

GUIDANCE ON CHANGES TO THE DOCUMENT RESULTING FROM THE NATIONAL AGREEMENT

This guidance refers to statutory contractual changes in the School Teachers' Pay and Conditions Document relating to the National Agreement that will come into force in September 2003. It should read in conjunction with the guidance documents shortly to be produced by DfES, WAMG and the Professional Associations

- Teachers should have support so that they can focus on teaching and learning and have a reasonable work/life balance
- Headteachers and those in a leadership role should have support to perform leadership tasks and have a reasonable work/life balance

Key Questions for Schools

Have you identified the changes that the school will need to make for September?

Have you discussed the changes with all the staff in your school?

Have you discussed the impact assessment of the implications of the agreement with your Governors?

Do the support staff have sufficient time available, does additional training need to be provided and are there implications for Pay and Grading and contracted hours?

If necessary, have you considered the funding implications and the possible need to revise this year's spending priorities to meet the statutory contractual changes (since no additional money is being made available this financial year).

The Government's own guidance states "consultation with staff and trade union representatives could also aim to develop agreed strategies and procedures for implementation".

Administration and Clerical Tasks

In accordance with the new clause in teachers statutory contracts, from 1 September 2003 no teacher should routinely undertake tasks which do not require their professional skill and judgement as a teacher.

The transfer of these tasks is essential for the reduction in workload.

The key test for any task currently and routinely undertaken by teachers must be:

- Does it need to be done at all?
- Is the task of an administrative or clerical nature?
- Does it call for the exercise of a teacher's professional skills or judgement?

If the answer to the first two points is yes and the answer to point three is no then the task should be transferred from teachers to support staff.

Some tasks may be avoided altogether by applying the guidance in the DfES "Cutting Bureaucracy Toolkit" <http://www.teachernet.gov.uk/management/remodelling/cuttingburdens/toolkit/>

Teachers should not be given the option to 'choose' to continue to do administrative and clerical work. It is not an appropriate use of teachers' time. Headteachers will need to ensure that administrative and clerical tasks are transferred from teachers, even where this involves a difficult adjustment for some teachers.

The transfer of these tasks to support staff must be through negotiation and agreement, with tasks resulting in higher responsibilities leading to a review to the additional contract hours.

Work life balance

From 1 September 2003 each Governing Body has a statutory duty to have regard to the desirability of its Headteacher having an appropriate work/life balance.

Also from 1 September 2003, each Headteacher will have a statutory condition of service to have regard to the desirability of each member of the teaching staff having a suitable work/life balance.

One way to achieve a practical application of the work/life balance would be for the Headteacher to consult and agree with the staff an overall weekly limit to the number of hours worked by teachers during 2003/4.

Although the Headteacher's statutory duty to have regard to an appropriate work/life balance relates only to teachers, in the context of the Somerset County Council's aim of producing an appropriate work/life balance for all staff, we would expect Headteachers to have the same regard to the work/life balance of support staff as they will have for teachers.

All teachers and Headteachers should enjoy a reasonable worklife balance. This reform is about helping teachers combine work with their personal interests outside work.

Schools which are committed to work life balance:

- recognise that effective practices to promote work/life balance will benefit both staff and pupils;
- highlight the joint responsibility to find workable solutions and encourage a partnership between individual staff and their Line Managers;
- develop, monitor and evaluate appropriate policies and practical responses that meet the specific needs of the school, having regard to fairness and consistency; value staff for their contribution to raising standards, not their working pattern; a good example of having a direct and measurable impact on teachers workload would be to ensure that the DfES Guidance on lesson planning is implemented as quickly as possible. ("Planning Guidance" www.teachernet.gov.uk/remodelling)
The key points of the DfES guidance on Lesson Planning are: for Teachers: "For medium term planning, the QCA schemes of work contain the detail you need for each subject. It is not necessary to write things out again. QCA schemes, for example, can easily be converted into lesson plans if accompanied by post-it notes and annotations to add detail of your own" and for Headteachers: "It is important to monitor the quality and impact of Teacher's planning. This does not mean that you need to see everyone's plans each week."
- communicate its commitment to work/life balance to its staff;
- demonstrate leadership and encourage senior managers to lead by example.

Leadership and Management Time

From 1 September 2003 there is a new statutory requirement on Headteachers to provide appropriate time for senior staff to undertake their leadership and management tasks during the school day.

Employers, and Headteachers as employers, must already comply with the health, safety and welfare provisions of the Health and Safety at Work Act 1974 and related legislation and with 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, to carry out professional duties.
- 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;
- Headteachers must have regard to the desirability of all teachers (including themselves 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 later in 2003) 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.

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 teacher and should be transferred to appropriate support staff; however such re-designation should not increase workload of the teacher.
- The release of teachers from pupil contact time, which does not involve teaching.

Use of Unqualified Staff

Statutory regulations on the use of unqualified teachers and other unqualified staff (eg Learning Support Assistants) to undertake teaching duties is likely to come into force on 1 August. We will issue detailed guidance on this at the beginning of next term.

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