



Workload Reduction

— Your School Branch Plan —

This advice note should be read in conjunction with the EIS advice on workload, including sector specific advice, and with any relevant local agreements on workload and working time.

The Stand Up for Quality Education campaign is committed to reducing teachers' workload; a key aim is to do so by facilitating greater teacher empowerment and teacher agency.

This approach has support from the Scottish Government and Education Scotland as they are also committed to reducing excessive teacher workload, freeing up teachers to focus on what is important - teaching and learning.

Essential Principles

To ensure a healthy, safe, and manageable workload these overarching principles must apply:

- Schools should be collaborative and collegiate, enabling staff to lead, and co-creating a supportive and empowered culture.
- A culture of empowerment enables teachers to exercise control over workload and to have an effective voice in determining priorities based on what makes the most difference for learners in their context.
- An active, confident, and participative union branch gives our members confidence, practical solutions, and professional agency.

Key Aim – To Reduce Excessive and Unnecessary Workload

Identification – Understand and identify key workload drivers as a branch. (This is not an exhaustive list – your school, your list).

- School Culture
- WTAs and the Teacher's Contract
- Forward & Curriculum Planning
- School Assessment Processes
- SQA-related workload, including new/amended National Qualifications/ Courses/ Assessments
- Timetabling
- Tracking, Monitoring and Recording Pupil Progress
- Meetings with & Reports to Pupils' Families
- Self-Evaluation & School Improvement Planning (SIP)
- GTCS Professional Update
- New or Updated Policy Initiatives
- School Staffing and Management Structures
- Pupil Behaviour Management
- Reporting and Supporting Staff & Pupils after Violent and Aggressive Incidents - including the use of Risk Assessments
- Procedures, Paperwork and Liaison in relation to Supporting Pupils with Additional Support Needs

Actions – Key actions and routes to address areas of identified excessive workload:

- Establish an EIS Branch Committee to progress workload audits, WTAs and other campaign actions
 - Understand your school's WTA in the context of the overarching LNCT agreement on Working Time Agreement (WTA). All schools are sent copies of the agreement. The Headteacher and the Rep should have copies. If not, request a copy from your LA Secretary and share it with members.
 - Attend LA training sessions on WTAs or arrange school EIS awareness-raising sessions.
 - Ensure branch and negotiating meetings are planned in good time to discuss and negotiate your WTA.
 - Use the collective union process, LNCT agreement and EIS advice to prioritise where you wish to negotiate reductions and streamlining in workload, based on evidence gathered by the branch through workload audits and review, which should feature realistic calculations of the amount of time that tasks actually take to complete.
- Once the Branch has identified areas of work to be streamlined, your Rep will arrange a meeting with your Headteacher to progress the issues raised.
 - Don't only highlight the problems but identify potential solutions. Collective trade unionism has solution-based negotiating at its core.
 - All planning must focus directly on enhancing the learning and teaching that takes place in the classroom. When asked to complete paperwork or other activity which does not directly or strongly enough relate to improving learning and teaching, challenge this along with your colleagues.
 - Use your EIS contacts:
 1. Other EIS Reps in your cluster or Local Association.
 2. Your EIS Organisers are there to help you, use them **www.eis.org.uk/contacts/organisers**
 3. Your EIS Local Association Officials **www.eis.org.uk/contacts/localassociation**



Act Now! Act Together! Take Control of Workload