



**Clackmannanshire Council : Services to People**

**A Teaching Profession for the 21<sup>st</sup> Century**

**Reduction in class contact time for primary teachers from  
August 2004**

**Implementation**

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##### **Implementation**

#### **1.0 Introduction**

- 1.1. The national Agreement 'A Teaching profession of the 21<sup>st</sup> century' included a phased reduction in maximum class contact time to 22.5 hours per week equalised across the primary, secondary and special school sectors.
- 1.2. It was agreed that the first steps towards this reduction should be to reduce the maximum class contact time for primary teachers from 25 hours per week to 23.5 hours per week with effect from August 2004.
- 1.3. There is no change to national agreed class contact in secondary and special schools with effect from August 2004.
- 1.4. This paper describes the means of effecting this reduction in class contact time across the authority's primary schools in a way which will ensure enhanced opportunities for learning and teaching.
- 1.5. It should be noted that these proposals relate solely to teachers employed in primary schools and not to those employed in nursery schools or nursery classes. Separate proposals will be brought forward for this latter group of teachers. It is however recognised that, subject to any contrary advice received from SNCT, the reduction in class contact time for primary teachers also applies to nursery teachers.

#### **2.0 Principles**

- 2.1. The alteration in class contact time for primary teachers from August 2004 should be managed in such a way as to balance the need for reducing the teaching week with developing opportunities for learning and teaching.
- 2.2. Any scheme which is adopted must satisfy the following principles:
  - It should ensure that the class teacher is genuinely freed up for other activities, while still allowing her/him to continue to have an overview of the learning of her/his children;
  - It should be manageable and not add to administrative burdens within the school;
  - It should provide equitable allocation of experience and resource in all schools;
  - It should lead to improvements in the learning experiences of children;
  - It should reflect local and national priorities for education;
  - The head teacher continues to have responsibility for the curriculum in the school;
  - It should build on and complement current strengths in relation to the capacity of the centre to support schools;
  - It should be capable of implementation within the additional funding available.
- 2.3. Local and national priorities for education which have been taken into account in this proposal include:

- Learning to Succeed in Clackmannanshire;
- Local authority statement of improvement objectives;
- The five National Priorities for education.

### 3.0 Process

- 3.1. In September/October 2003 all teachers and head teachers had an opportunity to attend one of 3 awareness raising and information gathering 'roadshows'. Staff had an opportunity to suggest how they would like the reduction in class contact time to be organised and to suggest what they would like to see their class doing during the reduced contact time. The current draft proposal is one that developed the view of the majority of staff.
- 3.2. In considering how best to move forward, the authority also took into account areas which are agreed development priorities for the authority. Specifically, it considered the need to develop policy and practice in relation to:
- Health Promoting schools;
  - New Community Schools roll-out;
  - A strategy for physical activity : Let's make Scotland more active;
  - HMIE report : Improving physical education in primary schools;
  - Local authority working group on PE, sports and physical activity.
- 3.3. A draft scheme which took account of the majority view from the three roadshows was prepared to provide the basis for further detailed consideration of the proposals. This was discussed with primary head teachers at a seminar on 7 November 2003 and received an enthusiastic endorsement from the group. It was also discussed and received broad support at the special meeting of the LNCT of 20 January 2004.

### 4.0 The proposal

- 4.1. The focus for the reduction of class contact time for primary teachers will be to ensure that pupils in all primary schools in Clackmannanshire have an entitlement to high quality experiences in PE, sports and physical activity.
- 4.2. A team of teachers will be employed at the centre to deliver a PE, sports and physical activity programme for all pupils from P1 to P7 which will be coherent and progressive.
- 4.3. Each class will be entitled to 1.5 hours of this programme. This will allow for the release of the class teacher to undertake other agreed duties, arrangements concerning the use of which are the subject of the revised LNCT agreement on the 35 hour week.**

### 5.0 Rationale

- 5.1. Learning to Succeed in Clackmannanshire emphasises the need for the curriculum to be based on a set of four fundamental principles:
- All learners should achieve a high level of success in a core group of fundamental, transferable skills.
  - A genuinely educated person must be knowledgeable and possess both the means of acquiring knowledge and a proper respect for it.

- At all stages, the education system must assist in the development of personal qualities and capacities and the promotion of positive shared values.
  - All learners are entitled to benefit from a range of well-structured formative experiences.
- 5.2. The authority has made clear its development priorities in the Statement of Improvement Objectives approved by Committee in January 2003. These include:
- To develop and implement a strategy to establish health promoting schools;
  - To roll out the new Community School approach to all schools;
  - To increase the levels of physical activity for pupils;
  - To increase levels of participation in extra curricular sporting activities.
- 5.3. The HMIE inspection of the authority commented favourably on the work of the Sports Development team: *“The sports development team had been proactive in developing a range of partnerships to ensure the best possible provision for young people in the authority. They were involved in a wide range of activities and projects to support pupils’ achievements in sport and dance. ... Productive links had been established with physical education specialists in the primary and secondary sector.”*
- 5.4. Appendix 1 demonstrates how the proposal to focus on PE, sports and physical activity connects to other major initiatives in the primary sector (ie literacy and numeracy, thinking skills and Transforming Learning), with a clear focus on the child.

