



Sixth Form Colleges Teachers' Workload and Working Time

NATIONAL UNION OF TEACHERS



www.teachers.org.uk/workload

Workload and working time are important issues for sixth form college teachers. At national level, the NUT has secured joint guidance with the national sixth form college employers on workload and working time, which forms part of the Red Book national agreement on pay and conditions in sixth form colleges.

The national joint guidance sets the context for discussions and agreement at college level.

This NUT guidance sets out key campaign steps and advice on NUT policy to help you and your colleagues to achieve positive change in your college.

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PART ONE

CAMPAIGNING TO WIN

This guidance is intended to assist NUT members in achieving improvements to workload and working time arrangements in their colleges.

HOW TO MAKE PROGRESS

Always make sure that the issues on which the NUT campaigns are relevant to members and potential members. The most recent joint survey on workload by the teacher unions showed that particular concerns in sixth form colleges include group sizes, contact hours, course work demands and administrative and clerical tasks. This guidance draws extensively on the evidence from that survey.

Campaigning on the issues that are important to teachers will increase involvement and increase the likelihood of effecting positive change. Before campaigning on a particular issue, ask yourselves if it is:

- **Widely Felt** – Does the issue affect enough teachers, either across the whole college or within a particular department or a specific group?
- **Deeply Felt** – Are members sufficiently concerned or angry about the issue to want to engage with, or take part in, the campaign?
- **Winnable** – Is there a realistic chance of achieving something in relation to the issues via the campaign?
- **Visible** – Will taking on the issue raise the profile of the Union in the college and allow members to take part in the campaign?

You also need clear objectives for the campaign including:

- who is the target of the campaign – who can make the change (the principal, the college corporation or members themselves)?
- how can members get involved in the campaign at each stage?
- what resources are needed and available?
- contingency planning – what will you do if setbacks occur?

Many sixth form colleges have two or more joint NUT representatives or assistant NUT representatives. Working together means that ideas and workload can be shared.

YOUR STEP-BY-STEP GUIDE

1. Establishing if a specific workload issue is both widely and deeply felt can be done through meetings or questionnaires or simply by discussions among a wide number of colleagues. Focusing on the biggest workload concern avoids diluting your efforts and makes it more likely that all members will get involved and management will listen to, and act on, concerns.
2. NUT representatives should liaise with representatives of the other teaching unions – a united stand is harder for management to ignore.
3. If there is strong enough sentiment around the issue, establish informal networks to discuss the campaign collectively at each step.

4. Put your concerns in writing collectively to the principal. Local arrangements should already exist for a joint committee for consultation and negotiations on issues such as workload and working time. If not, your NUT representative(s) should ask for a meeting to discuss them with the principal. Involve all members – circulating any letters and meeting to discuss matters before and after any meetings will help make all members feel part of the process.
5. Remember that any changes you secure may require a reasonable period of time to implement. However, if your principal fails to resolve your concerns, discuss possible next steps as a group and seek advice and assistance from the NUT locally. We seek to resolve problems through agreement wherever possible – the NUT can assist with further negotiations – but where negotiation fails to resolve the problem, and where there is sufficient support amongst members, the NUT will consider a ballot of members for industrial action to seek to achieve a resolution.
6. Don't forget that many workload issues can be approached through a health and safety angle. A college health and safety committee is another route to resolve issues by introducing new policies or ensuring existing ones are adhered to. NUT guidance on establishing and operating these committees can "School Safety Committees" at www.teachers.org.uk. All it takes to require an employer to set up a committee is for two trade union safety representatives to request it in writing.

PART TWO

NUT GUIDELINES ON WORKLOAD AND WORKING TIME

THE NATIONAL AGREEMENT

The national agreement – known as the “Red Book” – sets out the pay and conditions of service for sixth form college teachers and agreed guidance on matters such as workload and working time and performance management.

Although all sixth form colleges are independent institutions, the National Joint Council (NJC) for Sixth Form Colleges (comprising the teacher unions and college employers) recommends that all colleges abide by the national agreement and incorporate its terms into teachers’ contracts.

The Red Book applies to all teachers on the Main Scale, PSP Range and Management Ranges. Principals and other senior post holders are outside the scope of the Red Book and are employed on individual contracts. Although this NUT guidance focuses on the Red Book, the NUT also represents and supports members outside the scope of the agreement.

