

COMHAIRLE NAN EILEAN SIAR

Department of Education

A Teaching Profession for the 21st Century: Guidelines for Working Time

INTRODUCTION

- 1.1 The guidelines in this document, which should be used by schools in reaching an agreement on the use of the 35 hour working week, are based on *A Teaching Profession for the 21st Century*, which details the agreement reached following recommendations made in the McCrone Report.

GENERAL PRINCIPLES

- 2.1 The main principle is that the work of teachers should be capable of being discharged within a 35-hour working week. Consequently, Section 2 and Annex D of *A Teaching Profession for the 21st Century* provides for staff a general Code of Practice on working time arrangements.
- 2.2 Maximum class contact time is as follows:
- | | Until August 2004 | From August 2004 | From August 2006 |
|-----------|-------------------|------------------|------------------|
| Primary | 25 hours | 23.5 hours | 22.5 hours |
| Secondary | 23.5 hours | 23.5 hours | 22.5 hours |
| Special | 22.5 hours | 22.5 hours | 22.5 hours |
- 2.3 In no circumstances will staff be asked to exceed those maximums.
- 2.4 Teachers are entitled to a minimum time allowance for preparation and correction of one third of actual class contact time. The use of the balance of time between the combined teaching commitment/personal allowance time and the 35 hours must be planned collectively and agreed within each establishment. Schools, for planning purposes, should take into account the need for absence cover.
- 2.5 Tasks which do not require the teacher to be on school premises can be carried out at a time and place of the teacher's choosing, provided that the teacher notifies the appropriate manager of the intention in this respect. There will therefore no longer be what can be described as a standard school day for teachers. The 'core' will be the pupil day which will remain unchanged but around which teachers will fulfil the remaining agreed hours.
- 2.6 The following activities are applicable to the balance of remaining time after Class Contact and Preparation and Correction have been accounted for. In section 2 and Annex D of *A teaching Profession for the 21st Century* those activities are set out as follows:
- 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
- continuous professional development

GUIDELINES

- 3.1 Schools should consider the following as a framework for agreement at school level.

Personal Allowance Time and Additional Time for Preparation and Correction

- 3.2 The class contact time of a teacher will be complemented by an allowance of personal time for preparation and correction. This allowance will be no less than one third of the teacher's **actual** class contact commitment. However, it may be appropriate in certain circumstances to agree for an individual teacher additional preparation and correction time if this is justified as a result of a particularly heavy workload.

Parents' Meetings

- 3.3 Parents' meetings are in some instances conducted end-on to the school day and in other instances later in the evening. It is suggested that such arrangements continue and that, subject to agreement with staff, the model which best suits local circumstances be applied. There should be no fewer than two formal meetings per session although more can be held if required. Annual planning should take account of the constraints imposed by the 35 hour week and, where appropriate, allow time to compensate in the week before or after parents' meetings if the 35 hour limit has been exceeded.
- 3.4 Agreement should be reached at school level on the duration and format of parents' meetings. As a guideline, a maximum of 4.5 hours should be allowed for each meeting with 1.5 hours of this time to be at the teacher's discretion for preparation.

Staff Meetings

- 3.5 It is anticipated that most staff meetings will take place at the end of the core pupil day. They can take various forms; whole school meetings, departmental meetings, guidance team meetings, management meetings with associated administration.

Preparation of Reports for Parents, Records etc.

- 3.6 It is recognised that a very important duty of teachers is to prepare reports for parents and other agencies. It is further recognised that this is a time consuming process which should form part of the 35-hour week. However, in determining the time allocation for the preparation of reports, it is obvious that account should be taken of pupil numbers.

Forward Planning

- 3.7 It is appropriate that an allocation of time be given for individual teachers to plan classwork for time blocks, terms or the full session. In addition to this, staff involved in the preparation of departmental plans should be given an appropriate allocation of time for this purpose. Likewise, where staff contribute to School Development Planning and Standards and Quality Reports, recognition should be given.

