

# Education Procedure Manual 3/47

## LOCAL AGREEMENT ON THE OPERATION OF THE 35-HOUR WORKING WEEK

**For**  
**Teachers and Employees on Scottish Negotiating Committee  
for Teachers (SNCT) Conditions of Service**

**Effective from: March 2024**

Education, People & Business



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## Version Control History

Version No.	Effective Date	Details of change from previous version	Date Approved	New version no.
-	-	NEW: this is a new procedure manual based on the annual updates of the previous guidance document	15/3/24	1.0

## GDPR Statement

East Dunbartonshire Council holds, uses and processes information in accordance with the General Data Protection Regulations and all other relevant national data protection laws. Further information detailing how East Dunbartonshire holds and uses personal information and copies of privacy notices used throughout the Council are available on our [website](#).

## Policy Review Statement

This policy will be reviewed in line with:

- Legislative Change
- Changes to SNCT National Conditions of Service
- Other external factors
- Feedback on the effectiveness of the policy
- Requests for review by Elected Members, Trade Unions and/or Management.

### 1.0 Purpose

- 1.1 This procedure manual aims to guide schools/central education support services (hereafter referred to as 'schools') towards making decisions, which are based on the provisions within the SNCT Handbook of Conditions of Service.
- 1.2 Any annual amendments will be communicated to Head Teachers/Team Leaders at the appropriate time of the school calendar.

### 2.0 Scope

- 2.1 The arrangements set out in this procedure manual apply to all employees whose terms and conditions are set by the SNCT and to all grades of teachers, including those in promoted posts, early level support teachers, education support teachers, teachers in support bases and teachers employed in central support services. The term 'teachers' will be used throughout the rest of this manual to refer to all employees on SNCT Conditions of Service.
- 2.2 The provisions in this paper will also apply on a pro-rata basis to teachers who are contracted to work less than the full 35 hour working week and those on fixed term contracts, in accordance with SNCT Conditions of Service and East Dunbartonshire Council Education Procedure Manual 2/32: Use of Temporary Contracts for Teachers.

The provisions do not apply to short term supply teachers as defined in [SNCT Handbook, Part 2.3 paragraphs 3.1-3.3](#).

### 3.0 References & Related Documentation

- 3.1 The following documents should be referenced when considering this procedure:
  - [SNCT Handbook](#)
  - FORM: WTA Planning Workbook PM 3/47/F01 (WTA1 / WTA2 / WTA3)

### 4.0 Introduction

- 4.1 The working year for employees on Conditions of Service set by the Scottish Negotiating Committee for Teachers (SNCT) consists of 195 days, of which 5 days are termed 'in service' days.
- 4.2 'The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week' [SNCT Code of Practice on Working Time Arrangements for Teachers, Handbook of Conditions of Service, Appendix 2.7](#). (attached to this paper as [Appendix 1](#)).
- 4.3 The [SNCT Working Time Agreements – Managing Teacher Workload, Handbook of Conditions of Service, Appendix 2.18](#), (attached to this paper as [Appendix 2](#) states 'Everyone has a part to play in tackling excessive workload which is *'anything that makes it impossible to complete their duties within the 35 hour week.'* East Dunbartonshire Council Education Service is committed to reducing unnecessary

bureaucracy and this is monitored through the LNCT.

4.4 One of the key elements of the SNCT Code of Practice on Working Time Arrangements for Teachers is the emphasis on enhancing the professional status of the job of teaching, providing greater professional autonomy for individual teachers and ensuring a collegiate and participative style of management. Teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis.

4.5 In agreeing the Working Time Arrangements it is imperative that the allocation of time supports the Improvement Priorities of the School Improvement Plan. The School Improvement Plans and Working Time Agreements will be reviewed together' for consideration and agreement.

4.6 The Code of Practice on Working Time Arrangements for Teachers, indicates a range of activities which can be undertaken within the 35 hour working week. This provides the basis for all agreements in relation to working time.

4.7 The 35 hours consists of three elements:

- Class Contact (see section 2.0)
- Personal Allowance for Preparation and Correction (see section 3.0)
- Remaining Time (see section 4.0)

4.8 The breakdown of the 35 hour working week for an unpromoted full time teacher, with full GTCS Registration, is as follows:

- Maximum class contact time = 22.5 hours
- Personal Preparation and correction time = 7.5 hours
- Remaining Time/Collegiate Activities = 5 hours

4.9 Teacher Induction Scheme (Probationer Teachers)

The Teacher Induction Scheme (TIS) allows probationer teachers to be considered for full registration within one school year. During this time they have a reduced class contact commitment and an entitlement to Professional learning and mentoring.

4.9.1 For all Probationer Teachers:

- Class contact time must not fall below 0.55 FTE (12 hours and 23 minutes).
- Class contact time may be increased to 0.82 FTE (*i.e.*, 18.5 hours), after Easter but only if the teacher's progress is deemed satisfactory and there is agreement between the probationer and the school.
- Any variation to a probationer's class contact time should be discussed with the relevant Quality Improvement Officer.

4.9.2 In terms of the WTA for Probationer Teachers, this should be:

- Maximum class contact time (0.8 x 22.5 hrs) = 18 hours

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- Professional Learning (0.2 x 22.5 hrs) = 4.5 hours
- Personal preparation and correction time = 7.5 hours
- Remaining Time/Collegiate Activities = 5.0 hours

4.10 Promoted teachers have a management time allowance, in accordance with Education Procedure Manual 2/05 (Primary) and 2/06 (Secondary), which reduces their class contact time.

4.11 Teachers Working Less than a 35-hour Working Week

4.11.1 Pro-rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week. [Appendix 3](#) provides guidance for such teachers.

4.11.2 Teachers who are contracted to work less than the full 35 hour working week:

- Are required to meet the total number of days set out in their contracts. Prior to the new school session or on commencement of employment of a teacher part way through a year, the part time calculator should be used to ensure the correct allocation of days worked and in service days. The calculator can be obtained on request from the School Support Manager or the School Coordinator.
- Are required to attend the appropriate pro rata number of in service days. This should be determined by reference to the part time calculator. Where a teacher volunteers to attend an extra in service day, s/he may count the hours as part of her/his annual CLPL; there shall be no additional payment for such voluntary attendance. The pattern of attendance at in service days should be agreed, in advance of the start of the session, as part of the school working time agreement.
- Cannot be required to participate in collegiate activities on days in which they are not employed except for parents' meetings where such teachers are expected to comply on a pro rata basis. This may be organised either as a pro rata of the total number of parents' meetings or as a pro rata of the number of hours allocated to each parents' meeting. The pattern of attendance at parents' meetings should be agreed, in advance of the start of the session, as part of the school working time agreement.
- Are required to carry out pro-rata hours of CLPL, in addition to the pro-rata 35-hour working week (See section 9.0).

