

## SCHOOL WORKFORCE REMODELLING

**Report By: Head of Inspection, Advice and School  
Performance Service**

### Wards Affected

Countywide

### Purpose

1. To consider the introduction of the National School Workforce Remodelling Programme and its implications for Herefordshire.

### Financial Implications

2. The costs to schools of the School Workforce Remodelling Programme have to be met from the budgets allocated to schools under LMS arrangements. Herefordshire have received a 100% funded Standards Fund grant of £91,000 from the Department for Education and Skills (DfES) for 2003/4 and are likely to receive a similar amount in 2004/5. The grant is specifically designed to help 'LEAs develop their capacity to support schools in remodelling their workforce'.

### Report

3. A national agreement has been reached to start the process of reducing excessive workloads for teachers. The agreement brought together national and local government, and teacher and support staff unions, of the relevant teacher unions. Only the National Union of Teachers (NUT) did not sign-up to the agreement.
4. The signatories are committed to a national campaign for a progressive reduction in teachers' overall hours. A number of contractual changes are being made to help reduce the workload burdens and to enable teachers to focus on their professional responsibilities.
5. **From September 2003**
  - Teachers should not **routinely** be required to undertake administrative and clerical tasks, including the work listed in Appendix 1
  - Governing Bodies and Headteachers will need to ensure that their staff have appropriate workloads, in support of a reasonable work life balance and having regard to their health and welfare
  - Every teacher, including the headteacher, should have a timetable that provides a reasonable allocation of time in support of their leadership and management responsibilities

6. **From September 2004**

- There should be a limit on the extent to which teachers at a school can be asked to cover for absent colleagues, with progressive movement towards the shared objective that this should happen only rarely. Initially, the limit on hours will be set at 38 hours per year for the school year 2004/05.

7. **From September 2005**

- Teachers should have guaranteed time for planning, preparation and assessment (PPA) set at the equivalent of at least 10% of a teacher's normal timetabled teaching time
- Teachers should not **routinely** be required to invigilate external examinations
- Headteachers must have dedicated time to lead their schools, not just manage them

## 8. Although contractual changes form a significant part of the national agreement, the school workforce remodelling programme anticipates that schools will take a fresh look at how they organise themselves against the underlying need to ease recruitment and retention pressures, and freeing teachers to teach. The remodelling agenda seeks to help schools:

- Focus teachers' time and energies on teaching and learning
- Eradicate time consuming and unproductive activities
- Develop the use of new technologies to improve efficiency and effectiveness
- Assist headteachers and school change teams to make the best use of resources to meet contractual changes
- Learn and share innovative practices within and between schools
- Enable schools to deliver solutions to workload issues appropriate to their individual context and circumstances
- Encourage school leaders to take control and lead developments appropriate to the school
- Implement the National Agreement to raise standards and tackle workload

## 9. It is anticipated that there will be further opportunities for existing staff and for new staff, through posts such as learning mentors, cover supervisors and higher level teaching assistants.

## 10. The government has set-up a National Remodelling Team (NRT) which began its work earlier this year. A programme of training and activity is planned, with each LEA required to nominate an 'early adopter school' for September 2003 (Whitecross High School has agreed to do this). Some schools are also to become 'Self Starter Schools' in September/October, followed by the first group of three schools per LEA in November and another three in January 2004.

## 11. In the summer term, Mr St George, Head of IASPS (Inspection, Advice and School Performance Service), attended two national meetings about the programme. From 1 September 2003, Mr St George and Mr Murray from IASPS, along with Mr Austin from Education Personnel, are working together to support schools locally. Schools will need to link with the NRT national programme and attend further training. The LEA team will meet with local trade union representatives on a regular basis. In addition, the Education Directorate will shortly be advertising for a grant funded

Workforce Reform Adviser on a two year fixed term contract to become the lead officer for the Council in this important area of work.

**RECOMMENDATION**

**THAT the Committee consider the report on the school Workforce Programme and comment upon the LEA strategy for its local implementation.**

**BACKGROUND PAPERS**

- **Appendix 1**

Collecting money from pupils and parents

Investigating a pupil's absence

Bulk photocopying

Typing or making word-processed version of manuscript material and producing revisions of such versions

Word-processing, copying and distributing bulk communications to parents and pupils

Producing class lists on the basis of information provided by teachers

Keeping and filing records, including records based on data supplied by teachers

Preparing, setting up and taking down classroom displays in accordance with decisions taken by teachers

Producing analyses of attendance figures

Producing analysis's of examination results

Collating pupil reports

Administration of work experience (but not selecting placements and supporting pupils by advice or visits)

Administration of public and internal examinations

Administration of cover for absent teachers

Setting up and maintaining ICT equipment and software

Ordering supplies and equipment

Cataloguing, preparing, issuing and maintaining materials and equipment and stocktaking the same

Taking verbatim notes or producing formal minutes of meetings

Co-ordinating and submitting bids (for funding, school status and the like) using contributions by teachers and others

Transferring manual data about pupils not covered by the above into computerised school management systems

Managing the data in school management systems