## **6.0 Implementation**

- 6.1. The Sports Development team, working with the Educational Development Service, has prepared a practical model for implementation of the proposal for three sample schools, representative of small, medium-sized and large primary schools in the authority.
- 6.2. Sample timetables have been prepared for these three schools, demonstrating in outline programmes which might be offered in each of the schools from P1 to P7. These are given as Appendix 2. It should be noted that these are provided for illustrative purposes only.
- 6.3. Head teachers have had an opportunity to reflect on these and have welcomed the outlines provided. It is recognised that these do not as yet provide full clarity on the depth and pace of learning within the different elements of the programme.
- 6.4. Initial work has been undertaken in relation to the costings of such programmes. The full funding allocation will be held at the centre to cover the full costs of implementation.
- 6.5. In order to provide the best possible learning opportunities for all children, the learning will be managed by the teachers in the authority ‘delivery team’, under the leadership and management of a principal teacher (see paragraph 6.9 below).
- 6.6. An initial analysis has been undertaken of the access to appropriate facilities for each primary school, including the use of some areas for PE, school lunches and other requirements. This will provide the basis for further detailed examination of the capacity of all schools to provide the 1.5 hours for PE, sports and physical activity required under the scheme.

- 6.7. Further exemplification of the model is being prepared by the Sports Development Team.
- 6.8. Job profiles are currently being prepared for the new posts required. A report on the scheme has been approved by the Learning and Leisure Committee of 10 March, 2004. It includes a recommendation to refer the Report to the Council meeting of 31 March, seeking formal authorisation for the increase in staffing complement, as required by the Council's Standing Orders.
- 6.9. The team will be led and managed by a Principal Teacher, whose post will be graded under the terms of the Job-sizing Agreement. S/he will have responsibility for quality assurance, including the conduct of professional review and development and agreeing programmes of CPD for the team. S/he will report and be responsible to the Team Leader, Sports development.
- 6.10. The head teacher remains responsible for the day to day running of the school. S/he will therefore communicate to the PE team members all appropriate protocols and policies of which the PE team member needs to be aware in order to work within the ethos, disciplinary procedures and operational requirements of the school. S/he will continue to have the right to intervene directly, should there be any immediate issue which requires to be resolved. However, it is important for head teachers to be sensitive to the responsibilities of the PT and the sports development team leader in managing the team and should report any concerns which s/he has to the Principal Teacher.
- 6.11. The PE team will consist entirely of GTC registered teachers. It is hoped that the posts will be of interest to PE teachers and to primary teachers. They will be advertised nationally and recruited under normal Council procedures, with posts being offered on a permanent or secondment basis. It is hoped that this will be attractive to Clackmannanshire teachers as well as those from other authorities.
- 6.12. Under the scheme, the team will discuss and agree the proposed syllabus with the head teacher, seeking to take account of particular needs of individual schools. However, it should be recognised that, particularly in the first year of operation, a degree of centralisation will be necessary in order to ensure that a high quality programme, including a core entitlement, can be delivered.
- 6.13. The teacher responsible for the delivery of the programme to a particular class will have the prime responsibility of recording and reporting on progress, within the framework of the school's agreed reporting framework (cf roll-out of PLPs).
- 6.14. In the event of a member of the team being absent, every effort will be made to put in place a replacement teacher with the requisite skills from the Council's list of permanent or temporary supply cover teachers. However, it is recognised that this will not always be immediately possible.
- 6.15. If no such teacher is available, then the PT will liaise with the sports development team leader to investigate whether a member of the sports development team could be deployed on an emergency basis **for one day** to cover the gap and to ensure that the class teacher continues to have the entitlement to a reduction in her/his teaching week.
  - Any such sports development team members will have recognised qualifications, have experience in teaching children of primary age, and will be Disclosure Scotland cleared;

- Any such **emergency** deployment will be managed by the PT and will have due regard to the underlying purposes of the programme and above all to the safety and well-being of the pupils.
- Any such members of the sports development team thus deployed will be paid for the additional hours, either at basic rate if within 35 hour week, or at appropriate premium rate if above 35 hour week, due regard being taken of the Working Time directive.

6.16. It should be noted that the revised agreement on the 35 hour week takes account of the possibility that the above fall-back positions have failed to provide cover for an absent member of the central PE team. It is considered essential to have a range of fall-back positions, but with the prime responsibility resting with the centrally deployed team to provide cover under the arrangements described above.

## 7.0 Summary

7.1. This model for the reduction in the class contact time for primary teachers provides real opportunities for an enhanced learning experiences for pupils, as well as releasing teacher time for other purposes.

7.2. The model is focused and targeted; it moves significantly towards meeting the recommendations of the national strategy for physical activity, 'Let's make Scotland more active'; it will assist the local authority and schools in taking forward other important elements in its improvement plans, such as health promoting schools; it meets the needs of head teachers and senior managers in schools in providing a consistent, coherent and manageable way to implement the reduction in class contact time under the national Agreement; and, above all, it provides a basis for an entitlement for all primary pupils to high quality experiences in PE, sports and physical activity.

7.3. The authority continues to be of the view that the Agreement, 'A Teaching Profession for the 21<sup>st</sup> Century' is one which will enhance the quality of pupils' experiences in schools. It is this aspect of change which must remain at the centre of our collective endeavours.

(Signed) On behalf of the Council ..... Date .....

On behalf of the Teachers' Side ..... Date .....