## Local Agreement on the Operation of the 35-Hour Working Week

FTE (Full Time Equivalent)	Maximum Class Contact (inc registration where appropriate)	Personal Preparation and Correction	Collegiate Time	Total Contracted Time per week	Working Days per annum	In Service Days per Annum
1.0	22h 30m	7h 30m	5h	35h	190	5
0.98	22h	7h 20m	4h 53m	34h 13m		
0.93	21h	7h	4h 40m	32h 40m		
0.9	20h 15 m	6h 45m	4h 30m	31h 30m	171	4½
0.89	20h	6h 40m	4h 27m	31h 7m		
0.84	19h	6h 20m	4h 13m	29h 33m		
0.8	18h	6h	4h	28h	152	4
0.76	17h	5h 40m	3h 47m	26h 27m		
0.71	16h	5h 20m	3h 35m	24h 55m		
0.7	15h 45m	5h 15m	3h 30m	24h 30m	133	3½
0.67	15h	5h	3h 20m	23h 20m		
0.62	14h	4h 40m	3h 7m	21h 47m		
0.6	13h 30m	4h 30m	3h	21h	114	3
0.58	13h	4h 20m	2h 53m	20h 13m		
0.53	12h	4h	2h 40m	18h 40m		
0.5	11h 15m	3h 45m	2h 30m	17h 30m	95	2½
0.49	11h	3h 40m	2h 27m	17h 7m		
0.44	10h	3h 20m	2h 13m	15h 33m		
0.4	9h	3h	2h	14h	76	2
0.36	8h	2h 40m	1h 49m	12h 29m		
0.31	7h	2h 20m	1h 33m	10h 53m		
0.3	6h 45m	2h 15m	1h 30m	10h 30m	57	1½
0.27	6h	2h	1h 20m	9h 20m		
0.22	5h	1h 40m	1h 7m	7h 47m		
0.2	4h 30m	1h 30m	1h	7h	38	1
0.18	4h	1h 20m	53m	6h 13m		
0.13	3h	1h	40m	4h 40m		
0.1	2h 15m	45m	30m	3h 30m	19 (38x0.5)	½
0.09	2h	40 m	27m	3h 7 m		
0.04	1h	20m	13m	1h 33 m		

Table 1: Breakdown of 35-hour Working Week

### 5.0 Class Contact Time

5.1 Class contact is made up of two elements, the timetabled class contact and class cover duties. In cases where teachers have been timetabled as cover teachers, this time will count in full as "class contact time", for the purpose of calculating preparation and correction time.

- 5.2 Maximum class contact time for an unpromoted teacher is 22.5 hours across all sectors, except for those teachers on the National Teacher Induction Scheme, who have a contractual maximum class contact time of 18.5 hours, subject to variation as per [paragraph 4.9](#). Teachers who are undertaking the probation out with the National Induction Scheme have a maximum class contact time of 22.5 hours.
- 5.3 [SNCT Appendix 2.17](#) (attached as [Appendix 4](#)) provides for some flexibility of class contact time and preparation/correction, whereby it can be organised over a 2-4 week period. The working week must average 35 hours over the agreed period of variation. A school proposal for flexible timings must be agreed signed by the Head Teacher and a representative of the teaching staff and must be submitted to the LNCT Joint Secretaries to ensure that the national criteria are met. Any flexible approach must be planned prior to the beginning of the academic year and should be part of the school's annual working time discussions. Any proposal must be submitted to the LNCT Joint Secretaries before the end of the session for their consideration and agreement.
- 5.4 Principal teachers, depute head teachers and head teachers have a management time allowance which reduces their class contact commitments. It is nevertheless accepted that the nature of these posts very often requires additional pupil contact which is difficult to plan in any given week. However, this should not exceed the contracted 22.5 hours of pupil contact time.
- 5.5 Where possible, contact times with individual pupils should be timetabled in advance, with the prior agreement of the teacher's line manager and with the promoted teacher responsible for cover arrangements.
- 5.6 Schools should continue to review and revise their agreed establishment cover arrangements in order that the maximum class contact time of any teacher does not exceed 22.5 hours (pro-rata).
- 6.0 Personal Allowance for Preparation and Correction**
- 6.1 As per paragraph 3.4 of the Handbook of Conditions of Service:  
*“an allowance of no less than one third of the teacher's actual class contact commitment is provided for preparation and correction”.*
- 6.2 For planning purposes all full time, unpromoted teachers will receive a personal allowance for preparation and correction of 7.5 hours, which can be timetabled within and outwith the pupil day, depending on the timing of collegiate activities. Pro rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week.
- 6.3 It is recommended that non class contact time is timetabled in meaningful blocks. This should be no less 30 minutes and normally 45mins or longer. Where this is not possible, advice should be sought from the School Improvement and Planning Team or LNCT through HR Business Partners.
- 6.4 Within this context, all teachers will properly exercise professional judgement with



regard to undertaking their professional duties when they do not need to utilise the full personal allowance for preparation and correction. In exercising their professional judgement teachers will be required to take account of objectives determined at school, local authority and national levels.

- 6.5 Timetables should be constructed to prevent a teacher having all of their non class contact time on a Monday and/or a Friday. Head Teachers should contact the Manager of the School Improvement and Planning Team or LNCT through HR Business Partners, in the first instance, should they experience any difficulties in timetabling non class contact time.
- 6.6 Non class contact time cannot be banked up or stored from week to week, including where in exceptional circumstances non class contact time has been collapsed. However it can be banked to satisfy the pro rata element related to an asymmetrical job sharing pattern when it may be applied over a two week period or where the arrangements set out in [paragraph 5.3](#) have been agreed in advance by the LNCT Joint Secretaries.
- 6.7 The SNCT has stated (JS/13/45) that ‘there can be no ‘pro-rata’ arrangements for foreshortened weeks. A teacher who is unable to have non class contact due to a holiday cannot claim that time elsewhere during a foreshortened week. School managers should not allocate additional classes in a foreshortened week if doing so in a normal week would have the effect of pushing a teacher beyond contractual hours. In other words it is our expectation that in a foreshortened week head teachers and teachers will treat the foreshortened week as if it was a normal working week.
- 6.8 The staffing entitlement for each school includes an allowance for reduced class contact time to ensure that classes receive continuity of teaching.

There is no requirement for whole school or stage assemblies to be used as a method for providing teachers with non-class contact time unless in exceptional or emergency situations.

Advice on such situations is available from the School Improvement and Planning Manager or LNCT through HR Business Partners.

## 7.0 **Guidance On Remaining Time/Collegiate Activities**

- 7.1 For teachers who are entitled to maximum hours for preparation and correction, 5 hours per week are available for agreed remaining time/collegiate activities. Pro rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week.
- 7.2 Teachers who are on part time contracts are required to meet the total number of days set out in their contracts. They are required to attend the appropriate pro-rata number of in service days. Where a teacher volunteers to attend an extra in service day, s/he may count the hours as part of her/his annual CLPL. Further guidance for teachers on part time contracts is provided in [Appendix 3](#).

