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Dear Colleague

JNC/3 **WORKING TIME ARRANGEMENTS FOR TEACHERS FOR SESSION 2003/2004**

Renfrewshire Council Joint Negotiating Committee for Teaching Staff (JNC) has approved the agreement attached as an annex: Working Time Arrangements for Teachers for Session 2003/2004.

This agreement has been ratified by the council and by the teachers' panel.

The agreement outlines the parameters which will operate across Renfrewshire in terms of the allocation of working time to specific aspects of teachers' duties.

Yours faithfully

John Rooney (Education and Leisure Services)
Ian McCrone (Teachers' Panel)

Joint Secretaries

JNC/3

Enc

JNC/3

RENFREWSHIRE COUNCIL: EDUCATION AND LEISURE SERVICES

**WORKING TIME ARRANGEMENTS FOR
TEACHERS FOR SESSION 2003/2004**

GUIDANCE FOR SCHOOLS

May 2003

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**WORKING TIME ARRANGEMENTS FOR TEACHERS
FOR SESSION 2003/2004**

GUIDANCE FOR SCHOOLS

1. Introduction

- 1.1 The guidance contained in this document on the 35 hour week in the context of the McCrone agreement applies for school session 2003/2004 and will be subject to review prior to school session 2004/2005.
- 1.2 The McCrone agreement “A Teaching Profession for the 21st Century” provides the basis for a framework in which education will be delivered in all sectors of the service. New national and local negotiating machinery have been set up and new contractual conditions of service for teachers have been developed for implementation over a 5 year period.
- 1.3 A key element of the McCrone agreement is the emphasis on enhancing the professional status of the job of teaching and providing greater professional autonomy for individual teachers. The agreement establishes a new framework which promotes professionalism and places teachers at the heart of teaching and children at the heart of learning. It represents a unique opportunity to establish the professional conditions of service which teachers in Scotland deserve and which they need to have if they are to deliver our shared objective of a world class education service which will fit our children well for the 21st century. In schools, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis.
- 1.4 A section of the McCrone agreement covering working hours is included as Appendix 1 of this document.
- 1.5 In Annex D of the agreement (also included in Appendix 1), the “Code of Practice for working Time Arrangements for Teachers”, it is stated: “The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week”. This applies to all teaching staff and therefore, consideration must be given to the actual time required to complete tasks.
- 1.6 The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week. There should be no planned aggregation of working hours over any period longer than a week. Parents’ meetings could be the only exception to this.

2. Class Contact Time and Cover Arrangements in Schools

- 2.1 Until August 2004, maximum class contact time will remain unchanged. From August 2004, maximum class contact in the primary and pre-five sectors will be reduced to 23.5 hours per week and from August 2006, maximum class contact time will be reduced to 22.5 hours in all sectors.
- 2.2 It is anticipated that teachers may be required to provide cover for absent colleagues etc, and such cover counts in full as class contact time. On this basis it is only those teachers who have, or at the end of the week, would have, a class contact commitment lower than the maximum who could be expected to provide cover. A total of allocated classes and cover in any one working week should not exceed the maximum class contact limit specified for that sector.
- 2.3 The McCrone agreement states that “All tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher’s choosing: teachers will notify the appropriate manager of their intention in this respect.” However, each school will ensure appropriate management and guidance presence during the pupil day in line with normal school procedures. Where there is not yet an established procedure in place, this should be agreed at school level. In order to assist with the provision of cover within the school, teachers who may be expected to provide cover should be given a clear indication as to the times or periods when they are likely to be required.
- 2.4 Schools will investigate mechanisms to maximise the flexibility for teachers to undertake work at a time and place of their own choosing through giving consideration to prime time cover; effective communication procedures; and specific cover mechanisms.
- 2.5 To ensure that an accurate record of those who are present on the premises is available at all times for health and safety purposes, including fire precautions, recording mechanisms will be established in all schools. All teachers will be assumed to be in school and it is their responsibility to indicate if they are not going to be on the premises. Sign-out procedures should be established centrally within the establishment.
- 2.6 Discussions on attendance procedures for secondary schools will be the subject of a JNC sub-committee.

3. Preparation and Correction Time

- 3.1 From August 2001, during the phasing arrangements for implementing the McCrone agreement, all teachers are guaranteed a minimum of one third of their pupil contact commitment as a personal allowance for preparation and correction the use of which is a decision for the individual teacher. For session 2003/2004 the hours for class contact and the associated personal allowance for preparation and correction are:

Sector	Maximum Pupil Contact	Minimum Personal Allowance
Primary and Pre-five	25 hours	8.5 hours
Secondary	23.5 hours	8.0 hours
Special	22.5 hours	7.5 hours

3.2 For planning purposes it will be assumed that all teachers are considered to be on maximum class contact with the appropriate allocation of preparation and correction time for their sector. This may include providing cover.