The Red Book agreement and a wide range of other guidance on pay and conditions can be found on the NUT website at www.teachers.org.uk/6fcs

CONTRACTUAL WORKING DAYS AND WORKING HOURS

Full time teachers may be required to work for *195 days in any year of which 190 will be days on which the teacher may be required to teach in addition to carrying out other duties* and, within these 195 days, *up to 1265 hours are available to be allocated reasonably* by the principal. The balance between teaching and non-teaching duties and the length of the teaching day are all subject to the reasonable direction of the principal.

Part-time teachers' working time provisions are based on the pro-rata principle – see the separate section on part-time teachers later in this guidance.

The NJC joint guidance (see Appendix One) recognises that these “directed time” provisions are contractual limits as well as contractual requirements. They are maximum requirements – many teachers will not be directed to work right up to the limit. You cannot be required to make up any time not worked as a result of absence due to illness or any other reason.

All teachers are also required to work *such reasonable additional hours as may be needed to enable them to discharge their duties effectively ...* in particular for marking, report writing, planning and preparation and other duties as may reasonably be required.

This “undirected time” is not included in the 1265 hours and cannot be defined or directed by your principal. Teachers decide how much time they need to devote to this work and where and when they do it, and the duties undertaken should relate solely to their own teaching. Remember that a healthy work-life balance is in the interests of both employees and colleges. Establish your own limits, for example a time beyond which you won't work in the evening, and stick to them. If your workload feels as if it is getting out of

control, use the working time diary included at Appendix Two to record your hours so that you have a firm basis for discussions within your college.

MONITORING AND MEASURING WORKING TIME

The NJC joint guidance recognises that while it is difficult to provide an exhaustive list of activities that should come within directed time, it should include any working time activities undertaken at the principal's direction and any activities which teachers are expected to undertake in co-operation with other teachers or with students.

Although the concept of directed time has been a mainstay of the national agreement since the inception of the sixth form college sector, the most recent workload survey revealed that almost two thirds of colleges do not publish calendars for the allocation of directed time.

Keeping accurate records of directed time demands upon teachers helps ensure that the overall limits are not exceeded. The NJC joint guidance advises principals to discuss such arrangements with teacher union representatives. It also advises them to consult about the allocation of working time within the teaching timetable and about other commitments such as staff meetings and parental consultations.

Consultation needs to take place during the summer term so that an agreed calendar can be in place before September. That process should allow individual teachers to inform the principal of any particular commitments they have which may affect their ability to attend events such as evening or breakfast meetings – this will be particularly important for those teachers who are part-time or have caring responsibilities. The aim should be to accommodate individual needs where possible, to help achieve a reasonable work-life balance for each teacher.

Following such consultation, the NUT strongly recommends that colleges should provide, in advance of each academic year, directed time calendars for all teachers setting out their time commitments to teaching, non-contact time, meetings of all kinds and a cushion of time reserved for emergencies and unplanned events. Appendix Two sets out an example of a directed time calendar.

Taking Matters Forward

If directed time calendars are not used in your college (or indeed if members do not favour their introduction), NUT members can use the NUT time sheet provided at Appendix Two to monitor their directed time and total working time. Remember that the Working Time Regulations 1998 specify a maximum 48 hour average working week, although NUT policy is that a teacher's working week should not exceed 35 hours in total.

CONTACT TIME AND NON-CONTACT TIME

Although the Red Book does not limit maximum contact time or give an entitlement to non-contact time, it requires principals to act reasonably in allocating teaching time and the balance between teaching and non-teaching duties.

Average teaching hours according to the last joint teacher union survey were 23 hours and 40 minutes per week. The survey also showed that average contact hours represent just under 80% of the normal teaching timetable (although in some colleges timetabling does not permit this comparison to be drawn easily).

Overall workload is influenced by other matters such as the number of groups allocated, number of students taught and types of course taught. Some colleges operate a system of "case-loading" which takes such matters into account when determining individuals' contact and non-contact hours compared to their colleagues.

If teaching hours (collectively or individually) are unreasonable or non-contact time is inadequate, the NUT will support members.

Our workload survey also showed that the practice of allocating specified non-contact time (as opposed to merely not timetabling a teacher to teach) is not well developed in colleges. Less than one third of colleges (32.5% of responses) allocate protected non-contact time for the purposes of planning, preparation and assessment.