- 7.3 All meetings should be programmed into the school/collegiate calendar. Any additional meetings should be voluntary and agreed by mutual consent. Teachers will properly exercise professional judgement if they have a balance of time in excess of the above. In exercising professional judgement teachers will require to take account of objectives determined at school, authority and national levels.
- 7.4 Much good practice exists with regard to planning the professional work of teachers, including the annual programme of collegiate activities.
- 7.5 The use of remaining time will be subject to agreement at school level and will be planned to include the following, if appropriate, within the context of the 35 hour working week.
- 7.5.1 Additional Time for Preparation and Correction  
Appropriate arrangements for the above can be made at establishment level.
- 7.5.2 Parents' Meetings  
Parents' Meetings may take place in the evening or end on to the school day subject to collective agreement at school level. School arrangements must comply with the Authority Guidelines on Parents Meetings (Attached as [Appendix 5](#)).
- 7.5.3 Staff Meetings  
Staff meetings could include any meetings of teacher's e.g. whole school, stage, cross curricular, departmental, management, teacher trade union business, professional dialogue etc. Where the standard timetable permits, departmental meetings shall take place during the pupil day.
- 7.5.4 Preparation of Reports, records etc.  
Time for the completion of reports must form part of the school agreement.
- 7.5.5 Forward Planning  
Time for forward planning must be incorporated within the school agreement.
- 7.5.6 Formal Assessment  
Assessment of a diagnostic or formative nature should be considered as part of normal preparation and correction. However time should be allocated where this is required and agreed at established level when assessment is summative and part of formal process, e.g. end of unit tests, standardised testing e.g. Scottish National Standardised Assessments (SNSA), and analysis of assessment data. Consideration should be given in relation to other time being made
- 7.5.7 Professional Review & Development  
An allocation of 6 hours over the academic year, should be included for Professional Review and Development. Agreement should be reached to facilitate this at establishment level. PRD will be arranged in accordance with East Dunbartonshire's policy on professional Review and Development.
- 7.5.8 Curriculum Development  
Appropriate arrangements can be made at establishment level.
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7.5.9 Additional Supervised Pupil Activity

While the work on the whole school plan will set out the thrust of collegiate activities which will be undertaken by teachers, individual flexibility may have to be agreed in particular with additional supervised pupil activities such as clubs, theatre visits etc. The key consideration is that when these take place all contractual activities should be able to be overtaken within the context of the 35 hour week. In the majority of circumstances additional pupil supervised activity will not be considered as part of the 35 hour working week. However, there is scope for local agreements to reflect specific needs of the school.

7.5.10 Flexibility

A proportion of time must be allocated by each school to allow scope to react to short notice operational pressures and to meet the needs of any such unplanned commitments e.g. Education Scotland inspections, and incorporated into the school agreement. It is recommended that around 10 hours are allocated to flexibility.

8.0 Managing Workload

8.1 The [SNCT Joint Secretaries Letter of December 2015 \(JS/15/62\)](#), attached as [Appendix 2](#), directs schools to take account of workload issues during the process of agreeing the Working Time Agreement with School Improvement Plans setting out agreed actions to reduce unnecessary bureaucracy and tackle workload.

8.2 The following key principles have been identified by the SNCT and should be adhered to when reviewing current practice:

8.2.1 Acknowledging the **professionalism of teachers** to meet the needs of young people for whom we have professional responsibility and to manage their own workload. Working relationships based upon shared responsibility, mutual respect and understanding should inform the management of workload.

8.2.2 **Professional dialogue** is key to improving learning and managing workload. Paperwork should be kept to the minimum required to support this. Time should be set aside to facilitate this important process.

8.2.3 **Curriculum Planning** should be proportionate and based on agreed policy guidance and capacity to deliver. Agreement about planning should be reached through consultation and negotiation.

8.2.4 **Documentation** should be concise and relevant, and allow scope for flexibility within a clear framework, subject to controlling workload demands.

8.2.5 **Monitoring and reporting** systems must be fit-for-purpose. Reports should be relevant and meaningful for learners and parents/carers, and prepared by teachers within agreed allocation of time.

8.2.6 **IT systems** and software should support effective learning and teaching and their use should be guided by the principles of continuity, accessibility, ease-of-use and removal of duplication.

- 8.2.7 **Review and Evaluation** should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curriculum change should be fully reviewed and evaluated by all stakeholders before being subject to further change. Schools should review and evaluate on a regular basis each session's Working Time Agreement to inform negotiations on the Working Time Agreement for the session ahead.
- 8.3 Activities agreed for the use of remaining time should be planned in such a way that teachers are **not required to undertake more than five hours in any one week**, except in those weeks where a Parents' Meeting has been organised or to satisfy the pro rata element related to an asymmetrical job sharing pattern (see [5.3](#) and [Appendix 4](#)).
- 8.4 In the spirit of tackling bureaucracy, and recognising the professionalism which is the essence of the SNCT Conditions of Service for Teachers, an appropriate strategy for allocation of tasks would be to agree reasonable submission dates for tasks, e.g. forward plans and reports. The teacher should be encouraged to organise his/her workload to complete these agreed tasks within the agreed timescale. Tackling Bureaucracy is an agenda item on LNCT and will be monitored through this mechanism.
- 8.5 Teachers are encouraged to monitor and audit their own workload. Where there are problems in managing workload, advice and support should be sought from a teacher's line manager, backed by evidence of difficulties in finding time to overtake tasks. The line manager would then give advice or arrange for further support as appropriate.
- 8.6 Tackling Bureaucracy is a standing agenda item at LNCT meetings. Any issues regarding excessive workload, where appropriate, can be raised at LNCT meetings through the relevant professional associations.
- 9.0 Career Long Professional Learning (CLPL)**
- 9.1 Teachers (other than short term supply teachers) are contracted to carry out an additional 35 hours of CLPL per annum. This is in addition to the 35 hour working week. Pro-rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week.
- 9.2 This time will include an appropriate balance of small scale school-based activities, personal professional development and nationally accredited courses.
- 9.3 Particular attention is drawn to the section on contractual CLPL time within the Authority Policy on Professional Review and Development Procedure Manual 2/31.
- 10.0 Time and Place**
- 10.1 Paragraph 3.10 of The SNCT Handbook of Conditions of Service states:  
*"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."*

- 10.2 Appropriate notification arrangements must be agreed including identification of immediate line manager and those authorised to accept notification in the absence of the immediate line manager.
- 10.3 The Head Teacher/Manager must ensure that there are core cover arrangements within maximum class contact hours including cover for teacher absence at all times.
- 10.4 All teachers should report for duty at the commencement of the working day unless appropriate arrangements have been agreed at establishment level.
- 10.5 Generally, cover arrangements for absent colleagues should be announced as early as is practicable, although it should also be recognised that in exceptional circumstances, cover may have to be allocated at short notice during the pupil day.
- 10.6 Each school should have a system which can clearly and quickly determine who is in the school at any one time in line with Health and Safety requirements. All teachers should sign a register when they leave the premises and sign back in when they return.
- 10.7 Promoted teachers with responsibility for teacher/pupil arrangements during the pupil day must make appropriate alternative arrangements prior to leaving the school, where appropriate, in line with current practice.
- 11.0 The School Negotiating Group (SNG)**
- 11.1 Decisions reached at school level in relation to this agreement, must be collegiate in nature, involve all teachers and result from a structured and transparent negotiating process, reflecting the spirit and ethos of the SNCT Code of Practice on Collegiality, as set out in [Appendix 1.4, Handbook of Conditions of Service for Teachers \(Appendix 6\)](#).
- 11.2 Each school must form its own negotiating group which reflects the LNCT – a management side and a teachers' side. This must comprise a core group of the Head Teacher and the official Teacher Trade Union representatives. Additional members may be co-opted on to the group where desired. This must be by agreement of the members of the core group.
- 11.3 If, for whatever reason, there is no formal teacher trade union representative in the school, a member of staff may represent the members of that union only for the purpose of negotiating the working time agreement. This would require to be arranged through the Local Association Secretary for that particular union.
- 11.4 Head Teachers have a responsibility to ensure that the school negotiating group is established and can provide a list of members, **if requested by the LNCT**.
- 11.5 East Dunbartonshire Council supports the principle of free collective bargaining. Consequently, time off requirements will be in accordance with Procedure Manual 2/12 Time Off for Trade Union Duties, including any additional time required to consult with
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members and reach agreement through their trade union mechanism with the Head Teacher. It is expected that time for representatives to consult with members and reach an agreement will be reflected in the Working Time Agreement and should be recorded in an appropriate HR/Payroll System.