4. Remaining Contractual Time

4.1 The use of the remaining period between the combined time for class contact and preparation/correction and the 35 hours must be agreed at school level and can include, for example, the following activities, as identified in Annex D of the McCrone agreement:

- 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.

4.2 The balance of time beyond class contact and preparation/correction for session 2003/2004 will be:

Sector	Weekly Balance	Annual Balance
Primary and Pre-five	1.5 hours	58.5 hours
Secondary	3.5 hours	136.5 hours
Special	5 hours	195 hours

4.3 A number of local and national agreements have been subsumed within this agreement. Appendices 2 to 5 of this document set out models for the allocation of time to collegiate activities for the different sectors.

4.4 Assessment of a diagnostic or formative nature should be considered as part of normal preparation and correction. However, time should be allocated from the collegiate time where the assessment is summative and part of a formal process; for example, end of unit tests, national tests, preliminary examinations, assessment of internal components of Higher Still or Standard Grade and assessment used for reporting to parents.

- 4.5 The McCrone agreement states “managers require time for additional duties outwith teaching and associated preparation in order to fulfill their broad professional duties”. Management time allowances in the secondary sector will continue in line with the current agreement and arrangements will be made jointly to review management time allocations in other sectors through a JNC sub-committee in session 2003/2004.
- 4.6 During the course of the summer term, head teachers should prepare a draft calendar with a core timetable of collegiate activities for the following session which should include the dates and times of meetings, and should take account of all major workload generators such as reporting, formal assessments and forward planning. All teaching staff must be involved in the negotiation process with regard to the timing of collegiate activities. During the course of the year there will be different pressures on schools at different times and it is essential that the agreement on the use of the collegiate time addresses these particular issues.
- 4.7 The teacher trade unions will be responsible for developing their own internal consultation mechanisms prior to discussion and agreement with the head of establishment. Renfrewshire Council supports the principle of collective bargaining. Time will be identified to allow trade union meetings to take place in accordance with Renfrewshire Council’s standing agreement. Agreed additional time may be required to facilitate this process.
- 4.8 Time should be allocated for teaching staff and trade union meetings to allow consideration of this timetable. These meetings shall inform discussions on working conditions at local level and will require to be supported by effective negotiating arrangements at establishment level that ensure full participation by all teachers. Discussions will be led by the head teacher as overall manager and the person ultimately accountable for the activities of the school.
- 4.9 In the spirit of, and recognising the professionalism which is the essence of the McCrone agreement, an appropriate strategy for the allocation of tasks would be to agree reasonable submission dates; for example, for forward plans and reports to parents. Teachers should be supported in organising their workload to complete these agreed tasks within the agreed timescale. A reasonable proportion of that available time should be left flexible to allow for varying individual teacher needs. This flexible element of the collegiate time would include staff meetings, additional preparation and correction, review and development, and additional supervised pupil activities. Schools may require to review current record keeping and forward planning/individual planning strategies, reporting arrangements and forward planning procedures, ensuring that difficulties are addressed where time is not available within the balance of contractual time beyond class contact and preparation and correction.
- 4.10 Annual reviews of the use of additional time will feed into the planning cycle and must ensure tasks are prioritised and accommodated within the 35 hour week properly to manage and limit teacher workload.

- 4.11 Within the terms of the 35 hour week and the authority's DMR procedures, there will be continuing provision to buy in cover or agree other arrangements to overtake activities at establishment level.
- 4.12 Out of school hours pupil activities may have some time allocation credited as "additional supervised pupil activity".
- 4.13 Paid supported study will continue under current arrangements and will be outwith the 35 hour week.
- 4.14 A separate agreement covers the mechanism for reaching establishment agreements on the 35 hour week. Whole-school agreements on this issue should be in line with local authority and national agreements. School-level agreements will be monitored at authority level.

Extracts from the McCrone Agreement

The following sections taken from pages 6 to 8 of the agreement and from Annex D provide a context for this agreement on teachers' working hours.

2.2 Working Hours: Working Week

Agreement has been reached on the working week as follows:

- the introduction of a 35 hour week for all teachers from 1 August 2001;
 - a phased reduction in maximum class contact time to 22.5 hours per week equalised across the primary, secondary and special school sectors;
- during the phasing period, the class contact commitment 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;
 - all tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing: teachers will notify the appropriate manager of their intention in this respect; and
- from August 2006, at the earliest, the contractual obligations of teachers will be expressed in relation solely to a 35 hour week within which a maximum of 22.5 hours will be devoted to class contact.

