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# Remodelling the school workforce

A report from Ofsted

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## Executive summary

In October 2002, the DfES published *Time for standards: reforming the school workforce*, which set out the government's plans for creating additional time for teachers and headteachers, and therefore time for raising educational standards. In January 2003 the government, employers and trade unions (with the exception of the National Union of Teachers) agreed to the principles of *Raising standards and tackling workload: a national agreement*, which set out a seven-point plan designed to reduce teachers' workload and improve standards (see annex A), to be implemented over a three year timescale (see annex B).

In December 2004, Ofsted published the results of a survey of how effectively schools were implementing phase 1 of the national workforce agreement and what impact this was having. It reported that during the first year most schools thought of remodelling as action designed to reduce teachers' workloads without making explicit the link from this to raising standards. The great majority of schools had made satisfactory progress in delegating administrative and clerical tasks from teachers to support staff but had made less progress with the other phase 1 objectives.

This report provides further evidence of progress in implementing phases 1 and 2 and the planning for phase 3. It is based on inspection visits to 26 primary schools, 5 middle schools, 20 special schools and 27 secondary schools in inner city, suburban and rural locations, which took place in the period from September 2004 to July 2005, and forms a qualitative report using case studies as evidence. Inspectors held detailed discussions with members of the school staff with a wide range of roles and responsibilities – including support staff, teachers and school managers – and also with governors and pupils. They observed lessons and scrutinised school policies and other relevant documentation.

The school visits were planned to assess the effects of the remodelling the school workforce (RSW) initiative by determining:

- what progress the school is making in introducing the reforms
- how well the school is supported by external agencies and governors
- how well the school is resourced
- the strategies being used to remodel the workforce and to monitor and evaluate their effect on the standards attained by the pupils, the quality of education provided and the workload of teachers
- the school's capacity to manage and adapt to change.

The report also draws on evidence of visits to 12 local authorities (LAs) to assess the impact of the support they are providing by determining:

- how well the LA is supporting its schools in implementing the phases of the national agreement

- how well the LA is supported and resourced
- the impact of the LA's RSW actions on reducing workload, improving work/life balance and raising morale in their schools
- the impact of the LA's RSW strategy on improving the quality of education and standards.

The inspection found that most schools in the survey are beginning to understand the potential of the remodelling agenda to improve the quality of education and raise standards. Nearly all schools have made at least satisfactory progress in restructuring their workforce allowing a greater focus on improving the quality of teaching and learning. The implementation of phases 1 and 2 of the national agreement has had most impact on the workload of teachers and support staff, but with senior managers benefiting the least. Headteachers, in particular, continue to sustain a heavy workload. Around half the schools visited had received little more than satisfactory support from their governing bodies or external agencies.

Schools that are committed to the principles underpinning the national agreement and with the capacity to manage and adapt to change have adopted a whole school approach to remodelling. They have questioned existing working practices, identified barriers to progress and planned appropriate action. Although many schools perceive a significant change in workforce culture and are monitoring the changes they have made, few are as yet evaluating the impact of their actions on raising standards.

## Key findings

- ❑ Changes made in response to the first and second year of the national agreement are now firmly established in procedures and practice in all but a few schools.
- ❑ There is increased awareness of the potential link between remodelling and improvements to the quality of education and standards and more schools are including remodelling in their plans for school improvement. However, few schools are identifying the impact of the initiative because they are not formally evaluating the effect of the changes they have made.
- ❑ Most schools are at least adequately funded to implement the national agreement but only in a minority is funding being used creatively to restructure the workforce.
- ❑ Implementation of phase 1 of the national agreement is progressing well. Following the reduction of bureaucracy and the delegation of clerical/administrative tasks, teachers have benefited from increased support in the classroom and are able to focus to a greater extent on improving the quality of teaching and learning.