11.6 The remit of the school negotiating group is to:

- Evaluate the previous session's Working Time Agreement
- Negotiate a school-based agreement on the use of remaining time
- Produce a calendar of events and associated timings
- Submit the correct proforma by the end of the session along with the School Improvement Plan.

11.7 Meetings of the group should be structured with a record of discussions circulated to all teachers by the school negotiating group.

11.8 Discussions will be led by the Head Teacher as overall manager and the person ultimately accountable for the activities of the school.

11.9 Any changes to the agreed calendar, during the course of a session, must be agreed by the school negotiating group, following consultation with teachers. Local authority personnel and local association teacher trade union representatives are available to provide advice and mediation where required. Where there is failure to agree changes, the original agreed calendar will continue to be observed.

### 12.0 Procedure for Consultation and Agreement

12.1 The consultative process at school level will take place in accordance with the timeframe as given in [Appendix 7](#).

12.2 Prior to the commencement of negotiations on the working time agreement for the following session, the Head Teacher will convene a meeting/meetings of the negotiating group to carry out an audit of the activities and timescales of the previous working time agreement. This information will enable teachers to provide and gain a realistic assessment of the actual time it takes to complete particular contractual.

12.3 Early level support teachers, education support teachers, teachers in support bases and teachers employed in central support services should work collegiately with their designated Head Teacher/Manager and, where appropriate, in consultation with other Head Teachers in the cluster, to devise an agreement in accordance with the guidance and arrangements set out in this paper. The agreement should be adapted to meet their specific roles. Where a teacher is not required to participate in certain collegiate activities, the allocation of these hours should be used to support other developments. Participation in collegiate activities should be agreed through negotiation with the designated Head Teacher to ensure the needs of the school(s) are appropriately and fairly met.

12.4 The Local Agreement on the Operation of the 35 hour Working Week is normally

agreed at an LNCT meeting in March and distributed to establishments as soon as possible thereafter.

- 12.5 During April, Head Teachers should begin to prepare a draft calendar, using the Planning Calendar (Form PM 3/47/F01/WTA1), showing a core timetable of collective activities for the following session. These should include the dates and times of parent meetings and meetings of departments/groups of teachers/Committees consultation groups/whole staff, and should take account of all major workload generators such as reporting, formal assessments and forward planning.
- 12.6 The draft calendar should be distributed to all members of the school negotiating group, who should arrange to consult with the teachers whom they represent. Effective consultative arrangements at establishment level should ensure full participation by all teachers in key decisions affecting their establishment. Teachers who are absent from school should be included in the consultation process through mechanisms already agreed by the Head Teacher and the individual teacher.
- 12.7 Meetings of the negotiating group should take place, as required, throughout April and May. Discussions will be led by the Head Teacher as overall manager and the person ultimately accountable for the activities of the school.
- 12.8 Local authority personnel and local association teacher trade union representatives are available to provide advice and mediation where required.
- 12.9 When there is agreement on the calendar of collegiate activities and remaining time, the school negotiating group should ensure that all the following paperwork is completed and signed off:
- 12.9.1 **Planning Calendar (PM 3/47/F01-WTA 1).**  
This should show the dates and duration of collegiate activities over the session, with no more than 5 hours per week. This will be used for monitoring purposes by the LNCT.
- 12.9.2 **Summary of time allocated to specific activities (PM 3/47/F01-WTA 2)**  
Early Level Support Teachers, Education Support Teachers and central support teachers should use the adapted forms.
- 12.9.3 **The Agreement (PM 3/47/F01-WTA 3)**  
This should be signed off by the Head Teacher and the teacher trade union/teacher representative(s).
- 12.10 Copies of the current local and school level agreements, appendices and associated returns should be available for all teachers to consult in the school.
- 12.11 Once signed off, the agreement can only be amended through the same consultative mechanisms.

### 13.0 Arrangements Where There is Failure to Agree

- 13.1 With the above process 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.
- 13.2 In the event that an agreement cannot be reached, the LNCT Joint Secretaries and/or nominees will in the first instance investigate the case and attempt to resolve the impasse.
- 13.3 Continued failure to resolve the dispute will result in formal referral to the Joint Secretaries of the LNCT within the context of the Recognition and Procedure Agreement of the Local Negotiating Committee for Teachers.
- 13.4 In situations where there is failure to agree and during any period of negotiation, the status quo ante will prevail.

### 14.0 Monitoring and Evaluation

- 14.1 Each school should agree arrangements for monitoring and reviewing the implementation and effectiveness of the working time agreement within their own school.
- 14.2 An LNCT sub group will consider all Working Time Agreements on an annual basis, around September each year, to ensure that all documentation has been correctly completed and there is an appropriate spread of activities across the session. Further clarification will be sought from any school where the correct paperwork has not been submitted and/or there is concern about the composition or spread of the collegiate activities.
- 14.3 The Local Agreement on the Operation of the 35 Hour Working Week is reviewed annually by a sub group of the LNCT.



## Appendix 1: Code of Practice on Working Time Arrangements for Teachers



### Appendix 2.7, Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service

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

## Local Agreement on the Operation of the 35-Hour Working Week

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- 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.

## Appendix 2: JS/15/62 Pay and Conditions Agreement 2015-17 – Working Time Agreements – Managing Teacher Workload



21 December 2015

Dear Colleague

The SNCT Support Group met on 26 November 2015 and asked the Joint Secretaries to remind LNCTs of the above agreement which is contained in the Handbook of Conditions of Service at Part 2 Appendix 2.18 and is also appended to this letter.

LNCTs are asked to draw this agreement and in particular the extracts reproduced below, to the attention of each school in their area to ensure that workload issues are taken into account during discussions on the preparation of individual Working Time Agreements for the 2016/17 school year.

Extracts from Appendix 2.18 – Managing Teacher Workload:

The SNCT seeks to control workload through the 35 hour working week. The SNCT has issued previous guidance on Working Time Agreements (JS/05/08) and the management of workload. The SNCT requires schools' negotiating committees to conclude written Working Time Agreements, subject to guidance provided by each LNCT. Working Time Agreements should provide the context to undertake the collegiate activities set out in the SNCT Handbook (Appendix 2.7) and should also inform the targets, time and resources in a School Improvement Plan... School improvement plans should set out agreed actions to reduce bureaucracy and tackle workload.

**Review and Evaluation** should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curriculum change should be fully reviewed and evaluated by all stakeholders before being subject to further change. Schools should review and evaluate on a regular basis each session's Working Time Agreement to inform negotiations on the Working Time Agreement for the session ahead.

Thank you for your support in this matter.