The NJC joint guidance recognises the importance of allowing appropriate non-contact time for purposes such as planning, preparation and assessment which would otherwise be carried out during the teacher's own time, together with additional non-contact time for teachers with management or leadership responsibilities.

A further issue is whether calls can and should be made on this time for purposes of internal meetings, cover and (above all) meetings and discussions with students. Such calls prevent teachers from using that time for planning and preparation and consequently increase the time spent working in their own time, to the detriment of their personal and family life.

The NUT believes that all teachers should be allocated protected non-contact time within directed time, at least equivalent to the 10% entitlement in schools (with additional time for those with additional responsibilities). Even where members agree that directed time calendars are inappropriate to their college, teachers should have adequate time within the timetable for these purposes.

Two significant issues in sixth form colleges are "gained time" and "trapped time". The NJC guidance recognises that, in the summer term, many teachers' contact hours will reduce and acknowledges that, since this "gained time" is then available for professional

purposes, it should not be discounted in calculating total working time. This will help avoid any attempt to front-load teaching time into the first two terms in anticipation of a reduction in teaching time in the summer term.

In respect of “trapped time”, the guidance states that all individuals should be fairly treated in timetabling. The NUT believes that “trapped time” between teaching periods should always form part of directed time. Teachers are unable to make any other real use of that time. Remember that if a teacher is required to be at college and is “on call” for other duties, this should be counted as working time under the Working Time Regulations.

Taking Matters Forward

If any of these are issues in your college, discuss ways in which the situation could be improved. Where teaching hours are above the weekly average of 23 hours and 40 minutes, they certainly need to be brought down at least to that level. You might also consider the case for protected non-contact time for a certain proportion of non-timetabled periods and the case for ensuring that meetings and discussions with students (the most frequent demands on sixth form college teachers) are timetabled, where possible, in advance and published as part of the college calendar.

GROUP SIZES

All teachers are aware of the impact of large classes on their overall workload. Our workload survey indicated a general increase in class sizes in most subjects and showed that rising group sizes was seen as a more important issue than contact time or non-contact time.

Group sizes are, however, a sensitive issue because of the direct link between student numbers and funding. Restricting student numbers to bring down class sizes may mean less money to pay teachers. Keeping the same number of students and restricting class sizes may mean that there are more groups to be taught by the same number of teachers.

The NJC joint guidance encourages principals to discuss group sizes and the number of groups and hours per group, not just total teaching hours. Support is available from the NUT where members want to reduce unacceptably large group sizes. Where approaches are unsuccessful, industrial action will be considered by the NUT in appropriate cases.

The NUT's class size policy sets a limit of 20 students for sixth form college class sizes. As with contact hours, the NUT will consider and advise on each situation according to the specific circumstances. The situation in colleges is different from schools, in that many groups reduce in size as the year progresses. Nevertheless, groups should not be unacceptably large at the beginning of the year or remain too large throughout the year. Many colleges set maximum as well as minimum group sizes at the start of the year – this certainly benefits recruitment by being attractive to students and parents.

Taking Matters Forward

Consider entering into negotiations with your principal about setting maximum group sizes at the start of the academic year where group size is leading to unacceptably high workload for teachers. Emphasise the need to protect quality education and the importance which parents attach to reasonable group sizes.

STAFF MEETINGS

The NJC joint guidance includes guidance on making meetings effective and reducing bureaucratic burdens from meetings.

The NUT's long-standing guidance on limiting time spent at meetings is as follows:

- There should be consultation and agreement on the pattern and number of meetings and these should be included in directed working time.
- Meetings should be held on no more than one evening per week on average during a term, with a maximum of two evenings in any one week, and should last no more than 60 minutes on any evening. Where meetings involve movement between groups or venues, movement time should be included within the 60 minute maximum.
- Teachers cannot be required to attend meetings during their lunch break or break before commencing evening teaching.

Some colleges hold staff briefings before the start of the day. Sometimes members consider them intrusive and unhelpful; sometimes they don't. The NUT will support members who collectively oppose such briefings. Where they happen, the above advice should apply.

Parents' evenings, open days/evenings and careers evenings have a different structure and purpose. The above time limits do not apply to those meetings but they should be limited in number and form part of the above pattern of meetings.

Taking Matters Forward

Ensure that consultation takes place on the pattern and number of meetings before a calendar is published.

COVER FOR ABSENT COLLEAGUES

The Red Book provides, in summary, that teachers may be required to cover for absent colleagues, except where they have been absent for three or more days or where it was known in advance for two or more days that they would be absent for more than three days. In effect this means that teachers may be required to cover for the first three days of an unplanned absence.

