

April 2004

Implementing the Teachers' Agreement: Reduction in Class Contact Time in Primary Schools

GUIDANCE DOCUMENT FOR PRIMARY SCHOOLS

Introduction

In August 2004 the class contact for primary teachers will be reduced from a maximum of 25 hours to 23½ hours. It is important to remember that this is a contractual right and must be respected. There will be a further reduction of 1 hour to 22½ hours in August 2006. The department is undertaking a range of preparatory work (which has included the provision of a timetabling course for head teachers) to support head teachers implement this element of the Teachers Agreement while ensuring that the quality of education provision for children is maintained at the highest possible level. The department believes that the reduction in class contact and the necessary introduction of a degree of formalised timetabling will have important consequences for the future delivery of the primary curriculum and on the role of primary teachers. The department's early work on developing specialisms for primary teachers may well be an important element in this. The establishment of guaranteed non-class contact time for primary teachers arising from the agreement "A Teaching Profession for the 21st Century" marks significant progress in primary education. It will allow teachers more time for other professional duties including planning and preparation, developing the curriculum and meeting with colleagues.

In all of the work undertaken the quality of learning experiences for children must remain as the key objective within the changed contractual requirements.

This guidance document has been prepared following the series of seminars for head teachers on accommodating the reduced class contact for primary teachers from the current 25 hours to 23½ hours in August 2004. Account has been taken of feedback from the LNCT sub group on the primary curriculum and discussions within the full LNCT.

The document provides advice and comments on the following:

1. Structure of the School Day
2. Staffing Allocation, Specialisms and Staff Deployment (including absence cover)
3. Working Hours
4. Responsibilities of School Management and Teachers
5. Communication and Consultation.

In addition to the circulation of this document to all schools, a Question/Answer pamphlet will be made available to all primary teachers.

The document is available for head teachers to assist consultation with staff on the arrangements which will be required within schools to accommodate the reduction in class contact time (CCT) and to facilitate discussion with school boards. The authority has made available a letter for parents informing them of the changes which will result from the reduction in CCT and which schools can circulate directly.

This guidance document has been the subject of discussions within the LNCT and is joint guidance from both the Teachers' and Management Sides. The LNCT will review it following the planning and preparation undertaken in the period March-June 2004 and in the first year of implementation, school session 2004-05. This will lead to a final LNCT agreement on the contractual requirements of the change to class contact time.

I STRUCTURE OF THE SCHOOL DAY

The general principles, which should govern the structure of school day and the organisation within the school day, are as follows:

- The structure to be adopted will be 30 minute blocks which can be used to provide the 1½ hour reduction in August 2004, with a further two 30 minute blocks providing the further 1 hour reduction in August 2006. These 30 minute periods will be for administrative and planning purposes, and not for the introduction of a secondary style period system.
- As far as possible, non-contact time will be formed in blocks of 1½ hours for each individual member of staff. However there is not a formal requirement for this to be the case and head teachers, in consultation with staff can determine what pattern is most appropriate for the school. In addition, the 1½ hour block of time can be structured according to factors such as the curriculum areas being taught during this time (for example a 1 hour block of modern languages and a 30 minute block of science; two forty five minute blocks etc), the skills and experience of the teacher(s) providing the CCT reduction and the stage(s) of the class. No session of non-contact time should normally be less than 45 minutes.
- Non-class contact time cannot be accrued as the teachers' contract specifies a maximum of 23½ hours class contact per week. The LNCT is considering a pilot in 2 schools. These will be specified establishments; otherwise no accrual is possible.

(Note: The Teachers' Side of the LNCT remains strongly opposed to the concept of accrued time for contractual and organisation reasons. The Management Side believe there may be some scope for variation eg the accumulation of non-class contact time over 2 weeks to provide a 3 hour activity based period [for example, in enterprise education or environmental field study]).