Yours sincerely

Tom Young (Employers' Side)  
Drew Morrice (Teachers' Panel)  
Stephanie Walsh (Scottish Government)  
Joint Secretaries 15

### PART 2

#### APPENDIX 2.18

#### Working Time Agreements – Managing Teacher Workload

The Tackling Bureaucracy Report in November 2013 asked the SNCT and LNCTs to “consider the outcome of the Group’s work in the context of their existing role.”

The SNCT recognised the main drivers of excessive bureaucracy in the Report and commits to strengthen extant mechanism to control teacher workload. The SNCT will share on its website examples of practice taken by some local authorities and LNCTs to tackle workload at local level – such examples will inform discussions across the LNCTs.

The SNCT agreed the Statement of Teacher Professionalism (Part 2: Appendix 2.6), that the focus on teaching and learning is about empowering teachers to improve outcomes for learners. This approach brings real benefits and at a local level we need to guard against too much paperwork and overly complex processes which get in the way of teaching and learning. Everyone has a part to play in tackling excessive workload which is:

*Anything that makes it impossible for teaching staff to complete their duties within the 35 hour week.*

The SNCT seeks to control workload through the 35 hour working week. The SNCT has issued previous guidance on Working Time Agreements (JS/05/08) and the management of workload. The SNCT requires schools’ negotiating committees to conclude written Working Time Agreements, subject to guidance provided by each LNCT. Working Time Agreements should provide the context to undertake the collegiate activities set out in the SNCT Handbook (Appendix 2.7) and should also inform the targets, time and resources in a School Improvement Plan.

The SNCT wishes to discourage unnecessary bureaucracy. School improvement plans should set out agreed actions to reduce bureaucracy and tackle workload. The impact of changes made should be evaluated by LNCTs and reported to the SNCT which may offer supplementary advice. The SNCT shall report its findings to the CFE Working Group on Tackling Bureaucracy.

Each LNCT will have agreed monitoring mechanisms on Working Time Agreements.

This guidance offers further advice about local approaches to managing workload.

In preparing a Working Time Agreement Schools require to consider:

- I. The time available for collegiate activities within the 35 hour working week.
- II. The School Improvement Plan.
- III. The lessons arising from the current WTA.

Collectively we have a duty of care to staff and learners, and recommend the following best practice principles. These principles should inform future practice in all schools and should be used when reviewing current practice.

### Key Principles

- a. Acknowledging the **professionalism of teachers** to meet the needs of young people for whom we have professional responsibility and to manage their own workload. Working relationships based upon shared responsibility, mutual respect and understanding should inform the management of workload.
- b. **Professional dialogue** is key to improving learning and managing workload. Paperwork should be kept to the minimum required to support this. Time should be set aside to facilitate this important process.
- c. **Curriculum Planning** planning should be proportionate and based on agreed policy guidance and capacity to deliver. Agreement about planning should be reached through consultation and negotiation. LNCTs should monitor the implementation of school curriculum planning and annually consider opportunities for change and improvement.
- d. **Documentation** should be concise and relevant, and allow scope for flexibility within a clear framework, subject to controlling workload demands.
- e. **Monitoring and reporting** systems must be fit-for-purpose. Reports should be relevant and meaningful for learners and parents/carers, and prepared by staff within agreed allocations of time.
- f. **IT systems** and software should support effective learning and teaching and their use should be guided by the principles of:
  - i. Continuity,
  - ii. Accessibility,
  - iii. Ease-of-use,
  - iv. Removal of duplication

**Review and Evaluation** should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curriculum change should be fully reviewed and evaluated by all stakeholders before being subject to further change. Schools should review and evaluate on a regular basis each session's Working Time Agreement to inform negotiations on the Working Time Agreement for the session ahead.

Working Time Agreements are developed and agreed at a School level, in advance of each academic session. The Local Negotiating Committee for Teachers will have oversight to ensure the principles as set out in this guidance are implemented and should consider approaches to annually sampling the Working Time Agreements.

There needs to be a collective effort to ensure workload is manageable within the 35 hour working week.

### Appendix 3: Guidance for teachers who are contracted to work less than the full 35-hour working week

- 1.1 The provisions in The Local Agreement on the Operation of the 35 Hour Working Week apply on a pro-rata basis to teachers who are contracted to work less than the full 35 hour working week.
- 1.2 Teachers who are contracted to work less than the full 35 hour working week are required to meet the total number of days set out in their contracts. Prior to the new school session or on commencement of employment of a teacher part way through a year, the part time calculator should be used to ensure the correct allocation of days worked and in service days. The calculator can be obtained on request from the School Support Manager or the School Coordinator.
- 1.3 The breakdown of the 35 hour working week for an unpromoted full time teacher, with full GTCS Registration, is as follows:
  - Maximum class contact time = 22.5 hours
  - Personal preparation and correction time = 7.5 hours
  - Remaining Time/Collegiate Activities = 5 hours
- 1.4 Pro rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week. Table 1 provides a breakdown of the time which should be allocated for each activity.
- 1.5 Teachers who are contracted to work less than the full 35 hour working week are required to attend the appropriate pro rata number of in service days. This should be determined by reference to the part time calculator. Where a teacher volunteers to attend an extra in service day, s/he may count the hours as part of her/his annual CLPL; there shall be no additional payment for such voluntary attendance. The pattern of attendance at in service days should be agreed, in advance of the start of the session, as part of the school working time agreement.
- 1.6 Teachers who are contracted to work less than the full 35 hour working week cannot be required to participate in collegiate activities on days in which they are not employed except for parents' meetings where such teachers are expected to comply on a pro rata basis. This may be organised either as a pro rata of the total number of parents' meetings or as a pro rata of the number of hours allocated to each parents' meeting. The pattern of attendance at parents' meetings should be agreed, in advance of the start of the session, as part of the school working time agreement.
- 1.7 Teachers are contracted to carry out an additional 35 hours of CLPL) per annum. This is in addition to the 35 hour working week. Pro rata arrangements apply to teachers who are contracted to work less than the full 35 hour working week. 18

