



Teachers' workload and working time policy

NATIONAL UNION OF TEACHERS

**SUMMARY
GUIDELINES FOR
NUT MEMBERS**

“The National Union of Teachers is committed to a high quality education service that meets the needs of all our children.

“At the same time, the Union is determined to achieve for all its members the removal of excessive and unnecessary workload. It seeks to address the need to reduce teachers’ working time and to gain a better work/life balance for the profession. This will be good for teachers, their families and for the children in our schools.”



NUT General Secretary,
Steve Sinnott,
November 2006

This document summarises the entitlements of teachers under the School Teachers’ Pay and Conditions Document; their rights under regulation and legislation; and the NUT’s policies and advice on workload and working hours.

NUT school representatives have been provided with copies of the complete guidelines.

Copies of the complete guidelines have been posted on the NUT’s website at www.teachers.org.uk.

NUT school representatives have been asked to consider and discuss the guidelines with members. Priority issues to be addressed at school level should be identified. **When the ballot is completed, the Union will issue further detailed advice to members.**

This document summarises the NUT’s guidelines on workload and working hours. As a summary, it cannot include all the details, conditions and caveats set out in the full document.

TEACHERS' WORKING TIME

Working Time

1. The School Teachers' Pay and Conditions Document (STPCD) specifies that other than heads, deputies, assistant heads, ASTs or fast track teachers, teachers are required to be available for work for 195 days in any school year of which 190 are teaching days and 5 are non-contact days.
2. Head teachers may direct teachers to undertake certain professional duties on these days up to an overall limit of 1265 hours per year. A teacher is required to work 'reasonable additional hours' to discharge their professional duties. These additional duties, such as marking and report writing may be under the general direction of the head teacher but it is not 'directed time' within the 1265 hours.
3. Teachers cannot be **directed** to undertake duties on any of the 170 calendar days, 171 in a leap year, not specified as working days by the employer – this includes holidays and weekends.
4. Where NUT members believe they could be called upon to undertake directed time which would exceed these limits, the NUT should be consulted without delay.

PATTERN OF THE SCHOOL DAY

Planning, Preparation and Assessment

5. Teachers with timetabled teaching commitment have contractual entitlements to at least 10 per cent of timetabled teaching time for planning, preparation and assessment (PPA). PPA time must be allocated in blocks of no less than 30 minutes and should take

place during lesson times. It must not be bolted on before or after pupil sessions. PPA time cannot be used for provision of cover.

6. The NUT's advice on the implementation of PPA time, is set out in the NUT guidance document 'Planning, Preparation and Assessment Time; Leadership and Management Time', available from the NUT website at www.teachers.org.uk.
7. Teachers cannot be required to set or mark work for support staff who cover their classes while they are taking their PPA time.

Leadership and Management Time

8. A teacher with leadership and management responsibilities is entitled to leadership and management time. Unlike PPA time, there is no minimum entitlement but the NUT believes that schools should provide adequate additional non-contact time commensurate with levels of responsibility.

Headship Time

9. Head teachers must have dedicated time to lead their schools as well as to manage them. The amount of headship time is not specified in the School Teachers' Pay and Conditions Document (STPCD) but reference is made to those head teachers with significant teaching loads defined as those who teach for more than 50 per cent of the timetable.

Mid-session Breaks

10. Morning and afternoon breaks count as directed time. A small proportion of staff may be on duty on a rota basis but in an emergency, staff would be expected to respond and clearly they are available for work at such a time.

Midday Break

11. A teacher cannot be required to undertake midday supervision and shall be allowed 'a break of reasonable length either between school sessions or between ... 12 noon and 2 p.m.' Teachers may leave school premises at lunch time if they so choose.
12. NUT policy is that teachers can volunteer to supervise activities and that if they do so, they are entitled to a lunch without payment. Midday supervision can otherwise be undertaken by lunch time supervisors.
13. NUT members are strongly advised not to attend staff meetings during their lunch breaks. Any attendance is voluntary. Members may prefer to meet at this time rather than at the end of the school day if this is their preference.