- Standardisation of the school day to accommodate these blocks of time and to ensure that natural breaks can be used as far as possible to coincide with the reduced CCT, is advised, requiring consultation with staff and parents where there are changes in starting and closing times and the timing of the lunch break. A suggested structure would be:

09.30 -10.30	Block 1 (1½ hours)
10.30 -10.45	Interval
15.15 -15.15	Block 2 (1½ hours)
12.15 -13.00	Lunch
13.00 -15.00	Block 3 (1½ hours + ½ hour or ½ hour + 1½ hours)

- Curriculum blocks/specialisms, delivered by primary teachers, should be blocked across the year, with a need to ensure no "dead time". At all times the structure, balance and content of the curriculum (incorporating the available flexibility) will be a key determinant in what occupies the blocks of time required to provide reduced CCT.
- Whole school/departmental assemblies could be included in the overall plan for reduced class contact where teachers are released from attendance at the assembly and can undertake other appropriate work. Similarly, the use of visiting specialists for example in physical education or music.

2 STAFFING ALLOCATION, SPECIALISMS AND STAFF DEPLOYMENT

Staffing Allocation

- The core staffing will be enhanced to provide the additional teacher time required to accommodate reduced class contact time. For schools with a pupil roll of less than 150, the pupil multiplier will be increased from 0.039 to 0.0413; for schools with rolls over 150, the multiplier will be increased from 0.0377 to 0.04. There is no change to either the fixed element (either 1.5 or 1.67) or to enhancements for deprivation, English as a second language or other specific enhancements.
- There is no addition to the staffing allowance for management time or deprivation factor or absence cover. The 6% increase in staffing in terms of the Scottish Executive funds encompasses only basic staffing. The department will monitor whether this creates difficulties for operating this aspect of the Agreement.

- The department will review the allocation both in the context of specific schools where particular difficulties may emerge, and also in relation to the class contact time for teachers of English as a second language and for absence cover.
- As far as possible staffing will be allocated to schools on a permanent basis, using permanent part time (or variable hour) contracts for pointage posts. It will be for head teachers to allocate teachers to classes after consultation and discussion with staff.

Specialisms

- There is significant support for the development of specialisms within the cadre of primary teachers. This authority will continue to support this professional development of primary teachers with the longer term the intention of providing staff not only with the skills required to teach the core curriculum, but to refine and develop skills that will enable all primary teachers to offer enhanced support in "specialist areas".
- Core skills would be defined as literacy, numeracy, ICT, personal and social development (including health education), environmental studies (People in place, people in time, people in society), religious and moral education.
- Specialist areas would include science and technology, physical education, music, art, drama and modern languages
- Specialist support should be provided largely, but not necessarily exclusively, "in-house". Exceptions would be the provision of peripatetic music or physical education, or local arrangements involving a secondary specialist. There may also be scope, subject to the bringing together of resources from individual schools, for appointments shared between or amongst schools, for example at learning community level. Such an arrangement could include the secondary and its associated primary schools.
- Staff will continue to have access to CPD opportunities relating to primary specialisms, but account must now be taken of how staff development opportunities for the

individual teacher can support the provision of specialisms within the school, contributing to the reduction in CCT. There is no intention to limit CPD opportunities in specialisms for primary teachers, but it is likely that PRD interviews will be more focused and that where a specialist CPD route is agreed, then this will link closely with the school requirements in relation to reduced CCT.

Staff Deployment

- All teachers in primary schools will have a maximum class contact of 23½ hours from August 2004. Teachers employed in a school on a part time basis will have the pro rata equivalent of reduced CCT: A 0.6 FTE teacher will have maximum class contact of 14.1 hours (14 hours and 6 minutes) and a 0.5 FTE teacher will have maximum class contact of 11.75 hours (11 hours and 45 minutes).
- In deploying staff, account should be taken of the additional demands placed on individual members of staff, of providing CCT cover across a wide range of classes. Head teachers will review how CCT cover is allocated on an annual basis to ensure that any professional disadvantage for teachers is minimised.
- Staff absences will continue to be managed by heads teachers as per the current arrangements. In circumstances where the reduced CCT cannot be provided at the scheduled time for the teacher because of unexpected absence or lack of cover availability, then priority will always be given to class cover. This will be the subject of detailed monitoring by education services.
- Where a teacher is unable to access the reduced CCT scheduled to take place on a particular day because of absence through illness or other personal reason, or attendance at in-service, there will be no carry forward of non class contact time.
- Cluster support teachers already have reduced class contact and therefore there should be no implications for these staff.
- The teaching time for probationers on the induction scheme in primary and secondary schools is 0.7 of 23½ hours.

