

SECTION 4

GUIDANCE ON CHANGES TO THE DOCUMENT RESULTING FROM THE NATIONAL AGREEMENT

1. This section of the guidance relates to the changes to the School Teachers' Pay and Conditions Document (the Document) relating to the National Agreement. It has been agreed and endorsed by the signatories to that Agreement, who believe that the changes will help to reduce teacher workload and raise standards by freeing teachers to focus on teaching and learning. The signatories are committed to keeping the implementation of all aspects of the National Agreement under review.
2. The guidance refers both to contractual changes that have already been put in the Document in 2003 and 2004 and to those that will come into force in September 2005 (contained in Annex 6 of the Document). Schools are encouraged to work towards these changes as far as possible in advance of their statutory introduction. The publication of the future amendments and associated guidance will assist them in achieving that aim.

2003 CHANGES

ADMINISTRATIVE AND CLERICAL TASKS

Purpose of the provisions

3. Teachers should have support so that they can focus on teaching and learning and expect that administrative and clerical processing will normally be done by support staff and/or through more effective use of ICT. These provisions will ensure that teachers cannot routinely be required to undertake administrative and clerical tasks.
4. The contractual changes apply to all teachers at a school, including teachers on the leadership spine and ASTs whether on permanent, fixed term or temporary contracts and to teachers on part-time contracts.
5. The contract for headteachers has never contained a duty to perform this type of task. However, some headteachers have often felt obliged to undertake such work. This is a distraction from their leadership role - they should identify and delegate any tasks which should stop, or be more appropriately carried out by members of the school support staff.

Defining administrative and clerical tasks

6. Some administrative tasks are straightforward – filing pupil records, recording absence data and collecting money. Others, such as administering examinations, ordering equipment and compiling and submitting bids require more expertise, but not necessarily that of a qualified teacher.
7. Many activities in schools require a mixture of professional and administrative input. For example, writing reports on pupils' progress requires the expertise of a qualified teacher. But that expertise is **not** required for many of the processes involved

in producing the report - for example, “topping and tailing” reports or collating them either manually or using an ICT-based system. These elements should not routinely be done by teachers.

8. For the purposes of paragraph 65.12.3, the key tests for any task currently undertaken by teachers must be:

- a. Does it need to be done at all?
- b. Is the task of an administrative or clerical nature?
- c. Does it call for the exercise of a teacher’s professional skills or judgment?

9. If the answers to a) and b) are yes and the answer to c) is no, then the task should be transferred from teachers. The list at Annex 5 contains a number of examples. It is not intended to be exhaustive.

“Routinely required”

10. Tasks do not have to be done on a daily basis to be classed as routine. Many tasks, such as collating reports, may only be done once per year - this would still be classed as routine.

11. Schools will need to review their administrative systems and provide appropriate support for teachers. It will also be important that teachers make good use of that support. This may require improved organisation of administrative activities by all school staff – it would be unreasonable, for example, for a teacher to ask for large bulk photocopying jobs to be done immediately before a lesson. Schools must ensure that the administrative system in place is robust enough to meet the needs of the remodelling agenda and is clearly understood by both those who use it and those who provide it.

12. The changes reflected in these legal provisions are not mechanistic or about narrow issues of job demarcation. They are about teacher time being more exclusively devoted to high quality professional teaching tasks.

13. Consequently, teachers should not be given the option to “choose” to continue doing administrative and clerical work. It is not an appropriate use of teacher time. Head teachers will need to ensure that administrative and clerical tasks are transferred from teachers, even where this involves a difficult adjustment for some teachers. Teachers’ professional responsibilities are paramount and, in order to achieve the objective of raising standards and tackling workload, they must spend a larger proportion of their working time on those responsibilities.