2.3 It has been agreed that the process of change needs to be properly managed and therefore supporting phasing arrangements have been developed which involve:

- the introduction of a personal allowance of one third of actual class contact time as described above;
- 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
 - 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;
- a key role for the Scottish Negotiating Committee for Teachers (SNCT) in determining when the objective conditions are in place to move to the final contractual arrangements, and
- a set of criteria that will enable the SNCT to determine when all the appropriate conditions have been met. These are outlined in Annex C.

2.4 The following table summarises the transitional arrangements.

		<u>Maximum Class Contact</u>	<u>Minimum Personal Allowance (33%)</u>
<u>Stage 1</u>	From August 2001		
	Primary	25.0	8.5
	Secondary	23.5	8.0
	Special	22.5	7.5
<u>Stage 2</u>	From August 2004		
	Primary	23.5	8.0
	Secondary	23.5	8.0
	Special	22.5	7.5
<u>Stage 3</u>	From August 2006		
	Primary	22.5	7.5
	Secondary	22.5	7.5
	Special	22.5	7.5
<u>Stage 4</u>	From no earlier than August 2006 All Sectors	22.5	Within the 35 hour working week

- In order to complement the phasing arrangements and the new structure of the working week, a Code of Practice on Working Time Arrangements has been agreed. The text of the Code of Practice is provided at Annex D.
- In the case of promoted post holders in schools, the Implementation Group has considered their working arrangements and has agreed that managers require time for additional duties outwith teaching and associated preparation in order to fulfill their broad professional duties.

Balance of Time in Primary and Pre-five Establishments: Session 2003/2004

The working week for all teachers will be a maximum of 35 hours. Initially, the balance of time beyond pupil contact and preparation/correction will be 58.5 hours, accumulated across the year.

From the balance of time for collegiate activities time will be blocked, but not accumulated, to provide 2 possible models:

1. Where parents' meetings are in the evening and require staff to return to school:
 - a maximum of 30 hours for up to 6 parents' meetings in line with existing practice at school level. This provision will be jointly reviewed at authority level in session 2003/2004. A block of 5 hours should be allocated to each parents' meeting;
 - 13 hours for strategic forward planning;
 - 5.5 hours plus any time block(s) left over from the parents' meetings allocation, for formal assessment and the preparation of reports.

2. Where parents' meetings are end-on to the school day:
 - a maximum of 21 hours for up to 6 parents' meetings and associated preparation. With a block of 3.5 hours being allocated for each parents' meeting of 2 hours. The 3.5 hours should consist of time remaining beyond class contact and preparation for that week and the preceding or following weeks;
 - 13 hours for strategic forward planning;
 - 14.5 hours plus any time block(s) left over from the parents' meetings allocation, for formal assessment and the preparation of reports.

Schools may wish to use a hybrid arrangement combining end-on and evening meetings.

Within both models, there will be an additional flexible element of 10 hours, use of which will vary from teacher to teacher and from school to school.

Time, within the flexible element may be used for:

- agreed staff meetings;
- additional preparation and correction;
- curriculum development;

Appendix 2

- review and development; and
- credit for additional supervised pupil activities.

As the amount of time allocated for reporting and assessment may not be sufficient to complete these tasks, schools should work on the assumption that additional time will be required for formal assessment and reporting beyond that allocated from the collegiate time but this will vary depending on the individual teacher's timetabled requirements. Sufficient additional time could be allocated from the flexible element or from teachers' pupil contact hours to allow assessing and reporting to be completed. Alternatively, assessing and reporting requirements should be reviewed to fit the time available.

Schools should recognise a need for additional time over and above that identified elsewhere in this appendix to allow for the completion of all formal assessment and reporting within the 35 hour week. As a guideline, 30 minutes per pupil report should be anticipated. Head teachers are encouraged to continue with current good practices in releasing teachers to address these tasks.

During the school year, time for trade union meetings will be identified. This time will normally be allocated from the in-service days, as per the standing council agreement.

The standing agreement on time off for trade union duties within establishments will be maintained.

Balance of Time in Special Schools: Session 2003/2004

The working week for all teachers will be a maximum of 35 hours. Initially, the balance of time beyond pupil contact and preparation/correction will be 195 hours, accumulated across the year.

From the balance of time for collegiate activities, time will be blocked, but not accumulated, to provide:

- a maximum of 21 hours for up to 6 parents' meetings end-on to the school day. A block of 3.5 hours should be allocated for each parents' meeting. Alternatively, a maximum of 30 hours to be allocated for up to 6 evening parents' meetings. Schools may wish to use a combination of end-on and evening meetings. With a block of 5 hours being allocated for each parents' meeting. Any time block(s) left over from the parents' meetings allocation will be available to the teacher for additional preparation and correction or assessment and reporting;
- 70 hours minimum for professional duties;
- 13 hours for forward planning;
- 10 hours additional preparation and correction;
- 40 hours minimum for preparation of reports and formal assessment;
- 20 hours for curriculum development.