3 WORKING HOURS AND WORKING TIME ARRANGEMENTS

- From August 2004 teachers will have the following working hours allocation within the 35 hour working week:
 - Maximum class contact
23.5 hours
 - Minimum personal allowance (33%)
8.0 hours
 - Collegiate time
3.5 hours

The remaining or residual time amounts to 136.5 hours in the course of a year and its use is subject to agreement at school level.

- The Code of Practice on Working Time, contained as Annex D of the Agreement, outlines the range of activities in which teachers can be involved during the collegiate time.
 - additional time for preparation and correction
 - parents meetings
 - staff meetings
 - preparation of reports, records etc
 - forward planning
 - formal assessment
 - professional review and development
 - curriculum development
 - additional supervised pupil activity
 - continuous professional development

A copy of Annex D of the Agreement is attached for ease of reference.

- The Standards in Scotland's Schools etc Act 2000 places new duties on schools and education authorities regarding continuous improvement in educational standards. There is now a legislated requirement for all schools to produce on an annual basis a development plan and subsequently to report on progress made in implementing the plan and raising standards.
- All schools must therefore have in place arrangements that schools' development plan priorities and the raising attainment agenda, and the associated curriculum development, to be taken forward within the context of

the five in-service days and collegiate and curriculum development activities timetabled outwith the pupil day.

- The agreed working time arrangements will ensure that schools have the capacity to support the implementation of school improvement plans and develop the curriculum in accordance with development plans.
- As there is now considerably more remaining or residual time to be allocated, school negotiations may require to be given more time this session. School management and the Trade Union representative(s) should meet to agree the use of this time and the drafting of the school calendar. The agreement should reflect an appropriate balance of activities and should be formalised at a whole staff meeting.

4 RESPONSIBILITIES OF SCHOOL MANAGEMENT AND TEACHERS

Responsibilities of School Management

- Head Teachers will consult with staff regarding the arrangements which can most effectively accommodate the required reduction in CCT while ensuring continuity in teaching and learning for pupils.
- Head teachers will take account of skills and specialist interests of staff in determining allocation of teachers to classes as the prime teacher or the teacher providing the reduced CCT.
- Professional development opportunities for developing specialisms should continue to be brought to the attention of staff.
- Consideration will also be given to workload implications of teachers who may cover a number of classes.
- Head teachers will monitor the arrangements and adjust where any particular difficulties emerge. Particular attention will be given to ensuring staff are familiar with school policies on teaching and learning and behaviour management.
- Head teachers will engage in negotiation on working time arrangements for following session.

- Head teachers will undertake an annual review of the arrangements for reduced CCT (timetabling arrangements, professional development and working time arrangements).

Responsibilities of Teachers

- Following consultation staff are expected to participate fully in the final arrangements for reducing CCT.
- The teacher who has responsibility for a class at the beginning of the school day will ensure registration and other appropriate issues are dealt with.
- The teacher who has prime responsibility for the class will take the key role in reporting to parents. However, the section of the written report relating to the curriculum area undertaken by another teacher will be completed by that teacher.
- The general forward planning will be undertaken by the teacher who has prime responsibility for the class, except where a specialism or curriculum block is delivered solely by the teacher who provides the reduced class contact time. However the teacher providing the CCT time will have specific forward planning, and assessment and reporting responsibilities for that part of the curriculum that they deliver. There requires to be liaison and consultation between members of staff who share teaching responsibilities to ensure maximum impact of the learning experiences on pupil achievement and consistency in approaches to teaching and learning and behaviour management, in line with school policy. Liaison should be undertaken within the parameters of the 35 hour week.
- It is essential that the handover from one teacher to another during the school day is managed affectively and timeously. It is acknowledged that the handover itself will require time for teacher movement in some cases and for professional communication between the 2 teachers concerned.
- In line with the Teachers' Agreement, teachers have a responsibility for ensuring effective use of additional non-class contact time. Activities which are appropriate are outlined

in the previous section on Working Hours and Working Time Arrangements and are listed in Annex D of the Agreement.

