

Time for Standards

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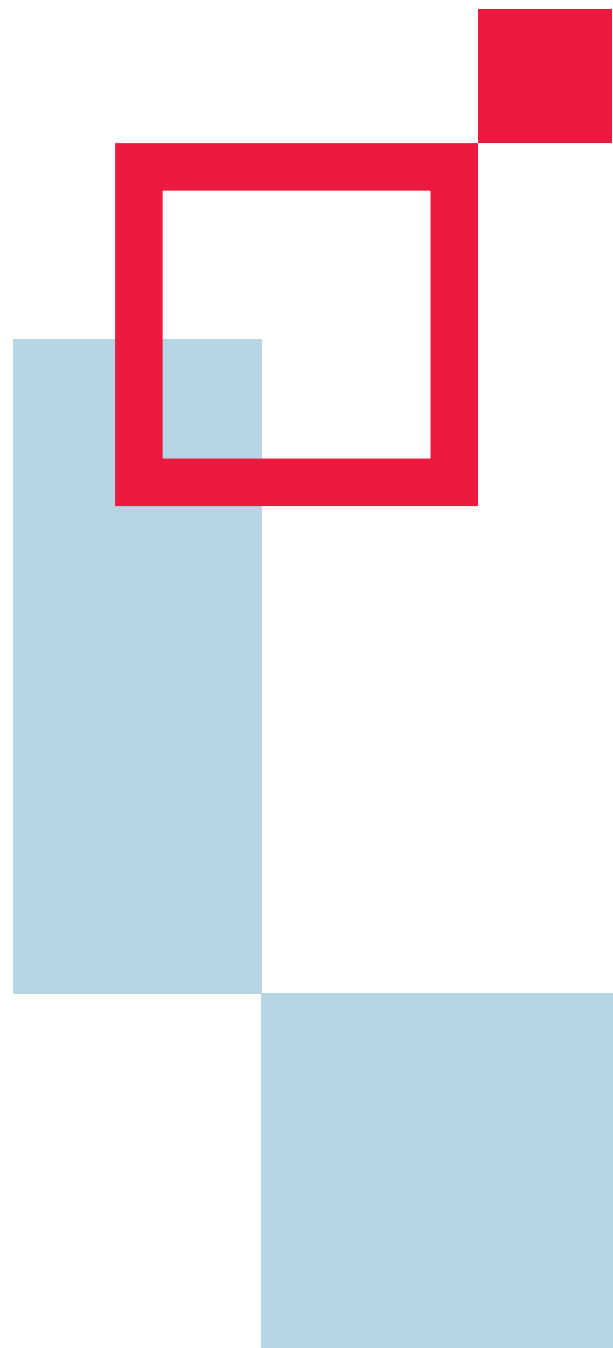
SHA

T&G

UNISON
the public service union



Llywodraeth Cymru
Welsh Assembly Government



Headteachers and the National Agreement – a summary

The National Agreement – Introduction

The National Agreement on Raising Standards and Tackling Workload has led to a cultural shift in schools, ushering in a new way of working that involves fundamental changes to the school workforce. Schools need to be able to adapt to these changes in order to maximise the benefits and this has significant implications for headteachers in terms of the leading and managing of their schools.

The main purpose of the National Agreement is to reduce teachers' workload while enabling them to be more effective through a greater focus on teaching and learning. Implementation of the changes arising from the National Agreement has freed teachers from tasks that have little to do with their professional expertise. This should result in teachers having increased capacity to undertake teaching and learning activities.

While recognising the impact these changes are having on the leading and managing of their schools, many headteachers also acknowledge the benefits. The aim of this document is to summarise and highlight the benefits and relevance of each of the contractual changes to the headteacher and to identify appropriate help and support. This document also covers the governors' responsibilities to headteachers in respect of the National Agreement.

In terms of the broader reform agenda, including children's services and the new professionalism, there are implications for headteachers in leading and managing their schools. This is referred to briefly towards the end of this document. It is recognised by the social partners* that there is a need for a comprehensive review of the professional duties of headteachers. WAMG is mindful of the responsibilities being placed on headteachers.

In the final part of this document, there is a brief section detailing the part that remodelling can play in helping headteachers to manage change in their schools.