Covering for absences is not an effective use of teachers' time. In most cases, students can undertake self-directed study. Our workload survey showed that, while cover is still not routinely required at all in many colleges, the burden of cover is increasing in others.

The NJC joint guidance advises discussions to consider the impact of cover on working time and ensure that any obligation to cover is shared equitably and that, overall, workload is not unreasonably increased by any obligation to cover. The NUT believes that college policies should minimise the burden of cover on teachers by limiting it to, at the very most, covering for unforeseeable absences.

Taking Matters Forward

Where teachers are expected to be available for cover, check that this time is included in directed time and discuss whether the college approach is appropriate or needs to be changed.

ADMINISTRATIVE AND CLERICAL TASKS

The workload survey showed that administrative and clerical tasks are a very serious issue or an issue of some concern in 80% of colleges. The three issues most commonly identified by the survey were recording attendance and investigating absence, producing analysis of examination results, and administration of examinations and invigilation.

The NJC joint guidance adopts a common-sense approach to this area by advocating the following test:

- a) does it need to be done at all?
- b) is it of an administrative or clerical nature?
- c) does it call for the exercise of a teacher's professional skills or judgement?

If the answers to a) and b) are yes but the answer to c) is no, then teachers should not be required to carry out such tasks.

Teachers should exercise their professional judgement in deciding whether a task requires their professional skills and judgement or is one that should be transferred to support staff. Time saved by the transfer of such tasks should not be replaced by additional teaching time.

For example, issues raised about attendance and absence include registering attendance electronically or manually, investigating/chasing absences and providing reports/analysis of attendance. The above approach would identify the elements that require a teacher's involvement and the elements which can and should be undertaken by support staff.

On the issue of invigilation, teachers in schools are not now required to invigilate, on the basis that this is not a productive use of teachers' time. The NUT wants teachers in colleges also to be exempt from the burden of invigilation. The NJC joint guidance advises sixth form colleges to consider "minimising any requirement to invigilate".

Taking Matters Forward

Discuss the situation in your college – different issues are of greater or lesser importance in different colleges but no one should be carrying out tasks which can and should be carried out by others.

BREAKS DURING THE TEACHING DAY

All teachers are entitled to a break of reasonable length either between college sessions or between the hours of 12 noon and 2 pm. This break does not form part of directed time. The NUT supports a break of at least one hour when teachers are not required to undertake duties, attend meetings or remain on the premises. Our most recent survey revealed that the average lunch break was 49 minutes within a range from 15 minutes to 75 minutes.

Teachers are also entitled, where they teach in the afternoon and evening sessions, to a reasonable break before commencing evening teaching. This break again does not form part of directed time. If, however, the break is longer than one hour or includes any time which falls within the college's timetabled teaching time, the issue arises of whether this period is simply another form of "trapped time". Teachers should, in the NUT's view, be able to choose in such cases to have that time included in their directed time.

Morning and afternoon breaks are not mentioned in the Red Book. They should, however, be included in the 1265 hours. Some staff will generally be on duty on a rota basis but all staff would be expected to respond in an emergency and clearly should be regarded as available for work at such a time.

Taking Matters Forward

Consider whether arrangements for lunch breaks in your college are a matter of concern. If the break has been shortened, has this been in return for a shorter college day or at the expense of teachers' working hours? Discuss with colleagues whether this is a satisfactory arrangement.

OTHER WORKING TIME ISSUES

Travel to/from work – Time spent travelling to or from home to the place of work is not included within the 1265 hours (para 13). If you work at a split-site college, however, time spent travelling during the day between sites should count as part of the 1265 hours.

Evening teaching – As part of the 1265 hours, teachers may be required to teach for up to 6 hours over two evenings per week (para 11). Again the Red Book advises that this must be allocated reasonably and, indeed, that evening teaching should whenever possible be undertaken by volunteers. Most evening teaching is in fact undertaken voluntarily and under a separate employment contract for additional pay.

Additional days – The Red Book states that “colleges may well find it necessary to ask teachers to undertake additional working days in excess of the 195 days” (para 17). In such cases, para 7 provides that teachers should be compensated either through

additional payment or time off in lieu, whichever the teacher prefers. The NUT believes that, since such requests are subject to the general test of reasonableness, they should only be made in cases of genuine necessity.

