



Cynulliad National  
Cenedlaethol Assembly for  
Cymru Wales

**EL(3) 03-09 (p4) Annex 1 : 29 January 2009**

## **Enterprise and Learning Committee**

### **DRAFT REPORT**

#### **Implementation of the Teacher Workload Agreement**

##### **Background**

1. The national agreement on *Raising standards and tackling workload* was signed by government, employers and school workforce unions on 15 January 2003. The agreement acknowledged the pressure on schools to raise standards and tackle unacceptable levels of workload for teachers and introduced a series of changes to teachers' conditions of service to be introduced in three annual phases from September 2003. The agreement arose out of social partnership and the Workforce Agreement Monitoring Group (WAMG) which is made up of representatives of the signatories, has also overseen its implementation and provided guidance and support to schools and local authorities. The Welsh Assembly Government is part of the WAMG. The WAMG is mirrored at a local level by local social partnerships whose membership is drawn from local authorities and local representatives of school workforce unions.

##### **Introduction**

2. Our inquiry comprised three formal hearings. At our meeting on 1 October 2008, we scrutinised witnesses representing the following teaching unions: the National Association of Head Teachers Cymru (NAHT Cymru); the Association of School and College Leaders Cymru (ASCL Cymru); the National Union of Teachers (NUT) Cymru; NASUWT; Undeb Cenedlaethol Athrawon Cymru (UCAC); and ATL Cymru. We also scrutinised Jane Hutt AM, the Minister for Children, Education, Lifelong Learning and Skills, and her officials. On 19 November, we heard from Karl Napieralla and Andrew Thomas, representing the Welsh Local Government Association and the Association of Directors of Education Wales. HM Chief Inspector of Education and Training (Estyn) also provided written evidence for that meeting. We also deemed it important to hear from school governors and unions representing non-teaching staff affected by the agreement, therefore on 15 January 2008 we scrutinised representatives of

Governors Wales, and Paul Elliott representing UNISON. The GMB provided written evidence for that meeting. UNITE did not provide written or oral evidence.

3. The witnesses provided written memoranda, the links to which are attached at Annex 1. The transcripts of oral evidence are at Annex 2. The Minister undertook to provide additional evidence, which is reproduced in full at Annex 3.
4. The report which follows summarises the evidence examined and makes recommendations, where appropriate. A summary of the recommendations is on p.9.

### **The Impact of the Agreement**

5. Many agreed that there had been an improvement in the focus of the work of classroom teachers, though this did not necessarily mean an improvement in hours worked. The agreement allows them to concentrate on teaching and learning rather than administrative or other duties such as invigilating examinations.
6. We were concerned that there appeared to be little or no evidence that the implementation of the teacher workload agreement was having a positive impact on raising standards. Many schools had informed Estyn that they believed that it would be difficult to establish a causal link between remodelling and raising standards of pupil achievement. **We recommend that the Welsh Assembly Government commissions independent research and surveys schools to strengthen the evidence base on the impact of the implementation of the teacher workload agreement on raising standards of pupil achievement.**
7. In a written memorandum provided by HM Chief Inspector of Education and Training, it was stated that ‘overall the Workload agreement is having a very positive effect in schools’. He went on to note the following on the extent of remodelling in respect of statutory powers:
  - a) All secondary schools have removed the requirement for teachers to routinely undertake administrative and clerical tasks. Only a small number of primary and special schools report that they have not, as yet, fully implemented this aspect of the agreement;
  - b) Almost all schools have fully reduced the burden of providing cover for absent colleagues to recommended levels;
  - c) All teachers receive at least 10% PPA time and, as a result, they have more time available in which to undertake planning, preparation and assessment activities; and
  - d) All secondary schools report that they have removed the requirement for teachers to invigilate examinations.
8. We examined the implementation of the agreement in the context of current developments in educational policy in Wales. ASCL observed