- ❑ Most schools have integrated support staff within school management structures. In the majority of schools visited there are high levels of job satisfaction among support staff which is contributing to good rates of retention.
- ❑ Most primary and special schools give good consideration to the prior experience, skills and aptitudes of support staff and use the expertise of teaching assistants to contribute to the taught curriculum and raise standards. In secondary schools, few teachers plan how to use additional adults in the classroom other than for providing support for pupils with special educational needs. Nevertheless, outside the classroom, secondary schools deploy support staff well in specific areas of pastoral support such as behaviour management, punctuality and attendance, community liaison and post-16 transition.
- ❑ Information and communication technology (ICT) is being used successfully in many of the schools to reduce teachers' workloads. However, its full potential has not been realised. A minority of staff in all phases continue to lack the necessary skills to use ICT effectively or are reluctant to embrace it as a tool for learning. Access to effective systems and hardware vary considerably between and within schools.
- ❑ Less progress has been made in implementing the phase 1 objective for providing leadership and management time. This varies considerably in both quantity and quality, and was inadequate in a significant minority of the schools visited. Consequently, senior managers are not benefiting from remodelling to the same extent as other staff.
- ❑ Nearly all schools visited have now met the requirements of phase 2 of the national agreement, many in advance of September 2004. Secondary schools, in particular, are systematically monitoring staff absence and the time spent on cover.
- ❑ Secondary and special schools are well placed to implement the phase 3 requirement to provide teachers with time for planning, preparation and assessment (PPA) as the majority already provide staff with a minimum of 10% non-contact time. Primary schools are at very different stages in their planning and have made variable progress.
- ❑ The majority of secondary schools now employ external staff, on short-term contracts, to invigilate external examinations. Primary and middle schools intend to retain teachers as invigilators for Key Stage 2 tests.
- ❑ The phase 3 objective of providing dedicated headship time for headteachers has had little impact. The potential of remodelling to alleviate their workload is not being realised as few see it as a priority and there is considerable confusion over how to allocate it.
- ❑ Few governing bodies are helping schools to manage the process of change effectively. Although training is available for governors and many are kept informed by headteachers, the majority provide little more than satisfactory support as they do not take an active role in shaping,

supporting or challenging the schools' planning or implementation of the national agreement within the context of raising standards.

- ❑ There is a wide range of information and support available from external agencies and national websites but few schools make effective use of it. Most view their local authority as the main source of support but not all take advantage of the training and guidance on offer.
- ❑ The local authorities inspected have established systems to help schools implement the workforce reforms and advisory teams are enthusiastic, well motivated and committed to the initiative. Most have sound action plans, often as a component of their education development plan with an explicit link to raising standards. However, they do not yet have accurate information about the progress schools are making because they do not effectively monitor or evaluate the impact of their actions.

## Recommendations

Schools should:

- consider how to provide dedicated headship time for headteachers, and leadership and management time for headteachers and senior managers
- monitor and evaluate the effect of the changes they have made in order to assess the impact on raising standards
- ensure that governing bodies take an active role in shaping, supporting and challenging the way schools are planning for and managing change
- consider how they might use the support of external agencies more effectively.

LAs should:

- gather accurate information about the progress schools are making in order to target support and training for those who need it most
- monitor and evaluate the impact of their actions on the quality of education and standards in schools.

## The impact of phase 1 of the national workforce agreement

1. There has been a considerable change in teachers' attitudes to the remodelling initiative since the last report. Most teachers welcome delegation of the indicative 21 clerical/administrative tasks (see Annex 5, Section 2 of School Teachers' Pay and Conditions Document 2005) and, although this has not necessarily resulted in a reduced workload, the time saved is focused more directly on work related to teaching and learning. Many teachers, particularly in primary and special schools, are becoming clearer about their responsibility of working with other adults in the classroom and they plan collaboratively better to meet the needs of individual pupils.
2. The roles and responsibilities of teaching assistants are broadening in primary and special schools. Many organise a range of extra-curricular clubs and their expertise is used very effectively to contribute to the taught curriculum and raise standards. The majority are positive about the changes to their roles and responsibilities, especially where they have long associations with the schools in which they work, and their contribution is now more widely recognised. New or updated job descriptions reflect changes in their roles and responsibilities and clear lines of accountability have been established within inclusive performance management procedures. Where they are fully integrated in teams, encouraged to take responsibility and provided with good quality training and professional development, their status has increased and they have a high level of job satisfaction.
3. Effective school managers look at existing staff and ensure that they put the right people in the right place, spotting the potential of those whose skills may be underutilised.