PROFESSIONAL DUTIES

Planning

14. Plans should not be very long or complex. They can be set out in the form of bullet points or notes, including how learning objectives will be achieved.
15. Plans should be updated when necessary and not more than once a year, for example, to adjust long to medium-term plans in light of their usefulness in the previous year.
16. Plans are working documents and do not need to be beautifully presented or copied out for others. Teachers should not be asked to plan according to prescribed formats.
17. Short term plans such as separate weekly and daily lesson plans are not necessary. Any further 'plan' will develop as teaching progresses.

18. With the exception of some children with specific needs, lesson plans for individual pupils are not necessary. 'Personalised learning' approaches for individuals or groups of pupils can be highlighted on teachers' main planning documents.
19. Planning can involve all staff in a key stage or phase working together to ensure coherence and curriculum continuity. Individual teachers should not be expected to produce all such plans independently.
20. Planning should be perceived by teachers to be useful to them in their teaching. There should be no requirement for teachers to prepare plans in retrospect in order to reconcile intentions with the course of lessons in practice.

Meetings

21. NUT policy is that meetings should last no more than 60 minutes, be held on no more than an average of one evening per week during a term with a maximum of two evenings in any week. Any time devoted to pre-school briefings should be within the 60 minutes maximum for meetings.

Parents' Evenings

22. Parents' evenings are not subject to the 60 minute maximum. During the week of parents' evenings, however, there should be no more than one further evening call on teachers.

Reports on Pupils

23. NUT members should not write more than one report on each pupil per academic year. Unless the reports are computer generated, the maximum length of reports should be as follows:
 - whole reports: 400 words;
 - subject reports: 40 words.

24. Teachers should not collate and/or photocopy reports (see below).

Cover

25. Other than those employed to provide cover, teachers cannot be required to cover for more than 38 hours per year. Head teachers should ensure an even cover burden between teachers over the year. It is recognised within the STPCD that covering for absence is not an effective use of teachers' time. Schools should aim for a situation where teachers cover for absent colleagues only rarely and where cover or supply teachers are used instead.

Gained Time

26. At some points in the school year, teachers with examination classes may be released from timetabled classes because students are on study leave or are taking examinations. This time is known as 'gained time'. Teachers cannot be retimetabled during such periods to take the classes of other teachers. If they are directed to cover during gained time, then that must count towards the 38 hour limit. A head teacher can reasonably direct a teacher to undertake the following activities during gained time.

- Developing/revising departmental/subject curriculum materials, schemes of work, lesson plans and policies in preparation for the new academic year. This may include identifying appropriate materials for use by supply staff and/or cover supervisors.
- Assisting colleagues in appropriate, planned team teaching activities.
- Taking groups of pupils to provide additional learning support.
- Supporting selected pupils with course work.

- Undertaking planned activities with pupils transferring between year groups or from primary schools.
- Where the school has a policy to release staff for CPD during school sessions, gained time may be used for such activities.

Examination Invigilation

27. Teachers cannot be required to invigilate external examinations such as national curriculum tests, GCSE, AS/A2 examinations, mock examinations and other tests requiring alterations to the school timetable.

Administrative and Clerical Tasks

28. Teachers should not undertake administrative and clerical tasks which do not call for the exercise of a teacher's professional skills and judgement. The STPCD lists the following tasks which teachers should not routinely undertake but this is not exhaustive and members should exercise professional judgement.

- Collecting money from pupils and parents.
- Investigating a pupil's absence.
- Bulk photocopying.
- Typing or making word-processed versions 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 analyses 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.

OFSTED, SEFS/ESTYN

29. In a number of schools in England, classroom observation has increased as a result of the new inspection arrangements. This has come about in England because of the introduction of the Ofsted Self-Evaluation Forms (SEF). Self-Evaluation Forms should be no more than 25 pages long.

30. Local authority versions of SEFs are not necessary. Schools are not obliged to adopt them.
31. School representatives in schools in special measures or with a notice to improve are advised to refer to their regional office in England for advice where they believe they are facing excessive demand in these circumstances.
32. Problems arising from inspections by ESTYN, under the separate arrangements in Wales, should be referred to NUT Cymru.

