

**TEACHERS' WORKLOAD AGREEMENT – MONITORING OF PROGRESS****Report By: Head of Inspection, Advice and School Performance Service****Wards Affected**

Countywide

**Purpose**

1. To inform the Committee of the progress being made, both locally and nationally, in implementing the National School Workforce Remodelling Programme.

**Financial Implications**

2. The costs to schools of the School Workforce Remodelling Programme have to be met from the budgets to schools under LMS arrangements. However, the National Union of Headteachers at their Easter Conference made it clear that additional school funding would be necessary to implement the contractual changes in 2004/2005 and 2005/2006. There is likely to be an on going public debate between the signatories to the agreement about this matter. Appendix 1 contains extracts from the Minister of State for School Standards (David Miliband) recent statement on school funding in 2005 – 2006 as it relates to workforce reform.
3. The Education Directorate has received a 100% direct grant of £91,000 from the DfES in 2003/4 and of £170,238 in 2004/2005. The grant is specifically designed to 'help LEAs develop their capacity to support schools in remodelling their workforce'.
4. This DfES grant is being used to fund the Workforce Reform Adviser (who took up post on 7 June) and partly fund some officer time in support of the programme. In addition, the funding is used for conferences, training programmes and to give some financial support to those schools who are currently engaged in the re-modelling programme. The funding has been allocated on a formula based on pupil numbers at PLASC 2003. A school of fewer than 100 pupils receives £1000, schools between 100-200 pupils £1500, schools between 200-300 pupils £2000 and schools over 300, £3000. This applies to schools in tranches 1 to 4 and is intended to sustain the programme as more schools join the remodelling programme.

**Report**

5. The report to Committee on 23 September 2003 (Agenda Item 7) outlined the number of contractual changes being phased in to reduce the workload burdens on teachers and to enable teachers to focus on their professional responsibilities, as set out in the following three paragraphs.

**6. From September 2003**

- Teachers should not **routinely** be required to undertake administrative and clerical tasks.
- 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

**7. 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 not happen regularly. Initially, the limit on hours will be set at 38 hours per year for the school year 2004/05.

**8. 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

9. Herefordshire schools have made good progress in relieving teachers of the 24 administrative and clerical tasks they are no longer routinely required to undertake, and there is no evidence that this part of the agreement is proving to be a major hurdle in any particular school. It is important to stress, however, that comments made at the Work Force Remodelling Forum held each term indicate some problems do exist, and that they vary between schools. Collecting money from pupils and parents and classroom displays are two such examples. There is concern that an increased burden is falling on headteachers, particularly in primary schools.

10. It is less easy at the moment to measure progress in achieving a reasonable work-life balance and, for teachers and managers, providing a reasonable allocation of time to discharge their responsibilities.

11. Running alongside the required contractual changes lies the remodelling programme itself. Sometimes referred to as a 'change management process', over the next two years every school is expected to have a change management team, or as one Herefordshire headteacher said, a working party that looks at the different roles and responsibilities of all staff in school. This provides a good opportunity for schools to take a fresh look at how they operate.

12. The re-modelling 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
13. At the time of writing this report, just over 40% Herefordshire schools have either started on the re-modelling agenda or are preparing to start. The Early Adopter School (Whitecross High School) entered the programme in September 2003, tranche 1 (4 schools) in November 2003, tranche 2 (5 schools) in January 2004, tranche 3 (5 schools) in February 2004 and tranche 4 (14 schools) in April 2004. Tranche 5 is being launched on 29 September at The Three Counties Hotel and 26 schools have signed up to take part. It is anticipated that over 50% of county schools will be involved in the remodelling initiative by the start of the coming academic year (which is well ahead of the DfES target).
14. The re-modelling agenda is a key initiative for Central Government. It is a significant component of the Primary and Secondary (Key Stage 3) strategies, an important part of the Higher Level teaching assistants programme and integral to the national school improvement agenda. Government expectations are high about the programme's ability to reduce the bureaucratic burden on teachers and, by doing so, enable them to concentrate on teaching pupils. It is hoped that the reduction achieved in bureaucracy will lead to an improvement in the quality of education provided and rising levels of pupil achievement all Key Stages.
15. Locally, good progress has been made since September 2003 in delivering the teachers' Workload Agreement and Remodelling Programme. Nevertheless, it is important to stress that it is early days still and that the contractual changes due in September 2004 in respect of cover for absent colleagues and the introduction of 10% planning, preparing and assessment for all teachers in September 2005, present schools and LEAs with a formidable challenge, with substantial impact on resources.

## RECOMMENDATION

**THAT the committee consider the report on Teachers' workload and comment upon the local implications for schools and the LEA.**

## BACKGROUND PAPERS

- None identified

## APPENDIX 1

DEPARTMENT FOR EDUCATION AND SKILLS  
SCHOOL FUNDING 2005 – 06

**The Minister of State for School Standards (David Miliband): This statement relates to school funding in 2005 – 06.**

5. We have also considered the costs of the implementation of the National Agreement on workforce reform. Earlier in the year, with the support of our partners, we undertook a survey of schools in 6 LEAs to get a better understanding of their starting points, how they plan to deliver the workforce reforms and to what extent this can be achieved through the redeployment of existing resources. I am grateful to all those LEAs and schools for their help.

6. This work confirms that the pressures of workforce reform, and in particular guaranteed time for planning, preparation and assessment, will impact mainly on primary and nursery schools in 2005 – 06. The precise cost for individual schools will, of course, depend on the strategies chosen to implement the reforms and the amount of time that needs to be created, but we expect the average cost pressure to be between 0.8 and 1% for primary and nursery schools. The survey also indicates that most secondary and special schools will be able to implement the September 2005 contractual changes from their existing resources. We recognise that some secondary and special schools may incur additional costs, and will undertake further work with our partners during the autumn term to examine the nature and extent of these costs, including in particular the transfer of exam invigilation from teachers. It will be for schools and LEAs to take forward the results of this work through workforce remodelling and through the headroom provided under the arrangements I am announcing today.

7. Of course, remodelling is not just about extra funding. We will continue to work with our partners, the National Remodelling Team and the network of LEA remodelling advisers and consultant leaders to offer guidance and support for all schools in implementing workforce reform. In particular, we will examine the support required by schools to manage effectively the transfer of exam invigilation from teachers from September 2005.

14. Our work with LEAs on the cost of workforce reform also suggested that the costs of implementing the national agreement are likely to be highest for very small schools – i.e. those with under 100 pupils. The main reason for this is that it can more difficult for a very small school to secure small proportions of support staff time in order to release teachers for planning, preparation and assessment time. In urban areas schools can collaborate to resolve these difficulties, but that can be harder to do in rural areas where travelling distances are greater. Subject to consultation, I therefore propose to apply a larger increase to the sparsity unit costs in the primary formula within the Schools Formula Spending Share, to direct more resources to authorities with a high proportion of schools in this situation. I am also doubling the announced increase in the School Standards Grant band for schools with under 100 pupils, to ensure that all small schools have some extra help with the costs of workforce reform.