### ***Case study 1: a middle school makes full use of the potential of the support staff***

*The headteacher was aware of the skills and commitment of two mealtime supervisors and encouraged them to consider taking on the role of curriculum technicians responsible for preparing materials, photocopying and display work for the core areas of the curriculum. They received training in ICT and photocopying and were taken on for a trial period. Subsequently, they were employed permanently as both mealtime supervisors and curriculum technicians. They feel more involved in the school and know that staff appreciate and value what they do. As their experience and skills have developed, they have been able to make suggestions to teachers and teaching assistants about ideas for displays and resources. They also receive more respect from pupils in*



*their role as mealtime supervisors as the pupils see them around the school all day as curriculum technicians.*

4. In secondary schools, teaching assistants are usually employed to provide in-class support for pupils with special educational needs. Few secondary teachers share their planning with teaching assistants or provide guidance for them on how best to support pupils' learning. In many schools, teaching assistants and teachers accept this as the norm. However, in schools where the support of teaching assistants is targeted effectively, often through effective management by a special educational needs coordinator (SENCO) or subject leader, the impact on teaching and learning can be significant.

***Case study 2: developing the role of a teaching assistant to provide subject specific support at Key Stage 4***

*Having recently completed an A Level qualification herself, the teaching assistant uses specific subject knowledge to support pupils' learning. She receives the class teacher's planning one week in advance and has timetabled meetings to discuss teaching strategies. This allows her to prepare lesson plans showing how support will be targeted for pupils across the ability range. She is familiar with the department's procedures to monitor and assess pupils' progress and uses attainment data to set targets and mark pupils' work. GCSE grades A\*–C in the subject rose from 46% to 63% in 2004 and targeted pupils supported by the teaching assistant achieved higher grades than predicted from assessment data. Performance management procedures in the school are fully inclusive of support staff and the teaching assistant is given good opportunities for professional development. She is being funded by the school to study for an Open University degree with a view to entering teacher training in the future.*

5. The provision of laptops and electronic whiteboards, improved communication through email, shared areas on networks and access to national websites are making curriculum and lesson planning easier and contribute to improved teaching and learning in many schools. Teachers who previously lacked confidence in using ICT have been encouraged to do so by the provision of technical support. However, the full potential of ICT is far from realised. A minority of staff, in all phases, continue to lack the necessary skills to use ICT effectively or are reluctant to embrace it as a tool for learning. In some schools, network systems do not provide access to relevant information and can even restrict communications. Where the software provided by the local authority is incompatible with the main software applications, administrative staff spend additional time trying to overcome the problems. It can also make it difficult for teachers to gain easy access to the information they need to plan their teaching and track pupils' progress.

6. Teachers with management responsibilities have benefited from the changes to varying degrees. Just over half of the primary schools visited have been able to provide subject coordinators with an agreed amount of leadership and management time, and in the majority of secondary schools middle managers have benefited from increased levels of administrative support. This has provided more time to track pupil progress, plan lessons, undertake departmental reviews and work with their colleagues on strategies such as assessment for learning.
7. In many secondary schools, substantial aspects of the head of year role such as dealing with attendance, punctuality, behaviour, primary school liaison and family support have been transferred to support staff. In challenging schools, this transfer of responsibilities has improved teachers' morale as dealing with disruptive behaviour on a daily basis was time consuming and dispiriting.

