

TEACHERS' WORKLOAD AGREEMENT – MONITORING OF PROGRESS

Report By: Head of School Effectiveness

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. Appendix 1 contains extracts from the previous Minister of State for School Standards (David Miliband) statement on school funding in 2005 – 2006 as it relates to workforce reform. In 2005/2006 the Council, in discussion with schools at the Schools Forum, are planning to give primary schools an extra 1% to help with planning, preparation and assessment (PPA) time.
3. The Children's Services 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'. The Grant for 2005/2006 is £167,000 but this includes funding from the High Level Teaching Assistant Programme, previously a separate grant.
4. This DfES grant is being used to fund the Workforce Reform Adviser (who took up post on 7 June 2004) 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 remodelling 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) and 5 October 2004 (Agenda Item 6) 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.

For further information on the subject of this report is available from
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- 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 continue to make good progress in relation to the transfer of the 24 administrative tasks from teachers. The report to Education Scrutiny on October 5 2004, indicated that classroom display was one area of difficulty in some schools. A training course on classroom display for Teaching Assistants was held in July 2004 and subsequent courses may be arranged if there is sufficient demand. Classroom teachers in many cases choose to retain responsibility for classroom display though Headteachers are aware of the legal obligation to make alternative arrangements in their individual schools.

10. Measuring progress in achieving a reasonable work-life balance for teachers and managers is still not easy. At present the indications are that the workload for Headteachers may increase in the short term. Classroom teachers are optimistic that the introduction of guaranteed Planning, Preparation and Assessment time (PPA) in September 2005 will help towards improving their work-life balance.

11. A significant number of schools have now established a 'School Change Team' as expected by the NRT (National Remodelling Team). These working parties are looking closely at how they may remodel in order to achieve the contractual changes required in September 2005. The biggest challenge is implementing 10% Planning, Preparation and Assessment (PPA) time and whilst most schools are making good progress in this direction, a significant minority, particularly small schools, report that they are concerned about implementing PPA time without compromising the quality of education that the pupils currently receive. PPA time also applies to centrally funded staff on teacher's conditions of service such as those in the Instrumental Music Service.

12. At the time of writing this report, 90% of Herefordshire schools have nominated themselves to join the remodelling programme (which is well ahead of the DfES target). Six tranches of schools have now been launched, and a launch event for Tranche 7 has been organised for Friday 18th March at Hedley Lodge, Belmont. All

remaining Herefordshire schools currently outside the remodelling programme will be encouraged to join those in Tranche 7.

13. Between November 2004 and January 2005, there have been four PPA training days for Headteachers of all schools in Herefordshire. This is in line with the expectations of the NRT and has provided Headteachers with information regarding the regulations for PPA as well as strategies for implementing PPA time in a way that is sustainable. All Headteachers in Herefordshire schools were invited to take part in a training day, and 90% attended.
14. The remodelling agenda remains a high priority for Central Government. The three-year programme moves into its final phase in September 2005. It is expected that the reduction in teacher workload and the ensuing improvement in work-life balance will contribute significantly to rising levels of pupil achievement across all Key Stages.

RECOMMENDATION

THAT the Committee consider the report on the Teachers' Workload Agreement 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.