Local Agreement on the Operation of the  
 35-Hour Working Week

FTE (Full Time Equivalent)	Maximum Class Contact (includes registration where appropriate)	Personal Preparation and Correction	Collegiate Time	=	Total Contracted Time per week	Working Days per annum	In Service Days per Annum
1.0	22hrs 30 mins	7hrs 30 mins	5hrs	=	35hrs	190 days	5 days
0.98	22hrs	7hrs 20 mins	4hrs 53 mins	=	34hrs 13 mins		
0.93	21hrs	7hrs	4hrs 40mins	=	32hrs 40mins		
0.9	20hrs 15 mins	6hrs 45mins	4hrs 30 mins	=	31hrs 30mins	171 days	4 ½ days
0.89	20hrs	6hrs 40mins	4hrs 27mins	=	31hrs 7 mins		
0.84	19hrs	6hrs 20 mins	4hrs 13 mins	=	29hrs 33 mins		
0.8	18hrs	6hrs	4hrs	=	28hrs	152 days	4 days
0.76	17hrs	5hrs 40 mins	3hrs 47mins	=	26hrs 27mins		
0.71	16hrs	5hrs 20mins	3hrs 35mins	=	24hrs 55 mins		
0.7	15hrs 45mins	5hrs 15mins	3hrs 30mins	=	24hrs 30mins	133 days	3 ½ days
0.67	15hrs	5hrs	3hrs 20mins	=	23hrs 20mins		
0.62	14hrs	4hrs 40mins	3hrs 7mins	=	21hrs 47mins		
0.6	13hrs 30mins	4hrs 30mins	3hrs	=	21hrs	114 days	3 days
0.58	13hrs	4hrs 20mins	2hrs 53mins	=	20hrs 13mins		
0.53	12hrs	4hrs	2hrs 40mins	=	18hrs 40mins		
0.5	11hrs 15mins	3hrs 45mins	2hrs 30mins	=	17hrs 30mins	95 days	2 ½ days
0.49	11hrs	3hrs 40mins	2hrs 27mins	=	17hrs 7mins		
0.44	10hrs	3hrs 20mins	2hrs 13mins	=	15hrs 33mins		
0.4	9hrs	3hrs	2hrs	=	14hrs	76 days	2 days
0.36	8hrs	2hrs 40 mins	1hr 49mins	=	12hrs 29mins		
0.31	7hrs	2hrs 20mins	1hr 33mins	=	10hrs 53mins		
0.3	6hrs 45mins	2hrs 15mins	1hr 30mins	=	10hrs 30mins	57 days	1 ½ days
0.27	6hrs	2hrs	1hr 20mins	=	9hrs 20mins		
0.22	5hrs	1hr 40 mins	1hr 7mins	=	7hrs 47mins		
0.2	4hrs 30 mins	1hr 30mins	1hr	=	7hrs	38 days	1 day
0.18	4hrs	1hr 20mins	53mins	=	6hrs 13mins		
0.13	3hrs	1hr	40mins	=	4hrs 40mins		
0.1	2hrs 15mins	45mins	30mins	=	3hrs 30mins	19 days (38 half days)	½ days
0.09	2hrs	40 mins	27mins	=	3hrs 7 mins		
0.04	1hr	20mins	13mins	=	1hr 33 mins		

Table 1: Breakdown of 35 Hour Working Week

Appendix 4: Code of Practice on Working Hours, Working Week



Appendix 2.17, Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service

There is evidence that current provisions have been set aside on an ad hoc basis in some schools. These include where the arrangement of providing Class Contact Time is organised in larger blocks of time, or where a teacher has provided cover in unforeseen circumstances.

Where there is a collegiate agreement in the school’s Negotiating Group on a planned, flexible approach to working hours within an individual establishment and the national criteria outlined below is met, a school can develop an alternative approach to working hours. Schools are encouraged to engage with LNCT Joint Secretaries if advice is required on formulating an alternative approach. These will be submitted to LNCTs with the WTA for confirmation that they meet the national criteria.

LNCTs should also confirm:

- That agreements are set within a clear and transparent process which will be monitored by the school’s negotiating group and the LNCT to ensure agreements have been reached collegiately.
- That there is a facility for monitoring the flexible approach within schools
- That advice and guidance, in accordance with this code of practice, is provided by LNCT Joint Secretaries to establishments on situations which may arise including emergency cover.

Thereafter, LNCTs will note plans on the basis of informed consent unless there is evidence that the national criteria have not been met or where the proposal produces staffing consequences which cannot be delivered.

**National Criteria:**


- (i) A school may operate class contact time, preparation and correction time and remaining time over a longer period, normally 2 weeks, but not exceeding 4 weeks;
- (ii) Maximum class contact time in any single week is restricted to 25 hours, subject to an average of 22.5 hours over the agreed period of variation.
- (iii) Any reconfiguration of class contact time would be subject to discussion and agreement between the Head teacher and the relevant teaching staff.
- (iv) The school proposal signed by the Headteacher and a representative of the teaching staff should be submitted to the LNCT Joint Secretaries. (V) Preparation, correction and collegiate activities are key elements of the work of teaching professionals and Headteachers must allow appropriate time for such core activities.
- (v) The working week must average 35hours over the agreed period of variation, including staffing arrangements; time for preparation and correction will be guaranteed within that period.
- (vi) This flexible approach should be planned prior to the beginning of the academic year; this should be part of the school’s annual working time discussion and not normally used to deal with short term cover situations. Any flexible approach will be reviewed on a regular basis by the school Negotiating Group, any revisions which are deemed necessary will be subject to the same level of joint agreement outlined in (iii) and (IV) and reported to LNCT.



- (vii) Planning at school level should be characterised by collaborative, consultative and collegiate processes focussed on the best outcomes for the school and its pupils.

Time and place arrangements will be retained.

Appendix 5: Reporting to Parents and Carers - Guidance for Primary and Secondary Schools



Reporting to Parents and Carers  
Guidance for Primary and Secondary Schools

### 1.0 Rationale

The initial Guidance on Reporting was approved by LNCT in May 2020. This guidance was developed by a short-life working group involving Parent Council representatives, school staff and Trade Union representatives.

A further update, which took account of school closures in January 2021, was approved in December 2020.

A subsequent update for Session 2021/2022 was developed through consultation with Head Teachers, Parent Council Chairs and Trade Unions and was approved by LNCT in August 2021.

This final update for Session 2022/2023 was developed through consultation with a short life working group, Head Teachers, Parent Council Chairs and Trade Unions and was approved by LNCT in May 2022.

This update reflects the Scottish Government Routine Protective Measures Guidance for Reducing the Risks in Schools and the Local Authorities Schools Health and Risk Assessment (March 2022).

### 2.0 Routine Protective Measures

Coronavirus (Covid-19) Routine Protective Measures were published in March 2022. Moving forward schools should refer to the most recent guidance issued by the Scottish Government and the Local Authority. Schools will continue to undertake dynamic establishment risk assessments.

There are no restrictions on parents, carers or other visitors entering school buildings, although they will be expected to comply with the school's routine protective measures which are detailed in the EDC Schools Health and Safety Guidance and Risk Assessment.

When considering 'in-person' reporting events including parents' evenings and curricular events schools should be proactive in promoting:

- Good ventilation
- CO2 monitoring
- the Distance Aware scheme; recommended distance of more than 1m
- advice to stay home and isolate if symptomatic
- effective hand hygiene including access to hand sanitiser
- promotion and support of wearing of face coverings for anyone who wishes to do so

Adherence to routine protective measures in schools is also important to provide protection and reassurance to children, young people and staff who may be on the Highest Risk List.

### 3.0 Approaches to Reporting

Effective communication with families is vital to allow them to support their child's learning.

It is acknowledged that the planned time and arrangements agreed and factored into the Working Time Agreement (WTA) may need to change during the course of the session and if this is required, all trade unions should be consulted about this and an agreement with them put in place to show this.

At all times approaches to reporting must be manageable and sustainable for staff and appropriate time provided in the Working Time Agreement.

#### 4.0 Approaches to Reporting: Class or Whole School

Schools should continue to use a wide range of mechanisms to share information about whole class or school learning.

