



**Merthyr Tydfil  
and  
Rhondda Cynon Taf  
Local Education  
Authorities  
Remodelling  
Consortium**



# **Model School Policy for the Implementation of the National Agreement on Workforce Reform**

**Draft**

# **EXEMPLAR SCHOOL POLICY ON THE IMPLEMENTATION OF THE FIRST NATIONAL AGREEMENT FOR WORKFORCE REFORM**

## **Background/Rational**

Schools have been involved in a rapid period of change in recent years with significant pressures driving these changes. Government initiatives, social change, pupil assessment, budget constraints, employment legislation and technological change have all provided significant pressures on schools. As a result although standards have risen they have now reached a plateau and teacher workload has become a major issue for schools.

Nationally in recent years these issues have led to recruitment and retention problems. 30% of teacher's working week tended to be spent on tasks other than teaching. In response to this problem the DfES prepared a national agreement to help schools address the issues. This agreement affects the statutory pay and conditions document for all teachers and forms part of a social partnership between government and schools.

This policy outlines the school's approach to ensuring that the national agreement is implemented in school.

## **The National Agreement:**

The national agreement consists of the following:

September 2003: No teacher should be routinely involved in specified administrative tasks.  
Schools should have regard for the work/life balance of their staff.  
There should be dedicated leadership and management time in Schools.

September 2004: There should be a limit on the amount of cover by teachers for absent colleagues (initially 38 hours)

September 2005: Teachers should be provided with 10% guaranteed time for planning, preparation and assessment.  
There should be dedicated headship time.  
Teachers should not be involved in exam invigilation.

## **Arrangements for Phase 1 of the Agreement September 2003:**

### **a) The 24 Tasks:**

The national agreement outlined a series of tasks, which should not be routinely undertaken by teachers. Whilst we recognise that occasionally teachers may choose to carry out a task, it is the policy of the school to ensure that there is sufficient administrative provision within the school to ensure that it is not necessary for teachers to routinely undertake these tasks.

The list below indicates which tasks have been abandoned or are not applicable to the school teacher and how other tasks have been redistributed to meet the requirements of the agreement.

- 1) Collecting money - parents have been informed that all money should be sent to school in an envelope clearly indicating the child's name, the purpose of the money and the quantity of money. These envelopes will be placed in a marked container in the classroom by pupils and collected by administrative staff.
- 2) Copy typing
- 3) Producing standard letters – teachers may be required to contribute as appropriate in formulating the content of standard letters.
- 4) Producing class lists – teachers may be required to be involved as appropriate in allocating students to a particular class.
- 5) Administering teacher cover.
- 6) Chasing absences – teachers will need to inform the relevant member of staff when students are absent from their class or from school.
- 7) Analysing attendance figures – it is for teachers to make use of the outcome of analysis.  
e.g. The school has a very pro-active approach to improving attendance and punctuality. A central record will be maintained by school of pupils who are late for sessions. Where a child is late x times a letter will be sent by the school. The administrator officer will also monitor attendance but where attendance is less than 70% the educational welfare officer will follow up the issue.
- 8) Ordering supplies and equipment – teachers may be involved in identifying needs.
- 9) Cataloguing, preparing, issuing and maintaining equipment and materials.
- 10) Stocktaking e.g. Subject leaders will indicate their requirements to the administrative staff who will then ensure that it is ordered. Time will be created annually within the support staff timetables to audit and stock take existing resources.
- 11) Bulk photocopying e.g. A member of the support staff has been identified to work with each age range in the school. Time for photocopying has been timetabled. Work to be copied should indicate any special requirements and the number of copies needed.
- 12) Classroom display – teachers will make professional decisions in determining what material is displayed in and around their classroom and by whom. Provision is made for members of the support staff to carry out this work with appropriate direction. Regular time is set aside for this.
- 13) Administering examinations – teachers have a professional responsibility for identifying appropriate examinations for their pupils. (NOT ONLY APPLICABLE TO SECONDARY SCHOOLS)
- 14) Processing exam results – teachers will need to use the analysis of exam results or assessment tests.
- 15) Collating pupil reports.