*Social partners are those organisations within the Workforce Agreement Monitoring Group (WAMG) and the Rewards and Incentives Group (RIG) comprising the following: ATL, DfES, GMB, NASUWT, NEOST, PAT, SHA, T&G, UNISON and the Welsh Assembly Government.

Background to the National Agreement

The National Agreement on Raising Standards and Tackling Workload was signed between Government, employers, and school workforce unions on 15 January 2003. The document details contractual changes required to reduce the workload of teachers while addressing the issue of raising standards.

Among the principles of the Agreement it states: “We consider that investment and reform must go together, as part of a successful partnership between schools, governors, LEAs, national partners and Government, so that we achieve ever higher standards in a future where our headteachers and leadership teams are committed to innovation, leading the change to new, more flexible, ways of working, and to better teaching not just within their own schools, but in partnership with other schools and institutions and with their LEA...”

In this respect, the Agreement acknowledges that headteachers should have a reasonable allocation of time in support of their leadership and management responsibilities and dedicated time that recognises their significant leadership responsibilities for their school.

The prime objectives of the National Agreement are to raise the standards of teaching and learning in schools, while simultaneously reducing the workload of teachers and headteachers. To realise these objectives, headteachers must themselves benefit from the changes to assist them in focusing on the leading and managing of the teaching and learning in their schools.

Contractual changes with reference to headteachers

All contractual changes of the National Agreement apply to headteachers. Some of the contractual changes will have a much greater relevance to, and impact on, headteachers’ workload than others.

Phase one changes

1. Administrative and clerical tasks

Guidance from the School Teachers’ Pay and Conditions Document (STPCD) says: “The contract for headteachers has never contained a duty to perform this type of task. However, some headteachers have often felt obliged to undertake such work. This is a distraction from their leadership role - they should identify and delegate any tasks which should stop, or be more appropriately carried out by members of the school support staff.”

The National Agreement states that teachers – including headteachers – should not routinely be required to undertake administrative and clerical tasks.

In small schools where there may be a limited number of staff members, headteachers may have taken it upon themselves in the past to carry out these tasks. In these cases, it is incumbent on the governing body to ensure that headteachers are not responsible for undertaking any of these tasks.

By reallocating these responsibilities to staff other than teachers or themselves, or by discontinuing tasks, headteachers are able to concentrate on the leadership of their schools including more focus on the teaching and learning aspects. This will require headteachers to review their administrative and clerical staffing structures.

Further guidance and case studies containing examples of good practice can be found on the National Remodelling Team website www.remodelling.org

2. Work/life balance

STPCD 2005 guidance says: “Employers have a duty to employees at common law and a legal duty under health and safety legislation, including the Health and Safety at Work Act 1974 and related legislation and the Working Time Regulations 1998. In addition, four provisions have been put in place to encourage schools to develop effective work/life balance strategies:

- Additional hours for classroom teachers over and above the annual 1,265 must be reasonable;
- For those teachers (deputy and assistant headteachers, ASTs and fast-track teachers) not covered by the 1,265 annual limit on directed time, overall hours should be reasonable;
- Headteachers must have regard to the desirability of all teachers at the school (including themselves and other members of the leadership group) being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work;
- To the extent that headteachers direct their own work, they are covered by the provision above. However, specific provisions have been put in place through regulations made under section 21 of the Education Act 2002 which put a responsibility on the relevant body (be it a school governing body or LEA) to have regard to the work/life balance of their headteacher and ensure that they are not required to work unreasonable hours and can achieve a reasonable work/life balance.”

In respect of headteachers and teachers with leadership and management responsibilities, work/life balance is the legal responsibility of governing bodies and headteachers respectively. To this end, governing bodies have to ensure that headteachers have an appropriate workload, having regard to their health and welfare.

In the Education (Review of Staffing Structure) (England) Regulations 2005, and The Education (Review of Staffing Structure) (Wales) Regulations 2005 under section 5, it states: “In managing the headteacher, the relevant body must have regard to the desirability of the headteacher being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work.”

Further guidance can be found in the forthcoming WAMG pack ‘Work/life balance: raising standards - Resource pack’ and on the National Remodelling Team website www.remodelling.org

3. Leadership and management time

STPCD 2005 guidance says: “Headteachers are also legally entitled to a reasonable allocation of leadership and management time as a result of this and other amendments. These make it clear that leadership is one of the core duties of a headteacher and that they should be involved in teaching to such extent as may be appropriate having regard to his leadership and other functions and duties. In addition, provision for dedicated headship time is introduced from 1 September 2005.”

