

**April 2010**

**This Special edition focuses on: -**

**The 'Raising Standards and Tackling Workload' National Agreement –  
Seven years on**



**Well that's old hat! But is it??**

**The National Agreement on raising standards and tackling workload was signed by Government, employers and school workforce unions on 15th January, 2003.**

The Agreement called for a structured change process which would help schools implement the contractual changes and embrace wider workforce reform.

Since that time, teaching staff have benefited from improved work life balance, no longer being required to undertake routine admin and clerical [tasks](#), have dedicated timetabled time to plan and prepare for and assess (PPA) lessons and seen their requirement to cover for absent colleagues reduced to 'rarely cover'. Support staff roles have gained in importance and a whole school team has continued to evolve to support and enhance children's learning experiences.

The contractual changes arising from the Agreement for teachers (see Section 4 of the School Teachers' Pay and Conditions Document –STPCD) – were introduced in three stages:

**1st September, 2003**

- routine delegation of administrative and clerical tasks
- introduction of work/life balance clauses, and
- introduction of leadership and management time for those with corresponding responsibilities.

**1st September, 2004**

- introduction of new limits on covering for absent colleagues (initially 38 hours per year, since 1<sup>st</sup> September, 2009 this is now rarely cover).

## 1st September, 2005

- introduction of guaranteed professional time for planning, preparation and assessment (PPA), i.e. all teachers at a school (including headteachers) with timetabled teaching commitments, whether employed on permanent, fixed-term, temporary or part-time contracts.
- introduction of dedicated headship time, and
- introduction of new invigilation arrangements.

## Seven years on what has changed and what do governors, headteachers and staff in schools need to know and do?

### What do you need to know and do?

#### Governors

Governors and governing bodies must satisfy themselves that all of the contractual changes arising from the National Agreement are implemented and embedded in their schools. Governing bodies need to verify ongoing implementation and record this at appropriate governor committee meetings.

In addition to the general responsibility for ensuring that conditions of service are met in full for all staff at their school, governing bodies have *specific* responsibility for the contractual changes arising from the Agreement relating to headteachers' work/life balance and the provision of dedicated headship time. [The School Staffing \(England\) Regulations 2009](#) that came into force on 2nd November, 2009 to replace the School Staffing (England) Regulations 2003, introduced a duty on the Governing Body to ensure that the Headteacher complied with and benefited from entitlements laid out in the School Teachers' Pay and Conditions Document. They also placed a duty on the Governing Body to respect the work/life balance of the Headteacher.

#### Headteachers

Headteachers' prime concern must be to ensure the contractual changes for all teachers and also how the National Agreement affects school support staff, are embedded in their schools. The changes are statutory and Ofsted has issued instructions to inspectors to assess how well the changes have been implemented in schools when making judgements, especially about leadership and management.

The purpose of [Headteachers and the National Agreement – a summary](#) is to highlight the benefits and relevance of each of the contractual changes to headteachers. The booklet also provides useful guidance and clear signposting to other sources of help and support.

**A hard copy is given to new heads attending the Local Authority's one-day Headteacher induction events.**

Phase one of the National Agreement states that all teachers, including headteachers, should enjoy a reasonable **work/life balance**.

The National Agreement defines work/life balance as being "about helping teachers combine work with their personal interests outside work" and cites working hours and workload as key, but not exclusive, elements of this. Other elements include a sense of control, personal fulfilment, career development, work flexibility, physical and emotional well being, and the will of both employers and employees to ensure staff enjoy a reasonable work/life balance. [Remodelling Newsletter No. 7](#) focuses specifically on **work/life balance issues and is a useful resource.**

Phase three of the National Agreement states that **headteachers must have dedicated time** in which to lead, not just manage, their schools.

The Headteacher is entitled to leadership and management time during school sessions, but whether this time forms part of their dedicated headship time or not is up to each individual school to determine.

It is also at each school's discretion how much time should be allocated for these activities. The National Agreement states that it is unrealistic to determine a formula to calculate an appropriate amount of time, however any time that is given must not be to the detriment of work/life balance or PPA time. The STPCD carries additional guidance on how appropriate time for leadership and management time can be identified.

## Teachers

For teachers, the implementation of the National Agreement represented important gains in their conditions of service. Beyond these initial benefits, the contractual changes support an enhanced professionalism amongst teachers and their ability to focus on teaching and learning.