Teachers with management allowances for administrative and clerical tasks

14. There may be cases where teachers have management allowances for carrying out tasks that should be transferred. In such cases, and in order to justify the continued award of the allowance, the teacher will need to undertake an alternative responsibility more focused on teaching and learning or may **manage** the task he/she previously performed. In the context of the remodelling agenda the first option is the preferred one. There is no formal requirement to reach agreement on the nature of the

alternative responsibilities, although it is good management practice to seek to do so.

15. A similar process will need to be put in place for members of the leadership group whose present responsibilities include some that are of an administrative and clerical nature which should now be transferred. Removing these tasks will enable them to focus more on teaching and learning and fulfil their contractual role as defined in paragraph 59.2 in the Document. This includes: formulating the aims and objectives of the school; establishing the policies through which they should be achieved; managing staff and resources to that end; and monitoring progress towards their achievement.

16. In order to assist with the delivery of future contractual changes in the Agreement, schools will need to have freed up existing time currently spent by teachers undertaking administrative and clerical work. Where they have not already done so, headteachers must seek to resolve the residual issues in paragraphs 14 and 15 above as quickly as possible.

Reviewing administrative systems

17. Administrative systems, and specifically the tasks listed in Annex 5, should be reviewed to identify what is currently being done and who is doing it. This review will also provide the opportunity to determine if there are different ways in which tasks can be carried out or if they need to be carried out at all. Alternative arrangements will need to be made for any administrative task currently being carried out by a teacher, which does not require their professional skills or judgement.

18. In transferring administrative and clerical tasks to support staff, headteachers should have regard to the suitability of the task to the member of staff's current role; whether sufficient time is available or could be freed up; whether additional training is needed; and any implications for pay and grading. Any revision of job descriptions should normally be agreed between the headteacher and the member of staff. An extension of working hours must be by agreement.

19. Where the need for additional staff is identified, headteachers may wish to take the opportunity to consider whether the new post could embrace a number of the facets of extended support staff roles identified in the Agreement. Many schools have also benefited from the creation of specific specialist roles such as health and safety officers, examination and timetabling officers, attendance clerks and technical support staff. Small schools may wish to consider whether for certain tasks a post could be shared with a neighbouring school or schools.

20. Experience suggests that support staff will become more efficient in undertaking administrative tasks than teachers, not just because of the better division of labour, but because for them these tasks will be a primary function, rather than an unwanted distraction from teaching and learning.

Management

21. Managing the work of other staff (paragraph 65.11) must not include routinely seeking or giving advice on contractual issues such as pay and conditions of employment. There is no requirement in the Document on teachers to provide such

advice. These matters should be referred to the individual with specific responsibility for personnel issues and/or the employer.

22. Teachers have a duty to direct and supervise the work of support staff, including in particular those undertaking teaching and learning activities. However, it should not automatically follow that they are required to undertake formal aspects of their line management. Many schools will see it as appropriate and good practice for this role to be undertaken by a more senior member of support staff.

WORK/LIFE BALANCE

Purpose of the provisions

23. All teachers and headteachers should enjoy a reasonable work/life balance. The Document has been amended to reflect this. Similar changes will also be incorporated, subject to Parliament, into Governing Body regulations to be amended later.

Implementing work/life balance

24. Work/life balance is about helping teachers combine work with their personal interests outside work. It can help to recruit and retain better motivated staff through giving them greater control of their working lives and a stronger sense of ownership. A school that is committed to work/life balance:

- recognises that effective practices to promote work/life balance will benefit both teachers and pupils;
- highlights the joint responsibility to discuss workable solutions and encourages a partnership between individual teachers and their line managers;
- develops, monitors and evaluates appropriate policies and practical responses that meet the specific needs of the school, having regard to fairness and consistency; valuing teachers for their contribution to raising standards, not their working pattern;
- communicates its commitment to work/life balance to its staff;
- demonstrates leadership and encourages senior managers to lead by example.