The National Agreement led to changes in the STPCD so that all teachers, including headteachers, who were eligible for leadership and management time would have a reasonable allocation of time in support of their leadership and management responsibilities reflected in their timetable.

The National Agreement goes on to mention that time provided for leadership and management activities should be in addition to PPA time and should acknowledge provisions about work/life balance. It also states that such provision should be a contribution towards the time needed to discharge the relevant responsibilities effectively and is not intended to cover all the time required.

Entitlement to leadership and management time

Headteachers should also receive time during the school working day to carry out their own leadership and managerial responsibilities. Whether this time forms part or all of a headteacher’s dedicated headship time is a matter for each individual school to determine.

New pay arrangements due to come into being on 1 January 2006 include Teaching and Learning Responsibility (TLR) payments which will replace the current Management Allowances. Where TLR entails the leadership and management of staff, it is reasonable for leadership and management time to be assigned. *Note: please refer to the link on the final page of this document for further details.*

It should be acknowledged that many headteachers and others with leadership and management responsibilities are already cognisant of leadership and management matters in terms of eligibility, time taken and specific activities undertaken.

What constitutes an appropriate amount of leadership and management time?

This will be a matter for each school to determine, however what time is provided is in addition to that given to honour contractual obligations for work/life balance and PPA.

STPCD guidance says:

“Time for leadership and management is likely to be identified using one, or a combination, of the following strategies:

- Existing non-contact time already allocated specifically for that purpose;
- A proportion of existing non-contact time, originally allocated to support a variety of tasks, including leadership and management responsibilities;
- Re-designation of some or all of the non-contact time previously allocated to support a variety of tasks, including those which do not require the professional expertise of a qualified teacher and should be transferred to appropriate support staff;
- The release of teachers from pupil contact time, which does not involve teaching. This includes pupil supervision, registration, attendance at assemblies and other similar tasks that can be carried out by appropriate support staff. Where appropriate, this should be in accordance with the provisions of the regulations and guidance made under section 133 of the Education Act 2002.”

Phase two changes

4. Cover

STPCD 2005 guidance says: “From 1 September 2004, two contractual changes on cover came into effect:

- a limit on the amount of cover that could be provided by an individual teacher; and
- an amended duty for headteachers to ensure that cover for absent teachers is shared equitably among all teachers in the school (including the headteacher), taking account of their teaching and other duties, and of the desirability of not using a teacher at the school until all other reasonable means of providing cover have been exhausted.”

One of the aims of the National Agreement is to reduce significantly the amount of cover by teachers at the school

for absent colleagues. Under the terms of the Agreement there will be an annual contractual maximum on cover of 38 hours per teacher. The longer-term objective of the National Agreement is that teachers should rarely or never be asked to provide cover and headteachers should have plans for working towards this objective. Time that is realised through not covering lessons can then be used by the teachers for teaching and other activities connected with their roles.

The contractual changes apply to all teachers at a school, including teachers on the leadership spine and ASTs, whether on permanent, fixed term or temporary contracts and pro-rata to teachers on part-time contracts.

A similar amendment to paragraph 54.23 of the STPCD ensures that headteachers are covered by the contractual limit.

Further guidance can be found in the WAMG pack ‘Remodelling Cover – A Resource Pack’ and on the National Remodelling Team website www.remodelling.org

Phase three changes

5. Guaranteed Planning, Preparation and Assessment time

STPCD 2005 guidance says: “From 1 September 2005, all teachers at a school (including headteachers) with timetabled teaching commitments, whether employed on permanent, fixed term, temporary or part-time contracts, have a contractual entitlement to guaranteed PPA within the timetabled teaching day.”

The National Agreement states that: “all teachers in maintained schools, who are employed under the School Teachers’ Pay and Conditions Document, must be allocated a guaranteed minimum of 10 percent of their timetabled teaching time as PPA from 1 September 2005. This includes unqualified teachers and members of the leadership group with a teaching commitment.

