

# ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

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SCH/SG

Dear Colleague

## **AJNCT/2 (AMENDED NOVEMBER 2009) 35 HOUR WORKING WEEK**

The nationally agreed package of pay and conditions of service for Scottish teachers "A Teaching Profession for the 21<sup>st</sup> Century" included agreement on the working week for teachers (Section 2.2).

The Agreement stated that "the individual and collective work of teachers should be capable of being undertaken within the 35 hour working week," and that "to assist the process of reaching agreement on collective time, each education establishment will put in place effective mechanisms. Such mechanisms will be determined at local authority level and shall reflect local circumstances."

In order to introduce a 35 hour week for all teachers from 1 August 2001, discussion took place in the former Joint Consultative Committee (Teachers) which led to agreement being reached on guidelines for Angus (Appendix 1) and on the pro forma for use by schools (Appendix 2).

These guidelines have been further amended and attached is a copy of an additional Appendix to AJNCT/2 (Appendix 3) which contains procedural guidance on the composition and operation of teachers' negotiating and consultative groups in Angus schools.

The guidance was approved by the Angus Joint Negotiating Committee for Teachers at its meeting on 18 November and ratified by the Staffing Sub-Committee on 26 November 2009.

Yours sincerely

**SHEONA C HUNTER  
PHILIP JACKSON**

Joint Secretaries

cc: Chief Executive  
Director of Education  
Head of Finance  
Head of Corporate Planning and  
Human Resources

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# ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

## A TEACHING PROFESSION FOR THE 21<sup>ST</sup> CENTURY

### GUIDELINES ON THE INTRODUCTION OF 35-HOUR WORKING WEEK

#### 1 INTRODUCTION

- 1.1 The recently agreed package of pay and conditions of service for Scottish teachers (the “McCrone package”) became operational in April 2001. Within that agreement is included the provision that:

*“The individual and collective work of teachers should be capable of being undertaken within the 35-hour working week.”*

- 1.2 These guidelines have been agreed between representatives of Angus Council and representatives of all teachers’ associations/trade unions recognised within the national agreement. The guidelines are based on Section 2 (Conditions of Service) of the agreement and on Annex D of the agreement, which provides staff with a Code of Practice on working time arrangements for Teachers, incorporating the following:

*“Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service. Each educational establishment will prepare an annual programme of activities, which require the involvement of teachers. In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis.”*

- 1.3 The implementation of this part of the agreement should be the subject of local negotiation leading to school-based consultation and agreement which should have due regard to school development planning procedures, the pace of change and the contributions which teachers should make in determining local and national priorities.
- 1.4 Angus Council and local representatives of teacher organisations are committed to the successful implementation of the McCrone package over the next few years. Both sides are confident that the initial challenge – the successful introduction of the 35-hour working week – will be achieved satisfactorily if all staff build on the model developed during the negotiations and ensure that all teachers exercise their *“right and responsibility to contribute to the development of a quality service.”* There are many positive aspects of the education service in Angus, not least of which is the Angus Council Teacher Staffing Standard for primary and secondary schools – a standard which has been protected by the Council since its inception in 1996 and one which should provide a sound foundation within which to implement the tripartite agreement.

## 2 GENERAL

2.1 The introduction of a 35-hour working week for all teachers will begin at the commencement of 2001/2002 school session. Until August 2004, the weekly contractual maximum class contact time for teaching staff in all sectors will be unchanged from that which presently pertains.

2.2 The tripartite agreement includes the introduction, during the phasing period, of an allowance of personal time for preparation and correction to complement the class contact commitment of each teacher; this allowance will be no less than one third of the teacher's actual class contact commitment (including any class cover time). **If a teacher is not required to be on the school premises in order to undertake certain duties\***, these duties (for example preparation and correction) 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.

\*The purpose of the bold type is to highlight the need for teachers to be available to undertake certain duties during the normal pupil day, eg Health & Safety related duties, Discipline or duties associated with other whole school/departmental needs.