in both written and oral evidence that the introduction of 14-19 learning pathways would be impeded by the implications it would have for the workload agreement. At a time of unprecedented change in our schools and other educational institutions - 14-19 learning pathways, transition planning, the foundation phase, new pay and conditions, a revised national curriculum - it is imperative that the Welsh Assembly Government maintains an effective strategic overview of developments and their impacts on the implementation of the teacher workload agreement. It appeared that practical outcomes of these initiatives such as travel time between institutions, the timing of collaboration and planning meetings, had not been fully considered. In due course, we will carry out an implementation inquiry on these major educational initiatives to ascertain their impact. **We recommend that the Welsh Assembly Government undertakes a holistic impact assessment of its current policy initiatives to assist it to maintain a strategic overview and to evaluate the need for further financial or other intervention to support staff.**

### **Funding the agreement**

9. We note that the Minister made £70 million available as part of the annual revenue support grant to implement the agreement. However, with the passing of time – six years after the agreement was signed in January 2003 - ADEW noted that there was increasing pressure to include the funding in the general teachers' line.
10. A number of the teaching unions were concerned that funding did not cover all aspects of implementation. They remained concerned that the costs of the full implementation of the 'rarely cover' commitment in September this year (see below), would entail difficult budget decisions for governing bodies, should additional funding not be forthcoming.

### **Implementation of PPA and the problem of effective and adequate cover**

11. There was general agreement that reducing the cover burden was proving to be the most difficult aspect of implementing the agreement. The School Teachers' Review Board (STRB) Teachers Workload Diary Survey 2008 shows that for the last academic year, teachers undertook some 20 hours cover. This figure had increased from 19 hours in 2005-06 and had remained at higher levels since then. As stated above, final implementation of the cover obligation should be executed in September. Concerns were raised with us that at this stage no extra funding had been identified.
12. It is a matter for schools to decide whether they employ qualified teachers or cover assistants to provide supervision. Many schools employ supervisors as permanent members of staff. From the evidence scrutinised, it appeared to us that, overall, finding cover had not proved to be too problematic. There were clearly issues for Welsh-medium schools, small schools, rural schools, and some primary schools,

where heads may spend up to 100 per cent of their time teaching and where the burden of leading and managing frequently falls on one or two individuals.

13. The issue of who covers PPA however can be problematic. It was obvious to us that many heads are working extremely hard to deliver PPA for their staff, but that this was frequently at the expense of their own time for management and leadership activities. Estyn raised another aspect of cover provision, namely that it had evidence of a breakdown of behaviour following the use of relief teachers.
14. We were glad to hear that newly qualified teachers were being afforded a lot of PPA, as this is only right and proper. We were more concerned to learn that there is a body of evidence – UCAC among others drew our attention to this - of PPA time being used for pastoral and mentoring activities and of generally being filled by other initiatives. We were appalled to learn from the WLGA that there were instances of there not being space, that is, accommodation, on the school estate, to support PPA.
15. **In light of this evidence, we recommend that the Welsh Assembly Government undertakes an urgent inquiry into current cover arrangements and in particular:**
  - **The problems experienced by small schools and Welsh-medium schools;**
  - **The implications of implementing PPA on the workloads of head teachers;**
  - **The use of relief teachers;**
  - **The capacity of the school estate to support PPA.****The Government should seek to report its interim findings by the end of the summer term, and based on its findings, consider additional funding to support the implementation of ‘rarely cover’.**

#### **Head teachers and senior staff**

16. The strength and effectiveness of the senior management team in schools is critical to delivering the teacher workload agreement. A consistent theme of our inquiry was that implementing the agreement had increased the workload of head teachers. Indeed, the evidence was unanimous in this respect. Estyn have evidence that ‘head teachers receive no dedicated headship time in about a quarter of schools’, which is worrying. The NUT told us that ‘there is little evidence to suggest that those in management positions have benefited from the Workload Agreement.’ It would appear that middle managers in secondary schools are given little or no management time at all. The NAHT stated in its written memorandum that ‘the issue of workload and work-life balance remain central to employment relations for NAHT members’.

