement should reflect the extra work involved in the activity – not as “payback” but as a pragmatic recognition of the consequences of “voluntarism”.

9.0 Review

These guidelines will be subject to annual review by the LNCT at their March meeting and any comments should be forwarded to the Joint Secretaries by 27th February each year.

10.0 Conclusion

The revised framework ensures clarity and consistency in the process where school leadership and representatives from teacher trade unions work in partnership to develop Working Time Agreements. The LNCT is invited to approve this guidance for implementation in the next academic year.

11.0 Implications

- 11.1 Policy – Revision to Council procedures to reflect updated guidance.
- 11.2 Financial – None
- 11.3 Legal – Non-compliance could result in litigation claims from employees
- 11.4 HR – Updates required to associated forms and processes.
- 11.5 Customer Service – None
- 11.6 Risk – Improved procedures and compliance will mitigate potential risks.
- 11.7 Climate Change – None
- 11.8 Fairer Scotland Duty – None
- 11.9 Equalities - protected characteristics – None
- 11.10 Consumer Duty – None
- 11.11 Island Communities – None
- 11.12 Children’s Rights and Wellbeing – none

Executive Director of Customer Services: Douglas Hendry
Policy Lead for Education: Cllr Kieran Green

27 March 2026

For further information contact:

Dan Semple and Lorna Stewart, Argyll and Bute LA Secretaries, Educational Institute of Scotland

argyllandbute@eis.org.uk

SNCT

Scottish Negotiating Committee for Teachers

10 March 2014

SNCT 14/43**Code of Practice on Working Hours, Working Week**

Dear Colleague

Arising from the Pay and Conditions of Service Agreement set out in SNCT14/40 the SNCT has agreed a Code of Practice on Working Hours, Working Week. This is appended.

This will be incorporated into the SNCT Handbook in due course. This circular will take effect from 1 August 2014 but is issued now to assist school discussions for session 2014-15.

Yours sincerely
Tom Young (Employers' Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries

To: Chief Executives
Directors of Education
Directors of Personnel
Directors of Finance
LNCT Joint Secretaries

COSLA
Verity House
19 Haymarket Yards
EDINBURGH
EH12 5BH
T: 0131 474 9200
F: 0131 474 9292
E: tomy@cosla.gov.uk

Teachers' Panel
46 Moray Place
Edinburgh
EH3 6BH
T: 0131 225 6244
F: 0131 220 3151
E: dmorrice@eis.org.uk

Scottish Government Schools Directorate
2A South Victoria Quay
Edinburgh
EH6 6QQ
T: 0131 244 0230
F: 0131 244 0957
E: Stephanie.walsh@scotland.gsi.gov.uk

Code of Practice on Working Hours, Working Week

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.

**ARGYLL AND BUTE
COMMUNITY SERVICES: EDUCATION
WORKING TIME AGREEMENT - DETAILED GUIDELINES**

The Working Time Agreements is a Collective Agreement reached between the Headteacher as agent of Argyll and Bute Council and the representative trade union(s)/staff in the establishment. As such it is binding on all teaching staff.

The Working Time Agreement consists of agreed arrangements for the use of collegiate time over the course of the year.

There are 5 Collegiate Hours per week

All Schools

All Sectors have 5 hours collegiate time per week which require to be negotiated at establishment level in the normal way. Maximum Class contact is 22.5 hours. 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 as set out in SNCT 14/43. Preparation and correction time is 7.5 hours.

Argyll arrangements are set out in LNCT agreement of 26 March 2014

The Timeline for reaching agreement is:

March School Committee produces draft for the following year, reflecting review of current year.

April Staff consultation period and redrafting if required.

Early May Final document produced by school committee.

Mid-May Final Plan endorsed at whole school meeting.

June Signed copy sent to Joint Secretaries of LNCT c/o Maggie Jeffrey, Education Admin Officer, Argyll House, Alexandra Parade, Dunoon, Argyll PA23 8AJ.

Trade Unions may, in advance of the March committee review, organise meetings of members to establish their negotiating position.

The March review should reflect on the previous year's agreement – things which worked/didn't work/could be improved.

Within the draft collegiate calendar drafting sequence as follow;

1. Set times for Parents' meeting.
2. Working backwards from parents' meetings put in place time for reporting.
3. Working backwards from time for reporting put in place time for formal assessment.
4. Put in place time for staff meetings.
5. Put in place forward planning time throughout the year.
6. Put in place 3 hours throughout the year for PRD,
7. Put in place other activities as required including additional time for preparation and correction.

Templates are attached and may be useful for completion of Working Time Arrangements

Before completing the Working Time Arrangement Committees should consider the following;

- Stress points throughout the year and how they might impact on all staff and individual members of staff (e.g. Indicative times for marking, assessment and reporting etc) may not fully address the needs of those with big classes/more than one class in the year group and how these duties/time requirements can be better managed. The LNCT agreement indicates that this should be discussed in a collegiate manner with a school committee (or the whole school in smaller schools) to deal with issues. In some circumstances a solution can be found at School/Departmental/Faculty level. In other circumstances, time may need to be freed up/bought in through approaches to the Head of Service.
- Within other activities (see 3.1 (b) of Framework Agreement) the need for meetings with Classroom Assistants/ASNAs and other professionals needs to be considered. Whether this time is included as a weekly allocation or in some other form will depend on the needs of the individual school. However, matters relating to the education/welfare of children and interactions with other professionals need to be included.