2.3 The use of the remaining time (that is, time beyond the combined class contact and preparation/correction allowance) will be subject to agreement at school level and will be planned to include a range of activities, such as:-

- additional time for preparation and correction
- parents' meetings
- staff meetings
- preparation of reports, records, etc
- forward planning
- formal assessment
- professional review and development
- curriculum development
- additional supervised pupil activity
- continuous professional development.

2.4 To assist the process of reaching agreement on collective time, each school will put in place effective mechanisms. Such mechanisms will be determined at local authority level to reflect local circumstances (see Appendix 1).

## 3 NOTES ON USE OF BALANCE OF TIME DURING 35-HOUR WEEK

3.1 The use of the balance of time between the combined teaching commitment and personal allowance time (see 2.2 above) and the agreed working week of 35 hours is subject to annual consultation leading to agreement within each school, and should be planned to include activities listed in 2.3 above.

### 3.2 Additional Preparation and Correction

Over and above the minimum personal allowance it may be appropriate in certain circumstances to agree, for an individual teacher, additional preparation and correction time in acknowledgement of a particularly heavy workload.

### 3.3 Meetings/Contact With Parents

Individual schools should agree an annual programme of parents' meetings, the time allocated to each of which should normally be between 1½ hours and 2½ hours. Individual teachers should not be expected to attend parents' meetings for groups of pupils who they do not teach; similarly when an individual teacher has met all parents whom she/he is scheduled to meet then such a teacher should not be expected to remain at the meeting. In considering parents' meetings as part of a teacher's working time, time actually spent at a meeting should be increased (normally by 50%) to take account of the requirement to devote time to prepare for these meetings (exemplar Case Studies will offer further pointers). Additional time may also be agreed, in certain circumstances, for other meetings with parents, including meetings with individual parents.

### 3.4 Staff Meetings

Staff meetings should include any meeting of a group of staff, eg for whole-school, departmental, stage, cross-curricular or management purposes. Such meetings should be undertaken in a productive environment and should have clear purposes which relate to learning and teaching.

### 3.5 Report Preparation

A time allocation for the completion of pupil reports should form part of the 35-hour working week. As for preparation and correction, reports may be completed in school or at a location of an individual teacher's choosing.

### 3.6 Forward Planning

Some forward planning may require to be undertaken on an individual basis, but it is possible that much of it will feature in school as a collegiate activity. In accounting for this time, work involved in constructing the school/departmental development plan and Standards and Quality reports should be included.

### 3.7 Formal Assessment

Assessment of a diagnostic or formative nature should be considered part of a teacher's normal preparation and correction activities. However, in the case of summative assessments (eg National Tests), account should be taken of time spent on marking such assessments. In the case of "prelim" examinations in secondary schools, account may be taken of additional non-class contact time made available to teachers as a direct result of any Study Leave granted to senior pupils for the period of these examinations.

### 3.8 Professional Review and Development

It is suggested that an average of approximately 2 hours per annum be allowed for each individual Reviewee to participate in the process of Professional Review and Development, this time to include the formal Review Interview. Time should be allocated also to enable line managers to conduct the process in relation to the number of Reviewees for whom they have responsibility.

### 3.9 Curriculum Development

It is anticipated that a significant proportion of curriculum development will take place during In-Service closure days, or by means of additional resourcing; nonetheless curriculum development work is a duty contained within the tripartite agreement and some reference to curriculum development ought therefore to be included within the range of collective activities being undertaken.

### 3.10 Additional Supervised Pupil Activity

At present many teachers regularly undertake a variety of supervised pupil activities and extra duties which benefit greatly both the school and its pupils. If it is agreed that these duties are in line with school priorities, they should be formally recognised as forming part of an individual teacher's workload and added to the range of collective activities contributing to the development of learning and teaching, the provision of a quality service and the promotion of a positive ethos in each establishment.

### 3.11 Continuous Professional Development (CPD)

Detailed advice on the introduction of Continuous Professional Development as part of the tripartite agreement will be provided early in session 20001/2002.