17. We examined the issue of the work-life balance of heads at length and are concerned at the stress and ill health which may result when this is not managed and appraised properly. Recruitment and retention for leadership roles is already difficult in some areas. A large percentage of NAHT membership reported working between 49-59 hours per week during term time. Coincidentally, there was also a big rise in average working hours of Deputy Heads in 2008 to 58 hours. As stated above, figures for total hours worked by all teachers have not improved since 2005. **We recommend that the Welsh Assembly Government explores the advantages of employing school managers in larger secondary schools, to support the head and the senior management team and more broadly considers measures to reduce the hours worked by all teachers.**
18. Given the weight of this evidence, we were surprised to learn that work-life balance was not covered in most appraisals. **We recommend that evaluation and monitoring of work-life balance becomes an integral part of teacher appraisal.**
19. We considered the isolation of the role of a school leader and the support that may be provided by the Chair of Governors and by a more formalised mentoring network. There is much anecdotal evidence from which we infer that most heads welcome this support. We note however the ad hoc nature of this crucial working relationship and considered how it might be formalised in future. **We recommend that the Welsh Assembly Government, in consultation with Governors Wales, issues guidance to governing bodies on the role of the Chair of Governors, and surveys the current use of mentoring to support and develop head teachers.**
20. Another issue that greatly concerned us was that support for heads from change managers had all but disappeared, which contrasts with the implementation of the agreement in England, where considerable resources are still dedicated to successfully implementing this aspect of the agreement. The Minister expressed her support for school leaders but acknowledged that the level of support from change managers had seen some erosion. The relevant Welsh Assembly Government department has a change facilitator dedicated to workforce remodelling. **We recommend that the Welsh Assembly Government undertakes an immediate survey to ascertain the current level of support in local authorities provided by change managers, and where that support is found to be inadequate, funds a dedicated change manager to support head teachers.**
21. We note that the National Professional Qualification for Headship is due for review. ADEW believe that it is not fit for purpose. We await the outcome of the review with interest.

### **The role of support staff**

22. With the implementation of the agreement has come a large increase in personnel other than teachers employed by schools, none more crucial to delivering the agreement than classroom assistants and other support staff. Little or no training was provided to heads and teachers to manage this additional human resource asset, including the implication for teachers of having another adult present in the classroom. In our view this was a serious oversight.
23. For pay purposes support staff are covered by the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service.
24. We were appalled by evidence that classroom assistants had been treated like second class citizens on issues such as pay and conditions and access to training and development. We therefore welcome the commitment of the Welsh Assembly Government to look at the role of support staff, following the commitment in the One Wales document 'to develop a national structure for classroom assistants'.
25. We agree with the GMB who stated in their written memorandum that, 'Schools and Local Education Authorities must, therefore, ensure that the responsibilities undertaken are mapped, properly defined, subject to appropriate consultation and adequately researched.' The issue for us is whether the use of classroom assistants is increasing children's educational outcomes, which should be considered as part of future research on whether the implementation of the agreement is succeeding in raising standards in schools.
26. **We recommend that as part of its commitment to develop a national structure for classroom assistants, the Welsh Assembly Government introduces measures to ensure consistent pay and conditions and the provision of training and development of classroom assistants and other support staff by hypothecated funding.**

### **The role of governing bodies**

27. The NASUWT, among others, told us that educating and informing governing bodies about their duties and responsibilities is paramount to the success of the roll out of the national agreement
28. Governors Wales expressed an interest in taking on a greater role in the implementation of the agreement. It had already produced guidance on effective governing bodies and was working on guidance on their critical friend role.
29. Governors are volunteers and we are concerned at the decline in their numbers. A lack of resources was cited as one reason why some governors were not able to carry out duties with regard to head teachers effectively.

