

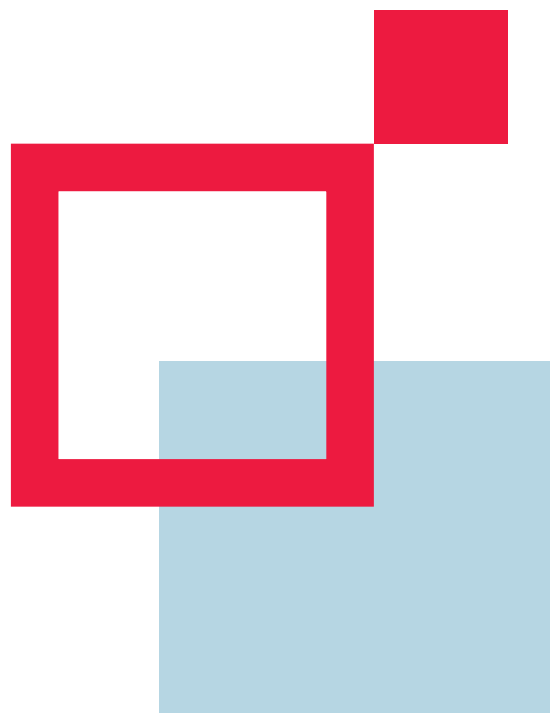
Time for Standards

Transforming the School Workforce

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Implementing guaranteed PPA time – key legal requirements and good practice

Under the terms of the National Agreement, 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.

All PPA strategies chosen by schools should reflect the aims for PPA set out in the National Agreement. Schools should already have implemented phase one and two of the Agreement. PPA is the third phase. The key aim of the Agreement is to further improve standards of teaching and learning in schools and the work/life balance of teachers.

Only teaching and learning activities that maintain or enrich the school curriculum should therefore be timetabled for pupils while teachers have their guaranteed PPA time.

Equally, the provision of guaranteed PPA time must not shift teachers' other duties to evenings and weekends. PPA time should enable a real and corresponding reduction in teachers' workload.

Many schools are already tackling PPA through school change teams as part of their remodelling process. Other schools are developing their strategies within their existing processes and structures, for example, through their school leadership teams.

Whatever their approach, schools must have regard for the other contractual changes for teachers, set out in the School Teachers' Pay and Conditions Document (STPCD), when deciding the sustainability of any strategy or mix of strategies for the provision of PPA. A minimum of 10 percent PPA time must be timetabled and guaranteed and must not be forgone for cover or any other duties.

Visit www.remodelling.org for further details.

Explanations of key terms used in this document can be found in the guidance papers included in this pack. In particular, refer to the following documents:

- Statutory Guidance Section 4 of the School Teachers' Pay and Conditions Document
- Guidance accompanying the Section 133 Regulations issued under the Education Act 2002
- WAMG Guidance Note 1
- WAMG Guidance Note 7

Legal requirements and good practice common to all PPA strategies

All PPA strategies chosen by schools should fulfil the legal requirements and reflect the spirit of the contractual requirements on PPA outlined in the National Agreement, which aim to further improve standards of teaching and learning in schools and the work/life balance of teachers.

While circumstances may vary from school to school, these legal requirements and essential elements of good practice may be grouped under the following ten headings: generic, teachers, newly qualified teachers (NQTs), support staff, incoming staff, instructors, other specialist staff, enrichment activities, collaboration and ICT.

It should be noted that the legal requirements and good practice outlined here are not exhaustive. For further guidance read the WAMG documents included in this pack and/or contact a local representative from the joint implementation team, a remodelling adviser or other relevant staff within the LEA. A great deal of useful information can also be found on the National Remodelling Team website