A flexible element of up to 21 hours will be available and the use of this will vary from teacher to teacher and from school to school.

By agreement, time from within the flexible element may be used for:

- agreed staff meetings;
- formal assessment, and preparation of reports;
- curriculum development;
- review and development;
- credit for additional supervised pupil activities.

The timing of meetings will be agreed at school level.

Appendix 3

As the amount of time allocated for case conferences, reporting and assessment may not be sufficient to complete these tasks, schools should work on the assumption that additional time may be required beyond that allocated from the collegiate time but this will vary depending on the individual teacher's timetabled requirements. Sufficient additional time could be allocated from the flexible element or from teachers' pupil contact hours to allow assessing and reporting to be completed. Alternatively, assessing and reporting requirements should be reviewed to fit the time available.

The balance of the use of curriculum development time between collective and individual activities would be determined by agreement.

Time for trade union meetings, during the school year, will be identified and normally will be allocated from the in-service days as per the standing council agreement.

The standing agreement on time off for trade union duties within establishments will be maintained.

Balance of Time in Secondary Schools: Session 2003/2004

The working week for all teachers will be a maximum of 35 hours. Initially, the balance of time beyond pupil contact and preparation/correction will be 136.5 hours, accumulated across the year.

From the balance of time for collegiate activities, time will be blocked, but not accumulated, to provide:

- a maximum of 30 hours for up to 6 parents' meetings. A block of 5 hours is to be allocated for each parents' meeting. Any time block(s) left over from the parents' meetings allocation, will be available to the teacher for additional preparation and correction or formal assessment and the preparation of reports;
- 54 hours minimum for formal assessment and preparation of reports;
- 7 hours additional preparation and correction;
- 20 hours departmental meetings; and
- 10 hours curriculum development.

A flexible element of 15.5 hours will be included. The use of this will vary from teacher to teacher and from school to school.

The following may be included within the flexible element:

- agreed staff meetings;
- formal assessment and preparation of reports;
- staff development and review;
- curriculum development; and
- additional supervised pupil activity.

As the amount of time allocated for reporting and assessment may not be sufficient to complete these tasks, schools should work on the assumption that additional time will be required for formal assessment beyond that allocated from the collegiate time. However, this will vary depending on the individual teacher's timetabled requirements. Sufficient additional time could be allocated from the flexible element or from teachers' pupil contact hours to allow assessing and reporting to be completed. Alternatively, assessment and reporting requirements should be reviewed to fit with the time available.

Appendix 4

The pattern and timing of department/principal teacher/guidance team meetings will be agreed at school level.

During the school year, time for trade union meetings will be identified. This time will normally be allocated from the in-service days as per the standing council agreement.

The standing agreement on time off for trade union duties within establishments will be maintained.

Balance of Time for Teachers in Peripatetic Services: Session 2003/2004

The working week for all teachers will be a maximum of 35 hours. Initially, the balance of time beyond pupil contact and preparation/correction will be 195 hours, accumulated across the year.

From the balance of time for collegiate activities, time will be blocked, but not accumulated, to provide:

- a maximum of 21 hours for up to 6 parents' meetings end-on to the school day. A block of 3.5 hours should be allocated for each parents' meeting. Alternatively, a maximum of 30 hours to be allocated for up to 6 evening parents' meetings. Schools may wish to use a combination of end-on and evening meetings. With a block of 5 hours being allocated for each parents' meeting. Any time block(s) left over from the parents' meetings allocation will be available to the teacher for additional preparation and correction or assessment and reporting;
- 70 hours minimum for professional duties;
- 13 hours for forward planning;
- 10 hours additional preparation and correction;
- 40 hours minimum for preparation of reports and formal assessment;
- 20 hours for curriculum development.

A flexible element of up to 21 hours will be available and the use of this will vary from teacher to teacher and from school to school.

By agreement, time from within the flexible element may be used for:

- agreed staff meetings;
- formal assessment, and preparation of reports;
- curriculum development;
- review and development;
- credit for additional supervised pupil activities.

The timing of meetings will be agreed at school level.

Appendix 5

As the amount of time allocated for case conferences, reporting and assessment may not be sufficient to complete these tasks, schools should work on the assumption that additional time may be required beyond that allocated from the collegiate time but this will vary depending on the individual teacher's timetabled requirements. Sufficient additional time could be allocated from the flexible element or from teachers' pupil contact hours to allow assessing and reporting to be completed. Alternatively, assessing and reporting requirements should be reviewed to fit the time available.

The balance of the use of curriculum development time between collective and individual activities would be determined by agreement.

Time for trade union meetings, during the school year, will be identified and normally will be allocated from the in-service days as per the standing council agreement.

The standing agreement on time off for trade union duties within establishments will be maintained.