30. As stated above we considered the role of the Chair of Governors carefully. We would wish this role to be formalised, especially on the key aspect of supporting head teachers.
31. It would appear that most governors are aware of their statutory responsibilities but had difficulty in managing the head teacher's work – life balance. **We recommend that the Welsh Assembly Government works with Governors Wales and LEAs to produce up to date and relevant guidance to governing bodies on their statutory responsibilities, including managing the work-life balance of the head.**

### **The role of local authorities**

32. This was a major theme of our inquiry. LEAs should be leading on the implementation and development of the agreement, but time and again we heard of their lack of engagement; Powys, apparently, was a notable exception, which was cited as best practice with regard to implementation and consultation.
33. For their part the WLGA and ADEW told us that they met regularly with teacher associations to monitor implementation. We commend the work done in Neath Port Talbot local authority in holding an annual general meeting of the governors' association.
34. Many felt that LAs did not provide an adequate level of support - advice, guidelines and facilities management - with regard to health and safety. The example of schools having to display energy certificates from 1 October 2008 was quoted, noting that at that time five LEAs had not provided any support, despite it being a legal requirement with the burden of duty falling on the head teachers.
35. **We recommend that the Welsh Assembly Government undertakes an immediate survey to ascertain the level of support and guidance being provided by local education authorities in implementing the teacher workload agreement, and that the Minister for Children, Education, Lifelong Learning and Skills, reports her findings to the Assembly.**

### **The role of the social partnerships**

36. There was a fundamental contradiction in the evidence we examined regarding the functioning of the local social partnerships (LSPs). The Minister acknowledged that they may not all be working well and consistently, and that they needed to be rejuvenated. She provided us with additional information where she had written to directors of education on the need to refresh and relaunch the local social partnerships (see Annex 3).

37. The Minister sees the LSPs as being the drivers behind the agreement at local level. We were therefore concerned that governors were not involved in LSPs and see this as a serious omission undermining their effective working.
38. **We recommend that the LSPs be reconfigured to include a proactive role for school governors. We also recommend that where the Minister has evidence of best practice in the operation of LSPs in driving forward the implementation of the agreement, that it be disseminated throughout Wales**

### **Future legislation**

39. As we were about to commence our inquiry, on 24 September 2008, the Department for Children, Schools and Families announced a package of reforms to strengthen standards in schools and help the school workforce to carry out their duties more effectively. In recognition that some teachers are currently not receiving their entitlements provided by the Workload Agreement, the UK Government is proposing to strengthen the law to ensure that schools implement these statutory provisions. There will be:
- a new duty on governing bodies to manage their staff in accordance with their terms and conditions and with the School Teachers' Pay and Conditions Document;
  - a power to allow local authorities to issue notices to schools that are not complying with the statutory provisions set out in the School Teachers' Pay and Conditions Document; and
  - a power to enable the Secretary of State to direct a Local Authority to consider issuing such a notice where the school is non-compliant.
40. The teaching unions were not unanimous in their response to this announcement; ADEW too had mixed views
41. It is our intention to scrutinise the Minister for Children, Education, Lifelong Learning and Skills following publication of the Children, Learning and Skills Bill, which will contain the relevant statutory provisions. We will report our findings to the Assembly.

### **Further work by the Committee**

42. When we evaluated the evidence examined during this inquiry, we realised that a number of issues with regard to the effective management and operation of schools had been considered, which went beyond the scope of our work on the implementation of the teacher workload agreement. We will therefore undertake work in future on issues such as the role of governing bodies, the role of support staff, and the impact these have on school management.



**Summary of recommendations – *to be added once final wording is agreed***

## **ANNEXES**

### **Annex 1 – Written Memoranda**

**National Association of Head Teachers (NAHT Cymru):**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=98593&ds=10/2008>

**The Association of School and College Leaders (ASCL Cymru):**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=98597&ds=10/2008>

**National Union of Teachers (NUT Cymru):**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=99143&ds=10/2008>

**NASUWT:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=99197&ds=10/2008>

**Undeb Cenedlaethol Athrawon Cymru:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=99097&ds=10/2008>

**ATL Cymru:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=99153&ds=10/2008>

**Minister for Children, Education, Lifelong Learning and Skills:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=99159&ds=10/2008>

**Welsh Local Government Association and the Association of Directors of Education Wales:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=105588&ds=11/2008>

