

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 02 June 2020

**Report by
Head of Schools**

JS/20/77: Workload Review

1. Background

- 1.1. The attached SNCT Joint Secretaries letter, JS/20/77, was uploaded to the SNCT website on 28 February 2020. However, normal notification was only done on 12 May 2020.
- 1.2. The SNCT letter draws attention to the key provisions already contained within the SNCT Handbook which should be considered as part of ongoing work on tackling teacher workload and excessive bureaucracy. These key provisions are appended to this letter from the Joint Secretaries.
- 1.3. A request was also made to receive information on how the two additional in-service days 2019-20 were used to allow schools time to focus on the key issues such as workload, additional support and empowering schools. As a result of the current coronavirus pandemic, this request was not completed by the due date of 03 April 2020.
- 1.4. The purpose of this paper is to note the contents of this letter and to confirm that collegiate endeavour will continue to address the challenges of teacher workload and bureaucracy.

2. Recommendation

- 2.1 It is recommended that JNC notes the content of this report.

28 February 2020

JS/20/77**SNCT Workload Review – SNCT Circulars and Handbook Provisions**

Dear Colleague

As part of the SNCT Pay Agreement 2018 to 2021, outlined in Circular SNCT 19/70, the SNCT acknowledged and approved the offers made by Scottish Government for all parties to work together to reduce the workload of teachers and to undertake joint activity to assist in reducing and preventing unnecessary workload through increasing teacher agency and school empowerment.

As part of these processes, the SNCT wishes to draw to your attention the existing key provisions already contained within the SNCT Handbook which should be considered as part of your SNCT's ongoing work on tackling teacher workload and excessive bureaucracy. These key provisions are appended to this letter from the Joint Secretaries.

In addition, it would be helpful for the SNCT to receive information on how the two additional in-service days 2019-20 were used to allow schools time to focus on the key issues such as workload, additional support and empowering schools.

Responses to this request for information should be sent to the Clare Clark at cfraser@eis.org.uk by **Friday 3 April 2020**.

Yours sincerely

Tom Young (Employers' Side)
Louise Wilson (Teachers'
Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries

COSLA
Verity House
19 Haymarket Yards
EDINBURGH
EH12 5BH
T: 0131 474 9200
F: 0131 474 9292
E: tomy@cosla.gov.uk

Teachers' Panel
46 Moray Place
Edinburgh
EH3 6BH
T: 0131 225 6244
E: lwilson@eis.org.uk

Scottish Government Learning Directorate
2B North Victoria Quay
Edinburgh
EH6 6QQ
T: 0131 2440230
E: Stephanie.walsh@gov.scot

SNCT HANDBOOK

PART 1: APPENDIX 1.4 – CODE OF PRACTICE ON COLLEGIALITY

Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised.

All staff contribute to the construction of the Working Time Agreement through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the Agreement.

SNCT HANDBOOK

PART 2: SECTION 2 - MAIN DUTIES

2.5 The duties of all teachers should be undertaken with due regard to workload and contractual obligations in order to allow them time to focus on their core role as leaders of learning.

2.6 Teachers will not be expected to undertake the duties generally undertaken by administrative and support staff but will work co-operatively with all staff to ensure an appropriate distribution of workload.

SNCT HANDBOOK

PART 2: SECTION 3 - WORKING YEAR AND WORKING WEEK

3.10 All tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing: teachers will notify the appropriate manager of their intention in this respect.

Teachers (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per annum.

3.13 The contractual commitments required of teachers, as set out in Section 2 (Main Duties), will take place at a suitable time on a day on which the teacher is employed.

SNCT HANDBOOK PART 2: APPENDIX 2.6

Statement on Teacher Professionalism

The SNCT believes that teachers are best placed to exercise professional judgement over how they manage and organise their time in school.

Teachers will not be asked to undertake administrative and non-teaching duties which are generally undertaken by support staff.

The SNCT is committed to fulfilling its obligations to monitor teacher workload and situations in which teachers feel there is pressure to undertake tasks which they consider to be out with their remit

SNCT HANDBOOK PART 2: APPENDIX 2.7

CODE OF PRACTICE ON WORKING TIME ARRANGEMENTS FOR TEACHERS

In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis

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

For most teachers, preparation and correction will be the most time-consuming activities outside class contact time. This needs to be reflected in the way that a teacher's working time is deployed

SNCT HANDBOOK PART 2 APPENDIX 2.17

CODE OF PRACTICE ON WORKING HOURS, WORKING WEEK

(v) Preparation, correction and collegiate activities are key elements of the work of teaching professionals and Headteachers must allow appropriate time for such core activities.

(viii) Planning at school level should be characterised by collaborative, consultative and collegiate processes focused on the best outcomes for the school and its pupils.

SNCT HANDBOOK

PART 2 APPENDIX 2.18

Working Time Agreements – Managing Teacher Workload

We need to guard against too much paperwork and overly complex processes which get in the way of teaching and learning.

Professional dialogue is key to improving learning and managing workload. Paperwork should be kept to the minimum required to support this.

Curriculum Planning should be proportionate and based on agreed policy guidance and capacity to deliver.

Documentation should be concise and relevant.

Schools should review and evaluate on a regular basis each session's Working Time Agreement

JS/09/11 Teacher Workload Appendix

The evaluation of a WTA is crucial in adjusting arrangements for the following session and to allow teachers to recognise that evaluation of WTAs and consequent actions in terms of time allocations in the WTA is important in trying to manage workload more constructively.

While LNCTs can set out mechanisms to assist and manage workload each teacher has a responsibility to critically examine workload demands, to exercise professional judgement on workload issues and to raise concerns when demands are unreasonable.

JS/16/69 Teacher Workload

LNCTs should be taking account of the Education Scotland report, Review of Local Authorities' Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools.

This can be accessed on the [Education Scotland website](#).