

The following are **core duties** and must not be used for other activities:

- Teaching of assigned classes and cover for absent colleagues up to a maximum of 22.5 hours per week
- An allocation of 7.5 hours for preparation for assigned classes and correction of the work of assigned classes
- The remaining 5 hours a week is **collegiate time**

Collegiate time is 5 hours per week. The allocation of these hours is determined by the each School's Working Time Agreement (WTA) that is binding on all signatories and must be honoured.

The preparation and correction time of 7.5 hours per week should be ring-fenced as an essential part of a teacher's work and not available for allocation to other tasks.

Voluntary activities - If you are involved in a club or activity on an entirely voluntary basis and wish to continue that is your decision.

If a member is asked to undertake any additional duty, not included in the above, the deciding factor is the 35 hour working week. If you have available time it is appropriate to undertake the work. If the requested work would cause you to exceed the 35 hour week then you should agree a priority for the duties with your line manager. If a request for additional duties requires time above 35 hours it should be declined as it is not a contractual requirement.

SSTA Guidance to Schools to Manage Workload

Working Time Agreements – must be adhered to and any changes can only be made to reduce teacher workload. All changes must be negotiated with the recognised trade union representatives.

Staff, Department and Working Group Meetings; the school should ensure that all meetings of staff must be allocated on the school calendar, have an agenda circulated in good time, action points recorded and are time constrained. Meetings should not go beyond the allocated time.

Formal assessments; schools should ensure sufficient time is allocated for teachers to carry out formal assessments (including work required for National Qualifications). All subject teachers should be encouraged to quantify the workload demanded by SQA early on in the school year and the school should make arrangements to identify measures and adequate time required to manage this workload within the WTA.

Monitoring and Tracking; the school should ensure that tracking and monitoring systems prevent the duplication of teacher input and should be capable of generating a report to parents. It is sufficient for teachers to track and monitor all pupils twice a year. Recording systems that collect information but do not add to teaching and learning should be discontinued.

Parent meetings; the school should ensure there is only one meeting per year group in the course of the year. The parent meeting should be managed not to coincide with the reporting process as parent teacher dialogue is crucial in supporting learning.

Reporting to Parents; schools should ensure that all reports are meaningful and do not include educational jargon. Where schools provide computer generated reports it is not necessary to produce any other report to parents. Where teachers are required to produce subject reports the time allocated within the WTA will determine the length of the report (after monitoring and tracking time has been accounted for). If a teacher teaches a number of classes within a year group the report submitted will be far less than another colleague with a limited number or a single class. The school needs to manage the parental expectation in terms of engagement within the school.

Administrative and non-teaching duties; schools should ensure that tasks that do not require the skill and expertise of a teacher should be undertaken by support staff.

This includes bulk photocopying, filing, ordering of materials and equipment, arranging meetings, and duplication required in completing risk assessments and accident report forms. Tasks which do not require the professional expertise of a teacher should not be undertaken.

IT Systems; schools should ensure IT systems are 'fit for purpose' and are a good use of teacher time. Teachers should be encouraged to use statement banks and other time saving systems to complete reports.

E-mail Communication; schools should ensure that an email communication policy is in place that focuses on the passing of essential information and requires limited responses. It is unreasonable to expect teachers to send, read and respond to emails with unrealistically tight deadlines, or during evenings, weekends and holiday periods. The email system cannot replace professional dialogue and should not be seen as a substitute.

School Improvement Plans; all development work should have an allocated time resource within the WTA. All new initiatives or policies must have a workload impact-assessment and agreed with the recognised unions within the school before implementation.

Temporary Responsibilities; teachers undertaking temporary responsibilities are entitled to be paid after undertaking the responsibility after 20 days (backdated to day 1). However, teachers who take additional responsibilities without payment are doing so on a voluntary basis and should be taken only on a limited basis. All offers of additional voluntary responsibilities can be declined.

If you have a query not answered by this information please do not hesitate to contact the Association at info@ssta.org.uk.

APPENDIX A - Information on Managing Workload

The SSTA Position

The focus of the SSTA Industrial Action is to protect its members from excessive teacher workload in schools. The recent decision to defer workload changes to the National Qualifications until 2017-2018 session will not relieve teacher workload pressures in the 2016-2017 session.