**Estyn:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=105101&ds=11/2008>

**Governors Wales:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=110581&ds=1/2009>

**UNISON:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=110926&ds=1/2009>

**GMB:**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=110853&ds=1/2009>

## **Annex 2 – Transcripts of proceedings**

### **Committee meeting, 1 October 2008**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=100273&ds=10/2008>

### **Committee meeting, 19 November 2008**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=106978&ds=11/2008>

### **Committee meeting, 15 January 2009**

<http://www.assemblywales.org/bus-home/bus-committees/bus-committees-third1/bus-committees-third-els-home/bus-committees-third-els-agendas.htm?act=dis&id=113130&ds=1/2009>

## Annex 3 – Additional information provided by the Minister for Children, Education, Lifelong Learning and Skills

Jane Hutt AC/AM  
Y Gweinidog dros Blant, Addysg, Dysgu Gydol Oes a Sgiliau  
Minister for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Eich cyf/Your ref  
Ein cyf/Our ref MB/JH/0950/08

Gareth Jones AM  
Chairman of the Enterprise and Learning Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff  
CF99 1NA

27 October 2008

Dear Gareth,

Following the Enterprise and Learning Committee meeting on the 1 October 2008, I was asked to provide information to you on the following:

- Correspondence with Directors of Education regarding details of how Local Education Authorities work with local social partnerships to deliver the agreement.
- The results of the recent Local Social Partnerships status survey from each Local Education Authority.
- An update on discussions with the Department for Children, Schools and Families (DCSF) on compliance with the School Teachers' Pay and Conditions Document (STPCD). Also regarding its intention to introduce statutory powers to enforce the workload agreement and their likely timing.

I have attached the letter that I sent to the Directors of Education, in June this year and WAMG correspondence, to which I contributed in May this year and November of last year, urging support for Local Social Partnerships and Change Manager capacity. These follow on from previous correspondence on the same subject with the WLGA and Directors of Education from the then Minister in 2006 which I include for your information.

I have also attached the results of the recent Local Social Partnerships survey from each Local Education Authority together with a summary of current local authority Change Manager capacity.

You asked for an update on compliance with the School Teachers' Pay and Conditions Document (STPCD). Given the non-devolved nature of the STPCD my officials continue to work closely with colleagues in DCSF to develop a proposal on how to strengthen the law to ensure that schools implement the statutory provisions in the STPCD. This work is ongoing

Bae Caerdydd • Cardiff Bay  
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English Enquiry Line 0845 010 3300  
Llinell Ymholiadau Cymraeg 0845 010 4400  
Ffacs • Fax 029 2089 8475  
Correspondence: Jane.Hutt@Wales.gsi.gov.uk

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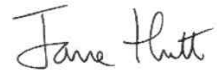
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and I will write to you again when I have more detailed information on how this will look in both England and Wales.

We continue to be committed to the National Agreement and will work with partners to ensure that all aspects of the Agreement are fully implemented.

I hope that this letter addresses all the information that the Enterprise and Learning Committee requested.

Yours sincerely,

A handwritten signature in cursive script that reads "Jane Hutt".

**Jane Hutt AC/AM**  
Y Gweinidog dros Blant, Addysg, Dysgu Gydol Oes a Sgiliau  
Minister for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Eich cyf/Your ref:  
Ein cyf/Our ref: MB/JH/0525/08

Local Authority Directors of Education

25 June 2008

Dear colleague,

### **Local Social Partnership Working**

As a partner member of the Workforce Agreement Monitoring Group (WAMG) and a signatory to the *National Agreement on Raising Standards and Tackling Workload*, the Welsh Assembly Government recognises that WAMG's work across Wales and England has proved valuable in the process of implementing the National Agreement and supporting wider remodelling of schools.

Partnership working is a strong feature of the way we work in Wales and this is evident in the local social partnership groups that exist in many local authorities. Whilst some extremely effective work is happening in these groups I am aware that they are not yet fully established in all local authorities.

