

**EDUCATION EMPLOYMENT SUB COMMITTEE
8 APRIL 2003**

**REMODELLING OF SCHOOL WORKFORCE
(Director of Education)**

1. INTRODUCTION

- 1.1 The Education Employment Sub Committee is asked to note the details of the National Agreement signed by the Government, the Employers and school workforce unions which is intended to both raise standards and to tackle teacher workload issues. This agreement is the starting point in a process of reform and all parties will continue to work in partnership to develop shared understandings about each step of implementation and delivery during the first phase.

2. RECOMMENDATIONS

- 2.1 The Sub Committee notes the proposals for changing the current working arrangements in schools as set out below.**

3. ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

3.1 Borough Solicitor

There are no specific legal implications arising from this report

3.2 Borough Finance Officer

The cost of these reforms will fall to be met by schools. Amounts will vary between schools, dependent on current working practices .the estimated additional cost will be determined as part of the 2004-05 budget setting process. Any additional costs arising in the 2003-04 financial year will need to be funded from within existing resources

3.3 Access Implications

No direct implication arising from this report

4. SUPPORTING INFORMATION

- 4.1 In support of the Governments goal to raising attainment in schools it entered into negotiations with employers and school work force unions to develop proposals that met concerns about teacher workloads whilst supporting the objective to raise educational standards in schools.

- 4.2 In January 2003 as a result of these negotiations an agreement was reached that set out a series of proposals that met the aims of the Government and gave school work force unions an opportunity for the improvement in the working conditions of their staff. Whilst the National Union of Teachers participated in these negotiations they did not sign up to the agreement.
- 4.3 This agreement provides for contractual changes for teachers to be made so that they can focus on their professional responsibilities, the changes relate to the following issues.
- Administrative and clerical tasks, from September 2003, teachers should not routinely be required to undertake administrative and clerical tasks, including the 24 tasks (See Appendix A for list). In addition for September 2005 teachers should not routinely be required to invigilate external examinations.
 - Work/Life balance from September 2003. Governing Bodies and Headteachers will need to ensure that their staff have appropriate workloads in support of a reasonable work/life balance and have regard to their health and welfare.
 - Limits on cover. From September 2004 there should be limits on the extent to which teachers at a school can be asked to cover, with progressive movement towards the shared objective that this should only happen rarely. Initially the number of hours will be set at 38, but it should be unusual for most teachers to provide such a high amount of cover.
 - Guaranteed time for Planning, Preparation and Assessment (PPA). From September 2005 teachers should have a guaranteed PPA time to enable them to raise standards through a combination of individual and collaborative professional activity. It is proposed that this PPA time be 10% of a teacher's time tabled teaching time and should be in blocks of not less than 30 minutes.
 - Leadership and Management. From September 2003 every teacher including the Head and other members of the leadership team should have a timetable that provides them a reasonable allocation of time in support of their leadership and management responsibilities.
- 4.4 Reform of support staff roles to help teachers and support pupils. Schools will not be able to deliver the contractual changes set out above unless there are appropriate extensions in both the numbers and roles of support staff in the classroom. The remuneration of support staff will need to reflect their level of training skills and responsibilities. This may include:
- High level teaching assistants able to make a substantial contribution to the teaching and learning process in schools and to raising standards of achievement by pupils. The government intends that they will be well trained, drawing on QTS standards and modules and new regulations and guidance will make it clear that high level of teaching assistants and qualified teachers will not be interchangeable.
 - A new role of Cover Assistant, with appropriate training including pupil behaviour management, to assist with short term teachers' absence and relieve the pressure on qualified teachers to provide cover.

- Additional school support staff to act as a 'personal assistants' to teachers providing direct targeted support to individual teachers.
- Additional technical support staff including ICT.
- Further development of the use of support staff in the guidance and supervision of pupils.

Financial Resources

- 4.5 This programme of reforms is to be implemented in a 3 year phased operation over which time the Government states that school budgets will continue to be increased to take account of the additional staff the Government recognises will be required. The funding is to allow up to 10,000 additional teachers and 50,000 support staff to be employed. The cost implications of the reforms will vary from school to school in the light of current working practices

The 2003-04 budget agreed by the Council does not provide for any additional resources in school delegated budgets to fund the changes required from September 2003. However, the direct grant funding provided to schools through the schools standards grant has increased by £310K, and schools are able to apply this funding to meet any additional costs arising from the reforms. Funding the financial implications arising in future years will need to be considered as part of the overall resources available to schools, both through the Council and other sources.

Timetable for Reforms

- 4.6 Phase 1 - 2003
 Promote reductions in overall excessive hours
 Routine delegation of 24 non teaching tasks
 Introduce new work/life balance clauses
 Introduce leadership and management time
 Review use of school closure days
 Establish implementation monitoring group

Phase 2 – 2004
 Introduce new limits on covering for absent teachers

Phase 3 – 2005
 Introduce guaranteed professional development time for Planning, Preparation and Assessment.
 Introduce dedicated headship time
 Introduce new invigilation arrangements

Next Steps

- 4.7 The Education Department proposes to set up a working group led by the Director of Education with wide representation from the schools' workforce. The group will initially meet at the start of the summer term to consider these proposals. Members are currently being sought.

Background papers

DfES publication Raising Standards and Tackling workload, A National Agreement

Contact for further information

Alison Sanders, Assistant Director of Education 01344 354061

David Shields, Personnel Manager Education Department 01344 354060

Doc ref: new alluse/executive /empctee/emp080403/<docref>

Appendix A

Administrative and clerical tasks that should not routinely be undertaken.

- Collecting Money;
- Chasing absences – teachers will need to inform the relevant member of staff when students are absent from their class or from school;
- Bulk photocopying;
- Copy typing;
- Producing standard letters – teachers may be required to contribute as appropriate in formulating the content of standard letters;
- Producing class lists – teachers may be required to be involved as appropriate in allocating students to a particular class;
- Record keeping and filing – teachers may be required to contribute to the content of records;
- Classroom display – teachers will make professional decisions in determining what material is displayed in and around their classroom;
- Analysing attendance figures – it is for teachers to make use of the outcome of analysis;
- Processing exam results – teachers will need to use the analysis of exam results;
- Collating pupil reports;
- Administering work experience – teachers may be required to support pupils on work experience (including through advice and visits);
- Administering examinations – teachers have a professional responsibility for identifying appropriate examinations for their pupils;
- Invigilating examinations – see distinct provisions below;
- Administering teacher cover;
- ICT trouble shooting and minor repairs;
- Commissioning new ICT equipment;
- Ordering supplies and equipment – teachers may be involved in identifying needs;
- Stocktaking;
- Cataloguing, preparing, issuing and maintaining equipment and materials;
- Minuting meetings – teachers may be required to communicate action points from meetings;
- Co-ordinating and submitting bids – teachers may be required to make a professional input into the content of bids;
- Seeking and giving personnel advice;
- Managing pupil data – teachers will need to make use of the analysis of pupil data;
- Inputting pupil data – teachers will need to make the initial entry of pupil data into school management systems.