<b>Reporting activities for group/class/school/setting</b>
<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open days/events</li> <li>• Leading learning events</li> <li>• 'Meet the teacher' sessions</li> <li>• School concerts/shows</li> <li>• Achievement wall displays</li> <li>• Wall displays showcasing learning</li> <li>• School/class newsletters highlighting learning</li> <li>• Curriculum workshops</li> <li>• Information events</li> <li>• Class showcase events</li> <li>• Social media</li> <li>• Curriculum workshops led by learners and/or staff</li> <li>• School website/Twitter</li> <li>• Parent Council meetings</li> <li>• Pupil Council meetings</li> <li>• Communication: newsletters, SWAY updates, Seesaw/Microsoft Teams</li> <li>• Sharing children's work</li> </ul>

There requires to be clear protocols and procedures for in place for the use of whole school or class reporting when using social media. Advice can be provided by the Council's Corporate Communications Team.

If YouTube is used, schools should create their own school channel and ensure that it is unlisted with comments turned off.

Twitter accounts should be private and procedures in place to monitor who has access to them.

Where social media is used by individual schools, consistency of approach should be considered across classes and departments, including having an agreed commitment to frequency of posts.

Parental consent is required to post pictures and videos of pupils on Social Media. This includes agreement to adhere to the EDC Acceptable Use Policy.

Schools are responsible for ensuring EDC Online Consent forms have been completed for all pupils when using Social Media.

#### 5.0 Guidance for Schools: Reporting Activities for Individual Learners

Both Primary and Secondary schools should continue to have open, clear and two-way lines of communication with parents. Schools should continue to be proactive, as before, in contacting parents to offer support and guidance if there are concerns about a young person. Parents should be clear on

how they contact the school.

Schools should use a range of reporting activities for individual learners. They may include, but are not restricted to:

<b>Reporting activities for individual learners</b>
<ul style="list-style-type: none"> <li>• Learning conversations – pupil and teacher/pupil and pupil and or parent/carer</li> <li>• Learners’ reflections on their learning and progress over time</li> <li>• Evidence of wider achievement</li> <li>• Parents’ consultation meetings involve parents, teachers and learners, as appropriate</li> <li>• Home learning/Shared Learning activities</li> <li>• Monthly/termly tracking information</li> <li>• Written reports</li> <li>• Monthly/termly progress reports</li> <li>• Review meetings</li> <li>• Progress with additional support for learning plans</li> <li>• Interagency meetings</li> <li>• On-going feedback in classwork</li> <li>• Evidence of progress and achievement over time.</li> </ul>

Schools should consider the use of the following three key areas for sharing pupil progress in learning with parent/ carers:

- In Person parent appointments
- Digital Platforms / Virtual Reporting
- Written reporting

Schools should gather the views of all stakeholders when deciding the format of reporting to parents.

### 6.0 In-Person Parent Appointment

Routine protective measures will remain in place in line with Government Guidance and the corresponding EDC Health & Safety Guidance and Risk Assessment at any given time. This measures as detailed in Section 2 are:

- Good ventilation
- CO2 monitoring
- the Distance Aware scheme; recommended distance of more than 1m
- advice to stay home and isolate if symptomatic
- effective hand hygiene including access to hand sanitiser
- promotion and support of wearing of face coverings for anyone who wishes to do so

This Guidance is dynamic and subject to change; mitigations can be removed, reintroduced or strengthened.

Arrangements for in-person meetings between staff and parents/carers must take cognisance of current guidance and establishment risk assessments and be set out in the annual Working Time Agreement.

It is recognised that employees may have concerns about their health and wellbeing in relation to conducting in-person meetings with parents/carers. Staff members should speak with their line manager in the first instance to discuss any concerns. Head Teachers will respond to and support staff members on an individual, case by case basis, working with the member of staff to identify options, solutions and supports. Staff members are advised to initiate a discussion with their line manager as soon as possible, so that a risk assessment and agreed mitigations and/or adjustments can be put in place.

These may include, but are not restricted to, space allocation to optimise ventilation and maintain a safe distance; capping the number of parents/carers a staff member meets with on any given day; arrangements to manage the number of people entering the school and the layout of waiting areas; provision of hand sanitiser and cleaning materials; and option for staff member to wear a face covering.

It is recognised that parents may also have some concerns about their health and wellbeing in relation to attending in-person meetings with teachers. Parents should be offered the same mitigations to support attendance within school. Parents should be advised to contact the Head teacher if there is any matter they wish to discuss in relation to in-person meetings.

If a member of staff feels that they are unable to engage in in-person meetings with parents/carers, the following process should be followed to support:

- Discussion with line manager, in the first instance;
- Review of the staff member's individual risk assessment;
- Advice from HR Business Partner and/or Health and Safety team, as required;
- Identification of additional supports/requirements, for example, a referral to Occupational Health to identify and support reasonable adjustments;
- Identification of reasonable adjustments to support participation in in-person meetings;

Schools should not implement parent appointments as a mixture of in-person or virtual within the same event.

However, following consultation with all stakeholders, schools can implement parent appointments as entirely in-person or entirely virtual.

Schools should consider the following for in-house and virtual parents' appointments:

- Providing a guide on how to manage parent appointments
- Sharing guidance on the purpose of the parent appointments with parent/carers
- Sharing examples of pupil achievements as part of the parent appointment
- Spacing the timing of parent appointments across the session for different cohorts to ensure information provided to parents is meaningful
- Identifying any parents that may be challenging and ensure appropriate support is in place
- Providing guidance for staff on managing challenging conversations. For example:
  - Making a written note of the concern
  - Advising parent/carers to contact the Senior Leadership Team
  - Providing staff with appropriate phrases to end a conversation that is challenging e.g. *I appreciate that you are unhappy/frustrated/annoyed with the information I am providing. I am going to end the conversation and discuss further communication with the Senior Leadership Team*
  - Making staff aware that a member of the Senior Leadership Team will be available to discuss any concerns after the parent appointment has concluded

- Making parent appointments a maximum of 10 minutes and using a booking system to allocate parent/carer appointment times
- Providing staff with strategies to ensure that parent appointments are delivered on time:
  - Using a timer so that staff can keep track of the length of the parent appointment
  - Using appropriate phrases to conclude a conversation e.g. *Thank you for your time today but our allocated slot has now ended. If you would like to discuss any topic further, please contact our Senior Leadership Team via the school office*
- Reminding staff that safeguarding concerns should be reported immediately to SLT

### 7.0 Digital Platforms

Schools should carefully consider and review the use of Digital Platforms for reporting the progress of individual learners through consultation with pupils, parents and staff.

The use of Teams, SeeSaw (Primary) and Satchel One (Secondary) should be proportionate, manageable and balanced to reflect the re-introduction on in-person parent appointments and parent events.

Where schools continue to use digital platforms for Learning Profiles / Journals, on-going feedback on classwork and sharing pupil learning and achievements schools should consider the frequency of feedback provided by staff to ensure a consistent approach across their establishment.

Although parents/carers may wish to comment on their child's learning through these platforms, any queries or questions should be directed through the usual channels, e.g. school office. Schools should have procedures in place to ensure that teaching staff can share with Senior Leaders any issues arising through this means of communication with parents.

In secondary schools consideration should take into account tracking periods to ensure that regular feedback and tracking does not mean additional workload for staff.

Appropriate time should be allocated in Working Time Agreements.

### 8.0 Written Reporting

#### 8.1 Primary Schools

Schools may wish to review the frequency of written reporting to reflect the re-introduction of in-person parent appointments. Schools should use written reporting to report on individual pupil progress in Literacy, Numeracy and Health and Wellbeing. Written reporting should provide clear next steps in learning for the pupil.