3.12 Joint planning in schools should take place to ensure that an annual calendar of the above activities is agreed which takes account of school needs.

## **4 RELATED ISSUES**

### 4.1 Flexibility

Experience suggests that most schools should retain some time to be allocated flexibly.

### 4.2 Trade Unions/Professional Association Meetings

Reasonable time for Trades Union/Professional Association meetings should be available during the 35-hour working week or during In-Service closure days. School representatives should be given the opportunity to consult their members on issues which relate to the tripartite agreement.

### 4.3 In-School Consultative Mechanisms

To assist the process of reaching agreement on collective time, each school will put in place effective consultative mechanisms. Such mechanisms will be determined at local authority level and will reflect local circumstances. The negotiating machinery at local authority level and at national level will monitor the effectiveness of school consultative mechanisms in ensuring agreement on, and prioritisation of, teachers' working time. (see Appendix for further guidance)

#### 4.4 Annual Calendar

The spirit of the tripartite agreement emphasises a collegiate approach to planning and in particular it is believed that each school will require to devise an annual calendar and programme of activities relating to all aspects of the 35-hour working week; schools will also require to define procedures which allow individual members of staff to audit their time against the agreement on collegiate time and to prioritise and effectively manage their workload. (exemplar Case Studies will offer further clarification)

#### 4.5 Formal Annual Ratification

Each school must ensure that working time decisions are ratified annually by the head teacher and teacher representatives of the school staff. The jointly signed school agreement must be available for inspection by the Director of Education and by local trade union representatives.

#### 4.6 Failure to Agree

In the unlikely event of a failure to reach agreement within any school on any aspect of the 35-hour working week, reference should be made to the Angus Joint Negotiating Committee for Teachers.

**APPENDIX 2 to Circular AJNCT/2 (amended)**

**ANGUS COUNCIL - EDUCATION DEPARTMENT**

**35 HOUR WEEK FOR TEACHING STAFF**

Weekly Breakdown

Teaching 22½ hrs (max)  
 Preparation & Correction 7½ hrs  
 Balance available 5 hrs per week

\_\_\_\_\_ School

**Annual time**  
**39 x 5 hrs = 195 hours**

<b>Activity</b>	<b>Description</b>	<b>Agreed time</b>
Additional preparation and correction	Preparation for your teaching and ongoing correction of pupil work	
Meetings with parents	All collaborative activities involving parents including parents' evenings	
Meetings with external agencies	All case conferences, meetings with external agencies and other partners	
Staff meetings	Participation in whole school and departmental meetings, meetings of professional associations and working groups; undertaking individual collegiate tasks / management tasks	
Preparation of reports, records etc.	Recording pupil information or reporting on pupil progress	
Forward planning	Forward planning and course construction	
Formal assessment	Marking of class work, exams, portfolios etc. for test or examination purposes	
Professional review and development	Activities in relation to formal PRD process	
Curriculum development	Development of new courses or aspects of courses not taught before	
Additional supervised pupil activity	Any other formal contact with or supervision of pupils	
Continuous Professional Development	Any activity undertaken in the course of an agreed CPD plan for the year	
Other	Please specify (eg individual flexibility)	

Total \_\_\_\_\_

The above figures have been agreed for session \_\_\_\_\_

Signed (Head Teacher) \_\_\_\_\_ Signed (Teachers' representatives) \_\_\_\_\_

## Annual Evaluation – to be co-ordinated by the School Consultative Group

Teachers are encouraged to evaluate their personal workload against the generic figures agreed in their school. This will enable teachers to use professional judgement in relation to how their time is being used. It will also yield information which will feed into the School Consultative Group's annual review of the Working Time agreement.

- To what extent did this year's agreement allocate a realistic amount of time in relation to your professional responsibilities?

- Identify any area where the time required under any given heading has been significantly different from what was planned

- Do any of the headings in the current Working Time Agreement require an adjustment in agreed time for next session?

- Are any new priorities emerging that require an allocation of time?



