



It is clear from the Education Improvement Board's consultation on its strategic aims, and from national surveys, that excessive workload is a major obstacle to our schools being able to successfully recruit and retain the best teachers and teaching assistants. Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced.

On marking¹, the working party said:

'We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'

On planning², the working party said:

'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'

On pupil performance data³, the working party said:

'Do not routinely collect formative assessment data'

'Summative data should not normally be collected more than three times a year per pupil.'

FAIR Workload

The Education Improvement Board's 'Fair Workload Charter' sets out what teachers and other staff can expect from the schools that sign up. Participating schools will be able to utilise the 'EIB fair workload' logo in their advertisements and publicity. Ofsted have confirmed that the assurances contained in this agreement can be consistent with a good and better quality of teaching.

The EIB wants to be able to recruit and retain staff by:

- ensuring they have a **fair and reasonable workload**
- providing **high quality training and professional development opportunities** that meet the needs of individual members of staff
- offering **competitive and attractive pay and rewards packages**
- prohibiting the use of 'probationary period type' contracts** in schools.



¹ 'Eliminating unnecessary workload around marking', DfE March 2016

² 'Eliminating unnecessary workload around planning and teaching resources', DfE March 2016

³ 'Eliminating unnecessary workload associated with data management', DfE March 2016

Staff working in an EIB 'Fair Workload Charter' school can expect:

- a. a **fair and reasonable workload** which will be ensured by:
- adopting schemes such as the '5 minute lesson plan' model or by staff teaching directly from high quality schemes of work
 - the marking policy clarifying what will and won't be marked. The policy will be based upon research evidencing practices that have been demonstrated to raise achievement.
 - policies, and especially those governing marking, assessment and data entry, being reviewed during the school's usual cycle and a workload impact assessment for each carried out.
 - for **teachers**, the workload requirements of all policies should be reasonably deliverable within an additional maximum two hour period, unless other contractual arrangements apply. For those with additional leadership responsibilities, a further one hour a day may be required.
 - for **staff other than teachers**, the requirements of policies should be reasonably deliverable within contracted hours.
 - providing a time budget in June each year setting out how the principles above will be implemented in the following year.
 - employers exercising their duty of care to employees with regard to workload, including for head teachers.
 - individual workloads being monitored and the school's overall data shared openly. The EIB Fair Workload Charter sub-group will monitor workloads at participating schools.
 - staff having recourse to an external adjudication process managed by the EIB Fair Workload Charter sub-group where they believe their school has not delivered on the principles it has signed up to.

- b. **high quality training and professional development opportunities** that meet the needs of individual members of staff by:
- enabling staff to access the EIB promoted City-wide training programmes
 - enabling staff to access the EIB 'ladder' of generic training programmes linked to different stages of career progression
 - ensuring staff are well trained and appropriately qualified
 - supporting teaching assistants in progressing to qualified teacher status where they choose to do so.
- c. an **attractive pay and rewards** package.
- d. **no use of 'probationary period type' contracts** in schools.



This Charter was drawn up with representatives from UNISON, the National Union of Teachers, the National Association of Head Teachers, the National Association of Schoolmasters Union of Women Teachers, and the Association of Teachers and Lecturers.