- 16) Inputting pupil data – teachers will need to make the initial entry of pupil data into school management systems.
- 17) Record keeping and filing – teachers may be required to contribute to the content of records.
- 18) Managing pupil data – teachers will need to make use of the analysis of pupil data. The school maintains electronic tracking assessments for pupils. Teachers will be allocated staff meetings twice a year to input assessment. Where test results need to be inputted administrative staff will carry this out. Teachers will be required to comment upon and use the analysis of this data.
- 19) ICT trouble shooting and minor repairs.
- 20) Commissioning new ICT equipment – the school has an ICT support technician. (APPLICABLE TO SECONDARY SCHOOLS). Where staff have problems with the computers these should be report to the ICT co-ordinator who will ensure that the technician looks at this on their next visit.
- 21) Administering work experience – teachers may be required to support pupils on work experience (including through advice and visits) (SECONDARY)
- 22) Minuting meetings – teachers may be required to communicate action points from meetings.
- 23) Co-coordinating and submitting bids – teachers may be required to make a professional input into the content of bids.
- 24) Seeking and giving personnel advice – in future staff meetings and senior staff meetings could be recorded in the form of action points. This task can be completed by an administrator or senior staff member.

**b) Work Life Balance:**

Work life balance is a principle, which underpins the whole workforce reform agenda. The governing body, will ensure that, on an annual basis, there should be a review of work life balance of the senior management team of the school. In turn, the senior management team will ensure this for all staff through a continuous review of the 24 tasks, cover arrangements and PPA time arrangements and through discussing this point in performance management reviews. In this way concern for an appropriate work life balance is built into the life of the school. The governing body should acknowledge that it has a responsibility to ensure an appropriate balance is reached. It is the responsibility of the head teacher and Governing Body to devise work-life balance strategies. It is good practice to keep a record of work/life balance strategies

**c) Dedicated Time for Leadership Management:**

Teachers who are expected to carry out leadership and management tasks should have dedicated time to do this. This time is distinct from PPA time. Within our school the following people have specific leadership and management tasks to carry out.

**(Delete as appropriate)** The deputy head, assistant head, age range co-ordinator, subject leader, SENCO. The school intends to provide dedicated leadership time through release time in the timetabled day, time in assembly / registration time, directed time within the 1265 hours (*delete as appropriate*) The arrangements in school will be as follows:

**N.B. Insert your own school's position statement in relation to all of the relevant groups for example:**

The deputy head teacher will be released from their classroom timetable for ½ a day per week. In addition to this they will be involved in 1 hour directed time after school per week.

Subject leaders will be released from their timetable for appropriate amounts of time according to their stage of development in the school's monitoring, evaluation and development cycle. For subjects in review this equates to 3 days for the review period, for subjects in development this equates to 2 days in the development period and subject leaders in the maintenance phase will be released from assembly time once per half term.

The SENCO will be provided with appropriate time to process IEP's, write up referrals and reviews, amend statements or carry out classroom observations as appropriate. Some clerical tasks can be transferred to administrative/clerical support.

**Arrangements for Phase 2 of the Agreement September 2004:**

Cover for absence is not an effective use of the time of teachers at the school. The objective in the National Agreement is that teachers at a school should only rarely cover for absent colleagues.

**Definition of absence**

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 minimize the impact on teaching and learning for the pupil.

From 1 September 2004, the existing provisions on cover have been removed and two new contractual changes now apply:

- a limit on the amount of cover that can be provided by an individual teacher; and
- an amended duty for head teachers to ensure that cover for absent teachers is shared equitably among all teachers in the school (including the head teacher), 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. The contractual changes apply to all teachers at the school, including teachers on the leadership spine whether on permanent, fixed term or temporary contracts head teachers and pro-rata to teachers on part time contracts.

## **School arrangements**

From 1 September 2004, each individual teacher is entitled to 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. The school is working towards a situation where no teacher is involved in covering for colleagues except in exceptional circumstances. To facilitate this the school has taken out teacher absence insurance.

In the event of an absence due to sickness the school will employ a supply teacher from the first day of absence. The insurance policy means that from the 4<sup>th</sup> day of absence the school has additional funding for supply teacher cover. Only in exceptional circumstances will another member of the teaching staff be asked to cover part or the whole of the class for the absent teacher.

The school is working towards a situation where no teacher is involved in covering for colleagues except in exceptional circumstances. To facilitate this the school has taken out teacher absence insurance.

The school has reviewed the job description of a member of support staff to include short term cover for teacher absence. On the first day of absence the class will be taken by the support staff member and an appropriate member of the senior management team will provide guidance and support for planning.