Setting Targets

33. As part of assessments of pupils' learning, members will necessarily set learning objectives. This should be distinguished from the setting of targets for whole school purposes. The setting of targets, including benchmarking for such purposes, should not take place more than once a year unless teachers themselves seek to change those targets.

Governing Bodies

34. Teachers should not undertake administrative work for governing bodies unless they volunteer to do so as teacher governors.

National Curriculum Assessment (Key Stage 1, 2, 3/Optional Tests)

35. Teachers cannot be required to transfer test results to OMR forms.
36. Teachers cannot be required to undertake administrative work in relation to test papers for pupils.

Foundation Stage Profile

37. Teachers are not required to carry out baseline assessment or any other form of on entry assessment.

38. Teachers should not carry out additional or supplementary assessments in the final years of the Foundation Stage. Assessments should be based on ongoing observations of children.

Performance Management

39. The Government has published regulations which set out new performance management arrangements. Those arrangements will be introduced on 1 September 2007. The regulations require the head teacher to appoint teachers (reviewers) to review the performance of other teachers (reviewees).

40. The Government's guidance states that, "In order to minimise the workload on individuals, schools may wish to place a limit for each reviewer on the number of teachers for which reviews have to be carried out". The NUT's guidance is that, as far as reasonably possible, each reviewer should be allocated no more than three reviewees for the performance management arrangements. Limits should also be agreed at school level for teachers in the Leadership Group on the number of reviewees for whom they are responsible.

41. Planning and review meetings between reviewers and reviewees should be scheduled as far in advance as possible. There should be at least five working days' notice prior to any planning meeting. Part-time teachers should be given similar reasonable notice. The planning meeting should take place within the timetabled school day. Lunch breaks and PPA time must not be used for this purpose.

42. A minimum of one hour should be allocated for the planning meeting at the beginning of the cycle and a further one hour minimum for the review meeting at the end of the cycle.

Classroom Observation

43. (a) The Performance Management Regulations state that classroom observation for performance management purposes cannot exceed three hours per cycle.
 - (b) The Government's guidance says that the three hours is a maximum and this means that the classroom observation for performance management may be less than three hours.
 - (c) The NUT believes that classroom observation for the purposes of performance management should be limited to one observation of a maximum of 60 minutes in length per performance management cycle, subject to the reviewee choosing to request a further observation within the three-hour maximum.
44. Classroom observation carried out by head teachers in order to evaluate standards of teaching and learning should be limited to a maximum of two additional observations per year.
45. The maximum number of times each teacher can be required to undergo classroom observation for the purposes of performance management and the evaluation of standards of teaching and learning should be three per performance management cycle.
46. The NUT believes that any teacher who undergoes classroom observation should have at least five working days' notice before the observations take place. Part-time teachers should be given a similar reasonable notice.
47. The bunching of classroom observations, albeit for different purposes, is unacceptable.
48. In any one school, the number of classroom observations per year within each performance cycle should be the same for every teacher.

Booster and Revision Classes

49. These activities should take place within the 1265 hours of directed time for those with working time protection. For those without such protection, the activities should be allocated without extending working hours unreasonably.

Class Sizes

50. Oversized classes add significantly to the workload of teachers. The NUT policy and objectives on class sizes are that classes should not exceed:

- 26 pupils in the case of nursery classes with one teacher supported by an appropriate qualified nursery assistant;
- 27 pupils in the case of reception classes;
- 24 pupils in the case of mixed age classes;
- 20 pupils in the case of practical classes;
- 15 pupils in the case of classes of pupils needing particular small group or individual attention; and
- 30 pupils in other cases.

Full Guidelines

51. For full details of the Union's guidelines, see your NUT school representative or go to www.teachers.org.uk.

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Region 8 LONDON (WEST)

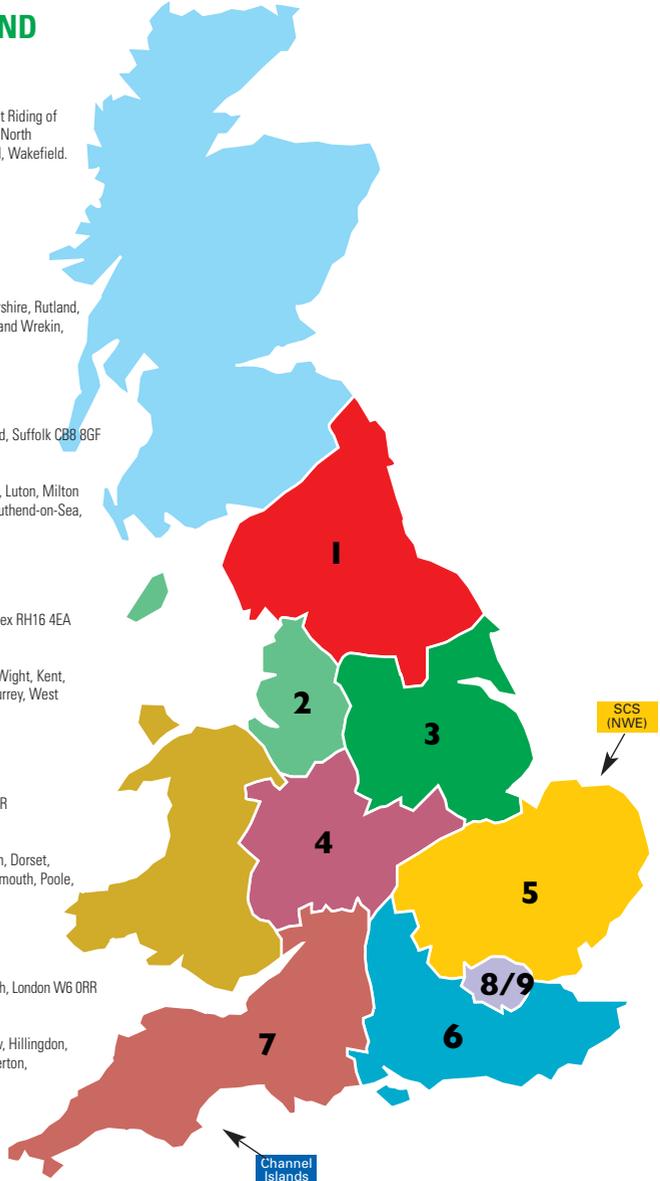
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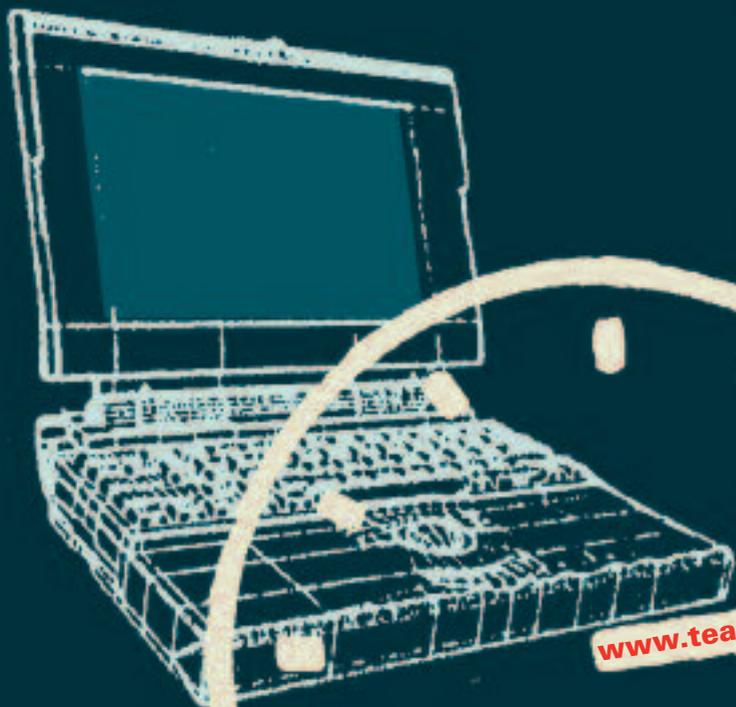
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www.teachers.org.uk