Generic

- Consult with unions and all staff prior to developing and implementing guaranteed minimum 10 percent PPA time for teachers
- Assess cost and plan budget reorganisation and redirection to reflect PPA strategies. Schools should look to maximise the deployment of their existing resources when planning their PPA strategies. Strategies should continue to be evaluated in terms of cost effectiveness over time
- Before implementing their PPA strategies, schools should consider in depth the ease with which they can be implemented – including training of existing and future staff members, one-off start-up and running costs
- To help free up time for PPA, the school should, where possible, move tasks that don't have to be carried out during timetabled teaching time into other school session times
- Guaranteed PPA time must be timetabled and provided in blocks of half an hour or more in order to provide productive use of time
- PPA strategies should be included in the School Development Plan. The plan should be updated in line with developments
- A regular review process should be integral in the development of PPA strategies. PPA strategies should be regularly evaluated (especially as staff and roles change and develop) to ensure they offer the best possible continuity of teaching and learning for pupils over the school year and are supportive of schools' work in further improving standards
- Guaranteed PPA time cannot be reduced or rearranged for cover or any other activities
- Schools' cover policies should ensure that staff absence has no effect on guaranteed PPA time. For example, alternative support staff, supply teachers, specialist staff or instructors should be available in case of absence
- There may be occasions when it is beneficial to curriculum delivery to organise pupils in large groups, for example, choral or theatrical rehearsals or debates involving outside speakers
- Schools' public liability insurance policies should already cover staff to a level appropriate for the work they are undertaking
- While a minimum of 10 percent guaranteed PPA must be in place by 1 September 2005, it is good practice for schools to begin phasing in the implementation of their PPA strategies in advance of the deadline

Teachers

- 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. This entitlement can either be weekly or fortnightly depending on whether the school has a weekly or fortnightly timetable and must constitute at least 10 percent of teachers' timetabled teaching time, but not of other forms of pupil contact where no teaching/curriculum delivery is required
- A no-detriment clause in the National Agreement protects teachers who already receive non-contact time specifically for planning, preparation and assessment in excess of 10 percent. This time must not be reduced to 10 percent and it must remain as PPA time within timetabled teaching time
- Existing non-teaching time other than that allocated for PPA should be reviewed in the light of the National Agreement. The Agreement envisages, for example, that it might be appropriate to increase a teacher's teaching commitment following the transfer of administrative or pastoral duties to support staff
- Although PPA falls within directed time, it is for teachers to determine the particular PPA priorities for each block of guaranteed PPA time, although this does not preclude them from choosing to use some of the time to support collaborative activities
- Headteachers remain responsible for the effective use of PPA time, but they should be more concerned with its outcomes and its impact on standards than its content/substance
- Teachers may decide where to take their PPA time (within the school), as long as the purpose of their PPA is clear. However, if they wish to take their PPA time off the school premises, they can only do so if this is authorised by the headteacher
- Teachers should consider over time if they are making the most effective use of their PPA time in relation to outcomes, because they are accountable for the time spent on this activity

Newly qualified teachers

- The School Teachers' Pay and Conditions document requires headteachers to make sure that teachers taking part in induction have only a 90 percent timetable. A further minimum 10 percent of that 90 percent timetable must be assigned as guaranteed PPA time

Section 2 of the STPCD, 2003

"ensuring that teachers serving induction periods under the Induction Regulations, do not teach for more than 90 percent of the time a teacher at that school who does not receive a management allowance under paragraph 23 would be expected to teach"

- The school should protect this release time and allocate it at appropriate intervals. For many NQTs this will be on a weekly/fortnightly basis
- The 10 percent release time is in addition to any non-teaching time that the school normally allocates, and should be used for activities that contribute to the NQT's induction programme
- NQTs must receive a minimum of 10 percent PPA time during the timetabled teaching week in addition to the 10 percent NQT induction time they should already be receiving

Support staff

- By conducting a review of staff skills and experience, many schools have found that their support staff have qualifications and skills that can be deployed to provide enrichment activities and specified work that enhance the curriculum and increase standards
- Support staff can undertake "specified work" subject to three conditions: 1) to assist or support the work of a teacher, 2) subject to the direction and supervision of a teacher in accordance with arrangements made by the headteacher, 3) where the headteacher is satisfied the support staff member has the skills, expertise and experience required to carry out the specified work
- When delivering specified work, support staff should be subject to the school's normal supervisory arrangements and emergency procedures – headteachers must have regard to Section 133 Regulations issued under the Education Act 2002 with regard to specified work. See Guidance accompanying the Section 133 Regulations

