

## LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

### Local Agreement on the implementation of the 35 hour working week in schools and educational establishments

#### Session 2024-25

## 1. INTRODUCTION

### 1.1 Status

The National Agreement states:

1. The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week;
2. Managers require time for additional duties out with teaching and associated preparation in order to fulfil their broad professional duties.

The 35 hour week applies to all grades of teaching staff, including those in promoted posts. This is a guiding principle behind the National Agreement and consequently applies to agreements made at school/establishment level.

The Local Negotiating Committee for Teachers (LNCT), comprising representatives of the City of Edinburgh Council and the recognised Teachers' Associations, has agreed the following arrangements in relation to the implementation of the 35 hour working week for session 2024-25.

### 1.2 Context

The City of Edinburgh Council and the teachers' associations are committed to enhancing the professional status of the job of teaching, providing professional autonomy for individual teachers and a collegiate and participative style of management in schools and educational establishments.

The Council has a workload agreement which was signed with the teachers' associations in March 1998. At the heart of this agreement are the principles that:

- a) a reasonable level of workload is secured and maintained for all staff;
- b) as high a proportion of teacher time as is possible is directed towards the core tasks of learning and teaching;
- c) essential development work is taken forward at a manageable pace, underpinned by the provision of appropriate resources, including identified staffing and time.

It is acknowledged that workload continues to be a challenge and therefore schools must **realistically evaluate** the impact of workload when negotiating their "Working Time Agreements (WTA) for 2024-25. The School Negotiating Committee (SNC) must refer to the SNCT advice and also the Curriculum for Excellence Working Group Reports on Tackling Bureaucracy. The links to these are given below:

<http://www.gov.scot/Resource/0043/00438617.pdf>

<http://www.gov.scot/Resource/0047/00473538.pdf>

<http://www.snct.org.uk/library/2132/JS%2015%2062.pdf>

The National Agreement, A Teaching Profession for the 21st Century, has been revised and a further statement on Teacher Professionalism has been issued through the SNCT as part of the pay deal agreed in March 2014. The link to this is given below and as Appendix 6:

<http://www.snct.org.uk/library/1732/SNCTStatement%20on%20Teacher%20Professionalism.pdf>

Following Education Scotland's meetings with Management and Union representatives at the start of session 2016/17, A Statement for Practitioners was issued from HM Chief Inspector of Schools (August 2016). The links to this are given below:

<http://www.snct.org.uk/library/2284/JS-16-69%20Teacher%20Workload.pdf>

<https://www.education.gov.scot/Documents/cfe-statement.pdf> (pages 2 and 3)

## **2. THE 35 HOUR WORKING WEEK**

### **2.1 The division of the 35 hour working week**

The 35 hours are divided into three parts:

- a) Class Contact Time – maximum of 22.5 hours per week (18 hours for teachers on the National Teachers Induction Scheme).
- b) A Personal Allowance of not less than one third of teaching contact time. The SNCT Handbook specifies that teachers on the above maximum shall receive a minimum Personal Allowance of 7.5 hours.
- c) Remaining Time (that is beyond the combined class contact and personal allowance) – the use of this time will be subject to agreement at school level and will be planned to include a range of activities (see appendix 2).

**NB** The appropriate amount of management time will be agreed at individual school or establishment level for each manager. This management time should only be taken for covering extreme emergencies in line with current absence cover agreements (**i.e. Not more than 50% management time can be lost in any one week, nor more than 25% in any four week period.**)

### **2.2 Personal Allowance and Remaining Time**

The SNCT Handbook, Appendix 2.7 Code of Practice states:

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.

