

ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

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6 November 2025

Dear Colleague

AJNCT31 **WORKLOAD CONTROL**

This agreement was originally ratified in 2016, report 406/16 refers. This revised agreement reflects the commitment of Angus Council to meaningful control of teacher workload. It ensures time-bound planning, consultation, and monitoring procedures are in place to support teacher wellbeing and effective delivery of teaching and learning.

This amendment to the local agreement was approved by the Angus Joint Negotiating Committee for Teachers at its meeting on 25 September 2025 and subsequently ratified by the Staffing Sub-Committee on 4 November 2025.

Yours sincerely

NEIL LOWDEN
MIKE CALLAGHAN

Joint Secretaries

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cc: Chief Executive
Director of Education and Lifelong Learning and Chief Education Officer
Director of HR, Digital Enablement and Business Support

WORKLOAD CONTROL

1. Introduction

This revised AJNCT/31 agreement reflects the commitment of Angus Council to meaningful control of teacher workload. It ensures time-bound planning, consultation, and monitoring procedures are in place to support teacher wellbeing and effective delivery of teaching and learning.

2. Purpose

To reduce unnecessary workload and bureaucracy and to establish clear expectations for school-level planning processes in line with SNCT Part 2 Section 3 and national workload guidance.

3. Mandatory Submissions

Each school is required to submit the following documentation annually to the Angus Education Improvement Service by the end of the session:

- Signed Working Time Agreement (WTA)
- Final School Calendar
- School Improvement Plan (SIP)
- Standards & Quality (S&Q) Report

The signed Working Time Agreement must be copied to the AJNCT Joint Secretaries. Each school must also identify the joint TNCG chairs representing school management and teaching staff. These names must be included in the June submissions to ensure clear accountability for the TNCG process.

These submissions must reflect the agreed outcomes of the TNCG process and show alignment with the principles of workload control.

4. Role of Teacher Negotiating Consultative Groups (TNCGs)

All establishments must maintain a functioning TNCG comprising management and teaching staff representatives. The TNCG shall:

- Lead the negotiation of the WTA and the school calendar
- Ensure all new SIP priorities, policies, and initiatives are time-costed prior to agreement
- Meet at least termly to review workload concerns and implementation of agreed actions
- Escalate unresolved issues to AJNCT Joint Secretaries using the AJNCT dispute resolution process

5. SIP and WTA Alignment

School Improvement Plans must be realistic, focused, and time costed. All SIP actions must clearly link to the allocation of time in the WTA.

- WTAs shall contain a designated section outlining workload-reducing measures.
- Only those priorities for which time has been agreed through the TNCG process may proceed.

6. Calendar Expectations

The school calendar must:

- Be co-produced via the TNCG
- Show protected time for collegiate activities, assessment, moderation, SIP work and PRD
- Be reviewed mid-year by the TNCG and adjusted as necessary to ensure the 35-hour week is respected

7. Monitoring and Accountability

- AJNCT will receive an annual report summarising WTA, SIP, and calendar submissions.
- Schools failing to submit planning documentation or operating outwith AJNCT/31 requirements will be referred by the Joint Secretaries to the appropriate Directorate and AJNCT for resolution.

8. Audit and Evaluation Tools

- Schools will be encouraged to use AJNCT-provided audit tools to evaluate their working time arrangements.
- Training on effective workload control, time costing, and use of audit tools will be offered annually by the AJNCT.

9. External Workload Drivers

- TNCGs must log and report any significant workload generated by external agencies (e.g. SQA, Education Scotland).
- The AJNCT Joint Secretaries will investigate such concerns and escalate to SNCT where appropriate.

10. Health and Safety Statement

As teacher workload has clear health and safety implications, AJNCT/31 is cross-referenced to relevant policy on workplace wellbeing. Where workload concerns indicate a risk to mental or physical health, these may also be raised through Health and Safety structures in line with the Management of Stress at Work Policy.

11. Dispute Resolution

Where agreement cannot be reached on the SIP, WTA, or calendar, the matter will be referred to the AJNCT Joint Secretaries. If resolution is not achieved, a pattern may be imposed by the Joint Secretaries to ensure compliance with national agreements and workload safeguards.

12. Review and Monitoring

This policy will be reviewed annually by the AJNCT with input from TNCGs, Service Leaders, and the AJNCT Joint Secretaries. Recommendations for further improvements will be reported to SNCT as appropriate.

APPENDIX

ANGUS COUNCIL GUIDANCE – PLANNING IN PRIMARY SCHOOLS

1. Introduction

- 1.1 There is a clear national focus on ensuring all local authorities make real efforts to reduce bureaucracy in schools.
- 1.2 The Education and Lifelong Learning team are fully committed to challenging unnecessary bureaucracy and supporting schools to streamline processes and procedures with a core focus on school improvement planning and class teacher planning of learning and assessment.
- 1.3 This guidance will consider five main areas:
 - Working Time Agreements (WTA)
 - School Improvement Planning
 - Class Long Term Planning
 - Class Medium Term planning
 - Class Short Term Planning

2. Working Time Agreements

- 2.1 All school Working Time Agreements should be agreed annually in June at school level with staff through the TNCG or at whole staff meetings (where appropriate in smaller schools). This agreement should state clearly how time within the 35-hour working week for teachers is to be used. It should be submitted annually to the Angus Education Improvement Service on the proforma which is included in Appendix 2 of AJNCT/2 (Appendix 2).
- 2.2 All teaching staff have a maximum class contact time per week of 22.5 hours and an allocation of 7.5 hours weekly for preparation and marking. This leaves 5 hours per week for schools to agree a plan of usage. This works out at 195 hours over a school session.
- 2.3 Head Teachers have a clear responsibility to engage staff in professional dialogue around the development of the WTA. This professional discussion should ensure that all staff are aware of and have had some input into the development of the annual School Improvement Plan (SIP). This good collegiate practice should be a core feature of all schools.