25. Employers have a duty to employees at common law and a legal duty under health and safety legislation, including the Health and Safety at Work Act 1974 and related legislation and the Working Time Regulations 1998. In addition, four new provisions have been made to encourage schools to develop effective work/life balance strategies:

- Additional hours for classroom teachers over and above the annual 1265 must be reasonable;
- For those teachers (deputy and assistant headteachers, ASTs and fast-track teachers) not covered by the 1265 annual limit on directed time, overall hours should be reasonable;

- Head teachers must have regard to the desirability of all teachers at the school (including himself and other members of the leadership group) being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work;
- To the extent that headteachers direct their own work, they are covered by the provision above. However, in addition to these, regulations (to be amended) will include a similar obligation on the governing body, which will help to ensure that the headteachers are not required to work unreasonable hours and can achieve a reasonable work/life balance.

26. These changes are part of a wider commitment to secure downward pressure on excessive hours worked in schools over the next four years, with progressive year on year reductions from the current level of some 52 hours per week during term-time. Overall teacher hours will continue to be monitored by the Office for Manpower Economics on behalf of the School Teachers' Review Body on an annual basis.

27. Individual schools will face varying degrees of challenge in achieving this objective. A number of other strategies will support headteachers and governing bodies. These include:

- The revision of circulars 2/98 and 22/98 to deal with non-contractual provisions such as the conduct and frequency of meetings. This will assist in tackling teacher workload and unnecessary bureaucracy at school level;
- The change management programmes in England and Wales, including advice and guidance from the new National Remodelling Team in England, where schools will also be able to call on the support of a network of local facilitators / advisers;
- The operation of the Implementation Review Unit, and similar arrangements to be established in Wales, which will make a concerted attack on unnecessary paperwork and bureaucratic processes for teachers, headteachers and all who work in schools.

28. Effective preparation is essential before introducing work/life balance policies. Head teachers should consider how best to take this forward. Consultation with staff and trade union representatives could also aim to develop agreed strategies and procedures for implementation. It is essential to communicate new policies effectively, perhaps through INSET days or the inclusion of work/life balance in staff reviews and appraisals.

29. Maintaining effective work/life balance will require on-going monitoring and evaluation of work pressures. Some teachers will find it difficult to "let go" of work – headteachers will need to take steps to ensure that such issues are addressed and resolved with the teacher concerned. It is not in the pupils' interest for teachers to be working excessively long hours.

LEADERSHIP AND MANAGEMENT TIME

Purpose of the provisions

30. Members of the leadership group need time to focus on their leadership responsibilities and be supported in leading the reform agenda and managing change in their schools.

31. Many teachers outside the leadership group also have some form of leadership and management responsibility, including those of subject leaders and coordinators, heads of departments or faculties, ASTs, special educational needs co-ordinators and initial teacher training mentors.

32. Teachers with leadership and management responsibilities are now entitled, as far as is reasonably practicable, to a reasonable allocation of time within school sessions¹ to support the discharge of their responsibilities. This is in addition to the contractual provisions on work/life balance and guaranteed planning preparation and assessment time (PPA), which will be introduced from 1 September 2005.

33. The provision for leadership and management time will apply to all teachers at the school with leadership and management responsibilities, whether employed on permanent, fixed term or temporary contracts. It also applies to teachers on part-time contracts.

34. Head teachers will also be legally entitled to a reasonable allocation of leadership and management time as a result of this and other amendments. These make it clear that leadership is one of the core duties of a headteacher and that they should be involved in teaching to such extent as may be appropriate having regard to his leadership and other functions and duties. In addition, provision for dedicated headship time will be introduced from 1 September 2005.

Implementation

35. Given the varying nature and extent of responsibilities held by teachers, it is difficult to identify a formula for the amount of time which might be appropriate for each responsibility. This is a matter for the school. However, this, and the nature of the contractual provision, will be kept under review as the remodelling agenda progresses and as the future resource position becomes clear.