- CPD opportunities will continue to be offered in primary specialisms. These programmes will assist schools in developing curricular provision that will ensure most effective use of time in the arrangements for class contact reduction.

5 COMMUNICATION AND CONSULTATION

The arrangements for communication and consultation on reduced class contact time will be as follows:

	Responsibility	Timescale
<ul style="list-style-type: none"> • Consultation with AHTS, Area Forum chairs, LNCT 	EA	January 04
<ul style="list-style-type: none"> • Initial discussion with staff, highlighting the main issues 	HTs	Jan/Feb 04
<ul style="list-style-type: none"> • Draft Guidance document, incorporating: <ul style="list-style-type: none"> - issues raised at HTs meeting/Q and A - outcome of consultation with AHTS, AF chairs, LNCT 	EA	February 04
<ul style="list-style-type: none"> • Briefing paper for school Boards , including possible change in school day (consultation with staff and parents) 	HTs	March 04
<ul style="list-style-type: none"> • Letter to all parents, made available by EA 	EA	March 04
<ul style="list-style-type: none"> • Further discussions at local level – learning community or cluster, following agreement on staffing entitlement for 2004/05, involving primary advisers as appropriate 	HTs	Feb-April 04
<ul style="list-style-type: none"> • LNCT advice/Agreement (building upon or formalising information in Guidance document) 	LNCT	March 04
<ul style="list-style-type: none"> • Consultation/Negotiation at school level on working time arrangements for 2004/2005 	HTs/Staff	April 04
Further Planning		
<ul style="list-style-type: none"> • Detailed consideration of arrangements at school level for reduction in CCT 	HTs	Apr-June 04
<ul style="list-style-type: none"> • Additional staff development for HTs (timetabling and provision of specialisms etc) 	EA	Apr-June 04
Review		
<ul style="list-style-type: none"> • The arrangements for timetabling, curricular provision and staff deployment will be the subject of annual review 	HTs	Feb-March 05 (and annually thereafter)
<ul style="list-style-type: none"> • LNCT Review of management of CCT reduction 	LNCT	May-Jun3 05

REDUCING CLASS CONTACT TIME IN PRIMARY SCHOOLS

QUESTIONS AND ANSWERS

In August 2004 the class contact for primary teachers will be reduced from a maximum of 25 hours to 23½ hours. There will a further reduction of 1 hour to 22½ hours in August 2006. It is of the utmost importance that implementing this element of the Teachers Agreement is undertaken while ensuring that the quality of education provision

for children is maintained at the highest possible level. The department believes that the reduction in class contact and the necessary introduction of a degree of formalised timetabling will have important consequences for the future delivery of the primary curriculum and on the role of primary teachers..

Question

1 Who carries the responsibility for compiling end of term reports?

Answer

The teacher who has the "prime responsibility" for the class will continue to complete reports, but will liaise with any other teacher who has a responsibility for teaching the class. Other teachers may require to prepare a separate report subject to the curricular activities provided through the year by that teacher.

2 Who provides cover for absence?

In school arrangements will continue to apply. The staffing formula does provide for a degree of internal cover for short term absences, but this is affected, of course, by the resources required to support the classification within the school.

3 Will senior management require to provide absence cover?

There will still be a requirement for this, subject to the arrangements within the school.

4 What happens to non-class contact time that is scheduled for Monday/Friday holiday?

There is no carry forward of non class contact time from a holiday, or indeed from a absence through sickness or other personal reason, or because of attendance at an in-service course.

5 From August to October, P1 classes are only in attendance until lunchtime. Do teachers still have reduced class contact time before October break?

