

Raising Standards and Tackling Workload

Implementing the National Agreement

December 2003

Department for
education and skills
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The notes issued by the Workforce Agreement Monitoring Group (WAMG)¹ represent the agreed position of all the signatories to the National Agreement. One key intention of the Agreement was to create time for teachers and the leadership group by creating a wider range of support staff roles working closely with teachers to help pupils. This note concentrates on developing the opportunities for support staff to take on extended roles to support teaching and learning.

SUPPORT STAFF

Cover Supervision

The change to the teachers' contract with regards to cover is scheduled to take effect on 1 September 2004. Initial guidance regarding cover supervision was given in the School Teachers' Pay and Conditions Document 2003. In line with the National Agreement, detailed national advice and guidance for schools to consider when deploying staff to carry out cover supervision has now been developed. This additional agreed guidance is included with this note.

NJC Guidance

The National Joint Council (NJC) for Local Government Services in England and Wales, on which support staff unions and employers are represented, has produced national guidance for support staff. There are three broad categories of career profiles including classroom support, administration and organisation, technical and curriculum support – all ranging from levels 1-4. These will provide the basis for developing local career structures and local grades selected from the NJC's salary spine. The NJC has also produced good practice advice on training and development as well as on fixed-term contracts. Guidance on work/life balance issues for support staff, 'Finding the Balance', has also been developed. These documents are available from the Employers' Organisation at:

www.lg-employers.gov.uk/publications/fulllisting.html

Introductory Training for Support Staff

As outlined in the **Time for Standards – Developing the role of school support staff** consultation the DfES has now developed introductory training for school support staff other than teaching assistants (who have their own DfES induction course). The training was based on discussions with LEAs, headteachers and other education professionals and was piloted in eight areas in June. The course materials were delivered to English LEAs in September and launched at five regional LEA trainer conferences the following month. Consisting of five two-hour modules, the



NAHT

NASUWT

NEOST

PAT

SHA

T&G

UNISON
the public service union

¹ The Workforce Agreement Monitoring Group is composed of representatives from ATL, DfES, GMB, NAHT, NASUWT, NEOST, PAT, SHA, T&G, UNISON and the Welsh Assembly Government who are all signatories to the Agreement.

course covers introductions to topics such as behaviour, child protection, ICT, inclusion, SEN, disabilities, curriculum and EAL. Anyone wishing to see the materials or order copies should visit the TeacherNet website at: www.teachernet.gov.uk/supportstaff.

THE ROLE OF GOVERNING BODIES

The WAMG realises that governors have a key role to play in the implementation of the National Agreement and schools and LEAs are, therefore, urged to ensure that these notes reach governors. WAMG notes will also be made available through the Governors' Associations, NAGM and NGC, and through governors' information packs.

In conjunction with the Governors' Organisations and the National Remodelling Team (NRT), WAMG has produced a governors' information pack about workforce remodelling. This has been followed up by a joint Governors/WAMG/NRT Action Plan ensuring constant communication and joined-up thinking between WAMG and the Governors' Organisations. A further governors' information pack will be produced in the near future to provide practical advice and guidelines for governors on remodelling.

EARLY ADOPTER SCHOOLS

The nationwide school roll-out of the change programme in England has now begun, with 350 LEA remodelling champions having been trained by the NRT. All LEAs should now have a key contact for co-ordinating and managing remodelling activities within their LEA.

Every school in England and Wales must implement the phased statutory contractual changes set out in the National Agreement by the published dates. However, in addition to this, each English LEA has been encouraged to nominate at least one early adopter school to undertake an accelerated remodelling change programme. To date, 182 nominations have been received from LEAs, representing a good cross-section of schools across the country. These schools attended successful training events and are now setting up their school change teams and planning their next steps with support, challenge and encouragement from LEAs.

NEXT STEPS

The WAMG has an extensive programme of work under way to continue to take forward the provisions of the Agreement. Priority issues include:

- Working to ensure coherence between the change management programme for remodelling and the Primary Leadership programme.
- Reviewing Circulars 2/98 and 22/98 on reducing bureaucracy in schools, focusing on key issues such as meetings and pupil reports.

