

NUT
NOT
GUIDE
2016-17

Workload





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Workload – a brief introduction

Did you know that contractual terms relating to teachers' pay and working time are fixed by the Government?

Each year the Government publishes the *School Teachers' Pay and Conditions Document (STPCD)*. This sets out statutory requirements for teachers' pay and conditions in maintained schools in England and Wales. Schools must abide by these requirements. Many academies also apply *STPCD* conditions but there may be variations. For further details see the 'Note for members in academies' on page 11.

The 2010-15 Coalition Government's far-reaching changes to teachers' pay arrangements included an end to automatic pay progression, performance related pay (PRP) for all teachers and the end of fixed pay points on pay scales. The abolition of the portability of pay points, with schools having the discretion to pay teachers at any pay point when they move schools, has hit teachers moving schools (or taking a career break) particularly hard.

As a full-time teacher the *School Teachers' Pay and Conditions Document* specifies that:

- you may be directed to work up to a maximum of 1,265 hours each year, spread over the 195 days for which you are available for work. This includes five non-pupil days
- your directed time should be allocated reasonably throughout the school year by your head teacher
- you are expected to work "such additional hours as may be necessary to discharge effectively your professional duties". Such additional hours must be reasonable.



Know your • union rep

Your first point of contact with the Union is your NUT representative or local secretary. If there is no NUT representative in your workplace, for advice and assistance in England you should contact NUT AdviceLine and, in Wales, NUT Cymru. Contact details can be found on page 11.

What is included in directed time?

- teaching and other activities including participating in arrangements for professional development, school visits, etc
- planning preparation and assessment (PPA) and other non-contact time. You are entitled to at least 10 per cent of your timetabled teaching time for PPA. Remember also that as a newly qualified teacher, you are entitled to a reduced teaching timetable equivalent to no more than 90 per cent of the time other teachers without management responsibilities spend in the classroom. You are, therefore, entitled to PPA time equivalent to 10 per cent of your reduced teaching timetable
- supervisory duties at the beginning and end of the school day
- time spent attending meetings, parents' evenings, open evenings, pre-school briefings, etc
- break times
- cover (although teachers can only be required to cover rarely, in circumstances which are not foreseeable, for example, genuine emergencies)
- registration
- in-service education and training (INSET).

What is not included in directed time?

- the lunch break of 'reasonable length' between school sessions or between 12 noon and 2pm to which you are entitled. You cannot be directed to undertake any activity during this break
- marking, report writing and other preparation work, other than work carried out during PPA time
- travel to and from the place of work, except in the case of peripatetic teachers or those who work in a split-site school.

Tasks you cannot be required to undertake

Examination invigilation

You cannot be required to invigilate external examinations such as national curriculum tests (in England), GCSE, AS/A2 examinations, mock examinations and other tests requiring alterations to the school timetable. It is reasonable, however, to expect that you should be present at the beginning and end of an external examination in your subject area to check papers.

Administrative and clerical tasks

Teachers should have appropriate support so that they can focus on teaching and learning. They should expect administrative and clerical tasks to be carried out by support staff. In some cases, teachers will need to exercise their judgement in deciding whether a particular task requires their professional skills. For example, it is up to individual teachers to decide whether putting up and maintaining displays is a task which requires their professional skills or whether it is an administrative task that should be transferred to support staff.

A short guide to NUT policy on other issues affecting workload

The NUT is campaigning hard to secure reductions in teachers' excessive workload. After sustained pressure the DfE set up Independent Teacher Workload Review Groups to report on unnecessary burdens associated with planning, marking and data management.

The Review Groups have published reports that are clear on what must change, making some powerful recommendations that have been accepted by the Secretary of State. The reports only focus on three areas and do not, therefore, address all the drivers of excessive workload and accountability, but if implemented correctly they should make a difference to teacher workload. The full reports and further NUT advice on workload are available at www.teachers.org.uk/campaigns/stand-up-for-education/workload

Planning

- planning is the professional responsibility of all individual teachers, who plan by taking into account the particular needs of their class or groups
- plans should be 'fit for purpose'. They should be useful to individual teachers and reflect what they need to support their teaching of particular classes. Teachers should not be directed to 'hand-in' plans
- plans should be kept to a minimum length. They can be set out in the form of bullet points or notes, including how learning objectives will be achieved. This is entirely a matter of professional judgement
- plans should be updated only when necessary and not more than once a year
- plans are working documents and it is the content rather than the presentation which is important. Separate weekly and daily lesson plans are not necessary. Annotations or post-it notes can be used to convert medium-term plans into lesson plans
- with the exception of some children with specific needs, lesson plans for individual pupils are not necessary. Differentiation or personalised learning approaches for individuals or groups of pupils do not require individualised planning. This can be highlighted on teachers' main planning documents

- 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.