2.4 All WTAs should demonstrate how the additional 195 hours is to be used and should include, as appropriate to the school, time set aside for:

- Meetings with parents/external agencies
- Staff meetings
- Preparation of reports
- Planning
- Professional review and development
- Curriculum development
- CLPL related to the school improvement plan and outwith the maximum 35-hour CLPL requirement
- Any other areas of improvement the school is involved in
- Additional preparation and correction

2.5 Teachers should not be expected to undertake tasks that mean they work more than 35 hours per week.

3. School Improvement Planning

- 3.1 School Improvement plans are created annually and need to be focused on ensuring that they are manageable within the 35-hour working week and included as part of the Working Time Agreement.
- 3.2 The SIP should be made available to all staff prior to final approval of the plan through the schools TNCG.
- 3.3 All SIPs need to be submitted to the Angus Education Improvement Service by the end of the session. Feedback will be given to all schools on the construction, focus and appropriateness of the plan.
- 3.4 All primary schools should create their SIPs using the local authority template.
- 3.5 There should be no more than 3 improvement priorities for each school.
- 3.6 All improvement aims to be included in a SIP should be discussed fully with staff and be identified as a result of school self-evaluation and local/national priorities for improvement.
- 3.7 Time must be built into the WTA for collegiate discussion between staff to evaluate progress against key actions. The annual school calendar must set out clearly the agreed dates for the stages of implementation and review of progress.
- 3.8 Action plans arising from visits by His Majesty's Inspectorate of Education should be built into future planning.
- 3.9 Any significant revision to the SIP during the course of a year should be discussed with and agreed by staff.

4. Long Term Planning

- 4.1 Long term planning should be considered by schools as part of a focus on ensuring a coherent approach to learning, teaching and assessment which ensures our children develop the knowledge, skills, attributes and capabilities of the four capacities and make suitable progress in learning.
- 4.2 Long term planning may result in a tangible plan, but it is the process of planning that is more important than the tangible outcome of a plan.
- 4.3 This level of planning considers how the Experiences and Outcomes will be bundled in relation to the benchmarks for each curriculum area and taught over the course of a level. This can be done as forward planning over a three-year period, reviewed annually or as responsive planning year on year.
- 4.4 Expectations of what should be covered in any year group must be made clear for teachers and linked to National Standards.

5. Medium Term Planning

- 5.1 Medium term plans can vary in terms of length of time – these may be termly, monthly or at a minimum, two weekly. There can be a whole school approach to the number of weeks a medium-term plan should run for or it can be left up to individual teachers to decide this. The age and stage of pupils should help inform decisions around this.
- 5.2 These plans should indicate the curriculum area being covered, the Es and Os being referred to and include intended learning from progression pathways. They should also give information about the intended learning which will be assessed at individual, group or class level, as appropriate.
- 5.3 Planning formats for medium term plans can vary from school. Whatever format is adopted, it should be consistently used across the school.
- 5.4 Some medium-term plans may be subject-specific and others may be for interdisciplinary learning.
- 5.5 Teachers should be encouraged to plan collegiately with other staff wherever possible.
- 5.6 Adequate time for planning at this level must be included in the WTA and agreed with staff prior to the start of the school session.

- 5.7 Head Teachers or other members of the school's senior management team should ensure they review medium term plans and allocate time in the school calendar for professional discussions about these plans with class teachers. This discussion should focus on the evaluation of previous learning which has informed the plan and the appropriateness of the learning to be covered. To deliver excellence and equity Head Teachers must ensure that teachers have a full understanding of the social, economic and cultural context of their learners as well as other factors which might impact their wellbeing and progress in learning. There should also be a focus on relevant principles of curriculum design linked to teacher and class needs. Pace, challenge and depth should be considered in all discussions as should opportunities to involve children in the planning process and to share their views (Article 12 UNCRC).
- 5.8 In order to fully support teachers in their implementation of the plan, focused discussion should take place around the different pedagogical approaches to be used. This should include approaches to provide support and challenge to ensure the progress of all learners. Where appropriate there should be consideration given to individual Education Programmes (IEPs) and targeted interventions for identified learners.
- 5.9 The outcomes of the above professional dialogue should be recorded. There is no need to record the whole discussion.

6. Short Term Planning

- 6.1 Short term planning is required to enable the teacher to translate learning identified in the medium-term plan into individual or groups of lessons.
- 6.2 Sufficient time must be built into the WTA to enable a class teacher to prepare short term plans and associated lessons in addition to RCT time.
- 6.3 Short term planning can be in a range of formats, for example, weekly/daily diaries or plans. This helps the teacher with classroom management and organisation, structuring learning activities for children and ensuring appropriate resources are deployed.
- 6.4 These plans are for the teacher's own use, and it is considered good practice to have in place a means of recording learning and teaching on a weekly/daily basis.
- 6.5 Planning at this level is a matter for the class teacher and plans should not be submitted to any promoted staff. Head Teachers and promoted staff are however encouraged to take an active interest in how the medium-term plan is being translated into high quality learning and teaching and should take an active interest in all classwork through both informal and formal means, e.g. walkabout, work sampling, classroom observations and so forth.