36. The provision of leadership and management time is intended to be a contribution to the time needed to discharge the relevant responsibilities. Subject to that qualification some time for leadership and management must be allocated within school sessions, taking account of the nature and extent of the responsibilities of each member of staff and the management structure of the school. In order for the time to be meaningful, it should not be allocated in short blocks, for example ten to twenty minutes here and there.

¹ The Education (School Day and School Year) (England) Regulations 1999 state that "every day on which a school meets shall be divided into two sessions which shall be separated by a break in the middle of the day" and that "at least 380 sessions shall be held at a school during any school year". Under SI1999/2255 heads are required to inform parents of "the times at which each school session begins and ends on a school day".

37. The Document requires cover to be allocated on an equitable basis. While leadership and management time may be used for cover within the contractual limits effective from September 2004, it should not be used disproportionately.

38. Time for leadership and management is likely to be identified using one, or a combination, of the following strategies:

- Existing non-contact time already allocated specifically for that purpose;
- A proportion of existing non-contact time, originally allocated to support a variety of tasks, including leadership and management responsibilities;
- Re-designation of some or all of the non-contact time previously allocated to support a variety of tasks, including those which do not require the professional expertise of a qualified teacher and should be transferred to appropriate support staff;
- The release of teachers from pupil contact time which does not involve teaching. This includes pupil supervision, registration, attendance at assemblies and other similar tasks that can be carried out by appropriate support staff. Where appropriate, this should be in accordance with the provisions of the regulations and guidance made under section 133 of the Education Act 2002.

39. Some schools, particularly in the primary sector, do not currently provide time for leadership and management responsibilities within school sessions. In such cases, where there are demonstrable difficulties in allocating all the time considered reasonable to support leadership and management responsibilities by September 2003, schools must identify an initial allocation of time (i.e. not no time at all) and plan to ensure that the allocation is increased to the amount of time considered reasonable as soon as possible and certainly no later than September 2005.

40. Schools should ensure that whatever is done now in relation to the provision of leadership and management time will be sustainable once guaranteed PPA time takes effect in September 2005.

No detriment

41. Where teachers already have timetabled non-contact time for leadership and management responsibilities, which is unaffected by the contractual change relating to administrative and clerical tasks, the amount of time should not be reduced as a result of the implementation of the contractual changes relating to leadership and management time.

ASSIGNED TEACHERS

Purpose of the provisions

42. These changes are related to regulations made under section 133 of the Education Act 2002 and accompanying guidance. They are designed to protect the

role of the qualified teacher and prevent job substitution. They should be read in conjunction with the regulations and guidance.

43. The regulations clarify the respective roles of qualified teachers and other staff in schools, and specify circumstances under which certain kinds of staff without qualified teacher status (usually support staff) may carry out 'specified work' related to teaching and learning, including requirements for appropriate supervision of support staff by a qualified teacher.

44. The changes to the Document place a duty on headteachers to ensure that each class or group timetabled for core and foundation subjects and for religious education has a teacher assigned to teach it. The assigned teacher is responsible for the progress of the pupils in the class/group over the course of the academic year. Assigned teachers may be assisted in their work by other teachers deployed on the timetable to take that class/group for particular activities or lessons and by support staff, some of whom will carry out 'specified work'.

45. Paragraph 4 of Schedule 2 of the regulations concerns the appointment of instructors – person with special qualifications or experience or both. In circumstances where there is no qualified teacher, or trainee on the Graduate, Registered or Overseas-Trained Teacher Programmes available for an appointment, the body which normally appoints staff in the relevant school, either the LEA or Governing Body, may appoint an instructor, provided that they have made the necessary judgement as to the instructor's qualifications and experience.

2004 CHANGES

COVER

Purpose of the provisions

46. Cover for absence is not an effective use of the time of teachers at a school. In the past, many teachers have borne a heavy burden of cover for absent colleagues, but this should be increasingly unusual. Schools should be providing downward pressure on cover, before and after the introduction of the contractual change, to achieve the objective in the National Agreement that teachers at a school should only rarely cover for absent colleagues.