The following, however, should be considered:

- Non-teaching times within the pupil week - it is agreed that when a member of staff intends to be offsite then, for health and safety reasons, the line manager should be informed.
- These times shall not be regarded as absolutely sacrosanct, in that staff should agree that where emergency cover is required re-arrangements can be made.
- Non-contact time within the pupil week can be used for remaining time duties as per the school/establishment WTA, as personal allowance or otherwise, at the teacher's discretion, as time outwit the 35 hour week.
- Attention is drawn to the LNCT agreement on NCCT, circulated as part of the WTA documentation, particularly provision on time and place.
- Non-contact time should be allocated in meaningful blocks, to allow for effective use. Whilst the exact time will vary from establishment to establishment, 45-minute blocks would be considered a minimum useful allocation.
- In weeks where there is a holiday, in-service day, or where the week is foreshortened for any other reasons, the normal timetable will be observed for the rest of that week. (as per <https://www.snct.org.uk/library/1665/JS%2013-45%20Weeks%20Foreshortened%20by%20Public%20Holidays%20REVISED.pdf>)

### **2.3 Remaining Time Activities Programme**

In session 2024/25, for staff timetabled for maximum teaching hours, the total Remaining Time will amount to - 195 hours per annum (39x5 hours), at a rate of 5 hours per week.

Activities agreed collegiately for the use of the Remaining Time should be planned in such a way that both the weekly (35 hours) and annual (195 hours) totals are not exceeded.

There should be no aggregation of hours from one week to the next/previous week(s). While a teacher's workload should conform with and be achievable within the 35 hour working week, it is recognised that individual teachers may elect to deliver their workload in ways which may exceptionally exceed 35 hours a week.

Schools/establishments must produce an annual agreed calendar of events, or similar document, available to staff and the LNCT, which reflects the agreed time allocations.

When agreeing the calendar for school-based activities, the following should be noted:

- (a) a clash with the dates identified by CEC as Framework days should be avoided. The only Framework dates are:- 4<sup>th</sup> October 2024, 24<sup>th</sup> January 2025, 9<sup>th</sup> May 2025.
- (b) the draft Local Authority Education Improvement Plan, which sets out clear annual objectives to be incorporated into School Improvement Plans, is already with schools. SNCs should consult this when drawing up WTAs, to ensure that they properly resource, though time and personnel, those activities they choose to take forward
- (c) schools taking forward Learning Community priorities must set Learning Community cluster dates early enough to inform school WTA/calendar planning.

## 2.4 Part Time Staff

Part 2, section 3, para 3.6 of the SNCT Handbook indicates that part time staff shall undertake a pro-rata amount of WTA activities which shall occur on days when the part time 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.

The Code of Practice on WTA (Part 2, Appendix 2.7 of the SNCT Handbook) indicates that plans may require to be reviewed to take account of individual circumstances, i.e. that 'personal' plans to meet individual needs may be required.

Visiting specialist staff should refer to the LNCT agreement on the Management of Visiting Specialists.

## 3. REMAINING TIME: SCHOOL/ESTABLISHMENT BASED NEGOTIATIONS

### 3.1 School/Establishment Negotiating Committee

Decisions made at school/establishment level must be collegiate in nature, involve all teaching staff and result from a structured and transparent negotiating process in line with the National Agreement. Each school/establishment shall form a school/establishment-based negotiating committee (SNC).

The teaching staff of each school/establishment shall determine how its own SNC is to be constituted. The membership of the Committee will be determined by the staff as a whole to reflect the composition of the teaching staff and include representatives of the recognised teaching associations.

Where teaching staff numbers are small, the SNC may comprise all teaching staff. Care must be taken to ensure that all teaching staff affected by the WTA, including part time staff, visiting specialists etc., have the opportunity to be involved in the process.

The remit of the SNC is to:

- a) Evaluate the previous year's WTA in line with SNCT/LNCT advice.
- b) Negotiate school or establishment-based agreements on the use of remaining time, within the constraints of para 2.3 above, for approval by all teaching staff.
- c) Produce a calendar of events, or similar document, which shows the activities covered by the allocation of remaining time hours concordant with para 2.3.
- d) During the session, reconvene:
  1. to review the implementation of the current WTA;
  2. revise the school WTA through negotiation, as required to reflect changing circumstances, e.g. HMIE visit.