	Item	Notes for WTA
1	Additional Time for Preparation and correction	Indicative Time Allocations
2	Preparation of Reports	Indicative Time Allocations
3	Formal Assessment	Indicative Time Allocations
4	Parents Meetings	Evening or end on time to include preparation
5	Staff Meetings	As appropriate to establishment
6	Planning	Within Guidelines on Development Planning
7	PRD	3 hours (including preparation, formal meeting and review)
8	CPD	All staff development activities but incorporate within WTA meetings etc which are in addition to In-service courses and up to 35 hour contractual CPD.
9	Additional Supervised pupil Activity	Voluntary but where these activities are recognised as adding value to the pupils' educational experience and where such activities can be placed within the school calendar (e.g. a school Christmas show) the school Working Time Agreement should reflect the extra work involved in the activity – not as “payback” but as a pragmatic recognition of the consequences of “voluntarism.”
10	TU meetings	3 hours each year + additional time for negotiating group to meet. Union Reps should also have, where at all practicable, timetabled time off in line with time off for TU duties.

**ARGYLL & BUTE COUNCIL
EDUCATION SERVICE
ILLUSTRATION ON POSSIBLE ALLOCATION OF REMAINING TIME**

(Hours relate to a teacher with maximum class contact time of 22.5 hours)

ACTIVITY	TIME PARAMETERS (Hours)	
	Secondary	Primary
Parents' meetings	15 – 30	15 – 25
Forward Planning	-	10 – 15
Reporting	20 – 40	20 – 30
Additional preparation/correction	10 – 20	10 – 20
Staff meetings	20 – 40	15 – 30
Professional Review and Development	2.5	2.5
Curriculum Development	25	25
Formal Assessment	10 – 30	5 – 15
Working with other agencies	5 – 10	5 – 10
Trade Union/Professional meetings	3	3
Quality Improvement process	15	15
Flexibility factor	15	15
Total	195	195

The normal working week for a teacher on maximum class contact will consist of 22.5 hours of teaching and 7.5 hours of preparation/correction, leaving 5 hours per week for the other activities detailed in the table above.

Activities and school weeks should be arranged so that in any single week the time planned does not exceed 35 hours.

Normally the teaching year consists of 190 pupil days plus 5 in-service days and 35 hours of Continuing Professional Development. For 2009/10 and 2010/11 there will be an additional in-service day and one less pupil day to support the implementation of the Curriculum for Excellence.

The above illustration is offered as a guide and will vary from school to school and teacher to teacher. For teaching staff with management duties (principal, depute and head teachers) it is not practical to produce a model as class contact will be less than 22.5 hours. Those teachers should have allocated to them the appropriate amount of management time as set out in Standard Circulars SC2.03 and SC2.05.

FTE	22½ Class Contact Time	Collegiate time	Personal Allowance	Total	Non- class Contact time Primary	Non class contact Secondary
	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins	Hr Mins
1.0	22.30	5.00	7.30	35.00	2.30	5.00
0.9	20.15	4.30	6.45	31.30	2.15	4.30
0.8	18.00	4.00	6.00	28.00	2.00	4.00
0.7	15.45	3.30	5.15	24.30	1.45	3.30
0.6	13.30	3.00	4.30	21.00	1.30	3.00
0.5	11.15	2.30	3.45	17.30	1.15	2.30
0.4	9.00	2.00	3.00	14.00	1.00	2.00
0.3	6.45	1.30	2.15	10.30	0.45	1.30
0.2	4.30	1.00	1.30	7.00	0.30	1.00
0.1	2.15	0.30	0.45	3.30	0.15	0.30

Enter hours per activity

tim	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	Tot		
Month	Aug			Sept						Oct			Nov			Dec			Jan			Feb			March			Apr		May			June											
Week begin	12	19	26	2	9	16	23	30	7	21	28	4	11	18	25	2	9	16	6	13	20	27	3	10	17	24	3	10	17	24	31	21	28	4	12	19	26	2	9	16	23			
day (if app)																																										*		
add p+c.																																												0
par. meets																																												0
staff meets																																												0
reports,recs.																																												0
forw.plan																																												0
form. ass.																																												0
PRD																																												0
curric. dev.																																												0
pupil act.																																												0
CPD																																												0
TU meet																																												0
other/flex																																												0
Totals		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Reports Deadline

Notes

Hours included above should be based on precedent/professional judgement of hours required to complete tasks

Total all sectors 5 hours per week = 195 hours

 indicates no planned collegiate activities

* indicates short week with Wednesday, Thursday or Friday holiday

Th, Tu, W indicates start day in shorter working week

Collegiate Calendar
Term 1:

Anywhere Primary School

Session:



W/b								
InService								
Open pupils								

Term 2:

W/b								

Term 3

w/b									
School opens									

Term 4:

W/b									
									School closes

Other duties allowance: .

35 hr week = 22 hrs class contact + 7.5hrs preparation/correction + 5 hrs other duties
 = 5 hrs x 39 weeks
 = 195 hours

Collegiate hours breakdown:	Comment/Detail	Allocation
Additional time for preparation and correction		
Report Preparation		
Staff meetings		
Forward Planning		
Curriculum development and associated staff development		
Formal assessment		
Implementation of Quality Improvement Process		
Parental meetings including ASN reviews		
Professional Review and Development		
Professional Association		
Flexibility factor		
Trade union/ professional association meetings		
TOTAL		195 hrs

Signature of Staff Representative:

Signature of Head Teacher:

Date: