

Raising Standards and Tackling Workload

Implementing the National Agreement

June 2005

department for
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This guidance note from the Workforce Agreement Monitoring Group (WAMG) provides an update for schools and their staff on the implementation of the National Agreement contractual changes and the wider remodelling agenda.

IMPLEMENTATION OF CONTRACTUAL CHANGE AND PROGRESS ON REMODELLING

WAMG is aware that the vast majority of schools have either fully implemented the third and final phase of contractual changes arising from *'Raising Standards and Tackling Workload'*, or have firm plans in place to do so by 1 September 2005 (the statutory implementation date for phase three of the Agreement).

Whole staffs working with commitment within the spirit of the Agreement have gained real benefits:

- all teachers, including headteachers, are focused on teaching and learning;
- there is greater teamwork in the running of schools and in teaching;
- staff morale has improved;
- CPD has been integrated for all staff;
- staff absenteeism has fallen;
- pupils have access to a wider range of learning opportunities;
- pupils receive support from a greater range of adults in schools.

These are impressive outcomes, but some schools still have work to do in order to finalise their plans to implement all elements of the contractual changes. As we approach the Summer holidays it is vital that these schools work to ensure that they are in a position to implement the third and final phase of the contractual changes for teachers so that, from 1 September 2005:

- all teachers receive a minimum 10% of their timetabled teaching time for planning, preparation and assessment (PPA) activities;
- invigilation duties are transferred from teaching staff;
- headteachers have an allocation of dedicated headship time.

Additionally, schools should be continuing to monitor the effectiveness of arrangements for implementing phases one and two of the contractual changes concerning administrative and clerical tasks, work/life balance, leadership and management time, and cover limits.

The WAMG, the NRT and LEAs all provide support and challenge for schools which experience difficulties in implementing changes to teachers' conditions of service. This includes the publication of the WAMG guidance packs on the contractual changes on cover, PPA and Invigilation, case studies and guidance published on the NRT website and LEA-run training events on guaranteed PPA time (attended by representatives of over 20,000 schools). No school need be in a position where it exposes itself to the consequences of failure to implement any aspect of the contractual changes.

Any school that is experiencing difficulties with the implementation of any element of the contractual change should contact their LEA remodelling adviser as a matter of urgency.



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Welsh Assembly Government



the education union



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Consequences of failure to implement

All elements of these changes are statutory and may not be delayed because of funding concerns or for any other reason. Neither may schools enter into any local agreement which contradicts any element of the Agreement. Those schools which have yet to agree plans need to be aware of the legal consequences of any failure to implement.

The governing body has the duty to ensure the school's compliance with its legal obligations. If not satisfied that full implementation will take place, it should consider appropriate steps to take with the school leadership team. LEAs will also consider using their statutory powers to intervene where a governing body is failing to comply with its statutory duties.

At national level, failure to implement statutory duties would be criticised by the school inspectorate. Finally, the Secretary of State for Education has the power to replace a governing body deemed to be failing in its legal obligations. In addition, the WAMG, and individual organisations which are members of the WAMG, will also be considering appropriate measures to take with schools to ensure that there are not a few teachers denied the contractual rights enjoyed by the overwhelming majority of their colleagues.

Remodelling and school support staff

We are fortunate in having a cadre of experienced, committed and highly qualified support staff in our schools. They play growing professional roles alongside, but not replacing, teachers within school teams. The career development and training opportunities that have been developed as a result of the Agreement, coupled with appropriate pay and grading structures, will ensure that the increasing numbers of support staff in schools - including bursars, teaching assistants, nursery nurses, technicians, learning mentors and cover supervisors - continue to contribute fully to raising standards.

The aims and objectives of support staff deployment should be clearly understood and stated within school staffing policies/strategies. When considering the deployment of support staff schools must pay particular attention to the following areas:

- Support staff should be deployed to roles which match their training, skills and/or experience.
- Schools must make appropriate provision for support staff pay and grading, within local structures and gradings, to reflect the full range of duties of any post.
- Appropriate provision must be made for the training and assessment of support staff including, but not limited to, assessment against the HLTA standards.
- Schools should be clear that they cannot use staff in cover supervision roles to fill gaps in the timetable created by teacher PPA time. This is because there must be active delivery of the curriculum. Cover supervision is only appropriate in the short-term where the teacher timetabled to take the class is absent, and pre-prepared work is available. To accommodate PPA time, schools must deploy staff capable of delivering specified work to whole classes, who have been graded accordingly. In deploying such support staff headteachers must have regard to the HLTA standards.

The characterisation of support staff as 'unqualified' is unacceptable. Support staff have a wide range of professional and academic qualifications in addition to skills and experience which enable them to complement, but not replace, the work of teachers. The effective deployment of support staff should not place any additional planning burden on teaching colleagues.

Where support staff who meet the HLTA standards are deployed in appropriate roles, within a PPA strategy or elsewhere, there is clear NJC guidance that they should be employed and paid on level four of a four-level grading structure. Further guidance is in WAMG Note 12.

Ongoing role of the WAMG

The WAMG will continue to monitor the implementation of the Agreement after 1 September 2005 to ensure that the benefits are felt by all staff and school communities. Further WAMG guidance material is being developed on leadership and management issues, work/life balance issues and on extended schools. The work of local remodelling steering groups (sometimes referred to as local WAMGs), which mirror the social partnership at national WAMG, is also important in securing and maintaining consensus and sustainability in workforce remodelling.

The WAMG believes that full implementation of the Agreement and engagement with wider remodelling enable schools to face the challenges which the future holds, including moving towards the offer of extended services. It will also place schools in a good position to undertake the staffing review required under the new Education (Review of Staffing Structure) (England) Regulations 2005 by 31 December 2005.