***Case study 3: a secondary school appoints a home-school support worker to reduce the workload of pastoral staff***

*In order to improve pupils' attendance the school appointed a full time home-school support worker. Part of the responsibility is to collect notes and make initial phone calls to parents or carers to follow up absence. This allows tutors more time to spend with their tutees and the consistent, direct contact with the home-school support worker means parents are better informed. All absences are recorded on a database by the home-school support worker who then analyses of patterns of attendance for individual pupils, tutor groups or year groups and makes these analyses available to heads of year, form tutors and parents. Regular and accurate feedback from data means that poor punctuality and irregular or unauthorised attendance are acted upon quickly. Attendance targets have been exceeded. After a successful trial period, the role was extended to include liaison with the education welfare officer and attendance at case conferences. These responsibilities had previously been carried out by members of senior management who now have additional leadership time.*

8. Senior managers are not benefiting from remodelling to the same extent as other staff and little attention has been given to their work/life balance. The demands of managing an increasingly diverse workforce have increased their workload, especially that of deputy headteachers. Dedicated support for administration varies considerably in both quantity and quality. The provision of non-contact time is variable and rarely designated specifically for leadership and management tasks.
9. The majority of schools identified a lack of funding as a barrier to progress during the first year of the implementation of the national agreement. Although wide variations exist between schools in the level of funding and the degree of financial flexibility, most are at least adequately funded.

Some schools are evaluating different models of budgeting in their planning and this is enabling them to identify and consider a range of options.

## **Progress in implementing phase 2 of the national workforce agreement**

10. The national agreement established an annual limit of 38 hours on the amount of cover for absent colleagues a teacher can be asked to do, with the longer-term aim that teachers should rarely be asked to cover. Almost all schools have met the requirements, many before September 2004.
11. In many primary and special schools, supervised cover is provided by the teaching assistants who would usually be working with the class. As schools do not formally evaluate the effect of this practice, opinion is divided over its impact. It is seen by the majority of schools to be less disruptive and to provide greater consistency for pupils, as teaching assistants have knowledge of the curriculum and the individual needs of pupils, are involved in the planning process and are familiar with the school's policies. However, a minority of schools are opposed to the principle of using teaching assistants to cover teacher absence. In one primary school, the governing body will not consider their use and cites parental opposition and a concern for standards as the reasons. In other schools, it is reported that plans have met with some resistance. Teachers are concerned about deterioration in behaviour or worry that by reducing teaching assistant support in the classroom, individual pupils will not receive the same level of attention. A few teaching assistants are anxious about taking on additional responsibilities particularly if additional training is not provided.
12. A few secondary schools have employed additional staff to provide cover but in the majority, supply teachers and the senior management team are used. Monitoring of the amount of time spent on cover by individual teachers is mostly effective and time spent out of school for professional development is carefully managed.
13. Only three schools in the sample inspected have employed cover supervisors. Other schools are considering their use but most have doubts about funding or their effect on the quality of learning. Where supervisors are selected carefully, trained effectively and managed well pupils and teachers have benefited from better quality cover supervision.

### ***Case study 4: creative use of support staff in a secondary school***

*One secondary school has imaginatively addressed the issue of providing cover in a manner that has had a positive impact upon morale without reducing standards and at minimal cost. Previously, in the school's view,*

*poor-quality and expensive supply teachers had been employed, producing a negative impact upon standards and behaviour. Two new posts of cover supervisor are held by learning support assistants known to the pupils. They have received effective school-based and external training in behaviour management. They have observed teaching in all subjects as part of their induction. Each supervisor has a clear job description and operates within well designed guidelines. Planning sheets for cover are completed by subject teachers when there is a planned absence and these are monitored by a senior teacher. For emergency cover the head of the curriculum department completes a lesson plan for the cover supervisor. There are clear expectations about what cover supervisors can and cannot do during lessons; for example, they are not permitted to cover practical lessons in science or DT, or PE lessons. The cover supervisors are available to give feedback to teachers to allow more effective follow up from teacher absence. Resources have been identified from the supply budget to ensure the sustainability of these posts.*