**Please note that any changes to the agreed programme/calendar/duties should be agreed within the SNC. Such changes should be due to unforeseen events, such as snow closures. New initiatives, such as new reporting systems, should not be introduced part-way during the school year, unless they have been previously planned and time for training and implementation set aside in the WTA.**

### **3.2 The Operation of the SNC**

SNC meetings should take place within the 35 hour working week. Time should also be made available from within the 35 hour working week for staff to consider issues relating to the WTA individually and in department/stages.

Selecting the Committee's administrative convener or chairperson will be a matter for individual committees, however, the Headteacher has a key role in leading discussions in accordance with the provisions of the SNCT Handbook appendix 2.7. Should an establishment where teachers are employed not have a Headteacher, then the Head of Service will nominate an appropriate senior manager to lead such discussions.

It is essential that each school reviews its current WTA, and school calendar before negotiations on the new agreement begin. This can be done by survey, in a whole staff meeting, or in other ways, but must seek the views of all staff.

### **3.3 Failure to Agree**

In the event of agreement not being reached within the SNC, a ballot of all teaching staff should be conducted on the models which reflect the options arising from the discussions of the SNC.

If the ballot of teaching staff results in a tie, then the SNC should reconvene to consider how they can move forward by revising the proposals.

After further thorough negotiations if there is still no agreement, the matter can be referred to the LNCT. This, however, should be seen as a last resort. Such matters will be referred in the first instance to the LNCT Joint Secretaries to seek resolution. In this case the previous year's WTA should remain in place until things are resolved.

Notwithstanding the above, all teachers will retain their contractual right to access the Council's formal procedures to resolve individual or collective grievances or disputes.

### **3.4 Monitoring**

To ensure consistency across the Council and to secure a reasonable and achievable workload for all staff, each school/establishment must submit its WTA and calendar to the LNCT.

The WTA must be signed by the Headteacher and staff representative(s). The School Improvement Plan and School Calendar for session 2024/25, should be forwarded to the school's QIEO by Monday 17th June 2024. It is recognised that, at the end of June, the calendar may still be in draft form, but it should have the key dates necessary to enable forward planning, and to ensure that Remaining Time Activities do not exceed 5 hours/week. A final calendar should be available at the beginning of the August term. The WTA should be submitted by Monday 24<sup>th</sup> June, 2024. It is recognised that, this year, meeting this deadline

may again be challenging for some schools, and any establishment that feels this may be the case for them should notify their QIEO as soon as possible.

A proforma, recommended for use, is attached as Appendix 1.

#### **4. LOCAL AGREEMENT**

This local agreement has been reached in the LNCT and is consequently binding on the signatory parties. It may be adjusted by negotiation to meet changing future needs.

**Signed: Lorna French**



**Joint Secretary (Management)**

**Date: 14/05/2024**

**Signed: Alison Murphy**



**Joint Secretary (Teachers)**

**Date: 14/05/24**

## APPENDIX 1: Working Time Agreement 2024/25

**School/Establishment** \_\_\_\_\_

<b>ACTIVITY</b>	<b>TIME AGREED</b>
Additional preparation/correction	
Parent/carer meetings	
<p>Staff meetings :</p> <p>This needs to include time for:</p> <ul style="list-style-type: none"> <li>• H&amp;S committee meetings</li> <li>• Finance committee meetings</li> <li>• School Negotiating Committee meetings</li> <li>• And other committees, as required by the school improvement plan.</li> </ul> <p>Clearly, not every teacher will be on every committee, but sufficient time must be set aside to allow attendance. Anyone who does not utilise this allowance for meetings, should use it for other WTA activities, as per local agreement.</p>	
Formal assessment	
Preparation of reports/records etc	
Curriculum development	
School planning (including forward planning)	
<p>Continuing professional development<sup>1</sup></p> <ul style="list-style-type: none"> <li>• Learning, Teaching &amp; Assessment (including moderation activity)</li> <li>• Teachers' Charter<sup>6</sup></li> </ul> <p>Assessment for Learning Differentiation Skills</p>	<p>2 hrs</p> <p>2 hrs</p>