Marking

- marking is a professional activity which should be undertaken by teachers in accordance with their knowledge and expertise. Marking should be consistent and supportive of learning. It can be undertaken by the teacher alone and with the involvement of pupils. Regular marking informs teacher planning and assessment
 - teachers should be able to exercise their professional autonomy as to the frequency and type of marking that is appropriate. Teachers should not come under pressure to mark in too detailed a way. They should use their own professional judgement
 - excessive requirements such as ‘deep’, ‘double’ or ‘triple’ marking, in which the teacher writes detailed feedback, the pupil responds and then the teacher comments again, are unnecessary and can undermine teachers’ professional autonomy as well as causing additional workload. ‘Book looks’, in which the marking inside a book is checked, should be kept to a minimum
- following NUT pressure, the Government now recommends “sparing use of more detailed marking and written feedback”. Ofsted does not set out particular expectations for marking. In Ofsted’s 2015 *Clarification for Schools*, it made clear that schools should determine their own marking practices and that in particular it does not expect to see a written record of oral feedback. The Ofsted clarification is available at www.gov.uk/government/publications/ofsted-inspections-clarification-for-schools

Meetings

NUT policy is that meetings should last no more than 60 minutes and 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.

Teachers cannot be required to take verbatim notes or produce formal minutes of meetings.

Parents' evenings

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

Reports on pupils

You should not be expected to write more than one report on each pupil per academic year.

Classroom observations

Excessive classroom observation is a serious problem in many schools. The various purposes for which observations may be required have meant that in some schools the total number of observations has climbed. The context in which they are carried out can be felt to be hostile rather than supportive.

NUT policy is that a teacher should be subject to no more than three classroom observations per year, for all purposes. The total time occupied by such observations should not exceed three hours per year.

Newly qualified teachers are not subject to appraisal. You should be aware, however, that there are other purposes for which classroom

observation may be used. It is good practice for observations to be carried out to achieve a range of objectives at the same time.

Drop-ins and learning walks should not be used for the purposes of appraisal. They should be for other clearly defined purposes and consulted upon in advance with teachers.

Class sizes

Oversized classes add significantly to the workload of teachers. Support is available from the NUT for negotiations to reduce class sizes. Where such negotiations are not successful, industrial action will be considered if the class sizes exceed the limits set out below:

- 26 pupils in the case of early years foundation stage classes with one teacher and a support staff member with minimum NVQ level 3 qualifications
- 27 pupils in the case of key stage 1 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
- 30 in other cases.

Note for members in academies

If you work in an academy, NUT policy, as described in this document, is intended to support you in the same way that it supports any other member. Teachers who have worked in the predecessor school and transferred to the academy, should still be entitled to STPCD conditions of service, as described in this document. This includes the provisions for working time and directed time. If you are not sure whether this applies to you, contact us.

Full guidelines

More detailed advice is provided in *Teachers' working time and duties: an NUT guide* on the NUT website at www.teachers.org.uk/campaigns/stand-up-for-education/workload

Conclusion

Wherever necessary, the NUT will act to ensure that these guidelines are applied and to protect members from excessive workload demands. Members experiencing problems, whether on an individual or whole school basis, are advised to contact their NUT representative in the first instance.

Guidance on how to get involved in tackling workload issues is available from the NUT website at www.teachers.org.uk/campaigns/stand-up-for-education/workload

How do I get in touch?

Your first point of contact for advice and support from the Union is your NUT workplace representative. If there is no NUT representative in your workplace, for advice and assistance in England you should contact NUT AdviceLine and, in Wales, NUT Cymru.

For advice and guidance in England contact:

NUT AdviceLine

Tel: **020 3006 6266**

Email: nutadvice@nut.org.uk

In Wales contact:

NUT Cymru

Tel: **029 2049 1818**

Email: cymru.wales@nut.org.uk



The NUT— the union for new teachers

Get involved in your union as soon as you start your teaching career by:

- networking with other new teachers at local and national Union events
- letting the Union know what's important to you as a new teacher
- supporting local and national NUT campaigns
- becoming active in your school or local area as an NUT representative.