#### 8.2 Secondary Schools

Regular tracking information will continue to be recorded and available through Progress and Achievement for the Broad General Education or working/target grades in the Senior Phase. BGE reports should highlight individual progress across all subjects.

### 9.0 Tracking, Monitoring and Reporting

All reporting formats should take account of a range of approaches to learning based on tracking and monitoring of pupil progress across all subjects.

Reporting will be based on more regular feedback about progress in learning and identified next steps. This should support pupil engagement based on high quality learning, teaching and assessment. As part of this feedback, there should be opportunities for pupil involvement, where possible.

Schools should ensure that parents are aware of and understand the tracking and monitoring systems in place in schools and responsive manner in which they are used to provide appropriate interventions for learners, as necessary. Parents should also be clear about how the feedback given about progress in learning and identified next steps links to the tracking and monitoring approach in the school.

### 10.0 Meetings Involving Individual Parents

Review meetings, Team Around the Child meetings and inter-agency meetings can return to in-person meetings.

Where the use of video conferencing allows all agencies to attend these can be used after consultation with parent/carers.



## Appendix 6: Code of Practice on Collegiality



### Part 1, Appendix 1.4 - Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service

#### **Introduction**

Collegiality is at the heart of the National Agreement “A Teaching Profession for the 21st Century”. Collegiality is a process and a way of working which reflects on relationships and participation by all staff on all aspects of school life.

Collegiality depends on the existence of a climate of professional trust among the Scottish Executive Education Department, councils, directorates, school managers and school staff.

Effective collegiality will not only enhance and develop teacher professionalism; it will also enhance the learning and teaching environment in Scottish schools.

Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council.

Although councils and schools will be at various stages in the development of a collegiate culture, LNCTs and establishments should have made some movement in the direction of collegiate working as part of the process of implementation of the National Agreement.

The benefits which accrue from collegiality are not only improved industrial relations and professional satisfaction for teachers, but also an enhanced environment for learning and teaching. The ultimate beneficiaries of collegiality are therefore the young people who attend school.

There is no single model of collegiality but the following description of good practice should be used by staff at all levels to guide and evaluate progress towards collegiate working. It is also important that time is allocated for purposeful and positive involvement in decision making and for engagement in collegiate activities.

#### **1. Collegiality at Council Level**

Experience in recent years has demonstrated the value and importance of open communication between and amongst LNCT members in making and implementing decisions on devolved conditions of service matters. Key to this process is a need for mutual respect and trust between partners in order to create a climate of genuine collegiality. This will involve all partners in a reflective, co-operative approach to collegiality.

Where the LNCT has devolved powers, all parties work together to reach agreement by a participative decision making process. In a collegiate council the LNCT should also be seen as a forum for discussion on wider issues impacting on the Education Service.

The views of all participants are encouraged, valued and respected. All partners are encouraged to participate and

all views are fully considered. Participants/partners can contribute to discussions and decisions on all areas of council and school life (for example through participation in education working groups). The Director of Education (or Lead Officer for Education) has a key role to play in setting the tone for the development of the culture of collegiality throughout the Education Service.

Once agreements are reached at LNCT level, all partners demonstrate joint ownership and responsibility for these agreements and communicate such. The LNCT monitors agreements regularly and effectively and issues advice when required.

Meaningful dialogue takes place between LNCT Joint Secretaries within agreed timescales. In accordance with the locally agreed constitution, members of the LNCT are well informed, thereby fostering open and honest discussion and affording all members equally the opportunity to share information responsibly and respectfully. All agreements are signed and issued on a joint basis. All LNCT members have agreed time to prepare which is subject to regular review. Agendas are agreed in advance of the meeting by LNCT Joint Secretaries and are issued in good time. Joint Secretaries ensure that matters arising and action points are delegated and concluded appropriately within reasonable timescales.

The LNCT recognises the value of collegiality and provides a model of such partnership working by operating in an atmosphere of mutual respect and trust in the conduct of its discussions and negotiations. Issues of educational significance, including the implications of local and national policy initiatives are discussed regularly and perspectives on such matters are shared between and amongst members of the LNCT.

The principles of collegiate working at council level are reflected at school level. The LNCT has an agreed procedure for monitoring and supporting the work of school negotiating committees. It provides advice, including published guidance, and other interventions, as and when necessary, to support discussions and negotiations in schools. It offers opportunities for joint training on aspects of its work.

As part of collegiate working, the LNCT is committed to supporting leadership at all levels in schools, including the development of associated personal and professional skills amongst all staff. Leadership in this context is distinct from management duties as set out in Part 2, Section 2 (Main Duties) of the National Scheme and Annex B of the National Agreement.

In a collegiate council, the LNCT is seen as a key part of the Education Service.

## **2. Collegiality at School Level**

In schools, collegiate working is carried out within the context of the 35 hour working week.

It is also important to acknowledge that every school is different and that no single model of collegiality will apply to all schools. For instance, the practicalities of collegiate working in a two or three teacher primary school will be very different from working arrangements in a secondary school with a pupil roll of 1600 and over 100 teaching staff. Nevertheless, certain common principles should apply and what follows is a description of the collegiate school.

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.

## Local Agreement on the Operation of the 35-Hour Working Week

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All staff contribute to the construction of the Working Time Agreement 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 school negotiating team 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 Agreement 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. 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 take account of teacher workload.

Within the context of the 35 hour week and Working Time Agreements all staff in the collegiate school participate in a wide range of whole school activities, such as school committees, policy formulation, curriculum development, professional development and additional supervised pupil activity.

In the collegiate school, leadership qualities are evident throughout the school. There is a devolved and participative style of leadership and management. Staff are afforded opportunities to develop leadership skills and take advantage of these opportunities. Leadership in this context is distinct from management duties as set out in Part 2, Section 2 (Main Duties) of the National Scheme and Annex B of the National Agreement.

The collegiate school utilises and develops the skills, talents and interests of all staff and involves all staff in the key decisions affecting the life of the school as a whole. More broadly, the spirit of collegiality extends beyond teachers and support staff, and includes parents, pupils and partner agencies.

**Appendix 7: Timescale for Development and Approval of the Working Time Agreement**

January	Local Agreement on the Operation of the 35 Hour Working Week in Schools and Support Services (Local Agreement) is reviewed by a subgroup of the LNCT.
February to March	Head Teacher (HT) to convene the school negotiating group (SNG) to review the school level Working Time Agreement (WTA) for the current session
March	The Local Agreement for the following session, is agreed at LNCT Local Agreement and associated documentation is distributed to all educational establishments The composition of the SNG for the following session should be agreed and dates set for meetings
April	HT to prepare a draft calendar and distribute this to all members of the SNG
April / May	Consultation period. Mediation, if required, provided by the authority and teacher trade unions.
End May	WTA for the following session, to be signed off by the HT and the appropriate member(s) of the SNG.
Early June	WTA to be submitted to School Planning & Improvement team first Friday in June. The email submission must include CC's to all TU representatives that signed the submission.
Mid-June	In the event of non-agreement by stated date, the arbitration process will be set in motion by the LNCT.
End June	In the event of failure to agree, there will be a referral to the Joint Secretaries of the LNCT. Status quo ante to be put in place pending LNCT resolution.
September	Collation of WTAs and analysis of samples by LNCT Working Group.