Sundays and bank/public holidays – The good news is that the Red Book provides (para 16) that sixth form college teachers cannot be required to work on these days.

PROFESSIONAL ISSUES: PERFORMANCE MANAGEMENT, OBSERVATIONS, LESSON PLANNING, INSPECTION

All of these can generate excessive workload and place pressure and burdens on teachers.

NUT guidance on all of these areas is available on the NUT website at www.teachers.org.uk, while specific NUT guidance on the post-16 inspection framework and the nationally agreed performance management framework for sixth form college teachers is available at www.teachers.org.uk/6fcs.

PART-TIME TEACHERS

The Red Book contains a separate agreement and guidance on part-time teachers' pay and working time which you can read in full at www.teachers.org.uk/6fcs.

That guidance explains how part-time teachers' pay and working time are determined according to the pro-rata principle. Their pay is calculated on the basis of the proportion of the college's weekly teaching hours which the teacher works. This fraction also determines their total directed time obligations as a fraction of the 1265 hours, and covers both their teaching hours and the hours they can be directed to spend on non-teaching duties.

The guidance emphasises the importance of an agreed statement of each part-time teacher’s working time obligations in relation to teaching and non-teaching duties. Other particularly important provisions include the statements that part-time teachers should receive non-contact time pro-rata to that for full-time teachers; that they should not have a greater proportion of directed time allocated outside their normal sessions than full-time teachers; and that care should be taken to avoid timetabling which creates “trapped time”.

As a part-time teacher, you may be required to attend college for non-teaching duties such as meetings, in-service training, recruitment days or parental consultation meetings on days when you normally teach. The general requirement for “reasonableness” will, however, apply when considering whether teachers who only work the morning session are asked to undertake non-teaching duties after the end of the afternoon session.

Any attendance by part-time teachers on days when they do not normally teach should be by mutual agreement. So, if you normally teach on Monday to Wednesday, you cannot be required to teach, or undertake other duties, on a Thursday or Friday. If you agree to do so, the agreement provides for additional payment or time off in lieu or for this time to be added to directed time.

Taking Matters Forward

Use this guidance to consider the position in your college, discuss it with your fellow NUT members, and identify any particular problems to be resolved or improvements to be gained. You can rely upon support from the NUT where necessary.

APPENDIX ONE

NJC JOINT GUIDANCE ON WORKLOAD AND WORKING TIME FOR TEACHING STAFF

Introduction

1. Both the Employer and Staff Sides of the Committee for Teaching Staff are conscious of the importance of the issue of workload for teaching staff. This is an issue that has previously been the subject of joint advice in December 1999 relating to “Reducing the Bureaucratic Burden on Teachers”. This 2011 joint guidance builds upon and supersedes that earlier advice in the light of developments since 1999. It will, together with the separate joint advice issued on Work-Life Balance, form an Appendix to the national agreement, the Conditions of Service Handbook.
2. It is clearly important to ensure that teachers are not required to work excessively long hours or subjected to excessive levels of workload. Discussions on this issue must necessarily balance the needs of sixth form colleges as employers and education providers; the work-life balance needs of teachers as employees; and the paramount needs of learners. Within the agreed contractual framework, it is equally important that teachers can concentrate on their key duties in relation to their learners and that time is not spent unnecessarily on non-teaching matters such as administrative/support functions and in meetings. Given that teachers undertake their duties under the “reasonable direction” of principals, it is also important that principals exercise reasonableness and flexibility in general in relation to the management and direction of their staff, allowing teachers to achieve a satisfactory balance between working time and time to pursue their personal interests.
3. This joint guidance aims to assist in discussions on this issue at college level, including between principals and teacher union representatives, with a view to helping to secure outcomes which operate in the interests of all concerned. Both Sides of the Committee for Teaching Staff expect that its contents will be discussed within colleges and where appropriate applied in seeking practical solutions to the issues it identifies.

General considerations – determining and monitoring working time

4. The Appendix to this guidance summarises teachers’ contractual working time arrangements. These require teachers to be available for a specific number of days and for a total of up to 1265 hours of “directed time” in the course of the year. These constitute contractual requirements but also constitute contractual limits on directed working time.