Leadership of Learning	
<ul style="list-style-type: none"> <li>• Working in Edinburgh</li> <li>• Whistleblowing</li> <li>• Domestic Abuse Awareness Module (All staff)</li> <li>• Tackling Domestic Abuse as a Workplace Issue (People Leaders i.e. promoted staff with line management responsibility)</li> <li>• Cybersecurity training<sup>2</sup></li> <li>• Pupil Tracking<sup>3</sup></li> <li>• Digital learning<sup>4</sup></li> <li>• Sustainability</li> </ul>	45 mins 40 mins 20 mins 1hr 30mins  1 hr 2 hrs 2 hrs 2 hrs
Additional supervised pupil activity	
Professional Review and Development	2 hrs
GIRFEC <sup>7</sup>	2 hrs
Other Activities/Flexibility	
<b>TOTAL</b>	195

Note that the times indicated here are *minimum* times required to undertake mandatory collegiate activities. SNCs are free to devote more time to these, should it be appropriate to their context.

<sup>1</sup>These are hours allocated for CPD activities organised at school level. Collegiate activity should be firmly focused on improving the quality of teaching, learning and assessment. A teacher's maximum 35 hours of personal CPD is separate to this.

<sup>2</sup>Cybersecurity Training - this relates to mandatory, corporate training which all employees are required to complete. This has been confirmed as 5 minutes per month.

<sup>3</sup>The Pupil Tracking system has been procured for all schools. Time should be set aside for staff to become conversant with, and implement, the new system.

<sup>4</sup>Time should be allocated to support professional learning, to support the use of 1:1 devices (Empowered Learning). This should focus on supporting the use of Digital to enhance Teaching, Learning & Assessment. Wherever possible, Primary Digital coordinators should be given time to undertake this distributed leadership role, in line with established best practice.

<sup>5</sup>In response to the recommendations made during the independent Inquiry and review, all staff should engage in Domestic Abuse training (Domestic Abuse Awareness Module- All staff; Tackling Domestic Abuse as a Workplace Issue -People Leaders i.e. Promoted staff with line management responsibility)

CEC launched a new set of "Behaviours" in 2023-24 which have been added to the Code of Conduct. These behaviours are inherent to the GTCS standards and will be addressed through engagement with work related to Vision and Values, Teachers' Charter, Leadership for Equity and briefings. Therefore, no additional allocation is required within the WTA.



<sup>6</sup>All schools should engage in activity to develop effective Teaching, Learning and Assessment approaches with a focus on engagement with the aspects of the Teachers' charter: Differentiation; Assessment for Learning; Skills; Leadership of Learning. The above allocation represents minimum hours of engagement. In response to feedback, the Teachers' Charter will be further developed to ensure a focus on inclusive practice, including strategies to support learners presenting with dysregulated/distressed behaviours, and teaching for equity.

People & Progress, Inclusion and Curriculum are the overarching priorities detailed in the Education Improvement Plan 2024-27. Sustainability, Equalities, Health and Wellbeing, and Young People's Rights are areas of focus within these priorities. <sup>7</sup>Getting it Right for Every Child (GIRFEC) will remain a significant priority within the Education Improvement Plan 2024-27. All schools should engage in activity to ensure adherence to Policy and Processes, including clarity of roles and responsibilities and compliance with Statutory Requirements. In turn, schools will be required to include activity related to these priorities in School, and Learning Community, Improvement Plans 2024-25. Time should be planned for engagement in this activity during INSET days, and this should be done in consultation with staff teams.

**Please supply any additional information below.**

We confirm that the attached WTA and calendar has been agreed by staff and is accepted as the pattern for the working year for teaching staff in this school/establishment for session 2024-25.

