

EAST RENFREWSHIRE LNCT AGREEMENT
AGREEMENT ON THE 35 HOUR WORKING WEEK FOR TEACHERS

Revised April 2008



Education Department

AGREEMENT ON THE 35 HOUR WORKING WEEK FOR TEACHERS

INTRODUCTION

1. The salaries and conditions of service agreement, 'A Teaching Profession For the 21st Century', provides for the introduction of a 35 hour working week for teachers from 1 August 2001. This circular represents the local LNCT agreement on the 35 hour working week for teachers and should be used in reaching agreement at establishment level.
2. School agreements must include a preface on the actual mechanism used to reach agreement on the use of collegiate working time, ensuring that there has been the opportunity for participation by all teaching staff.
3. School agreements must be submitted to the Head of Service by 30 June. They should be accompanied by a completed calendar in the format shown in Form B. (Schools may wish to amend the list of 'activities' provided) This will allow for a consistent approach to monitoring of school agreements by the LNCT. Form A may also be modified by the school.

CLASS CONTACT

4. Maximum class contact time is 22.5 hours in all sectors.
5. Teachers will be entitled to a minimum personal allowance of 33% of actual class contact time. For teachers on maximum class contact time this will be 7.5 hours.
6. Current arrangements for the allocation of management time will continue for the present.

COLLEGIATE WORKING TIME

7. Annual collegiate working time will be 195 hours.
8. The use of the time remaining beyond combined class contact and minimum personal allowance time will be subject to agreement at school level and will be planned to include a range of activities. Time should be made available for all agreed activities and this should be explicit through the planning calendar.
9. Examples of such activities are set out below in no particular order of priority:-

Additional Time For Preparation and Correction

Additional time can be made available as required depending on individual circumstances.

Parents' Meetings

Schools will reach agreement on the number and format of meetings required on an annual basis. Parents' meetings may take place in the evening or end-on to the school day. Meetings will be entered on the school planner. Time must be allocated for preparation for these meetings. In addition to this, staff should be allowed sufficient time for a break if parents meetings are arranged end-on to the school day. It is expected that staff will not be required to attend meetings where they do not have specific responsibilities, and that they will be free to leave whenever their parental appointments are finished.

Staff Meetings

Schools will reach agreement on the number and frequency of meetings. Meetings may include whole staff meetings; department or stage meetings; management meetings; working groups; case conferences; committee meetings; primary/secondary liaison meetings.

Preparation of Reports/Records

It is acknowledged that the preparation of formal reports and records is a time consuming activity for teachers.

Forward Planning

Time should be made available in primary schools for the production of the East Renfrewshire forward planning document. In recent years the authority has simplified the forward planning process and will continue to examine ways of streamlining the process. Schools are expected to make use of the authority's forward planning guidelines and planning format.

Formal Assessment

It is acknowledged that formal assessment is a time consuming activity for teachers.

Professional Review and Development

Review and Development meetings should generally take place outwith learning and teaching time. Time should be made available to prepare for meetings, and to complete the appropriate documentation.

Curriculum Development

This may include group or individual activity.

Additional Supervised Pupil Activity

Activities might include supported study; school clubs; school teams; school bands; or other forms of agreed supervised pupil activity.

Continuing Professional Development

Some CPD activity may take place within collegiate working time.

Flexibility

It is recommended that school agreements should include an element of flexibility (up to 10% of the available time) in order to have time to deal with unforeseen circumstances that may arise during the course of the session.

REACHING AGREEMENT AT SCHOOL LEVEL

10. 'A Teaching Profession for the 21st Century' emphasises a collegiate approach to planning. Accordingly, each establishment will require to:

- a) Establish appropriate and effective mechanisms with school management and all unions represented to ensure full participation by staff in reaching agreement on the use of collegiate working time.
- b) Make available time for trade union meetings during the 35-hour working week or alternatively during in-service days. School representatives should be given the opportunity to consult on issues relating to the agreement as required throughout the year. It is important to provide adequate time for union representatives to meet with their membership in order to reach agreement on collegiate arrangements.
- c) Devise an annual calendar and programme of collegiate activities within the 35 hour working week, and define procedures which allow individual members of staff to audit their time against the agreement on collegiate time and to prioritise and effectively manage their workload.
- d) Ensure that these decisions are reviewed annually by school management representatives and those trade unions represented in the establishment.
- e) Submit the agreed calendar to the Director of Education by the end of June on an annual basis in order that implementation of the 35 hour working week can be monitored by the Local Negotiating Committee for Teachers (LNCT).
- f) If there is failure to reach agreement on any aspect of the 35-hour week at school level, the matter should be referred to the joint secretaries of the LNCT.