## **Progress in implementing phase 3 of the national workforce agreement**

14. The national agreement sets out the expectation that, from September 2005, all teachers should receive a minimum of 10% of their normal timetabled teaching time for planning, preparation and assessment (PPA) purposes. This is seen as a key element in enabling teachers to achieve higher educational standards.
15. Schools are at very different stages in their implementation of PPA. Although most secondary and special schools are well placed to achieve the objective as they already provide their teachers with about 10% non-contact time, schools across all phases have different understandings of the requirement. Initially, the majority of schools were unsure of how to identify and designate time for PPA and distinguish between non-contact and leadership and management time. A significant minority remain unclear and of these few have developed a policy on how to allocate and monitor the time.
16. Primary schools have been slow to implement the requirement and few are actively investigating a range of options. Even where schools have introduced changes to meet the requirements, few have firm strategies for determining the quality of provision or the impact on pupils' learning. Some have practical concerns, especially in small schools where there is little flexibility in staffing; others are uncertain about longer term sustainability where they have obtained additional funds to employ extra staff; and a few are resistant as they perceive that the quality of teaching and learning will suffer as a result of teachers' increased absence from the classroom.

### ***Case Study 5: a primary school investigates options for provision of PPA***

*The provision of PPA is central to the remodelling objective of the school improvement plan. A change management team was set up to discuss possible strategies and to ensure that the provision of PPA time would enhance the quality of the curriculum and raise standards. A trial is to take place. A part-time member of staff has been given time to undertake research into possible sources of funding and assure quality by developing ways to determine the impact on pupils. A trial of options is to take place in the summer term and then arrangements will be made to formalise a programme from September 2005.*

*Options currently being explored include:*

- joint arrangements with cluster schools managed by a coordinator who will have a quality assurance role*
- regular coaching in a range of sports in six week blocks from a variety of sports coaching organisations, including a neighbouring secondary school*
- annual programmes of visits from musicians and theatre groups*
- employing instructors to take over the swimming lessons in the local pool*
- first aid courses for pupils run by St Johns' Ambulance.*

17. Schools have made little progress with allocating dedicated headship time as there is considerable confusion about what it means in reality. Few headteachers have considered changes to their workload to take account of time that should be dedicated to leading and managing the school. The vast majority work long hours during the week and at weekends and accept a heavy workload as part of the job. They report a high level of job satisfaction from working with their staff and pupils and are reluctant to change their established patterns of working. Consequently, they do not see the relevance of the remodelling agenda to themselves. Indeed, the workload of some headteachers has increased. In primary and special schools, they have taken on additional responsibilities such as coordinating curriculum subjects or doing additional teaching in order to release time for their teachers for PPA and cover. In secondary schools, some headteachers continue to be involved in time consuming operational matters particularly in managing behaviour.
18. However, in a few schools the creation of key pastoral or administrative posts such as personal assistants, bursars, premises managers, family liaison workers and behaviour mentors has resulted in some headteachers re-focusing their workload. In schools where headteachers have delegated day-to-day tasks to senior and administrative staff, they have been able to focus more strongly on the strategic leadership of the school and managing and reviewing the quality of teaching and learning.

19. Many secondary schools are making extensive use of supply staff and retired teachers for use in the invigilation of external examinations. The majority of schools are committed to the principle that subject teachers attend at the beginning of all examinations to deal with queries and to set clear expectations for appropriate standards of behaviour amongst pupils.
20. In schools where the behaviour of pupils is challenging, there is a reluctance to reorganise invigilation arrangements. In one such school, the headteacher believes that a change of personnel to involve support staff would have a significantly negative effect on pupils' attitudes and performance and many would simply refuse to sit exams. Primary and middle schools do not see the requirements as relevant to their circumstances and intend to retain teachers as invigilators for Key Stage 2 attainment tests.

## Managing the process of change

21. A commitment to the principles underpinning the national agreement and a capacity to manage the change process remain central to its successful implementation. One of the biggest challenges facing school leaders has been to win the support of their workforce in order to challenge established patterns of working and effect a change in the school culture.
22. The management of change is more successful in those schools where all staff develop the capacity to question existing practice and consider what they might achieve by first recognising barriers to progress and planning action.