Definition of absence

47. Absence occurs when the teacher normally responsible for teaching a particular class is absent from the classroom during the time they have been timetabled to teach. The absence could be for a variety of reasons, including internal and external activities as well as sickness. It could be short- or long-term. All absence needs to be carefully managed to minimise the impact on teaching and learning for the pupil.

48. From 1 September 2004, two new contractual changes on cover come into effect:

- a limit on the amount of cover that can be provided by an individual teacher; and

- an amended duty for headteachers to ensure that cover for absent teachers is shared equitably among all teachers in the school (including the headteacher), taking account of their teaching and other duties and of the desirability of not using a teacher at the school until all other reasonable means of providing cover have been exhausted.

49. Schools should, as far as possible, work towards compliance with these changes prior to their statutory introduction in September 2004.

50. The contractual changes apply to all teachers at a school, including teachers on the leadership spine and ASTs whether on permanent, fixed term or temporary contracts and pro-rata to teachers on part-time contracts. A similar amendment to paragraph 57.23 also ensures that headteachers are covered by the contractual limit.

51. Work is currently underway to establish the likely impact of the contractual limit and to agree the process and timescale for achieving the objective that teachers at a school should only rarely cover for absent colleagues and interim targets towards achieving this.

Reducing the burden of cover

52. From 1 September 2004, each individual teacher has a 38-hour limit on the amount of cover he/she can be required to do in each academic year. This limit must not be exceeded. No weekly or termly limit within the 38 hours is identified within the contractual limit. However, headteachers should seek to ensure, as far as practicable, an even spread of cover throughout each term.

53. All cover for absence undertaken by teachers at a school counts towards the limit. The Document requires cover to be allocated on an equitable basis. Where schools designate on the timetable non-contact periods specifically for cover these must count towards the 38 hour limit on the occasions when they are used. Leadership and management time can also be used for cover but should not be used disproportionately. The time used counts against the limit.

54. The guaranteed PPA time of teachers at a school will form part of the legal conditions of employment from September 2005 and cannot be used for cover.

55. Where schools are currently, regularly and significantly exceeding 38 hours, they will need to begin to plan and implement strategies for reducing cover in advance of the introduction of the contractual change.

Gained time

56. During the academic year, particularly in the summer term, teachers who take examination classes/groups are often released from some of their timetabled teaching commitments as a result of pupils being on study or examination leave. Such time is known as gained time.

57. There are activities directly relevant to teaching and learning for which it would be appropriate and desirable to use gained time and which it would be reasonable for a

headteacher to direct teachers to undertake. An agreed list of these activities is listed below:

- Developing/revising departmental/subject curriculum materials, schemes of work, lesson plans and policies in preparation for the new academic year. This may include identifying appropriate materials for use by supply staff and/or cover supervisors;
- Assisting colleagues in appropriate, planned team teaching activities;
- Taking groups of pupils to provide additional learning support;
- Supporting selected pupils with coursework;
- Undertaking planned activities with pupils transferring between year groups or from primary schools;
- Where the school has a policy for all staff to release them for CPD during school sessions, gained time may be used for such activities.

58. If teachers are directed to cover during gained time, it must count towards the 38-hour limit.

Exam invigilation

59. By September 2005 schools will need to have made arrangements to transfer the task of invigilation from teachers to appropriate support staff. During the period up to 2005, while schools are working towards the transfer, there may be a need to continue to use the gained time of some teachers for invigilation.

Educational visits

60. Educational visits are planned activities. Where teachers are absent due to participating in such activities, the absence is most appropriately covered by supply teachers or by using cover supervision. If a teacher at the school is used to cover for such an absence the amount of cover will count towards the limit.