All teachers, including headteachers, with timetabled teaching commitments, whether employed on permanent fixed-term, temporary or part-time contracts will have a contractual entitlement to guaranteed PPA time within the timetabled teaching day.

It needs to be emphasised that PPA time for headteachers is in addition to their dedicated headship time.

Sustainable PPA strategies are highlighted in case studies published on the National Remodelling Team's website.

Further guidance on PPA can be found in the WAMG pack 'Planning, Preparation and Assessment – Resource Pack' and on the National Remodelling Team website www.remodelling.org

6. Dedicated headship time

STPCD 2005 guidance says: "Headteachers must have dedicated time to lead their schools, as well as manage them. Therefore, from September 2005, governing bodies need to ensure that headteachers have dedicated headship time, having regard to resources in the school and to further national guidance that is being developed."

As the National Agreement states: "Headteachers must have dedicated time to lead their schools, not just manage them." Their PPA entitlement is in addition to this time and not part of it.

The National Agreement highlights the fact that headteachers with significant teaching commitments of 50 percent or over do not have enough time during the normal working day to carry out their leadership and managerial responsibilities.

Although there is no single definition covering the broad meaning of dedicated headship time, it can be said that it embraces a wide range of activities to do with the strategic direction of the school. The aim of providing dedicated headship time therefore is that headteachers are freed up to think, analyse, plan or carry out any of the associated activities so that the school has a direction.

What constitutes an appropriate amount of headship time?

There are no specific rules or guidance about what constitutes an appropriate amount of headship time. This will vary from school to school and is dependent on a number of other factors such as school size, teaching commitment and other duties of the headteacher, presence of a deputy headteacher, staffing levels, school situation and so on. Assessing an appropriate amount of headship time therefore is down to the discretion of headteachers themselves in consultation with their governing body.

Implications for small schools/teaching Heads

In small schools, where headteachers will often have a significant teaching commitment, dedicated headship time is a vital issue. It is accepted that the workload of headteachers in small schools can be prohibitive in terms of receiving non-contact time. This brings into focus a tension that exists between headteachers who teach more than 50 percent of the time and governors who are charged with the responsibility of ensuring headteachers receive dedicated headship time and reasonable work/life balance.

There is also a recognition that headteachers are appointed in small schools often for the excellence of their teaching and that there is an inherent danger of depreciating the quality of teaching if they are taken away from the classroom.

School remodelling has shown ways in which capacity can be released for teachers and headteachers through delegating or discarding tasks which do not require their professional expertise.

7. Invigilation

STPCD 2005 guidance says: "Invigilating examinations is not a productive use of teachers' time. From September 2005, teachers are no longer routinely required to invigilate external examinations (e.g. National Curriculum tests, GCSE and AS/A2 examinations). Schools should have been working towards these changes and maximising the use of support staff as external examination invigilators, prior to the contractual change."

The National Agreement recognises that the use of teachers to invigilate examinations does not represent an effective use of the teacher's time and expertise. The same statement can be applied equally to headteachers.

Time that is freed up as a result can then be put to a more beneficial purpose. The second half of the summer term is a case in point. Headteachers should be able to manage their schools better by having teachers not invigilating, but focused instead on their teaching and learning responsibilities.

Further guidance can be found in the WAMG pack 'Invigilation Resource Pack' and on the National Remodelling Team website www.remodelling.org

Governors' responsibilities for headteachers

The implications for governing bodies in terms of their support for headteachers are highlighted within the National Agreement and STPCD in respect of work/life balance and dedicated headship time. However, governors along with LEAs are responsible for ensuring that schools and school leaders get the support they need to implement reform.

Work/life balance

An important element of the National Agreement with respect to governors is the statutory responsibility to have regard to the work/life balance* of the headteacher. The governing body will need to consider measures to ensure that the headteacher's workload is kept at a reasonable level.

Governors will need to engage with their headteachers on an individual basis to ascertain what is essential for the headteachers to be able to carry out their responsibilities effectively.

Dedicated headship time

The core purpose of the headteacher is to provide professional leadership and management for a school. From September 2005, the governing body is responsible for ensuring that the headteacher has dedicated headship time during the school week. It is particularly important that governors take an active role in monitoring the use of this time where headteachers have a heavy teaching timetable or where the management aspects of the role leave little time for leadership. The headteacher needs time to focus on the important, rather than the urgent, in order to develop the necessary vision and direction to improve the quality of education and raise standards.