### ***Case study 6: remodelling in a primary school – first steps***

*A meeting involving all staff was called to focus on initiating change. The meeting was organised by team leaders, representative of all staff groups. An interactive exercise identified the values most important to the staff: the need to develop professionally, working as part of a team and improving pupils' learning. Barriers to progress were categorised as lack of time, ineffective communication, limited resources and frequent disruptions. These were written on large sheets of paper and displayed in the staff room. All staff were invited to suggest solutions which were discussed and reviewed in further meetings. Changes that were easy to implement were made immediately. For example, repositioning the photocopier and reallocating teaching assistants' working hours so that they could be briefed before lessons by classroom teachers. More fundamental changes were prioritised and included within school development planning.*

23. Schools are at different stages of managing the process of change. Although more schools across the phases are including remodelling in

their school development planning, few include it as a separate strand aimed at raising standards. In the best practice, remodelling is embedded in improvement plans with clear actions and success criteria identified to assess progress with implementation of the national agreement and impact on improvement.

***Case study 7: remodelling in a primary school – a 'whole school' approach***

*The headteacher created a culture of mutual respect between teaching staff and support staff by ensuring that the rationale for change was clearly understood. The purpose of change was to improve learning and teaching and thus raise standards, to maintain the professionalism of teachers and to integrate support staff fully within the school. Planning for remodelling is firmly embedded in the school's strategic plan. Although many of the objectives were in place long before the national agreement, the school is aware of outstanding issues and reviews the impact of remodelling as an agenda item in its planning meetings at all levels of the school. In addition the school calls whole staff meetings to discuss proposed changes to ensure that decisions are 'owned' by the whole school rather than just senior management. The success criterion for all changes and actions in the school is whether they will benefit pupils' learning. Monitoring is done formally by questionnaire, data analysis of pupil progress and performance, by lesson observation and performance management interviews*

***Case study 8: a secondary school monitors the impact of remodelling***

*The school uses a range of methods to monitor the effect of the actions taken to meet the requirements of the national workforce agreement. The school is already aware that staff perceptions of the new systems are positive from written and oral feedback. Staff absence levels are much reduced; report deadlines are increasingly met and a very high number of staff attended a voluntary residential training weekend. Staff report that cover work is done and that rooms are no longer damaged following lessons that were previously taken by supply staff. Call-outs for senior staff interventions to deal with disruptive behaviour have massively reduced and checks on pupils' reports show increasing use of rewards rather than sanctions. Lessons observed by senior staff as part of the process of performance management demonstrate that PPA time is being used well to involve support staff more widely in planning for teaching and learning and in preparing electronic resources. Staff are committed to continuing professional development (CPD) and they use the time to develop links between departments to share good practice. Leadership and management are improving with many staff using time that would previously have been spent on invigilation to monitor the quality of teaching and learning in their departments.*

24. Where staff have not been fully consulted or involved in the change process, a minority are resentful of the changes. Arrangements for induction and performance management of staff are weak in a minority of schools and new roles are not always clearly defined. A member of the support staff in one primary school felt frustrated that one day she was expected to be a teaching assistant and the next a class teacher, without the pupils and other staff being informed of the changes in her role. For some support staff, assimilation of pay and status differentials has been confusing. There has been uncertainty about eligibility, funding and arrangements for the training of higher level teaching assistants (HLTA). Those who have embarked on training are experiencing inconsistencies between providers over the time given to complete assignments, the workload and the interpretation of the standards.
25. Most of the schools visited receive little more than satisfactory support from their governors. Although many governing bodies are kept informed by headteachers, few take an active role in shaping, supporting or challenging the schools' planning for remodelling. In schools where the governing body is effective, governors have been briefed at the onset of the initiative and remodelling is a regular and well discussed agenda item at whole governing body and committee meetings. The governing body, therefore, helps to support and challenge the school's remodelling plans acting as a critical friend, encouraging action or suggesting restraint when required.
26. The range of support available to headteachers from external agencies and LAs has increased, but most is not used well. Only a minority of schools seek information on remodelling outside their LA and few schools regularly consult national websites for information.
27. All LAs have established systems to help schools implement the workforce reforms; these include the development of school networks, governor briefings, headteacher training and both written and electronic guidance. Most local authority plans for remodelling make an explicit link between workforce reform and raising standards. LA support is most effective where remodelling is a component of the education development plan with clear responsibilities, timescales, targets and success criteria and a cross-function steering group has been established.
28. There is variability in the quality of the support and training offered to schools. Although the majority attempt to monitor progress procedures rely on schools self assessment rather than an objective evaluation.
29. Generally, there has been a mixed response from schools. Many have found the LA training of limited value. The main criticism is that its content does not reflect schools' individual circumstances. In particular, special schools feel that some elements of the national agreement apply to



