



Working Time Arrangements for Teachers and Monitoring Working Time Agreements

BACKGROUND

Schools in Glasgow have now been involved in local, school based negotiations and arriving at school agreements on working time arrangements since their introduction through the Teachers' Agreement for the 21st Century.

This has worked well in many schools and good practice has been identified relating to the nature of the negotiations, the staff representation and involvement in the negotiation process and the timescales over which the negotiation process should take place and be completed. In January 2006, the SNCT reminded LNCTs required to have in place under Annex C of the 2001 National Agreement.

(a) Framework advice on local working time arrangements, including advice on the process by which schools should conclude establishment working time arrangements

(b) Clear procedures for establishment "signing off" of working time agreements

(c) Arrangements to assist in situations where there is a failure to agree

(d) Advice on monitoring of teacher workload at establishment level to ensure that working time arrangements assist the management of workload in the 35 hours allocated for individual and collective work (excluding the additional 35 of CPD per annum) A copy of the SNCT letter is attached as Appendix 5

In 2015 the SNCT agreed that WTA and SIPs should be used to make progress on the areas of Tackling Bureaucracy and teacher workload. JS/16/68 is attached as Appendix 6.

It is now appropriate to review the LNCT Agreement.

The agreement forms the basis of all local negotiations at establishment level in Glasgow and meets the expectations of the SNCT in its communication of 20 January 2006 and subsequent agreements. Thus, an agreement would be applied to all working time discussions to be held in April/May 2006. It continues to be based on Annex D of "A Teaching Profession for the 21st Century".

THE AGREEMENT

The agreement covers the arrangements for the working week for teachers and describes the issues already agreed at local authority level, and those to be agreed and dealt with at establishment level. The individual and collective work of teachers should be capable of being overtaken in the 35-hour working week.

The Agreement will guide all future working time agreements in educational establishments in Glasgow. The final section deals with procedures for monitoring working time agreements at establishment level and evaluating the wider cultural climate in schools.

THE NEGOTIATION PROCESS

The elements of the process

a) The negotiation process at establishment level will take place in accordance with the timeframe given in Annex 1.

b) The composition of the School Negotiating Group (SNG) is a matter for each establishment to decide, but it should take account of the relative size of the membership of each professional association represented in the establishment. While the relative sizes of union memberships should be reflected, there is no requirement to have pro rata representation. The composition of the Teachers' Side should be for the Trade Unions to agree.

c) The Head Teacher will identify time for members of the negotiating group to prepare for meetings when the annual discussion on working time arrangements is to take place.

d) It has been recognised by the LNCT that the spreadsheet provided by the E.I.S is a helpful audit tool and approach in managing collegiate time across each week. This is also an appropriate way to establish the school's annual calendar of collegiate activities. Examples of this are shown in Appendix 4

e) Each establishment agreement must state the arrangements for monitoring and reviewing the agreement's implementation and effectiveness. This may be undertaken using the existing consultation mechanisms or by other procedures agreed within the establishment. One model of good practice would be for the SNG to meet on a termly basis with review of WTA and SIP as one of the agenda items. Another approach would be to have these items as a standing item on all school/department business meeting agendas.

f) Each establishment is required to return a copy of their agreement to the Joint Secretaries of the LNCT and the agreement must carry the signature of the Head Teacher and the main staff representative(s). This will be regarded as the "signing off" of the agreement for the following school session.

g) Where there is a failure to agree on the establishment WTA each side of the SNG should notify the appropriate LNCT Secretary who will look to establish an arbitration meeting at the earliest opportunity.

TEACHERS' PROFESSIONAL ACTIVITIES: MONITORING TEACHER WORKLOAD

The Glasgow LNCT agreement covers the ten professional activities identified in Annexe D of "A Teaching Profession for the 21st Century", namely additional time for preparation and correction, parents' meetings, staff meetings, preparation of reports/records, forward planning, formal assessment, professional review and development, curriculum development, additional supervised pupil activity, and continuous professional development.

However, other duties may be added to this list by agreement within each establishment, depending on the individual needs of the establishment. All the duties in the following sections are required of staff (except "Additional Supervised Pupil Activity" which remains a voluntary area) but staff will have considerable professional autonomy in prioritising time for their own professional tasks, reflecting the increased emphasis on the professionalism of teaching staff, at the heart of the Agreement. The completion of audit sheets will not be required, although a record of CPD must be kept.