The SSTA wishes to encourage members to abide by the directions and commitments made by the Scottish Government and Employers to reduce their workload. Teachers must focus on the work that supports teaching and learning within the contractual 35 hour week. In addition, members must be prepared to question any work that does not add to the teaching and learning relationship.

Scottish Negotiating Committee for Teachers (SNCT)

The Scottish Government, COSLA and the teacher unions are signatories to a 'SNCT Pay Agreement 2015 – 2017' on addressing workload issues. The SNCT wishes to discourage unnecessary bureaucracy. "The individual and collective work of teachers should be capable of being undertaken within the 35 hour working week"

The Contractual Position (SNCT)

3.6 Teachers (other than short term supply teachers) shall have a 35 hour working week. The working week shall apply on a pro rata basis to teachers on part time contracts

3.7 within the 35 hour week, a maximum of 22.5 hours will be devoted to class contact, except for those teachers on the national induction scheme.

3.9 An allowance of no less than one third (7.5 hours) of the teacher's actual class contact commitment is provided for preparation and correction. The use of the remaining time will be subject to agreement at school level based on the Code of Practice on Working Time Agreements.

The Assessment and National Qualification working group – May 2016

At present, aspects of the introduction of new national qualifications have involved an unintended and unsustainable level of work for learners and teachers. The Scottish Government, Education Scotland, the Scottish Qualifications Authority (SQA), teachers, schools, colleges, and local authorities, all have an important role to play in reducing this workload.

Education Scotland – September 2016

Unnecessary bureaucracy is defined as excessive paperwork or electronic form-filling, leading to unproductive workload for staff in schools. At the same time, inspectors were conscious of the fact that the absence of any useful guidance or support can also cause unnecessary workload as schools and teachers 're-invent the wheel'.

Scottish Government and Education Scotland Advice

1) Monitoring and Reporting - ICT planning and reporting systems should be used with caution. There should be a realistic evaluation of the time required to utilise such systems. What matters is that systems are used effectively to support and protect time for professional dialogue. Parents are looking for reports that give a clear, rounded personalised summary of their child's learning and progress. Report card formats and other arrangements for reporting should avoid jargon and "tick box" approaches such as covering each and every Experience and Outcome.

Some monitoring and tracking systems are still being used in an overly bureaucratic manner. Local authorities and schools should focus on providing robust, concise information drawn from day-to-day learning and teaching that gives a clear picture of progress and achievement. (Tackling Bureaucracy Report 2015)

Schools have introduced their own systems for tracking and monitoring. This has led to inconsistencies and additional workload, and often requires teachers to enter the same data into two or more different IT systems. Emerging best practice involves:

- more frequent, shorter reports to parents, rather than one big end-of-session report;
- more oral reporting to parents at meetings; and involvement of children and young people in the reporting process; (Education Scotland 2016)

2) Forward Planning - Forward planning should be proportionate: there is no need to plan, assess record and report at the level of each and every Experience and Outcome. It is almost always better to group together related Experiences and Outcomes and focus on the most significant aspects of teaching and learning. Forward planning should support professional dialogue rather than simply fulfil an audit function. (Tackling Bureaucracy Report 2015)

3) Assessment - Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly from day-to-day teaching and learning. Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement.

In the broad general education, schools should focus on assessing progress in significant aspects of learning rather than at the level of individual Experiences and Outcomes. In the senior phase, SQA and local authorities should continue to streamline assessment and national and local quality assurance processes for National Qualifications and ensure that these are aligned and proportionate. (Tackling Bureaucracy Report 2015)

4) Self-evaluation and Improvement Planning - Whole school approaches to self-evaluation play a key role in improving performance but over-reliance on audit and “tick box” approaches can distract from high quality teaching and learning. Self-evaluation should focus only on the key information required to support improvement. Improvement plans should focus on a manageable number of priorities that clearly show better outcomes for learners. (Tackling Bureaucracy Report 2015)

Measures have included: advice on reducing the number of priorities in improvement plans, with maxima ranging from three to six; the local authority pre-populating school self-evaluation forms with key data and setting word restrictions on electronic forms; and advice on reducing the length of standard and quality reports. (Education Scotland 2016)

5) IT systems - Teachers highlighted problems with broadband connectivity which were causing workload issues and getting in the way of making best use of IT to reduce bureaucracy. In the same proportion of local authorities, headteachers and teachers highlighted issues with the school management information system SEEMIS, stating that, in their view, it was inefficient to operate and caused unnecessary work. (Education Scotland 2016)