61. Where a teacher acquires non-contact time in the timetable as a result of a class or group they would normally have taught being absent on an educational visit, then the guidance for gained time above should apply. Activities to be undertaken by teachers in such gained time must be planned well in advance of the visit.

62. The extended roles for support staff, which are an integral part of the remodelling agenda, provide the opportunity for schools to consider the use of appropriate adults, other than teachers, to undertake educational visits.

Exceptions

63. The only exceptions to the application of the contractual limit are teachers employed wholly or mainly to undertake cover.

No detriment

64. The amount of cover undertaken by teachers currently varies from school to school. There may also be minor variations for individual teachers from year to year.

65. In some schools teachers already do considerably less than 38 hours, while in others they do significantly more. Where the burden of cover is already less than 38 hours, no steps should be taken in advance of the introduction of the contractual limit which would result in a worsening of current working conditions. Once the limit has been introduced it is not appropriate for schools to seek to increase the amount of cover to the limit.

Strategies for managing cover

66. Absence needs to be dealt with in a managed way to ensure that all possible steps are taken to enable pupils to continue to learn in spite of a teacher's absence. The strategies for managing cover will need to take account of the type of absence. For example, long-term sickness, or maternity leave, will be more predictable and, therefore, more manageable than sudden illness. In order to protect pupil standards, longer-term absences should normally be covered by a qualified teacher.

67. Schools have a range of options for providing cover, including through supply teachers, higher level teaching assistants, cover supervisors, "floating teachers" employed for the purposes of cover, and, where other options have been exhausted, teachers employed at the school (within their contractual limit of 38 hours).

Supply teachers

68. Supply teachers can be used to cover for all types of absence. Where supply teachers are providing cover, they must, as far as reasonably possible, be actively teaching and not mainly supervising pupils.

69. It is also important that they are managed properly and effectively, with regard to their teaching and developmental needs. They should have appropriate access to CPD to maintain their standards of subject knowledge, pedagogy and behaviour management skills.

70. Schools are encouraged to adopt good practice in the use of supply teachers. These include:

- careful induction into the school using materials that are matched to their period of employment;
- the provision of simply structured and clearly explained medium-term and short-term plans that also define the teaching expectations, the resources to be used, the demands that should be made of the class and the homework that should be set;
- the provision of information about the abilities and prior attainment of the pupils

in the class;

- effective management so that all involved understand what is required and the professional standards that must be met.

These measures were identified in an OfSTED report on schools' use of temporary teachers (December 2002).

71. Schools will also need to have regard to the Part-Time Workers' Regulations which in certain circumstances may apply to supply teachers. Those who are not casual (i.e. not employed on a day to day basis) have, under these regulations, an entitlement to pro-rata terms and conditions enjoyed by other teachers at the school. This would include access to CPD enjoyed by teachers at the school.

Cover supervision

72. Cover for short-term absences may be provided by persons who are not qualified teachers. To the extent that, during the period of cover, such persons are involved in specified work, they should operate subject to the regulations made under section 133 of the 2002 Act and accompanying guidance. Many schools currently employ such staff on a casual as required basis. In future, a permanent arrangement is likely to be more manageable and effective.

73. Those providing cover supervision may be existing members of staff whose job description has been reviewed in accordance with the first joint guidance note issued by the Workforce Agreement Monitoring Group (April 2003) or they may be new staff appointed on contracts which have a defined range of appropriate administrative or support tasks, but which include cover as one of their key functions.

74. The headteacher will need to ensure that any persons used in this way have been appropriately trained, particularly in pupil behaviour management. Such training is essential if those responsible for cover supervision are to make a real contribution to reducing the burdens on teachers.

75. Cover supervision is particularly valid where work has been set, or where pupils are able to undertake effective self-directed learning, for example within an ICT Learning Centre in a school. Strategies should be devised to ensure that the arrangements for providing appropriate work for pupils who are being supervised do not place excessive additional burdens of planning, preparation and assessment on teachers. This could include developing banks of appropriate material and/or attaching a cover supervisor to a year band, department or faculty to enable them to, for example, support the teachers in administrative tasks and to be involved in the planning and preparation of cover when necessary.