5. Teachers are also subject to contractual requirements in respect of “undirected time”. The national agreement’s provisions have now been amended to specify that this commitment is to work *“such reasonable additional hours as may be needed”*. The addition of the word *reasonable* is intended to reinforce the principle stated in the Joint Commentary on the national agreement (established in 1993/4) that *“colleges should ensure that...a proper balance is maintained between directed and undirected time”*.
6. Colleges operate calendar arrangements for matters such as meetings, open evenings, parents/carers evenings etc which require teachers’ involvement and which therefore form part of their directed working time activities. Under the national agreement, any activities which are undertaken at the direction of the college principal – whether these are teaching activities or other activities which are part of teachers’ professional duties – must be defined as directed working time. While it is difficult to provide an exhaustive list of those activities which should be so defined, it would certainly be inappropriate for any working time activities which are undertaken at the direction of the principal to be excluded from this definition. This would include any activities which teachers are expected to undertake in co-operation with other teachers or with students.
7. Colleges also operate arrangements to plan the allocation of the totality of teachers’ directed working time across the academic year. These will include allocations for teaching and other activities which form part of teachers’ professional duties, and will usually include a contingency allocation in order that the principal can have some flexibility for unplanned needs. These directed time calendars have been found in practice to be of potential benefit to all concerned in terms of establishing and understanding teachers’ working time commitments and avoiding dispute.
8. Principals may, therefore, wish to discuss with teacher union representatives the possible usefulness of such arrangements, where they do not already exist, in order to determine whether to adopt such arrangements and whether directed working time should be monitored in this way. Principals should in any case consult with staff and teacher union representatives, normally on an annual basis, about the allocation of working time within the teaching timetable as well as commitments to staff meetings, parental consultations and other activities.

Components of teaching workload – teaching hours, numbers and sizes of groups and teaching hours per group

9. The total workload for individual teachers reflects a range of inter-related considerations including total teaching time, the number and sizes of the groups taught and the number of hours devoted to teaching each group. Teaching time, for the purposes of this guidance, also includes tutorial time spent in contact with students.
10. As the SFCF's survey of working time arrangements has over the years shown, individual colleges adopt different practices on all of the above areas with some giving greater importance to limiting total teaching hours and others to limiting group sizes or teaching hours per group. Principals are encouraged to ensure full discussion with teacher union representatives on the above issues which together determine teacher workload.
11. During the summer term, teaching hours will reduce for many teachers. This gained time is then available to be used for professional purposes related to their teaching role at the direction of the principal. This gained time should not be discounted in calculating total working time.

Non-contact time within timetabled teaching time

12. The national agreement for sixth form colleges, unlike the arrangements for school teachers, does not confer a specific entitlement to allocated and protected non-contact time during normal teaching hours.
13. Since the inception of the national agreement, however, both Sides have recognised the important role of such time as part of directed working time. The Joint Commentary on the national agreement states inter alia that:

“The continued provision of quality education can only be delivered by teachers if they have adequate time to meet properly all the demands upon them arising from the different elements of their responsibilities ... colleges should ensure that in determining the workload of individual teachers a proper balance is maintained between directed time and undirected time in respect of activities such as marking, preparation, administration etc. separate from student contact”.

14. Sixth form college teachers will generally have some time within the teaching week which is not allocated as teaching time. It is, however, important that an appropriate level of non-contact time should be allowed for purposes such as planning, preparation and assessment which would otherwise be carried out

during the teacher's own time possibly to the detriment of work-life balance. Consideration should also be given to appropriate additional non-contact time for those with additional management or leadership responsibilities.

15. In setting individual teachers' timetables and the pattern of timetabled commitments, attention should be given to fair treatment of individuals and to achieving an equitable balance between the needs of the individual and those of the college as a whole.
16. Increased teaching hours necessarily bring with them increased time to be spent on associated activities. Where non-contact time already exists, careful consideration should be given before reducing it, as this will necessarily have adverse implications for work-life balance.

Evening teaching

17. With regard to evening teaching, the existing provisions of paragraph 21 of the Handbook state that:

"As part of the 1265 hours teachers may be required to teach for up to 6 hours over two evenings per week. Any teaching in the evening beyond this level would be undertaken only on a voluntary basis. Such evening work would include any teaching after the end of the normal college teaching day. Volunteers should be used whenever possible for evening work. It is important to take equal opportunities considerations into account and for reasonable notice to be given of the introduction of such working arrangements. The timetable should, whenever possible, be structured to avoid disjointed teaching sessions for any teacher and to provide for a compensatory adjustment to an individual teacher's timetable."