The Agreement also recognises that the planning and preparation of lessons and pupil assessment are key elements of successful teaching and a guaranteed allocation for these activities during the school day (guaranteed PPA time). A minimum of 10% PPA time must be timetabled and guaranteed and must not be foregone for cover or any other duties. The Agreement also introduced a contractual right to leadership and management time for those teachers with leadership and management responsibilities.

### ***Relevant paragraphs from STPCD 2009***

#### **Cover**

- 72.9.1 subject to sub-paragraph 9.2, supervising and so far as practicable teaching any pupils where the person timetabled to take the class is not available to do so;
- 72.9.2 teachers should be required to cover only rarely, and only in circumstances that are not foreseeable;
- 72.9.3 sub-paragraph 9.2 does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover.

To access the WAMG documentation on Rarely Cover go to  
[http://www.socialpartnership.org/wamg\\_guidance.aspx](http://www.socialpartnership.org/wamg_guidance.aspx)

#### **Guaranteed planning and preparation time**

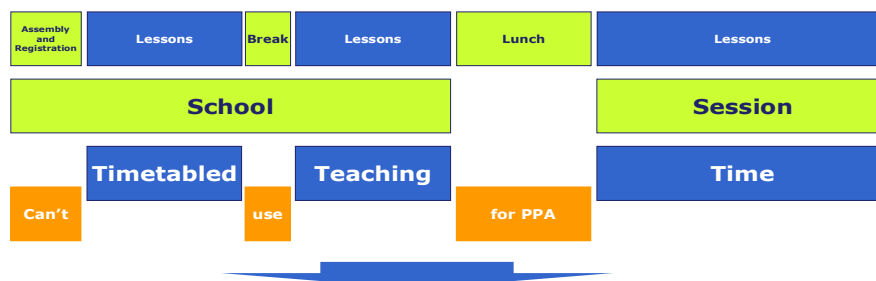
- 75.1 A teacher to whom paragraph 74 applies must be allowed, as part of the 1265 hours referred to in paragraph 74.4, or, in the case of a teacher employed part-time, as part of the pro rata equivalent referred to in paragraph 7.46, reasonable periods of time ("PPA time") to enable the teacher to carry out duties under paragraphs 72.1.1, 72.1.3 and 72.3.
- 75.2 PPA time must amount to no less than 10% of the teacher's timetabled teaching time (and for this purpose "timetabled teaching time", in relation to a teacher, means the aggregate period of time in the school timetable during which the teacher has been assigned by the head teacher in the school timetable to teach pupils).
- 75.3 PPA time must be provided in units of not less than half an hour during those part of the school timetable in which pupils are taught the core and other foundation subjects or religious education.

75.4 Such a teacher must not be required to carry out any other duties, including the provision of cover in accordance with paragraph 72.9, during the teachers' PPA time.

## When can guaranteed PPA time be allocated?

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### An example of a school day

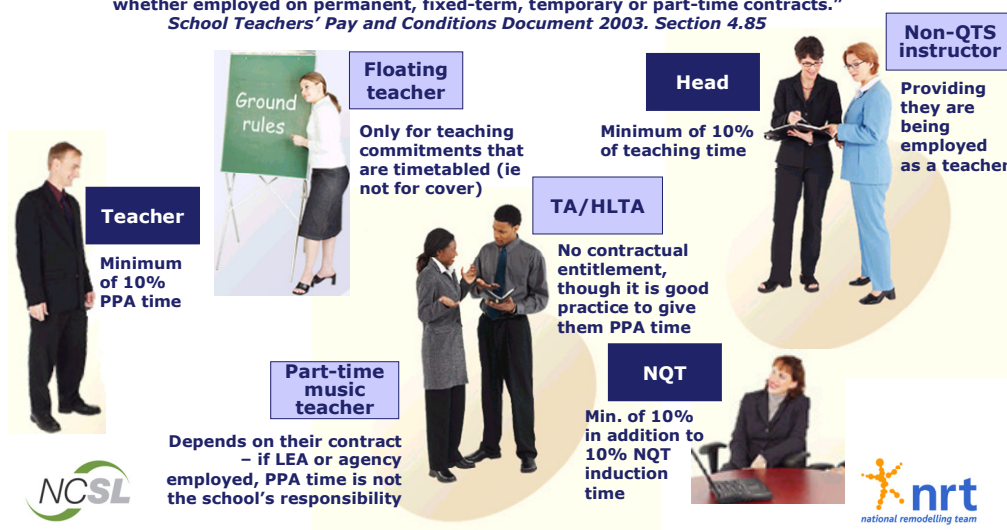


**PPA time can only be allocated during timetabled teaching time**

## All teachers with timetabled teaching commitments

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"... all teachers at a school (including headteachers) with timetabled teaching commitments, whether employed on permanent, fixed-term, temporary or part-time contracts."  
*School Teachers' Pay and Conditions Document 2003. Section 4.85*