Further guidance for governors in support of headteachers can be found in 'Workforce Remodelling – a Guide for Governors IV' which can be obtained from National Governors Council, Lonsdale House, 52 Blucher Street, Birmingham, B1 1QU and also from the National Remodelling Team website www.remodelling.org

* Work/life balance is referred to in the Education (Review of Staffing Structure) (England) Regulations 2005, and The Education (Review of Staffing Structure) (Wales) Regulations 2005 under section 5: "In managing the headteacher, the relevant body must have regard to the desirability of the headteacher being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work."

Leading and managing change in schools

The contractual changes arising from the National Agreement have an impact on the headteacher's role of leading and managing the school. Managing a changing workforce involves an understanding of the new dynamics within the workplace. Some of these dynamics may include:

Managing a changing workforce

- **Cultural change** – old hierarchical school structures have given way to inclusive, more flexible team working, seen in structures such as the school change team (SCT) that is representative of all school staff. Traditional notions of what teachers should be doing are being replaced by a sharper focus on teaching and learning at all levels. Freeing up teachers from tasks that are not focused on teaching and learning, enables them to operate much more effectively and professionally.
- **Changes in staffing levels and numbers** – the ratio of teachers to support staff is changing as more support staff members are recruited and deployed in new positions to assist the learning process and to ensure the smooth running of the school.
- **Employment contracts** – pay, grading, contractual hours and other conditions need to reflect the professionalism of support staff and their increasing levels of responsibility within the school team. The specialists and coaches that are increasingly being brought into schools may have different employment contracts; similarly, the new Higher Level Teaching Assistants and new positions for support staff members in schools need to be taken into account. Schools need to ensure that more appropriate conditions of employment, and pay and grading systems, are introduced for support staff in recognition of the increasing levels of responsibility undertaken.
- **Structures** – there is a requirement under section 21 Regulations for the relevant bodies to undertake a review of the whole staffing structure of their schools. This should result in a structure that shows how teachers interconnect with support staff, new career structures for support staff, middle management and leadership group responsibilities focused on teaching and learning and leadership groups that include support staff.
- **Diverse skills** – a changing workforce consists of a broader range of skillsets, all of which need to be assessed and managed effectively. This would include proper, robust systems of performance management at all levels in which totality of performance is addressed by means of a professional dialogue between teachers (cf. The new professionalism set out in the DfES Five-Year Strategy for Children and Learners – refer to the last page for further details) and their team leaders and support staff and their line managers.

Implications of the broader reform agenda in England

New professionalism

The new teacher professionalism agenda will build on and embed the achievements from the National Agreement to deliver further improvements in teaching and learning and in teachers' motivation and morale. The Five Year Strategy for Children and Learners proposes that "career progression and financial rewards go to those who are making the biggest contribution to improving pupil attainment, those who are continually developing their own expertise, and those who are helping to develop expertise in others." Underlying the new teacher professionalism is the aim that professional development is an ongoing part of the everyday activities of a teacher rather than a separate activity which adds to their workload.

In their joint evidence to the STRB in May 2005 (refer to last page for further guidance), the Rewards and Incentives Group (RIG) "believes that clear expectations set out in revised professional duties – complemented by a coherent framework of professional standards – are essential to enable teachers, headteachers and governors to progress this agenda. There is a need for a comprehensive review of the professional duties of headteachers and teachers which provide a key reference point for discussions about professional development and help inform decisions about career progression".

Children's services

Within the children's services agenda, extended schools are intended to ensure that all "...schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community."

The role of the headteacher with regard to extended services will depend on the delivery model which schools adopt. Care should be taken to ensure that headteachers do not accrue management tasks that might impede their wider leadership responsibilities in the school.

The prospectus for extended schools states: "Schools will need to think about how their current leadership arrangements can be developed to ensure that additional pressures are not placed on the headteacher. However, the headteacher will obviously want to be one of a group of people, including governors and those accountable for delivering social care, healthcare and other services, who influence the way services develop to ensure they reflect well on the school and the community."