mainstream schools and fail to take account of the specific needs of the pupils they work with. Generally, schools consider meetings of local cluster groups and networks to be more useful than centrally-provided training. They welcome the opportunity to share information about remodelling and learn about good practice elsewhere

30. Most LAs surveyed are giving additional funding to schools to help them implement the national agreement. In all the LAs visited, school budgets are enabling them to meet the requirements of all three phases, although there is considerable anxiety about whether expenditure is sustainable in the longer term, especially in small primary schools.

### ***Case Study 9: LA support being used effectively***

*The LA has established a 'Well-being' programme which aims: 'To develop and implement lasting ways to improve the well-being of LA employees, and through good managerial practice, the well-being of the organisation in which they work.' One school has used this support very well. The programme is coordinated by a senior teacher who is the school's well-being facilitator. The programme's questionnaire was completed during a staff meeting in June 2004, which was devoted to this. Questionnaires were coded so that analyses could be provided for all levels of teaching and support staff. The programme's county coordinator analysed the results. The main areas for the school were stress management and communication, the former being due to the increasingly challenging pupils the school is receiving. A stress management consultant came to discuss the issue of managing behaviour with staff in one of their regular, after-school whole-staff meetings. During one of the school's training days, the communication issue was reviewed, with all staff indicating what was working well and what things needed improving. Representatives from all staff attended group meetings to make recommendations on the issues identified. Actions on these issues were included in the school's development plan for 2004/05. A well-being questionnaire is to be completed each June to assess what progress has been made and to identify on-going areas for development.*

## **Annex A. The national workforce agreement – a seven-point plan for creating time for teachers and headteachers**

1. Progressive reductions in teachers' overall hours over the next four years.
2. Changes to teachers' contracts, to ensure teachers, including headteachers:
  - do not routinely undertake administrative and clerical tasks
  - have a reasonable work/life balance
  - have a reduced burden of providing cover for absent colleagues
  - have guaranteed planning, preparation and assessment time within the school day to support their teaching, individually and collaboratively
  - have a reasonable allocation of time in support of their leadership and management responsibilities
  - and that headteachers have dedicated time which recognises their significant responsibilities for their school.
3. A concerted attack on unnecessary paperwork and bureaucratic processes for teachers and headteachers. An implementation review unit will be established, featuring a panel of experienced, serving headteachers.
4. Reform of support staff roles to help teachers and support pupils. Personal administrative assistants for teachers, cover supervisors and higher level teaching assistants to be introduced.
5. The recruitment of new managers, including business and personnel managers, and others with experience from outside education where they have the expertise to contribute effectively to schools' leadership teams.
6. Additional resources and national 'change management' programmes to help school leaders achieve in their schools the necessary reforms of the teaching profession and restructuring of the school workforce.
7. Monitoring of progress on delivery by the signatories of the agreement.

## **Annex B. The national workforce agreement – summary of key measures and timescale for their implementation**

### Phase 1 – 2003/04:

- promote reductions in overall excessive hours
- establish new signatories group
- establish new Implementation Review Unit
- routine delegation of 24 non-teaching tasks
- introduce new work/life balance clauses
- introduce leadership and management time
- undertake review of use of school closure days.

### Phase 2 – 2004/2005:

- introduce new limits on covering for absent teachers.

### Phase 3 – 2005/2006:

- introduce guaranteed professional time for planning, preparation and assessment
- introduce dedicated headship time
- introduce new invigilation arrangement.