The maximum class contact time for teachers will be 23½ hours from August 2004. Since the class contact of P1 teachers from August to October will be around 15 hours per week they will not require to be given any additional non-class contact time.

Question

6 Could P1 teacher be asked to provide an element of CCT reduction for other staff until the October break?

Answer

There is nothing contractually to prevent this as long as class contact does not exceed 23½ hours in total. However HTs need to be aware that after the October week the teacher(s) would no longer be available. Thus there would need to be a change in the arrangements at that time.

7 If specialists are used to provide cover for class contact reduction, will practical size classes be required in certain curricular areas?

There is no intention of introducing practical size classes in primary schools. There would be significant difficulties relating to accommodation and in the ability of a school to provide adequate cover and continuity of learning. A reduction in class size is not part of the Teachers' Agreement.

8 There may be discipline problems which arise because a class has more than one teacher. How can this be managed?

The school discipline policy should ensure that teachers are operating in a consistent manner. Equally the liaison between staff should aim to reduce any possible fragmentation. There is an important role for school management to monitor the application of the policy, as happens already where there is a sharing of teaching (for example in job sharing arrangements and in the provision of a primary foreign language).

9 If a teacher has more than one class to plan for or report upon, what arrangements are there to provide for this?

The increase in non-class contact time will provide time for additional assessment, recording and reporting, and forward planning where this is necessary.

10 Is television allowable to accommodate non class contact time

The teacher will be in attendance and thus the time cannot be defined at non-class contact time.

11 Who has the responsibility for reporting to parents where a class is shared

The teacher who has prime responsibility for the class will continue to report to parents, but other teacher(s) who have the class will provide information on individual pupil progress as appropriate to the class teacher and there will be circumstances where a particular curricular activity is provided only by the teacher providing CCT cover will report separately to parents.

Question

12 How will class contact reduction for teachers in nursery classes be accommodated?

Answer

Where a school has a nursery teacher then an allocation of 0.06 FTE will be made to the school's staffing compliment to enable the 25 hour contact to be reduced to 23½ hours. This could enable management to have a direct input to the nursery class and may require some additional staff development.

13 Who has responsibility for registration in a shared class?

As currently is the case, responsibility for daily registration will remain with the teacher who has is timetabled for the class at 9.00am.

14 Should there be come central direction for the use of the additional non-class contact time?

Annex D of the Teachers' Agreement lays out the range of activities which can be incorporated into that part of the 35 hour week outwith class contact time.

The teacher has a key responsibility in determining how this time is to be used in line with the activities identified in the Agreement and taking full account of locally negotiated school agreements. It is therefore not appropriate to provide central direction other than give some elaboration on this if necessary.

15 Some staff may work between two or more establishments. What are the implications of this?

The overall maximum class contact time must be respected in designing timetables but, as at present, account will require to be taken of travelling time both in respect of the class contact time and in timetabling across establishments.

16 The provision of cover is particularly difficult this year. How will the authority ensure that the time required to support reduced class contact can be provided?

The staffing enhancement associated with reduced class contact will be built into the permanent staffing of the school. In addition the authority is examining the possibility of offering, for the first time, permanent part time (variable hours) contract which, together with a major increase in the number of permanent supply posts, will hopefully lead to increased retention of staff who provide cover, or pointage posts.

Question

17 Should the primary staffing formula be revised and the HT excluded from the formula?

Answer

The staffing formula already has a fixed element, a significant part of which is for management time. This fixed element is 1.5 in schools with roll below 150 and 1.67 at schools with a roll above 150.

Except in the smallest primary schools, there is no need for a head teacher in Glasgow to have a timetabled teaching commitment.

18 The existing staffing has been deployed (in our school) in such a way as to minimise the number of composite classes. Will the school receive an additional staff enhancement to take account of this?

The staffing enhancement for reduced class contact time relates to core staffing only. If a school has allocated other resources – such as deprivation staffing and part of the fixed element, to support a particular classification, there will be no additional staffing to take account of this.



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This Policy has been agreed by the Glasgow LNCT and approved by the Education Services Committee