- A key responsibility of the headteacher is to ensure that support staff have the skills, experience and expertise required to carry out specified work. Where more demanding aspects of specified work are carried out by support staff, particularly where they are working with whole classes, it is strongly recommended that the headteacher have regard to the standards for Higher Level Teaching Assistants (HLTAs) in determining whether those staff have the necessary level of skills and expertise. Details of the HLTA standards and training are available from the Teacher Training Agency: www.hlta.gov.uk
- To achieve HLTA status, support staff have to meet national professional standards, published by the TTA in September 2003. Training is available from TTA-approved providers to enable support staff to be assessed against the standards and achieve HLTA status. Two training programmes are available in 2004:
 - 1) Assessment only is designed for those individuals who are almost ready to be assessed against the standards. They will complete three days of briefing and training which will prepare them for assessment
 - 2) Full training is a 50-day programme for individuals who have the potential to operate in a higher level role, but who require more training before they are in a position to be assessed against the standards. It involves around 20 days out of school
- Further information about these programmes can be found at www.hlta.gov.uk. For further information on HLTAs see the Guidance for schools on Higher Level Teaching Assistant roles for school support staff (included in this pack)
- Remuneration for support staff delivering specified work should be assessed in relation to new responsibilities and within the whole school pay structure
- When determining the appropriate grade, community schools must select a grade from one of those used by the LEA under the terms of the National Joint Council (NJC) for Local Government Services Green Book agreement and guidelines. The appropriate grade should reflect all the demands of the post using the guidance on grading structures published in the NJC guidance "School Support Staff: The Way Forward"
- The pay and grading for support staff in foundation, voluntary-aided and foundation special schools is a matter for the governing body, but it is advisable for them to seek advice from their LEA when determining appropriate grades for individual posts. The governing bodies of such schools are duty bound to consider their obligations under equal pay legislation when making these decisions
- For joint advice on job profiles for support staff, see School Support Staff – The Way Forward. Visit www.lg-employers.gov.uk/publications/fullpublications/support.html for further information
- There should be consultation with employees regarding changes to job descriptions, deployment and timetabling. There must be agreement about change of contracts
- Appropriate training, for example, in behaviour management, should be provided for support staff to implement any given mix of strategies
- Ongoing training opportunities should be considered for support staff who are delivering specified work. This might include dedicated training time, periods of observation, mentoring and monitoring. Support staff delivering specified work should be included in school Continuing Professional Development (CPD) and encouraged to develop their skills and careers
- Support staff who undertake specified work, particularly those working to HLTA standards, should have paid time set aside to enable them to plan and prepare for their own role in lessons and liaise with their class teachers. Support staff planning and preparation should be within their contracted time but not necessarily within the timetabled teaching day

Incoming staff, including centrally employed staff and staff working across schools

- Safe recruitment practices are important for all posts in schools, guidance is available at www.dfes.gov.uk and from local authorities
- Incoming staff (and teachers and others doing specified work) should also:
 - a) meet their employer's requirements to demonstrate physical and mental fitness to work with children and young people and have had checks on criminal background regarding their suitability. Guidance on assessing physical and mental fitness is in DfES circular 4/99 – "Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training" (May 1999). Copies are available at www.dfes.gov.uk/publications/guidanceonthelaw/6_99/circa148.htm
 - b) be familiar with the full range of school policies, particularly those regarding health and safety, duty of care, equal opportunity issues and special educational needs (SEN)
 - c) have the necessary skills to manage safely classroom activities, the physical learning space and resources for which they are responsible
 - d) understand and be able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs
- In many cases incoming staff will already have some of these skills/knowledge because of previous experience in the school or elsewhere. However, it is likely that specific training will be needed. It will be the responsibility of the headteacher to satisfy him/herself that an individual has the skills required, and to ensure that they receive such appropriate training

Instructors

- Instructors are employed under the terms of the STPCD and have unqualified teacher status. Staff who provide specialist instruction must have relevant qualifications and/or relevant experience
- Instructors are contractually entitled to PPA time for the specified work they do during the timetabled day. See Section 133 Regulations and Guidance for further information
- Instructors should normally plan and deliver their own lessons. They should consult with teachers to ensure their work is supporting the curriculum

Other specialist staff

- The same criteria that apply to instructors also apply to other specialist staff, except that other specialist staff are not employed under the terms of the STPCD. There is therefore no statutory PPA entitlement for these staff, although schools may choose to provide them with some PPA time