## Cover supervision and timetabled strategies for PPA time

There is still confusion between cover supervision for a teacher's short-term absence and timetabled strategies for providing teachers with guaranteed PPA time. Whilst the former is not a good use of a HLTA's skills, the latter needs the skills of a HLTA because this time needs to be committed to the curriculum. The expression "cover for PPA", which is often used, in fact blurs the two different activities. The crucial differences between the two concepts are that:

- during a teacher's PPA time a HLTA will be actively delivering a lesson/undertaking elements of 'specified work' whereas where a member of support staff is covering for short-term teacher absence they will solely be supervising a class or lesson; and
- PPA time is a regular occurrence and, therefore, the 'cover' of these lessons needs to be timetabled. This is not short term and is not short notice.

## Supply teachers

### **See Section 4 of the STPCD 2009**

81. supply teachers can be used to cover for all types of absence. Where supply teachers are providing cover, they must, as far as reasonably possible, be actively teaching and not mainly supervising pupils.
82. it is also important that supply teachers are managed properly and effectively, with regard to their teaching and developmental needs. They should have appropriate access to CPD to maintain their standards of subject knowledge, pedagogy and behaviour management skills.
83. schools are encouraged to adopt good practice in the use of supply teachers. This includes:
  - a. careful induction into the school using materials that are matched to their period of employment;
  - b. the provision of simply structured and clearly explained medium-term and short-term plans that also define the teaching expectations, the resources to be used, the demands that should be made of the class and the homework that should be set;
  - c. the provision of information about the abilities and prior attainment of the pupils in the class; and
  - d. effective management so that all involved understand what is required and the professional standards that must be met.
84. schools also need to have regard to the Part-Time Workers' Regulations which in certain circumstances may apply to supply teachers. Those who are not casual (i.e. not employed on a day-to-day basis) have, under these regulations, an entitlement to pro rata terms and conditions enjoyed by other teachers at the school. This would include access to CPD enjoyed by teachers at the school.

## Support Staff

The National Agreement and workforce remodelling is not only about teachers. The number of support staff working in schools has risen dramatically over the last few years and the Agreement and workforce remodelling have helped to promote new areas of activity.

A fundamental element of the Agreement is the recognition that a teacher is not always the most appropriate member of school staff to perform a particular duty. While teachers have the key role in relation to pupils' learning, new support staff roles have evolved in the classroom and in other areas of school life. Both new and existing support staff roles are important in supporting the core teaching and learning outcomes of the school.

New support staff roles created by implementation of the Agreement and workforce remodelling include:

- cover supervisors
- HLTAs
- school business managers
- invigilation staff.

Norfolk County Council has a dedicated **Training and Development Co-ordinator for School Support Staff** and a website giving full details of training and development opportunities, often fully funded by the Local Authority. For more details, contact Denise Beckett on 01603 222743 or go to [www.schools.norfolk.gov.uk/go/supportstaff](http://www.schools.norfolk.gov.uk/go/supportstaff)



## Has it made a difference?

### [Workforce reform in schools: has it made a difference?](#)

An evaluation of changes made to the school workforce 2003–2009.

For the full **Ofsted report** issued January 2010, go to: [http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Workforce-reform-in-schools-has-it-made-a-difference/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Workforce-reform-in-schools-has-it-made-a-difference/(language)/eng-GB)