Administration and meetings

18. It is important that teaching staff have satisfactory support in administrative and technical functions eg in relation to attendance recording, the administration of examinations and the preparation and copying of documents. Teachers should not have to spend time on tasks that do not require their professional expertise.
19. In relation to administrative and technical functions, the key tests should be:
 - a) does it need to be done at all?
 - b) is it of an administrative or clerical nature?
 - c) does it call for the exercise of a teacher's professional skills or judgement?

If the answers to a) and b) are yes but the answer to c) is no, then teachers should not be required to carry out such tasks.

20. All colleges should keep under review the number of meetings that teaching staff are expected to attend. Colleges should ensure that teaching staff understand the need for meetings they are expected to attend and that only staff involved in the business being discussed are required to attend. Effective meetings are well-run, finish within any stated time and involve only those teachers who need to be involved. As far as possible the dates and times and agendas for meetings should be communicated in good time. Colleges should also ensure that clerical support is made available to ensure that teaching staff are not required to carry out note taking and the production of agendas, minutes and duplicate papers needed for the meeting. It is important that colleges keep under review the amount of paperwork that teaching staff are expected to deal with generally.
21. These principles should apply also to directions to attend meetings involving students or parents/carers such as open evenings, careers evenings and parents/carers evenings.
22. Most colleges seek to minimise teachers' involvement in examination invigilation on the basis that such time can be better spent on other activities which involve their professional skills and are related to their teaching role. Consideration should in all cases be given to means of minimising any requirement to invigilate.
23. Activities within this broad category of administration and meetings should, where undertaken as a result of expectations of the principal or other managers, always be defined as directed working time.

Cover

24. Contractual requirements for cover by sixth form college teachers are set out in paragraph 8 of Appendix 4 to the Handbook.
25. Many sixth form colleges do not require their teachers to provide cover for absent colleagues, either in cases of short-term or long-term absence. In such colleges, solutions generally involve unsupervised study by students or engagement of external supply teachers where necessary. Other colleges do utilise teaching staff to provide cover for absent colleagues, either at the start of scheduled lessons or for their entirety.

26. Practice in schools has evolved in recent years towards the position whereby teachers in schools are now by the terms of their contracts required to cover “only rarely” and there is a considerable body of guidance and practice on other appropriate solutions which do not require their involvement. Whatever solution is adopted, discussions on cover policies should consider the impact of cover on teachers’ other working time activities and on non-contact time; ensure that any obligation is distributed equitably among all teachers; and aim to ensure that, overall, teachers’ workload and working time is not unreasonably increased by the imposition of any cover obligation.

Breaks from teaching

27. The Conditions of Service Handbook states that teachers shall be allowed a break of reasonable length either between college sessions or between the hours of 12:00 noon and 2:00 pm. If teaching in the evening as well as the afternoon, a reasonable break will also be allowed before commencing evening teaching. During such breaks, teachers should not be required to undertake other duties, attend meetings or remain on the premises.

Additional working days

28. In some cases, colleges may believe it is necessary for teachers to undertake additional working days in excess of the 195 days. Provision is made in the Conditions of Service Handbook for additional payment or time off in lieu for such additional working time. Clearly, however, since demands upon teachers to work at weekends or when the college is closed (other than on the 5 specified days) will obviously impact upon family and other obligations, such additional working time should always be by agreement with the teachers concerned.

Part time teachers

29. The Conditions of Service Handbook now includes provisions on working time for part time teachers which were agreed in 2009. These provisions should be read and applied in conjunction with the provisions of this joint guidance. The position of such teachers should be considered carefully in view of the fact that their individual circumstances may create specific difficulties in relation, for example, to non-teaching activities.

Conclusion

30. A healthy work-life balance for teachers is a key objective that is in the interests of both teachers and colleges. As the joint guidance on Work-Life Balance in the Conditions of Service Handbook states, *“It is in the interests of*

colleges to adopt policies that allow employees to balance their working lives with their personal needs and responsibilities". A positive approach to working arrangements will assist colleges in securing the best outcome for them as providers of education and, most importantly, for their students.