It goes on to say that: "Another key consideration for schools is to decide who should be responsible for the delivery of extended services. It should be clear from the outset that there is no expectation that teachers will deliver extended services nor is it necessary for headteachers to be responsible for their management, although it may be appropriate that someone undertakes a co-ordination role. Extended schools are not about extended hours for teachers and headteachers. Workforce remodelling will have provided schools with the skills to create a staffing structure appropriate to the extended services they wish to deliver. Schools should look at the expertise both within the school and locally to determine the best person to deliver each aspect of extended services."

WAMG note 11 March 2005 provides additional information acknowledging the role of the headteacher in relation to the delivery of extended services in and around schools. The note can be downloaded from the National Remodelling Team website: www.remodelling.org/downloads/296.pdf

Further guidance on extended schools will be available in the New Year.

Remodelling

Remodelling places schools in a good position to implement change

Remodelling is different from other school initiatives. In fact, rather than being just one initiative, it's the glue that binds the others together.

Remodelling:

- Is a self-directed approach that places the school in control of its own change agenda
- Recognises that schools must formulate unique solutions to common problems—one size doesn't fit all
- Relies on the involvement and participation of the entire school community
- Revolves around a change process that is a tried-and-tested way of managing change in schools
- Is underpinned by a wide network of support involving LEAs, the National Remodelling Team (NRT) and the signatory organisations.

Understanding and managing change is a key part of the school remodelling process. It can often prove to be the most difficult part.

Coping versus managing change

There is clearly a distinct difference between compliance with contractual change and enthusiasm for the remodelling agenda. Such a distinction has already been marked in the difference in the outcomes in those schools that have sought merely to cope with change and those that have approached it as something to be desired, organised, planned for and managed.

Schools that seek to manage change are better positioned to implement changes that are in keeping with the spirit, not just the letter, of the National Agreement.

From a leadership and management perspective, there are a number of steps that can be taken relatively quickly to ensure that the change is managed effectively. For instance, the establishment of a SCT can make an immediate impact by harnessing input from all teams across the school and in building consensus.

In many cases, a change team allows a devolved leadership to take shape that can then work on the reasons for change, develop a vision and devise an appropriate strategy. Such a strategy could then readily be incorporated into the school improvement plan.

Particular attention can be drawn to the National Agreement toolkit, which contains useful information on getting started and developing a strategy to manage change. Headteachers are asked to contact their local LEA Remodelling Adviser to receive a copy of the toolkit and for more information on how remodelling can help.

Further support available to headteachers

- LEA - there are a number of contacts that could be approached for additional advice and support, these include but are not limited to:
 - Remodelling Advisers or Change Co-ordinators (Wales)
 - School Improvement Advisers
 - Human Resources
 - Business Support Officers
 - Link Advisers
- Further information on TLRs and the joint evidence to the STRB on the new teacher professionalism can be found at: www.teachernet.gov.uk/management/payandperformance/pay/
- Useful guidance and information can also be found on the following web pages of the National Remodelling Team (NRT) website:

Extended schools:

www.remodelling.org/programmes/es.php

Case studies:

www.remodelling.org/resources/case_studies.php

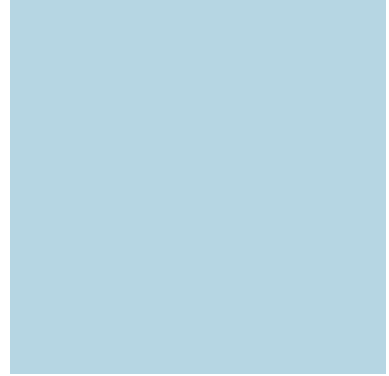
FAQs:

www.remodelling.org/resources/faq.php

Downloads:

www.remodelling.org/resources/download.php

- Information on workload issues in Wales can be found at: www.learning.wales.gov.uk/workload
- Much additional information can be found through the websites of the WAMG members: ATL, DfES, GMB, NASUWT, NEOST, PAT, SHA, T&G, UNISON and the Welsh Assembly Government
- Implementation Review Unit website: www.dfes.gov.uk/iru
- School Workload Advisory Panel (Wales) website: www.swapwales.co.uk/
- Information on support staff role profiles from the National Joint Council for Local Government Service can be found in the document – ‘Support Staff: the way forward (2003)’ – available from: www.lg-employers.gov.uk/publications/fullpublications/support.html



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