

## LNCT

### Aberdeenshire Local Negotiating Committee for Teachers



Date: January - 2024

### LNCT/24/03

## Tackling Workload and Bureaucracy 2024

This agreement has been subject to review in 2024 by the LNCT Joint Secretaries and HR as part of a review of current Aberdeenshire LNCT Agreements.

#### LNCT Joint Secretaries

Margaret Mackay (Education & Children's Services)  
[Margaret.MacKay@aberdeenshire.gov.uk](mailto:Margaret.MacKay@aberdeenshire.gov.uk)

David Smith (LNCT Teachers' Panel)  
[David.A.Smith@aberdeenshire.gov.uk](mailto:David.A.Smith@aberdeenshire.gov.uk)  
[aberdeenshire@eis.org.uk](mailto:aberdeenshire@eis.org.uk)

## **TACKLING WORKLOAD AND BUREAUCRACY**

### **UPDATED GUIDANCE FROM LNCT 2024.**

Aberdeenshire Council is committed to reducing workload and to combating bureaucracy. This is in accordance with SNCT guidelines on workload and the Working Time Agreement, the aims of which remain.

- i. to enhance the professional status of teachers by introducing a more collegiate and participatory approach to school management; and
- ii. to improve the quality of learning and teaching,
- iii. to raise attainment,
- iv. to recognise the need to control the workload of teachers by ensuring that the individual and collective work of teachers should be capable of being undertaken within the 35-hour working week,
- v. to free up time for professional focus on learning and teaching.

Interim guidance was issued in 2021 and this has now been refreshed to reflect recent discussions at LNCT where agreement was reached on several action points that schools should focus on to support managing workload.

LNCT once again noted in September 2023 that tackling workload and bureaucracy should remain a high priority and that this LNCT agreement should be shared with all relevant stakeholders, be included in collegiate discussions and retain a relevant profile throughout the school year.

### **ADVICE ON TACKLING WORKLOAD AND BUREACRACY IN ABERDEENSHIRE SCHOOLS.**

Education and Children's Services is issuing this updated advice to Aberdeenshire Establishments to ensure that workload continues to be planned for in a way which actively sets out to reduce bureaucracy and workload.

Schools must facilitate professional dialogue around reducing bureaucracy and tackling workload when entering discussions in relation to Working Time Agreements and School Improvement Plans.

To assist in this process some key points have been revisited at LNCT and should be considered. Practitioners and staff must be clear on why planning is necessary. Planning is a professional tool to assist teaching and learning and should be proportionate and should support professional dialogue.



Consideration should also be given to the best use of communication systems to effectively support and protect time for professional dialogue. This acknowledges that there are external generators which can appear to be bureaucratic in nature.

LNCT will actively monitor the generation and roll out of initiatives locally as part of the recovery agenda.

To further support the importance of tackling bureaucracy and facilitating change among staff the following key level five statements from Education Scotland's 'How Good Is Our School 4' document should be considered by school staff:

**1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT**

- *'We have taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved.'*

**1.2 LEADERSHIP OF LEARNING**

- *Our school has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate.*

**1.3 LEADERSHIP OF CHANGE**

- *We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.*

**2.3 LEARNING, TEACHING AND ASSESMENT**

- *Planning is **proportionate and manageable** and clearly identifies what is to be learned and assessed.*

## **KEY MESSAGES**

All Schools and establishments should:

- ensure time for professional dialogue around workload generators and support the development of staff confidence and professional trust in teachers.
- review forward planning procedures to ensure that they are proportionate strategic and support professional dialogue.
- ensure that key messages on workload remain prominent.
- continue to identify and review workload pressures and mitigations.
- identify best use of additional national resources going forward to assist with tackling workload.
- seek appropriate advice if there are workload concerns / queries.

In support of this the Local Authority should:

- ensure that bureaucratic processes are avoided and any procedures which evidence unnecessary workload should be reviewed timeously.
- continue to seek the views of Head Teachers and Senior Leaders regarding any perceived bureaucracy and/or unnecessary workload.
- be cognisant of School Improvement Planning and Working Time Agreements, ensuring that any new workstreams are planned and delivered as part of these processes.
- through Quality Improvement Officers/Managers, monitor expectations placed on schools and ensure workload remains realistic and manageable.
- recognise that budget challenges and associated cuts in provision impact on workload and service delivery. Expectations need to be realistic.

Please see SNCT guidance about [Working Time Agreements - Managing Teacher Workload](#)