Higher level teaching assistants

76. The primary function of higher level teaching assistants is to support and assist qualified teachers. They may be deployed as one of the strategies schools choose to release teachers for guaranteed PPA time, provided that they carry out work specified in the regulations made under section 133 of the 2002 Act under the direction and

supervision of a qualified teacher.

77. In addition, they may be used for short-term cover, but headteachers would need to balance their use in this way against the educational desirability of regularly removing them from planned activities with the teachers to whom they are normally assigned.

Maintaining a record of cover

78. The member of the support staff administering the cover arrangements should keep a record of the amount of cover undertaken by each teacher. It would also be advisable to maintain records of cover undertaken by other staff whose contract and job description specifies that a proportion of their time will be available to provide cover supervision.

2005 CHANGES

EXAM INVIGILATION

Purpose of the provisions

79. Invigilating examinations is not a productive use of teachers' time. From September 2005, teachers will no longer routinely be required to invigilate external examinations (e.g. National Curriculum tests, GCSE and AS/A2 examinations). Schools should work towards these changes and maximise the use of support staff as external examination invigilators prior to the contractual change.

80. Teachers may, however, be required to conduct practical and oral examinations in their own subject area and to undertake the preparation of pupils and those aspects of assessment, recording and reporting associated with external examinations which require the professional input of a qualified teacher.

81. Teachers may also be required to supervise internal examinations and tests where these take place during their normal timetabled teaching time. However, if a school reorganises the timetable for 'mock' examinations to replicate the public examination process then teachers should not be required to invigilate.

82. The principle underpinning the change is that invigilation does not require a teacher's professional expertise. In this context, it is a reasonable expectation that a teacher should be present at the beginning of an external examination in their subject area to check the paper and to ensure that there are no problems with it. Those invigilating the examination should be made aware of the procedure for dealing with emergencies and for contacting a teacher in the subject area under examination should any candidate raise a concern or problem with the paper which requires their professional judgement. It may also be appropriate for a teacher to be present at the end of an external examination to ensure its efficient conclusion.

83. None of these tasks constitutes invigilation and all of them require a teacher's professional expertise. When carrying out such tasks, teachers should not be expected to stay in the examination hall/room for any longer than is necessary to perform the

task.

GUARANTEED PLANNING, PREPARATION AND ASSESSMENT TIME

Purpose of the provisions

84. The purpose of guaranteed PPA time is to relieve some of the existing workload pressures on teachers and to raise standards by providing some time for planning, preparation and assessment within the timetabled teaching day.

85. With effect from 1 September 2005, all teachers at a school (including headteachers) with timetabled teaching commitments, whether employed on permanent, fixed term, temporary or part-time contracts, will have a contractual entitlement to guaranteed planning, preparation and assessment time within the timetabled teaching day.

86. Schools will be expected to work towards the change as far as possible in advance of September 2005. This will be particularly important for schools which do not currently allocate any non-contact time for such activities.

Principles underpinning the allocation and use of guaranteed PPA time

87. The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher's timetabled teaching time. Only teaching time within a teacher's 1265 contracted hours counts for these purposes, not other forms of pupil contact.

88. Guaranteed PPA time should be provided as part of a teacher's normal weekly or fortnightly timetable. It should take place, therefore, during the school timetable (i.e. during the time in which pupils are taught at the school) and must not be bolted on before or after pupil sessions. In order for the time to be put to meaningful use by the teacher, it must be allocated in blocks of no less than 30 minutes.

89. Guaranteed PPA time must be used for planning, preparation and assessment – these duties are contained in the relevant paragraphs of the Document. The time must not be encroached upon, including by any obligation to cover for absent colleagues. It is for the teacher to determine the particular PPA priorities for each block of guaranteed PPA time, although that does not preclude them from choosing to use some of the time to support collaborative activities.