### **Key findings**

- In the most effective schools visited, workforce reform made a considerable difference to pupils' learning when leaders deployed their staff well, gave them clear professional status and held them accountable for their work. The quality of support depended on the ability and commitment of leaders, managers and teachers to provide members of the wider workforce with clear direction.
- A key feature of the most effective schools was that all members of the workforce, including those who managed school systems and supported pupils' development and welfare, understood how they contributed to pupils' learning and what they needed to do to make the school more effective. All staff had a clear understanding of their own roles and those of others.
- Collaborative planning between teachers and support staff, a shared understanding of what constituted good learning, and the direct involvement of support staff in assessing and recording pupils' progress led to more effective classroom support and intervention.
- High-quality intervention from members of the wider workforce who had qualifications and training that were directly relevant to the specific areas in which they were working had the greatest impact on learning.
- In the best provision, members of the wider workforce who had the skills and sensitivity to provide high-quality advice, guidance and support were very successful in engaging pupils at risk of underachievement or permanent exclusion. By developing close links with the community, they also succeeded in re-engaging parents and carers in education so that they were in a better position to support their children's learning.
- Workforce reform had freed a substantial amount of time for leaders, managers and teachers. School leaders and teachers were adamant that this had led to better use of resources. However, they could not substantiate this because very few of them monitored how the extra time was being used or evaluated its impact.
- Members of the wider workforce and their managers were confused and uncertain about the pay and conditions attached to the increasingly diverse roles that have developed as a result of workforce reform.
- In all but three of the schools visited, those involved in the induction, training and management of the performance of the wider workforce did not have a secure knowledge and understanding of the national occupational standards and the career development framework because they did not know where to go for information and guidance. This delays the development of the wider workforce as a coherent, fully trained professional body.

## Workforce Agreement Monitoring Group (WAMG)

### What next?

Key parts of the remodelling and workforce reform agenda have now been implemented, including the three phases of contractual change for teachers and headteachers set out in the National Agreement. A key priority for national WAMG is to ensure that across all schools staff are receiving their entitlements and sustain, broaden and deepen this change.

Within this context the contribution of the workforce, working as a team around the child, is central to the success of the reforms.

WAMG agreed priorities for the coming months are linked to the following core themes: recruitment, development, new professionalism, deployment, CPD and pay and conditions, including leadership standards and pay and further work on **tackling workload and excessive working hours**.

**For the full statement from WAMG on “The National Agreement – Seven Years On”, please go to**

[http://www.socialpartnership.org/upload/resources/pdf/w/wamg\\_7\\_years\\_on\\_english.pdf](http://www.socialpartnership.org/upload/resources/pdf/w/wamg_7_years_on_english.pdf)

### Programme of work

**23rd February, 2010**

Since the last report, WAMG has held discussions on a range of subjects and work priorities, including:

#### **Rewards and Incentives Group (RIG)**

School Teachers' Review Body RIG evidence (SEN/leadership); working time; roles and responsibilities; leadership standards; licence to practice and CPD entitlement.

#### **WAMG Support Staff Group**

An action plan has been developed by the group. The Support Staff Group action plan identifies ways to raise schools' awareness of the importance of CPD for the whole workforce and ways to ensure that schools know what CPD provision is suitable for their staff. It also highlights the importance of identifying best practice and sharing it with others.

For the latest **School Support Staff Negotiating Body** circular published March 2010 – go to <http://www.lge.gov.uk/lge/aio/4613207>

WAMG has been at the heart of school workforce reforms including remodelling, changes to the teachers' pay structure, review of whole school staffing structures, revisions to teachers' performance management, and new professional standards. The common purpose is to support schools in raising standards and **tackling workload issues for staff**. It is committed to the cultural change that will raise the status and professionalism of teachers, create new opportunities and greater recognition for support staff and help schools to organise themselves so as to produce the best outcomes for children.

WAMG, along with others, provides input to the development of government policy where there are school workforce implications.

## Where to find useful information and resources

### Training and Development Agency

<http://www.tda.gov.uk/remodelling/nationalagreement.aspx>

### Ofsted

<http://www.ofsted.gov.uk/content/advancedsearch?SearchText=workforce%20reform&SubTreeArray=84>

### Teachernet

<http://www.teachernet.gov.uk/wholeschool/remodelling/>  
<http://www.teachernet.gov.uk/management/payandperformance/pay/News/>

### Teachers' TV 'Need to know' series

#### Work Entitlements

<http://www.teachers.tv/video/32573>

#### TAs – pay and progression

<http://www.teachers.tv/video/38071>

#### The Work Less Challenge

<http://www.teachers.tv/video/1361>

#### My School Life – Personal Well Being

<http://www.teachers.tv/my-school-life/primary/personal-wellbeing>

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***This newsletter has been produced in liaison with the local Workforce Agreement Monitoring Group (WAMG)***

***WAMG is a unique social partnership of 11 organisations representing employers, the Government and school workforce unions, that first came together as signatories of the National Agreement***

