

National Qualifications Action Short of Strike Campaign

Advice to Members

Until further notice members are advised to ensure that they abide by the following specific guidelines, in the context of the contractual arrangements outlined in Appendix A.

- Members are advised to apply strictly the school's WTA in relation to development work, the SIP, and action plans.
- Explicit cognisance should be taken of contractual obligations (35 hour week) with regard to SQA related workload. Time required to comply with SQA marking processes, including verification arrangements where they apply, should not be considered as part of an individual teacher's preparation and correction time. It should be accounted for separately, quantified, and facilitated through a school's WTA. Where SQA related work exceeds the time allocated, or leaves reduced time for other contractual areas, this should be raised formally with line managers and direction sought on which work is to be prioritised. It is recommended that an audit of SQA related workload is carried out (preferably as a collective exercise) to facilitate action on this point. **Note – the balance of the working week available for WTA agreement is a maximum of 5 hours.**
- SQA related development work, if it is being undertaken, must have a time resource identified and made available within the school WTA and within the context of the 35 hour week. Any work which cannot be undertaken in the time allocated should be identified and brought to the attention of your line manager with a view to direction on what work is to be prioritised and the identification of which task should not be undertaken to accommodate prioritisation.
- Members should ensure that the specified class size limits are not exceeded in any circumstances for the duration of the campaign.
- Members should only comply with SQA related data input requirements where it is part of a school's internal registration/reporting procedure or specifically detailed as part of a promoted post remit.
- Members are advised to ensure that in general the terms of Cover Policy Agreements are strictly adhered to for the duration of the campaign.

- In addition, and specifically, internal cover should not be provided for colleagues absent on SQA business, irrespective of local cover agreements.
- Members should not apply for or volunteer participation in external SQA seminars unless they are fully funded in terms of external cover being provided.
- Some members, for example in Computing and Technical, are directly involved in assessing for SQA as part of the external mark, without payment for such activities. Whilst this is being pursued separately as an issue, within the context of the action short of strike the reference above to SQA assessment procedures being accounted for specifically in terms of time allocations within a school's WTA has particular purchase for members in this position.
- In the marking of internal unit assessments, time consuming "audit trail" marking of units, largely dictated by potential verification procedures, should be replaced by holistic marking approaches exercising professional judgement i.e. professional judgement should be applied to indicate achieved or not achieved for unit assessments rather than an approach based on identifying individual Learning Outcomes.
- Suspension of school or local authority devised internal verification processes should be sought, that is practice which goes beyond appropriate professional dialogue around understanding standards; failing agreement to suspend internal arrangements, all verification procedures should be subjected to strict application of WTA parameters.

Appendix A

Contractual Context

1. Working Hours

Members are advised that their working hours are as set out below:

- (a) a maximum of 35 hours per week (pro-rata for part-time staff);
- (b) a maximum of 22.50 hours per week devoted to class contact (18.5 hours for probationary teachers)
- (c) a minimum allowance of one third of the actual class contact commitment must be available for preparation and correction;
- (d) the remaining time will be subject to agreement at LNCT and school level (WTA). The terms of these agreements should be adhered to strictly;
- (e) 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;
- (f) a maximum additional 35 hours of Continuing Professional Development (CPD) per annum.

2. Duties

Teachers and Chartered Teachers

Subject to the policies and practice of the school and the Council, the duties of teachers are to:

- (a) manage and organise classes through planning and preparing for teaching and learning.
- (b) assess, record and report on the work of pupils' progress to inform a range of teaching and learning approaches.
- (c) prepare pupils for examinations and where required, assist with their administration.
- (d) contribute towards good order and the wider needs of the school.
- (e) develop the school curriculum.
- (f) contribute to the school and council planning and improvement processes.
- (g) maintain and develop knowledge and skills and contribute to the professional development of colleagues including probationary and student teachers.

Principal Teachers

Subject to the policies and practice of the School and the Council, the duties of principal teachers are, in addition to any duties of a teacher that may apply, to:

- (a) lead, manage and support the work of colleagues providing strategic direction and guidance as necessary;
- (b) lead curriculum development and quality assurance;
- (c) contribute to the development of school policy in relation to the behaviour management of pupils;
- (d) review and support professional needs, and performance of colleagues through continuous professional development;
- (e) where required, lead, implement and manage whole school policies including, where appropriate, guidance, pastoral care and behaviour support.

Depute Headteacher

The role of a depute headteacher is to assist and, where necessary, deputise for the headteacher in the conduct of school affairs. The duties of a depute headteacher are to support the Headteacher in the performance of his/her duties to:

- (a) provide and promote leadership, good management and strategic direction in areas of work of the school;
- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for aspects of curriculum development, learning and teaching and meeting learners' needs;
- (d) take responsibility for aspects of improvement planning and quality assurance;
- (e) work in partnership with parents, other professionals, agencies and other schools

Headteachers

The role of the Headteacher is to promote high quality learning and teaching to secure improved educational outcomes for the benefit of pupils and the community, under the direction of the local Council. Headteachers have a corporate responsibility to contribute to an agenda of ongoing improvement in their school and across their Council area. The duties of the headteacher are to:

- (a) provide leadership, good management and strategic direction to the school;
- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for providing strategic leadership for curriculum development, learning and teaching and meeting learners' needs;

- (d) take overall responsibility for improvement planning and quality assurance;
- (e) act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- (f) work in partnership with parents, other professionals, agencies and other schools; and
- (g) take overall responsibility for the management of health, safety and well-being.

3. Administration and other non-teaching tasks

The SNCT handbook makes clear that teachers will not be expected to undertake the duties generally undertaken by administrative and support staff, whilst working co-operatively with all staff to ensure an appropriate distribution of workload.

Note: The fact that teachers cannot be required to carry out such work on a routine basis may not establish an absolute right to boycott certain tasks.

4. Class size Limits

<u>Day School</u>	<u>Number of Pupils</u>
(a) Secondary 1 – Secondary 2	33
(b) Secondary 3 – Secondary 6	30
(c) Secondary Practical classes	20

5. Cover Policy

The terms of any Council wide cover arrangements, or any negotiated variation from at school level, should be accessible to all members. In the event of there being no local agreement external cover must be provided:

- (a) Immediately in cases of advance notice absence of more than 3 days;
- (b) After 3 days in the case of unplanned absence.