No detriment

90. The 10% guaranteed PPA time is a minimum figure. Any teacher who is already in receipt of more than this amount of time specifically for planning, preparation and assessment should not have his/her existing allocation reduced to 10%.

Implementation

91. At present, some teachers may not have a regular timetabled allocation of non-contact time. For these teachers, a reduction in teaching time will be necessary to provide guaranteed PPA time.

92. Other teachers may already receive non-contact time, some or all of which may be designated for PPA-related activities. Where additional time is needed to meet the minimum allocation for such teachers, then one, or a combination, of the following strategies will be necessary:

- A reduction in teaching time;
- Changes in the use of existing non-contact time;
- Redesignation and redistribution of non-contact time currently allocated to teachers in the school for other tasks which will transfer to appropriate support staff, such as the administration of cover, organisation of work experience and the administration of examinations.

93. From September 2005, a teacher who is timetabled to teach 20 hours out of a 25-hour teaching week must receive at least two hours of guaranteed PPA time. This time must appear on the teacher's timetable. Any non-contact time allocated for other activities (e.g. non-guaranteed PPA time, meetings, time for leadership and management responsibilities, and any time set aside to provide cover) must be additional to the guaranteed PPA time.

94. It should be noted that, in some cases, it is possible that teaching commitments will increase as a result of remodelling. For example, a teacher who currently has a reduced teaching load to enable them to carry out responsibilities that should in future be undertaken by support staff may have more time to teach once that transfer has taken place.

Use of higher level teaching assistants

95. Some schools may choose to use higher level teaching assistants (HLTAs) as one of the strategies for releasing teachers for guaranteed PPA time, providing that the headteacher is satisfied that the HLTA meets all the provisions of the regulations and guidance made under section 133 of the Education Act 2002. Where HLTAs are deployed in this way, the teacher's guaranteed PPA time must not be encroached upon. In case of problems with a class, the HLTA would need to use the school's usual referral system, in the same way a qualified teacher would in case of difficulties or an emergency.

96. In some cases, HLTAs will be deployed to release a teacher with whom they work regularly and where they are familiar with the programme of work of the class. This will help to maintain continuity and to enable the work of the HLTA to be incorporated into the teacher's normal planning, preparation and assessment cycle.

97. Other schools may deploy HLTAs in specialist roles where they have relevant expertise and/or training (for example, in sport or modern foreign languages), under the direction and supervision of a single teacher in the school. In either case, arrangements for deploying HLTAs should aim to reduce the overall workload burden on the teachers they support.

Newly qualified teachers

98. In addition to their guaranteed PPA time, newly qualified teachers will also benefit from the contractual provisions of paragraph 57.8.5 which states that teachers serving induction periods under the induction regulations do not teach for more than 90% of the time a teacher at that school who does not receive a management allowance would be expected to teach.

DEDICATED HEADSHIP TIME

Purpose of the provisions

99. Head teachers must have dedicated time to lead their schools, as well as manage them. Therefore, from September 2005, governing bodies will be expected to ensure that headteachers have dedicated headship time, having regard to resources in the school and to further national guidance that will be developed in good time before the provisions are implemented. Schools should work towards this change as far as possible prior to its statutory introduction.

Context

100. There is a distinct problem where headteachers with significant teaching loads (for example those who teach for more than 50% of the school timetable) have inadequate time during school sessions for their leadership and managerial role. Prior to September 2005, the momentum behind the remodelling of the school workforce and a number of other specific provisions that will be introduced should help, including:

- The work/life balance provisions;
- The introduction of leadership and management time and reference to the leadership function in paragraph 55 of the Document, which will effectively limit how much teaching a head can be expected to do;
- The limits on cover.

101. From September 2005 headteachers will also be entitled to guaranteed PPA time, commensurate with their teaching load.