Formal Assessment

- 3.8 It is considered appropriate that time which relates to workload should be made available to staff involved in National Assessment e.g. National Tests, National Qualifications' Units, Standard Grade internal elements etc. Account can, of course, be taken of additional non-class contact time made available to teachers when senior pupils are on study leave. However, assessment of a diagnostic or formative nature should be considered as part of normal preparation and correction.

Professional Review and Development

- 3.9 The opportunity exists to designate a time slot formally within the working week for operation of the Staff Development and Review Scheme. Interviews under the scheme will be held annually. It is suggested that two hours per annum would be sufficient at the level of the individual. However, additional time will be required for staff who have responsibility for a number of reviewees.

Curriculum Development

- 3.10 The time allocation for Curriculum Development would include involvement in a range of issues, e.g. School Policy Development, Actual Curriculum Development, Working Groups etc.

Additional Supervised Pupil Activity

- 3.11 For the first time supervised pupil activities and other extra duties which are in line with school priorities are formally recognised as being part of an individual teacher's workload. They are now included in the range of activities which, collectively, contribute to teaching and learning. It also goes without saying that they enhance the quality of the service and promote a positive ethos in schools.
- 3.12 Activities such as Study Support are considered as a legitimate part of the 35 hour week..

Continuing Professional Development

- 3.13 Full commitment to an additional annual contractual 35 hours for Continuing Professional Development is required from 2003/4. It includes an appropriate balance of personal development, attendance at courses, school based professional development etc. All teachers should have their CPD plans provisionally agreed with their line managers prior to submission for further consideration. Information on documentation of CPD has been issued to schools.

MANAGEMENT TIME FOR PROMOTED POST HOLDERS

- 4.1 The acknowledgement that promoted staff need time for duties outwith teaching and pro rata preparation and correction time is not new. However, the Agreement does not give any specific guidance. Consequently, it is intended that this will form part of proposals for promoted post structures in schools. Existing arrangements will remain in place until the implementation of revised structures.

FLEXIBILITY

- 5.1 It will obviously be prudent to leave some time available for unforeseen needs or, alternatively, to regard the allocation mapped out as being sufficiently flexible to achieve this.

PART-TIME AND ITINERANT TEACHERS

- 6.1 Arrangements for part-time teachers will normally be on a pro rata basis in line with the guidelines set out above. However, a sizeable proportion of the Comhairle's teaching staff is in the 'itinerant' category. Each itinerant teacher is allocated a line management school. the head teacher of that school is responsible for all contractual/operational matters in respect of the itinerant member of staff. These operational matters include continuing Professional Development and monitoring of the 35 hour week. (Section G.1.4 Schools Administration Handbook.)

OTHER ACTIVITIES

- 7.1 The list shown in Annex D of *A Teaching Profession for the 21st Century* is obviously not exhaustive and staff should certainly be encouraged to consider relevant activities, even if currently unlisted, as part of the 35 hour week. Many staff currently perform a variety of extra duties which are beneficial to pupils. Consequently, if such activities are in line with school priorities they can certainly be formally recognised as a legitimate part of an individual teacher's workload.

YEAR PLANNING

- 8.1 The time remaining after a teacher's **maximum** class contact time, and the associated personal allowance time, have been deducted from the 35 hour week amounts to 136.5 hours from august 2004, and 175.5 hours from August 2006. Relevant activities should be arranged to span the school session in a way which reflects school needs. The format set out in Appendix A may be helpful as an aid when planning the time for those activities.
- 8.2 Where teachers are not on maximum class contact, there will be additional hours available which can be used to carry out duties in line with the appropriate job descriptions, as outlined in Annex B of *A Teaching Profession for the 21st Century*.

MML/CD
28/10/2003



APPENDIX A
A Teaching Profession for the 21st Century:
Guidelines for Working Time

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PLANNING FORMAT FOR THE WORKING YEAR/WEEK

School	
Teacher	

ACTIVITY	TIME AGREED
Additional preparation/correction	
Parent 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	

Signature of Teacher		Date	
Signature of Line Manager		Date	