Only in exceptional circumstances will another member of the teaching staff be asked to cover part or the whole of the class for the absent teacher.

## **Maintaining a record of cover**

The member of the support staff administering the cover arrangements could keep a record of the amount of cover undertaken by each teacher. They will also 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.

## **Arrangements for Phase 3 of the Agreement September 2005:**

### **a) Planning, preparation and assessment time**

“To achieve the demands of the next phase in raising standards, teachers will need to take a more differentiated approach to the needs of their pupils. And yet they are already doing too much of their planning, preparation and assessment (PPA) at evenings and weekends, and in isolation from each other” – Raising standards and tackling workload – A National Agreement.

Phase three of the contractual change contained within the National Agreement includes the following provision:

From 1 September 2005 all teachers must be allocated a guaranteed minimum of 10 percent of their timetabled teaching commitment for PPA.

This requirement in our school applies to teachers, floating teachers, part time teachers, NQTs, the head teacher and instructors employed as unqualified teachers.

### ***Definition of PPA time***

Planning, preparation and assessment time is to be allocated to teachers on a regular basis. Time will be allocated to individual teachers equivalent to not less than 10% of their timetabled teaching time, in blocks of not less than 30 minutes. This time will be in timetabled teaching time ie not registration / assembly. The time will be to be used at the discretion of the teachers. However, it is an expectation of staff in school that ½ termly planning will be available from the first Friday of term and weekly planning will be available to the head teacher on Monday of each week. This time is distinct from any other non-contact time and will be timetabled into the school programme and will not be changed for any reason. When the class teacher is not teaching a class it will be the responsibility of the person taking the class to deliver specified work. (see below). However, the class teacher will continue to have overall responsibility for the curriculum for the class. In the event of any disruption or problems during a lesson which is not being taken by the class teacher, the person in charge of the class must report to head teacher or member of the senior management team.

### ***Definition of specified work***

Specified work includes:

- Planning and preparing lessons and courses for pupils
- Delivering lessons to pupils. This includes delivery via distance learning or computer aided techniques.
- Assessing the development, progress and attainment of pupils.
- Reporting on the development, progress and attainment of pupils

It is desirable that all planning is available on the school IT systems. The preparation for the delivery of these plans will be the responsibility of the person taking the lesson, working in conjunction with the class teacher, as will any marking or assessment. Time must be made at least half termly to update the class teacher on pupil progress.

### ***Strategies to be employed in this academic year to create PPA time***

For the academic year 2005-6 we are employing a range of strategies to create PPA time as follows:

#### ***Examples***

- 1) A teaching assistant, who has received training and has had experience of accompanying the pupils with a teacher, will accompany pupil visits the swimming baths. A risk assessment has been prepared and discussed with the teaching assistants involved.
- 2) All classes in the school have a timetabled music lesson with a peripatetic pianist.
- 3) An HLTA, instructor or learning assistant with specialist skills will teach classes in years 3 and 4 for Art. This person has identified this curricular area as a particular strength. (See Standards Guidance on WAG Website [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk))
- 4) Sports coaches have been employed to provide sports coaching for pupils in years 5 and 6. The reorganisation of the school day has created PPA time for teachers a daily basis.

## **Contingencies**

The importance of ensuring PPA time raises a number of issues which will be resolved as follows. In the event of training days, absence, holidays and sickness PPA time WILL NOT be rescheduled. If the teacher has asked to attend a course, which occurs during PPA time this will NOT BE rescheduled. If the head teacher asks a member of staff to attend a course, which results in the loss of their PPA time, this WILL BE rescheduled. Where the member of staff enabling PPA time to be provided is absent, cover should be bought in. (In the case of teaching assistants this has been included in the absence insurance).

### **b) Dedicated time for headship**

In order to ensure that sufficient dedicated time is available for headship. The nature of working in a school environment is such that interruptions are frequent so the governors can agree that when it is expedient to do so the head teacher may choose to work from home for ½ a day per week provided that the deputy head is on the premises.

### **c) Arrangements for exam invigilation**

Guidance is available in the School Teachers' Pay and Conditions Document 2005.

## **Review**

This policy will be reviewed in the summer term on an annual basis to ensure that it accurately reflects practice in school for the following academic year.