Signed \_\_\_\_\_

Head Teacher

\_\_\_\_\_

SNC Members including Role

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

**NB:** The WTA should be signed by the Headteacher and staff representative(s). A copy of the Standards & Quality Report for Session 2023/24 should be submitted to the school's QIEO by Monday 10th June 2024. , The School Improvement Plan, Pupil Equity Funding Plan, WTA and School Calendar for Session 2024/25, should be submitted by Monday 17th June 2024.

## **APPENDIX 2: (Guidance for SNC negotiations)**

These notes are intended to assist the SNC by explaining the various headings used in the summary monitoring proforma (Appendix 1) above. Headings are here for guidance, it may be helpful to consider variations in time allocations for unpromoted and promoted staff. Guidance on the evaluation of previous WTAs is also included, as is SNCT guidance on collegiality.

SNCs should be aware that, in the CEC briefing to Headteachers on Improvement Plans, it states:

***Please ensure that all tasks and resources in your School Renewal & Improvement Plans can be fully resourced to be delivered within teachers' working time, through the Working Time Agreement. Please refer to the WTA Timeline (below). Recent advice on this is contained in SNCT circular 15/54 – Pay and Conditions of Service Agreement 2015-2017.***  
<http://www.snct.org.uk/library/2100/SNCT1554.pdf>

### **1. Explanation of para 2.3**

#### **Additional time for preparation and correction**

Having due regard to individual teacher workload, additional preparation and correction time may be required. This will also include termly plans for primary schools

#### **Parents' & Carers' meetings**

The timings of whole school/class parents' & carers' meetings will be agreed after appropriate consultation. Consideration will be given to providing time for preparation for these meetings as well as for the meetings themselves and where appropriate, for a social break and/or travel time. (It is expected that current arrangements where staff do not require to attend for groups of pupils they do not teach, and leave if parental appointments are finished, will continue). The efficiencies that became available through online Parents' & Carers' Consultations may continue, depending on discussion with school Parent Councils and School Negotiating Committees. It is essential that meaningful consultation takes place to ensure that stakeholder voices are fully represented. This should include a staff ballot to inform decisions taken. The model of delivery should promote broad parental participation, but must be realistic in terms of workload, organisation and be deliverable within the negotiated time.

A time resource for any other meetings with parents, including on an individual basis, which may take place throughout the session should be recognised within this category.

#### **Staff meetings**

Staff meetings must include time for any meeting of a group of staff e.g., for SNC meetings, monthly H&S meetings, whole school staff meetings, departmental, faculty, stage, finance committee or cross-curricular meetings etc.

Liaison meetings with colleagues, including learning support, visiting specialists, Child Planning Meetings etc. come into this category. A quota to take account of unscheduled meetings can either be accounted for in this or in the flexibility category below.

### **Formal Assessment**

Assessment should be considered as part of preparation and correction. Time should however be allocated where assessment is summative and part of a formal process, e.g., unit assessments, preliminary examinations, standardised assessments.

### **Preparation of reports, records etc.**

A time allocation for the completion of reports, records, personal learning plans etc. should form part of the 35 hour working week. An individual teacher's workload must be taken into consideration in relation to these duties. Additionally, the format used for reporting should not be changed during the course of a school session, unless agreed through the School Negotiating Committee.

### **Curriculum development**

This includes involvement in policy development, curricular development or in-school working groups and familiarisation with new developments e.g., it can include work done on an individual and/or collective basis.

### **School Planning (including forward planning)**

Time for planning, including where appropriate the construction of the school/departmental improvement plans and Standards and Quality reports, should be allowed for staff involved in these tasks. Where new planning format(s) are being introduced additional time should be allocated to allow staff to become familiar with these. Additionally, in Primary/Nursery schools, the format used for forward planning should not be changed during the course of a school session, unless agreed through the School Negotiating Committee.