# **ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS**

## **A TEACHING PROFESSION FOR THE 21<sup>ST</sup> CENTURY**

### **GUIDELINES ON THE INTRODUCTION OF 35-HOUR WORKING WEEK**

#### **TEACHERS' NEGOTIATING AND CONSULTATIVE GROUPS OPERATIONAL GUIDELINES**

#### **A BACKGROUND**

- A1** The Code of Practice provided in Annex D of the national tripartite agreement is expected to inform discussions about working time agreements and will “require to be supported by effective consultative arrangements at establishment level that ensure full participation by all staff in key decisions affecting the establishment”. (Annex D, para 5)
- A2** There is therefore a need for each school to have an effective consultative mechanism to enable Head Teachers and representatives of the teaching staff, drawing on locally agreed guidelines, to secure agreement about, inter alia, the use and timing of collegiate time and to monitor the effectiveness of such arrangements over a school session.
- A3** The Teachers’ Negotiating and Consultative Group (TNCG) shall have as its functions the preparation of proposals to be put to the whole teaching staff in relation to:
- (a) The balance of available time within the 35 hour week
  - (b) The development of an associated annual calendar
  - (c) Any other matters relating to the school improvement plan and workload implications thereof
  - (d) Related monitoring and evaluation procedures

#### **B COMPOSITION OF THE TEACHERS’ NEGOTIATING AND CONSULTATIVE GROUP**

- B1** The composition of the TNCG shall be the Head Teacher, one other member of the school senior management team, where appropriate, and members of the teaching staff of the school.
- B2** The size of the consultative group will vary according to the size of the school; it must be large enough to be representative, but small enough to engage in the work which will be necessary prior to seeking whole school approval of proposed arrangements.

- B3** The table below gives guidance for determining teacher representation on the TNCG as elected annually by the whole teaching staff.

<b>Total Number of Teachers</b>	<b>Number of Teacher Representatives</b>
1-5	Whole staff
6-19	3
20-39	4
40-59	5
60-79	6
80-99	7
100+	8

## **C PROCEDURAL ARRANGEMENTS**

- C1** The Group shall be elected annually in accordance with guidance in paragraph B3 subject to variation to suit the circumstances of individual schools.
- C2** It is recommended that the Chair should rotate on an annual basis (normally at the meeting prior to the summer holiday) between a member of the Senior Management Team (SMT) and a representative of the teaching staff.
- C3** The timing of meetings of the TNCG shall be agreed between the SMT representative and other members of the group. Meetings should normally take place at suitable times in the school day. At least one meeting should be held within the summer term to agree working time arrangements for the following school session; thereafter meetings should occur as and when necessary during the session.
- C4** Annual evaluations of the use of this time using the pro forma issued as an appendix to AJNCT/2 should inform and feed into the school improvement planning cycle.
- C5** Staff submissions should be sought on suggested priorities and time allocations for activities and the proposed calendar.
- C6** Agenda items shall be agreed between the SMT representative and a representative of the teaching staff. All teaching staff shall have the opportunity to submit items for the agenda. The agenda shall be issued in advance of each meeting by the Chairperson.
- C7** A minute shall be produced after each meeting and distributed to all teaching staff.
- C8** Once agreement has been reached for the following school session, it shall be signed by the headteacher and by a representative of all the teacher trade unions represented on the TNCG and ratified, thereafter, by the publication of an agreed annual calendar.

- C9** All schools shall provide a copy of their annual working time agreement to the Joint Secretaries. The Angus Joint Negotiating Committee for Teachers (AJNCT) shall be responsible for providing advice and support to schools on any matter relating to their working time agreements. The AJNCT shall also monitor the effectiveness of school negotiating and consultative mechanisms and any issues relating to workload/ working time agreements.
- C10** In the event of procedural difficulties or disagreements, advice should be sought by any party from either of the Joint Secretaries. Matters of dispute may be referred to the Angus Joint Negotiating Committee for Teachers for final resolution.