Additional Time for Preparation and Correction; Preparation of Reports and Formal Assessment

The duties which make up staff workloads can vary widely from one teacher to another depending on a range of factors such as the number of pupils or number of classes taught, the stage or courses taught, the level of corrections taking account for example of dependency on language or extent of homework programmes, and timetabling arrangements.

The indicative time allocations in the WTA may not fit the individual situation of certain staff, so they may require to use their professional judgement in prioritising time for these duties. If a difficulty in managing workload arises during the session, then the member of staff should request a discussion with their line manager and evidence presented by the member of staff will form the basis for that discussion. The line manager will offer advice or other support as appropriate in the light of the evidence offered for discussion.

Parents' Meetings

Meetings may be held in the evening or end on to the pupil day, subject to appropriate consultation

with parents. Meetings with individual parents may be arranged during the school day. Consideration should be given to providing specific time for preparation for these meetings, travel and, if appropriate, a social break. This would be in addition to time already spent by the teacher in e.g. bringing corrections up-to-date for the parental interview. It is expected that current arrangements where staff do not require to attend for groups of pupils they do not teach, or can leave if parental appointments are finished, would prevail.

Staff Meetings

Most staff meetings will be held after the pupil day. Secondary departmental meetings will generally be held out with the pupil day, except where it is possible to schedule these without disruption to learning and teaching. In Primary, ASN and Early Years establishments, consideration should be given to arrangements which may allow groups of staff to meet occasionally within the pupil day without detriment to learning and teaching, in addition to meetings after the pupil day.

Planning and Curriculum Development

Establishment improvement planning (detailed in the Securing Improvement paper, available on Glasgow Online) clarifies the links between current national and local frameworks, policies and initiatives and supports practitioners with self-evaluation.

Additional materials have also been provided to enable all practitioners to become familiar with HGIOS4 and HGIOELC, including power-point presentations and improvement tools linked to the new self-evaluation frameworks. It is expected that all schools will engage in self-evaluation related to attainment and achievement as described in the HGIOS4 toolkit. Nurseries should engage in similar activity linked to securing children's progress as detailed in HGIOELC.

A review of the three core components of the improvement cycle has been undertaken, that is, the Education Perspective Report (EPR), the Standards and Quality Report (SQR) and the School Improvement Plan (SIP). The review has streamlined procedures to make them even more manageable. Corresponding changes have been made to the EPR, SQR and SIP templates.

As a service our key priorities remain as:

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020;
- Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families;
- As we move towards a Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs; and
- Make best possible use of our finance and resources to help ensure the best outcomes

possible for children and young people.

Guidance Notes for completion of the SIP Pro-forma

We continue to plan for only one year rather than three, and we have again inserted the year on the template.

Section 2:

Underneath the summary statement detailing self-evaluation, identify key strengths and areas for improvement framed in terms of the 'three high level questions' as used by Education Scotland in the new self-evaluation frameworks HGIOS4 and HGIOELC.

The following overview of quality indicators is taken from HGIOS4. HGIOELC follows a similar outline with small word changes but the same QI numbering and the '3 big questions'.

Section 3:

Continue to identify priorities for Improvement for the current year only i.e. for one year.

Ensure that agreed priorities for improvement are founded securely and demonstrably on self-evaluation in which all stakeholders have been fully involved.

It is recommended that SIPs should have no more than 3 priorities for improvement.

There is no expectation that LIGs provide an Improvement Plan. Continue to identify the main driver for identified priorities as a result of self-evaluation, as a result of a validated self-evaluation exercise or as a result of an Education Scotland Inspection.

Ensure that identified priorities align with Glasgow Education Service Priorities and, clearly identify how collaboration and partnership working supports and complements identified priorities.

Section 4:

The individual action planning sheets now give the opportunity to insert checkpoints as well as overall timescales and this should better support tracking progress against identified priorities throughout the course of the year.

General Points:

SIPs should make clear the roles and responsibilities of all involved and should have specified and staged dates for the completion of tasks.

In completing the Evidence and Impact box on the planning pages of the SIP, it will be helpful to link planned evaluation activities to the QA calendar and the working time agreement. This will ensure that self-evaluation activities are focused and purposeful and that everyone is clear about now only when but

why they take place.