Primary teachers must ensure they are familiar with the LNCT agreement on primary forward planning (<http://www.snct.org.uk/library/2462/LNCT%20-%20Principles%20of%20Forward%20Planning%20updated%20Mar%202018.pdf>). They should note that this says:

*The Annual Overview should be an outline of key opportunities for learning in each term across levels (**no more than two sides of A3**) to be completed by /during August In Service Day. Termly Planning should be no more than one side of A3, and weekly and daily plans should be regarded as working notes to help organise learning for the class teacher. Weekly and daily preparation is a matter for the individual teacher and there is no requirement for it to be submitted for approval.*

### **Continuing Professional Development (CPD)**

Time for school-wide professional development issue e.g., Shared Classroom Experience should not be confused with the personal CPD programmes agreed with individual teachers under the agreed professional review and development (PRD) process. Personal CPD time should not be included in the WTA.

### **Additional supervised pupil activity**

Additional supervised pupil activity may include the following: supported study classes, running clubs, taking groups for sports or creative/aesthetic activities, rehearsing for school shows, detentions and individual pupil support. (The examples given are illustrative rather than exhaustive.)

The City of Edinburgh Council recognises the value of a wide range of out of hours learning activities and the National Agreement provides the opportunity to ensure members of staff involved in additional supervised pupil activities during the 35 hour week can have this work recognised.

**NB Teachers who supervise programmes of supported study within the 35-hour working week cannot be paid extra for this contribution.**

### **Professional Review and Development (PRD)**

The agreed PRD and Professional Update procedures have time resource implications. Time must be allowed for all staff to self-evaluate throughout the year and participate in an annual meeting as part of the PRD and Professional Update process.

Sufficient time should also be allocated to enable line managers to conduct the process in relation to the number of reviewees for whom they have responsibility.

### **Other activities/Flexibility**

Teachers regularly perform a variety of extra duties which benefit the school and the pupils, and these should be formally recognised as forming part of a teacher's workload.

The absolute prescription of Remaining Time may not allow scope to react to short-notice operational pressures or to take account of individual situations. Therefore, consideration should be given to building a flexibility factor into the WTA to allow for such emergent or emergency situations.

**Please note that any changes to the agreed programme/calendar/duties must be agreed within the SNC.**

## **2. WTA Evaluation:**

The WTA is a mechanism to address overall teacher workload.

SNCT advice is that schools undertake an evaluation of the previous WTA as part of the process of reaching agreement. It is important that existing or emergent workload problems are identified and addressed.

A staff survey to determine whether the last year's WTA time allocations were realistic is one possible mechanism SNCs may choose to use. Please see Appendices 4 and 5 for example templates.

The LNCT will carry out an audit of teacher activity to assist in workload management.

### 3. **Collegiality:**

The LNCT promotes collegiate decision making, in line with the SNCT handbook appendix 1.4:

Indicators for Collegiality at School Level include:

In schools, collegiate working is carried out within the context of the 35 hour working week. Strong, effective communications operate within the collegiate school. The prevailing atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff.

There is evidence of a range of meetings including meetings involving the school's management team and representatives of the staff as a whole and which may include representatives of trade unions and professional organisations. The outcomes of such meetings are communicated to all relevant staff.

All staff contribute to the construction of the WTA through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the agreement. The agreement is transparent, is signed by all members of the SNC and is submitted to the LNCT by the specified date. Once finalised, the terms of the agreement are respected by all members of staff and inform the work of the school over the session to which the WTA applies.

All staff members recognise their responsibility to contribute to the school development process and to participate in this process in a collegiate and constructive manner. There are clear mechanisms in place to allow staff to make their views known; staff express their views openly and professionally. The opinions of staff are valued and are used as input to the school's development plan and policy development processes.