WORKING TIME AND PLACE

11. The Agreement recognises that not all tasks require the teacher to be on the school premises. Teachers may therefore undertake certain tasks at a time and place of their own choosing provided that:-

- The appropriate line manager is notified
- The teacher observes appropriate signing in/out arrangements necessary to comply with health and safety requirements

CONCLUSION

12. 'A Teaching Profession for the 21st Century' states that the individual and collective work of teachers should be capable of being undertaken within the 35 hour working week. The one locally agreed exception is in the case of weeks with a parents' meeting. School planners should account for this by ensuring that in the week/s prior to or following parents' meetings there is an appropriate reduction in any planned collegiate activities to ensure no workload issue arises.

13. It has been agreed to include at Appendix 1, examples of suggested time allocations for certain collegiate activities. The illustrative models are included for guidance only. It is recognised that individual schools will reach agreement on such matters, and need not be bound by the time allocations contained in the illustrations.

14. A copy of the code of practice on working time for teachers, contained in Annex D of 'A Teaching Profession for the 21st Century', is attached to this circular as Appendix 2.

APPENDIX 1

It has been agreed to include examples of suggested time allocations for certain collegiate activities. The illustrative models below are included for guidance only.

Forward Planning 10 – 15 hours

Professional Review
and Development 2 – 3 hours

Formal Parents' Meetings For The Purpose of Reporting Pupil Progress

Primary Schools 15 –25 hours

Secondary Schools 20 – 30 hours

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.

For the duration of the transitional period, individual contracts will contain an additional condition that working time arrangements will operate in accordance with the national code of practice.

The code of practice will be kept under review during the transitional period.

It shall 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 etc 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
- continuous professional development

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 CPD 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 CPD activities. As part of this professional commitment teachers will have a CPD plan that is agreed annually with their line manager based on assessment of individual need. Teachers are also required to maintain an individual CPD record for professional purposes.

35 HOUR WEEK FOR TEACHING STAFF AGREEMENT ON COLLEGIATE WORKING TIME

SCHOOL _____ SESSION _____

[Weekly Breakdown:
Teaching 22½ hours (max)
Preparation & Correction 7½ hours (based on max teaching time)
Balance available 5 hours per week]

Annual time: 39 x 5 hours = 195 hours

Activity	Description	Agreed Time
Additional preparation & correction	Preparation for teaching and ongoing correction of pupil work	
Meetings with parents	All collaborative activities involving parents including parents' evenings	
Staff meetings	Participation in whole school and departmental meetings, meetings of professional associations and working groups	
Preparation of reports, records etc	Recording pupil information or reporting on pupil progress	
Forward planning	Forward planning	
Formal assessment	Marking of class work, exams, portfolios etc for test or examination purposes	
Professional review and development	Activities in relation to formal PRD process	
Curriculum development	Development of new courses or aspects of courses not taught before	
Additional supervised pupil activity	Any other formal contact with or supervision of pupils	
Continuous Professional Development	Any activity undertaken in the course of an agreed CPD plan for the year over and above the contractual additional maximum 35 hours	
Flexibility		
Other	Please specify	
Total		

Signed (Head Teacher) _____

Signed (Teachers' Representatives) _____

Please return this form to Ginny Thorburn by Monday 30 June 2008

*Please return to Ginny Thorburn, Head of Education Services,
 East Renfrewshire Council, 211 Main Street, Barrhead G78 1SY.
 Tel: 0141 577 3205 Fax 0141 577 3276*