SIP feedback

As the submission of an Improvement Plan is a legal requirement, a check will be carried out to ensure that all Primary and Nursery SIPs have been received by the end of June and all Secondary SIPs have been received by the end of September each year.

Establishment Calendar:

The establishment calendar will be based on the 35-hour agreement reached in each establishment. Consultation will take place on a draft calendar and the final version will be subject to agreement by the SNG. No establishment calendar should plan for more than 5 hours of collegiate activity in any week.

Any changes required during the session will be subject to full consultation at the earliest opportunity, and agreement by those staff and others who are affected.

Curriculum Development:

Most curriculum development tasks should arise in a planned way from the SIP or the unit, stage or improvement plan.

Staff workload will vary depending on the availability of high quality locally or centrally produced materials, the introduction of new courses or revision of existing courses, and the number of staff in the department or school to share the task of curriculum development. If a difficulty in managing workload arises during the session, then the member of staff should request a discussion with their line manager and evidence presented by the member of staff will form the basis for that discussion. The line manager will offer advice or other support as appropriate in the light of the evidence offered for discussion.

It may be necessary to undertake some tasks during the year which are not in the plan. In such a case, there should be a discussion with the teacher's line manager to determine a reasonable timescale for completion of the new tasks or the plan should be amended.

Personal Learning Planning:

Personal learning planning is the approach effective teachers have always taken to keeping in contact with progress being made by children and young people in their classes. It is not about the creation of personal learning plans for all pupils. LNCT 24 outlines the Glasgow agreement on primary planning.

However, there will be some children who do access additional support needs and Well-being Assessments and Plans (WAPs) (formerly referred to as ASPs) will require to be compiled.

If a difficulty in managing workload arises during the session, then the member of staff should request a

discussion with their line manager and evidence presented by the member of staff will form the basis for that discussion. The line manager will offer advice or other support as appropriate in the light of the evidence offered for discussion.

Professional Review and Development

The Professional Review and Development (PRD) process is the main way of agreeing individual professional learning needs, taking account of personal, unit, stage, departmental, establishment, local authority and national priorities. In line with LNCT 3 and 4 it is not appropriate to define precisely what length of time will be allocated to the PRD process. This will be dependent on the stage of development of the teacher and the extent of involvement of members of staff priority projects for the department/school.

In addition, Education Services regards the PRD process as not being dependent on a one-off interview during the year. The formal preparation of the annual CPL plan will require a meeting of line member and teacher but this should be informed by on-going professional dialogue during the school session. It is expected however that the process will take at least 3 hours which should be accounted for in the WTA or 35 hour working week. Arrangements for PRD meetings/interviews should be incorporated in the working time arrangements for the school. Meetings can take place during the pupil day where this can be accommodated without disruption to teaching and learning, or out with the pupil day but within the context of the 35-hour working week.

Continuing Professional Learning

The term "Continuing Professional Learning" (CPL) is used to describe all staff development activities. Some CPL may continue to occur during the pupil day, for example attendance at a meeting or in-service course. However, all teachers will be involved in 35 hours of CPL per year over and above the working week, as required by the Teachers agreement. Each school is allocated a budget based on number of teaching staff to cover on-going activities. This budget should be subject to scrutiny by the DMR committee. Time may be reflected in WTA for completion of CPL Plan and Record.

Additional Supervised Pupil Activity

Staff involvement in additional pupil activities such as clubs, sports, trips and supported study is highly valued by pupils, parents, and the Council. Establishments should agree a mechanism to enable staff to opt in to such activities and should plan to include the activities in the establishment calendar wherever possible. Staff should discuss any issues arising with their line manager or the appropriate SMT member whenever necessary. Substantial funds will continue to be made available to assist with these kinds of activities including the purchase of equipment and materials (which may also be used for departmental, stage, unit or class purposes), subsidising trips and bringing in specialist groups such as theatre companies.

Trade Union and Professional Association Meetings

In accordance with Glasgow City Council policy, staff will have the opportunity to meet as a union or professional association for up to 3 hours each year. This time can be allocated from the WTA or take place during In-service Days.

The Head Teacher will identify time for members of the SNG to prepare for meetings when the annual discussion on working time arrangements is to take place.