**It is essential that school policies and decisions are regularly reviewed and all staff participate in the review process. Any changes required to the plan during the session are subject to appropriate consultation and must take account of teacher workload.**

### **APPENDIX 3: (Timeline)**

*This timeline is a guide. Schools should feel free to adapt it to their needs. If a school knows that its WTA has not worked well, or is in need of a major overhaul due to changing circumstances, then a longer period for review and consultation may be required.*

#### **April/May of current school session:**

WTA documents sent to schools.

If not already done so, set up School Negotiating Committee (SNC). Begin with review of WTA and calendar with staff (see Appendices 4 and 5 for examples of evaluations). Format of review to be agreed by group.

#### **May:**

Based on review, SNC to draw up proposals for 2024/25 WTA and calendar.

*Note that School Improvement Plan prior, and WTA planning, should inform each other – SIPs must show realistic time allocations which are reflected in the WTA.*

#### **June:**

When SNC reach agreement on WTA and calendar, they should be signed off and sent in to QIEO, along with SIP, PEF and Learning Community Plans (note that members of the SNC should ensure that they have consulted widely with staff, including part-time teachers, about the agreement).

**End of school session – S&Q, SIP, PEF Plan, WTA & School Calendar are submitted to school QIEO.**

**Start of new session** – if draft calendar submitted in June, then final calendar should be shared with all staff now.

#### **December/January:**

Review operation of WTA and calendar, and also time allocations from SIP, PEF Plan so far. Note areas where adjustments might be needed for next session.

**March/April:**

Set up School Negotiating Committee (SNC). Begin review of WTA and calendar with staff. Format of review to be agreed by group. Cycle continues as above (*schools do not need to wait until they have received the new WTA documentation to begin this process, since the review is about the current agreement*).

**At any point through the year, if changes are required to the WTA or calendar, these MUST be brought to the SNC and agreed.**

**Failure to Agree:**

If the SNC is not able to agree on a WTA, a whole-staff ballot on the different proposals should be held. If ballot has a clear result, SIP, PEF Plan, WTA, and calendar should be sent to QIEO.

If ballot is a tie, SNC should reconvene – they may wish to ask for informal advice from QIEOs and/or unions when drafting new proposals, but should, in any case, alert their QIEO that there may be a delay in submitting.

If there is still no agreement, then the matter can be referred to the LNCT. **In this case, the previous WTA will remain in place until agreement is reached.**



**APPENDIX 4: Evaluation 1**

**To what extent did this year's agreement allocate a realistic amount of time in relation to each aspect of your professional responsibilities?**

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**Identify any area where the time required under any given heading has been significantly different from what was planned.**

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**Do any of the headings in the current Working Time Agreement require in your opinion an adjustment in agreed time for next session?**

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**Are any new priorities emerging that require an allocation of time?**

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## **APPENDIX 5: Evaluation 2**

### WTA Evaluation

*Assumption is that this would be sent out as an email survey, with the school's current WTA attached, but it can obviously be used and adapted in many ways (e.g. prompt questions for staff discussion in a workshop).*

The first 5 questions relate to the WTA (i.e. the agreement about the 5 hours/week collegiate time that make up part of the 35-hour week).

1. Which allocations of time seem about right to you?
2. Which categories need significantly more time?
3. Which categories could see time reduced?
4. Which collegiate activities that take up a lot of your time are not accounted for in the WTA (remember that you get 7.5 hours/week personal preparation and correction time – the 5 hours/week WTA time is for school or departmental activities)?
5. What activities currently in the WTA do you think should be removed, and why?

These questions are about the school calendar.

*It is very hard to write generic questions about school calendars. The following are a few examples, but clearly every school will need to think of its own.*

1. This year we tried putting all parents' evenings closer together – do you think we should continue with this? If no, what pattern would you prefer?
2. This year all CAT sessions have been on a Friday afternoon. It has been suggested that we should move 50% to twilight sessions. What are your views on this?
3. The prelims are currently in January. It has been suggested that they are moved to late November/early December. What are your views on this?
4. Are there times of the year when you find the workload particularly difficult? If yes, what alterations to the calendar do you think might help?