APPENDIX TO JOINT GUIDANCE

Teachers' Working Time – Contractual Position

The **Conditions of Service Handbook** sets out the following provisions (which also appear within the SFCF Model Contract) in relation to working time:

Standard Working Time

20. *Subject to the provisions in the other paragraphs of this section, a teacher may be required to work for 195 days in any year of which 190 will be days on which the teacher may be required to teach in addition to carrying out other duties. Within these 195 days, up to 1265 hours a year will be allocated reasonably by the Principal. The balance between teaching and non-teaching duties and the length of the teaching day are all subject to the reasonable direction of the Principal.*

Undirected Time

22. *In addition to the requirements in paragraphs 20 and 21 above, a teacher will work such reasonable additional hours as may be needed to enable them to discharge their duties effectively including, in particular, the marking of students' work, the writing of reports on students and the preparation of lessons, teaching material and teaching programmes and such other duties as may reasonably be required. The amount of time required for this work and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the college, but shall depend upon the work needed to discharge the teacher's duties.*

The **Joint Commentary** to the Conditions of Service Handbook contains the following provisions:

Workload

The new [sic] contractual arrangements should be applied so as to ensure that no teacher is allocated an unreasonable total workload. The continued provision of quality education can only be delivered by teachers if they have adequate time to meet properly all the demands upon them arising from the different elements of their responsibilities. It is the clear intention of the Committee that colleges should ensure that in determining the workload of individual teachers a proper balance is maintained between directed time and undirected time in respect of activities such as marking, preparation, administration etc. separate from student contact. In determining the amount of actual teaching time which is allocated to individuals, consideration needs to be given to the level of work, number of students and the additional responsibilities, preparation and marking that accompany the actual teaching load.

Committee for Teaching Staff
February 2011

APPENDIX TWO

MONITORING YOUR WORKING TIME

One of the first steps that you and your fellow NUT members can take in order to seize the initiative on workload is to ensure that the hours you work are accurately recorded.

To help with this, this NUT guidance provides you with two tools:

- a model directed time budget or calendar, showing directed time expectations for each teacher at the start of the year, which can form part of any agreement on managing directed time; and
- a working time diary, which members can use to monitor working hours each week.

Remember that workload is an issue for all teachers and is best tackled collectively. If you think the working time diary may be useful, discuss and distribute it at an NUT members' meeting and use the results in discussion with your principal.

The NJC joint guidance recognises that, while it is difficult to provide an exhaustive list of activities that come within directed time, it should include any working time activities undertaken at the principal's direction and any activities which teachers are expected to undertake in co-operation with other teachers or with students.

So – what should you include in directed time?

- teaching and other related activities including tutorials, student registration, observations, time spent covering for absent colleagues etc;
- non-contact time within timetabled teaching hours;
- moderation, additional learning support (extra revision lessons) etc;
- professional development activities organised by the college;
- morning and afternoon break times;
- supervisory duties at the beginning and end of the college day;
- setting up time before and after lessons; and
- time at meetings, parents' evenings, open evenings, morning briefings etc.

And what shouldn't you include in directed time?

- your lunch break, during which you cannot be directed to supervise students;
- any time on marking, report writing and other preparation work not carried out during non-contact time during timetabled teaching hours; and
- travel to/from your place of work, except for travel between sites during the day.

MODEL DIRECTED TIME BUDGET OR CALENDAR

Please note that this is simply an example – the way in which time is allocated for different aspects of a teacher’s working day will vary between colleges.

CATEGORY OF WORKING TIME	HOURS/MINUTES PER WEEK OR DAY	HOURS PER YEAR
Teaching hours	23 lessons x 60 mins = 1380 mins x 38 weeks	874 hours
Registrations	30 mins x 190 days	95 hours
Student support/individual student issues	1 x 55 mins x 38 weeks = 2090 mins	34.8 hours
Mid session breaks	5 x 15 mins x 38 weeks = 3800 mins	47.5 hours
Site supervision duties – 10 mins start/end of day – 5 mins each end of lunch	30 mins x 190 days = 5700 mins	95 hours
Parents’ meetings / open evenings / interviews		30 hours
Staff meetings		24 hours
Non-teaching days	5 hours x 5 days	25 hours
	TOTAL	1225.3 hours
Contingency		39.7 hours *
	OVERALL TOTAL	1265 hours

NUT WORKING TIME DIARY

NAME:.....

WEEK BEGINNING:.....

	Total for Morning	Total for Afternoon	Directed Time Activities	Additional	Total for Day
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Sat/Sun (if applicable)					
			Total Weekly Directed Time	Total Weekly Additional Activities	Total Weekly Working Time
			Running Weekly Total (including total from previous week's form)		

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