DEALING WITH DIFFICULTIES ASSOCIATED WITH MANAGING WORKLOAD

The overall workload should be such as can be overtaken within the 35-hour working week. Therefore, each teacher's workload should be manageable within the indicative time allocations of the school WTA, given that these are operated within a framework of professional judgement. Using the school calendar to plan more effectively across the year will help with this.

However, where there are problems in managing workload, advice and support should be sought from a teacher's line manager, backed by evidence from the member of staff. The line manager would then give advice or arrange for further support as appropriate. If a member of staff is dissatisfied with the outcome of the discussion with the line manager, then the line manager should advise the teacher to take the concern to the next relevant senior member of staff and should advise the more senior member of staff that this may happen.

If the matter is still unresolved at this stage, then the member of staff may decide to use other existing procedures such as the grievance procedure. General difficulties in the operation of an establishment agreement should be referred to the SNG for discussion. If the general difficulty cannot be resolved at school level, then the SNG may refer it to Joint Secretaries of the LNCT.

"SIGNING OUT" ARRANGEMENTS

The references in "A Teaching Profession For The 21st Century" to signing out are as follows: Section 2: Conditions of Service, Paragraph 2.2, Working Hours: Working Week: "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 line manager of their intention in this respect;"

Annexe D: Code of Practice on Working Time Arrangements for Teachers: "If a teacher is not required to be on the 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." In view of the wording above, teachers in Glasgow City Council wishing to exercise their right to "sign out" should be able to do so. Establishments

should have clear agreed arrangements within these parameters of "A Teaching Profession for the 21st Century".

SHARED EVALUATION OF COLLEGIATE WORKING

Evaluation of collegiate working of WTA and wider collegiality at establishment level should sit within the Quality Assurance and Improvement process and be linked to the Quality Assurance calendar. Details of this can be found on [here](#).

The LNCT will continue to monitor WTAs and SIPs in link with requests from SNCT via an annual random sampling exercise. To aid this establishments should send their WTA, establishment calendar and SIP to the joint Secretaries as per details on timeline (Appendix 1). Establishments are asked to only submit the forms to be found in Appendix 2 as their WTA. This has been amended to reflect the changing approaches in establishments. An exemplar has been provided (Appendix 3)

The SNG should also indicate on this template where they will be reviewing workload and tackling bureaucracy. I have included this in response to request from HTs and others but know that it might make the format time sensitive.

Appendix 1

Timeline for Negotiating WTA, SIP, Establishment Calendar

Prior to Spring break	<ul style="list-style-type: none"> Review of the working time arrangements for the current session (HT discussion with school union representative[s]) Identify any strengths or weaknesses in current arrangements. The process should be one in which good practice and strengths should be built upon for the following year's agreement 	SIP evaluations and development on-going
Within first week of the summer term	<ul style="list-style-type: none"> Head Teacher discussion with school union representatives. Following this, the main staff representative will be identified or the negotiation team confirmed or established and arrangements made for the timescale and process at school level 	
Before end of April	<ul style="list-style-type: none"> Head Teacher to arrange time for school negotiation team to meet. Staff representatives will arrange to discuss with the branch the branch's negotiating proposals. representatives will meet to develop the parameters/ proposals for reaching a school agreement 	
First week in May	<ul style="list-style-type: none"> Negotiation process to be convened. Proposals to be tabled from each side. If necessary, set a programme of meetings for negotiation team to meet with management. 	
May	<ul style="list-style-type: none"> Negotiation period 	SIP priorities/activities shared with staff to allow for appropriate time resources being considered as part of WTA negotiations
End of May	<ul style="list-style-type: none"> Head Teacher to arrange a full staff meeting to convey the recommendations from negotiators on a school agreement. If possible, use INSET day. Branch meetings to take place. The Working Time Agreement for the following session would be signed off by the Head Teacher and an appropriate member of the negotiating team. 	
By mid-June	<ul style="list-style-type: none"> Agreements/Non agreement communicated to Education HQ and Trade union local secretaries Submitted WTA should be on attached template LNCT, through the joint secretaries meet to consider the position across the authority If no resolution is agreed by 24 June the arbitration process will be arranged by LNCT. 	SIP and Establishment calendars send in alongside WTA
August	<ul style="list-style-type: none"> Process concluded at local authority level. Onward referral to SNCT/Joint Secretaries if no resolution is agreed. Status quo ante to be put in place pending national resolution 	