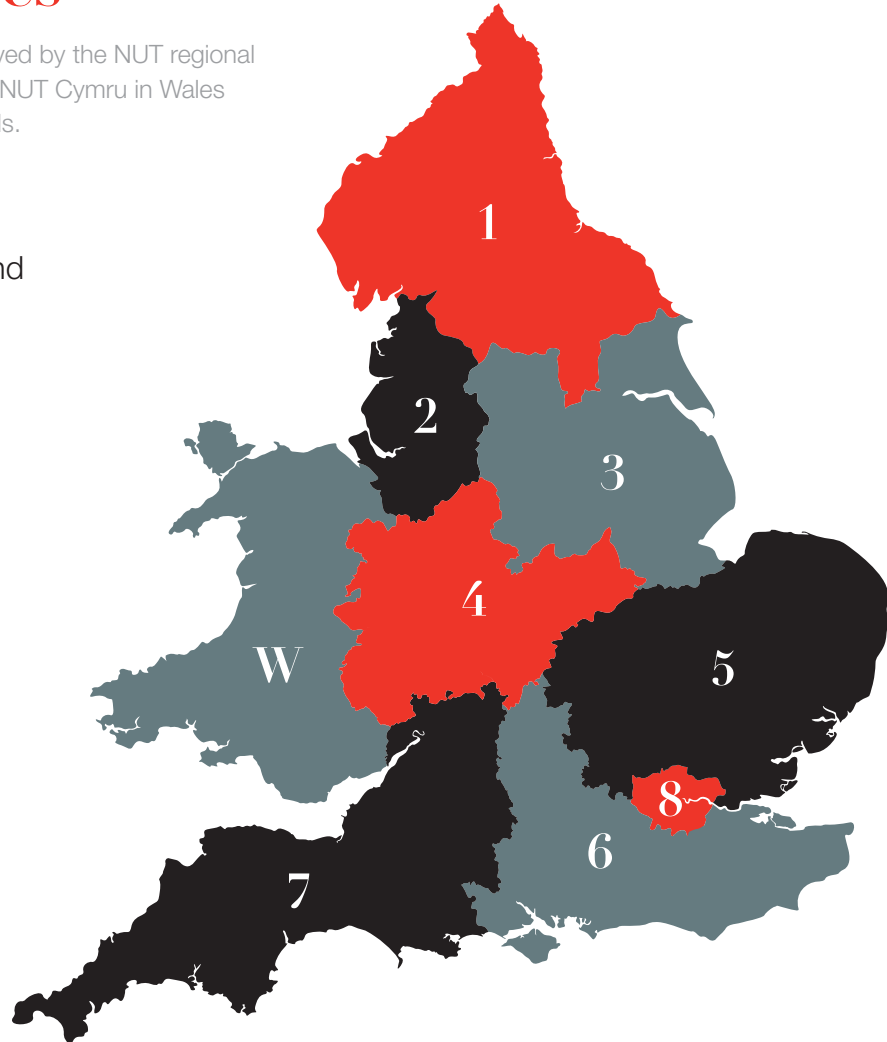


For further details about how to get involved contact the NUT at newteachers@nut.org.uk

NUT regions and Wales

Here are the areas served by the NUT regional offices in England and NUT Cymru in Wales and their contact details.

- 1 Northern
- 2 North West
- 3 Yorkshire/Midland
- 4 Midlands
- 5 Eastern
- 6 South East
- 7 South West
- 8 London
- W Wales



NUT Northern Regional OfficeTel: **0191 482 7700**Email: **northern@nut.org.uk****NUT North West Regional Office**Tel: **01204 521 434**Email: **north.west@nut.org.uk****NUT Yorkshire/Midland Regional Office**Tel: **01302 342 448**Email: **yorkshire.midland@nut.org.uk****NUT Midlands Regional Office**Tel: **0121 647 4397**Email: **midlands@nut.org.uk****NUT Eastern Regional Office**Tel: **01638 555 300**Email: **eastern@nut.org.uk****NUT South East Regional Office**Tel: **01444 894 500**Email: **south.east@nut.org.uk****NUT South West Regional Office**Tel: **01392 258 028**Email: **south.west@nut.org.uk****NUT London Regional Office**Tel: **020 8477 1234**Email: **london@nut.org.uk****Wales NUT Cymru**Tel: **029 2049 1818**Email: **cymru.wales@nut.org.uk**



Speak up for professional unity

Our aim:
one union
for all
teachers

One union – why now?

Because we are stronger when we are together.

The NUT has consistently campaigned for there to be one union for all teachers. A single union would ensure the voice of the profession is heard.

The NUT has proudly collaborated with ATL, NASUWT, UCAC, ASCL and NAHT on different campaigns at different times to ensure the profession's expert voice shapes education and schools policy.

Speak up for one union

If you agree that now is the time for professional unity – speak up for one union for all teachers. Tell us why you support professional unity. Email unity@nut.org.uk

Our aim: one . union for all teachers

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in 2016?

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