Enrichment activities

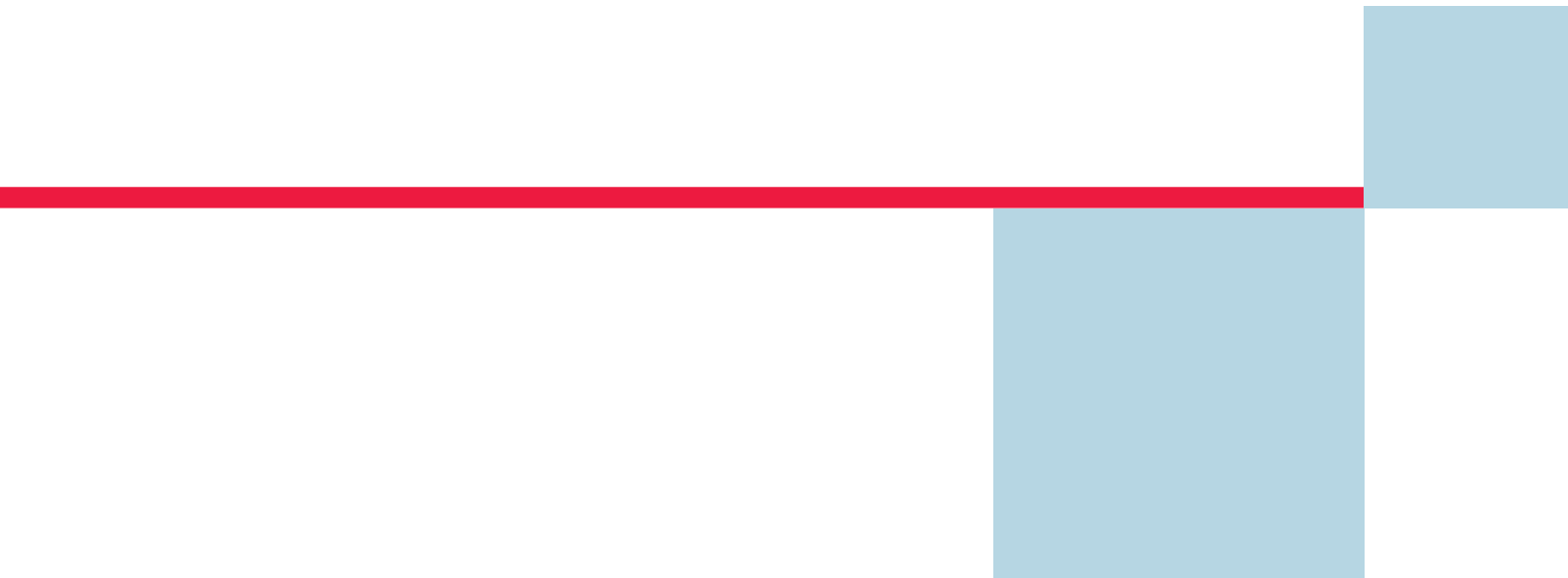
- Any programme of enrichment activities should be devised so that it adds maximum benefit to the school's curriculum. There should be a clear focus on teaching and learning outcomes
- Enrichment activities that are put in place to release PPA time for teachers must be within the timetabled teaching week (ie during those parts of the school timetable in which pupils are taught the core and foundation subjects or religious education)

Collaboration

- Before designing and implementing PPA strategies, communication with other schools that have implemented successful PPA strategies is beneficial. The LEA's remodelling adviser will be able to assist with this process
- A group of local schools may consider sharing staff who are assisting in the provision of PPA, for example, instructors, sports coaches, specialist teachers and support staff able to deliver specified work. Affected staff must be fully consulted to ensure that they are happy with this extended role

ICT

- An ICT software package which supports the curriculum and enhances teaching and learning can be a sustainable solution to help provide PPA
- If an ICT suite is used to help provide PPA it should be staffed by a specialist, a technician or a member of the support staff working to the standards expected of an HLTA
- If schools have the capacity, video conferencing, online collaboration (with other classes/schools/organisations etc) and “hot seat” sessions (interactive link to an online teacher or subject expert) can all potentially enable PPA and add value to the curriculum
- For further guidance on the use of ICT for PPA contact your local representative from the joint implementation team and/or your remodelling adviser. A great deal of useful information can also be found on the web. Websites of interest include:
www.remodelling.org
www.becta.org.uk/leaders/leaders.cfm?section=4&id=3097
www.dfes.gov.uk/ictinschools/publications/publication.cfm?publicationid=45



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