Appendix 2 Establishment WTA Template

School:

Activity	Hours across year
Planning (including timings for strategic, ASN, any other additional planning out with personal time)	
Assessment (including all aspects of formal assessment which would not normally be covered by personal prep time)	
Reporting (including all forms of reporting to parents, other agencies)	
Meetings (including whole school, department, business, SIP)	
Professional Learning (including time for PRD, additional CPD to 35 hours personal, time for SIP which is not a meeting)	
	3
Quality Assurance (including time for tracking, monitoring, review of SIP)	
Other aspects not covered above (including extra curricular,	
	1

Total	195
Areas of work in school where Tackling and Bureaucracy and Reducing workload will be considered	
Please ensure this template is signed off by HT and Union Reps	
Head Teacher:	
Union Rep:	

Appendix 3

Exemplar of Completed WTA Template School:

Activity	Hours across year
Planning (including timings for strategic, ASN, any other additional planning out with personal time)	
Termly Plans	40
WAPs	10
Planning for focus weeks	4
Additional prep, correction time	10
Assessment (including all aspects of formal assessment which would not normally be covered by personal prep time)	
Reporting (including all forms of reporting to parents, other agencies)	
Parental Meetings (3 during year, each end on, 2 hours for meetings, 1.5 hours for planning)	
Written reports to parents – end of year – one per pupil	
Meetings (including whole school, department, business, SIP)	
Whole school business meetings	
Professional Learning (including time for PRD, additional CPD to 35 hours personal, time for SIP which is not a meeting)	
PRD – prep for review meeting, meeting with reviewer, time to complete paperwork	3
Professional Learning related to SIP priorities	
Quality Assurance (including time for tracking, monitoring, review of SIP)	
Departmental tracking and moderation meetings	
Review of SIP and WTA – twice a year	
Other aspects not covered above (including extra curricular,	
Trade Union Meetings – 2 meetings a year held during Inset days so 1 hour from WTA to meet	1

Total	195
Areas of work in school where Tackling and Bureaucracy and Reducing workload will be considered	
When reviewing forward plan documents as part of SIP we considered how effective they were in ensuring T&L met but also considered how they could be reduced to take account of Workload.	
Please ensure this template is signed off by HT and Union Reps	
Head Teacher:	
Union Rep:	

Enter hours per activity	Week		Aug				Sept				Oct				November				December				January				February				March				April				May				June					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43					
Week began	7	14	21	28	4	11	18	25	2	9	23	30	6	13	20	27	4	11	18	1	8	15	22	29	5	12	19	26	5	12	19	26	16	23	30	7	14	21	28	4	11	18	25					
Week began day (if app)	Fr						Tu												Th										*						Tu			*	Tu			*						
add p l c																																																
par. meet																																																
staff meet																																																
reports/recs																																																
forw. plan																																																
form. ass.																																																
PRD																																																
curric. dev.																																																
pupil act.																																																
CPD																																																
TU meet																																																
other flex																																																
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Reports Deadline																																																

Notes

Indicative Hours entered above should be evidenced from professional audit derived from precedent/professional judgement of teachers of hours required to complete tasks
No greater than total of 5 hours in any given per week (Control measure only Total for year = 195 hours)

indicates no planned collegiate activities

* indicates short week with Wednesday, Thursday or Friday holiday

Fr, Th, Tu, W indicates start day in shorter working week

Note In Secondaries It may be useful to use colour fill (different standard colours) for activities relating to specific year group

5 December 2016

JS/16/69

Dear colleague

Teacher Workload

At the SNCT meeting on 5 October 2016 the SNCT considered a report relating to the 2015/17 Pay Agreement. This report is appended and should be considered as part of your LNCT's ongoing work on tackling teacher workload and excessive bureaucracy.

The SNCT also agreed to circulate What to Do/What to Avoid drawn from Education Scotland's, Curriculum for Excellence – A Statement for Practitioners from HM Chief Inspector of Schools (August 2016).

Finally, LNCT's should be taking account of the Education Scotland report, Review of Local Authorities' Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools. This can be accessed on the Education Scotland website.

Yours sincerely

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

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