The national local social partnership conference held earlier this year demonstrated that schools and practitioners have much to gain from the support and guidance offered by local partnership groups. They are locally formed and are responsive to local needs and priorities as well as considering the implications of wider initiatives such as the National Agreement. They provide a local forum to bring together representatives of key stakeholders and resolve issues as they arise. They can also make an important contribution to school improvement and, ultimately, improved outcomes for learners.

There is clearly much interest in re-launching or refreshing groups that are currently inactive or whose focus is not sufficiently clear. WAMG has provided additional guidance with Note 20 to assist in this process whilst recognising that each group will need to agree working arrangements that best suit local needs.

All local authorities should consider this guidance and review, as necessary, their own arrangements for local social partnership working. Where Change Co-ordinator support has

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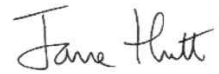
English Enquiry Line 0845 010 3300  
Llinell Ymholiadau Cymraeg 0845 010 4400  
Ffacs \* Fax 029 2089 8475  
Correspondence: Jane.Hutt@Wales.gsi.gov.uk

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been reduced I urge local authorities to review the arrangements they have in place as I have concerns about the impact this may have on schools and their capacity to remodel effectively.

Where local social partnership works well it embodies professional collaboration, trust and common purpose. This is exactly what we need if we are to work together to develop schools which are effective and which benefit from a skilled and motivated workforce and achieve improved outcomes for learners.

A handwritten signature in black ink that reads "Jane Hutt". The signature is written in a cursive style with a large initial 'J' and 'H'.

**Jane Hutt AM**  
Minister for Children, Education, Lifelong Learning and Skills



# Workforce Agreement Monitoring Group



Local Authority Directors of Education

May 2008

## Local Social Partnership working in Wales

We last wrote to you in November 2007 about local social partnership working in local authorities in Wales. We can now provide feedback on the key issues which emerged from the very successful national Local Social Partnership conference held in Llandrindod Wells in January along with details of further guidance provided by WAMG in direct response to some of these key issues.

### Local Social Partnership Conference

The national conference was very well attended with over 100 delegates representing all the teacher and support staff unions, all local authorities in Wales and other interested groups. This provided a sound basis to assess the current status of local social partnership working in Wales and the Workforce Agreement Monitoring Group (WAMG) is grateful for the support of local authorities in promoting the conference and assisting with the recruitment of delegates.

Conference delegates were able to discuss the positive features of partnership working they had experienced and were also asked to identify particular issues of concern. A key element was the opportunity for delegates to share experience with colleagues from other local authorities and the conference heard presentations from local social partnerships (LSPs) that described very successful and effective working arrangements in Wales.

The feedback gathered from delegates also showed a wide variance in their experience of partnership working across local authorities with some delegates reporting a number of concerns. These included LSPs meeting infrequently (or in some cases not at all); under-representation from support staff unions; not having sufficient focus on workforce reform; and, in particular, insufficient attention to monitoring and supporting sustainability of the implementation of the *National Agreement on Raising Standards and Tackling Workload*.

There was strong interest in re-energising LSPs where they are currently inactive and/or not sufficiently focused on issues of concern to delegates. Allied with this was a request for further guidance from WAMG on the role and ways of working for LSPs.

Delegates also reported that where effective LSP working was in place it was clear that, though reflecting the support of all the partner groups involved, an essential element was the high level sponsorship provided by the local authority.

The involvement of the local authority Change Co-ordinator (Change Manager) was identified as another key factor. There was significant concern that, in some local authorities, the level of support provided to schools through the Change Co-ordinator role has been eroded. Delegates reported that this was impacting negatively not only on LSP activity but also in supporting schools to fully implement all elements of the Agreement. Conversely, where delegates reported that local authorities were investing in maintaining, or developing, Change Co-ordinator support this was positively reflected in the local momentum of workforce reform and the effectiveness of social partnership working.

### Follow up actions

Since the conference WAMG has been considering how best to respond to issues raised by delegates in Wales. This has been instrumental in influencing WAMG's current priorities and work programme and, as a result, WAMG has developed new guidance materials to assist LSPs in England and Wales review their remit and ways of working. These materials comprise the following, all of which are enclosed with this letter:

- **WAMG Note 20** – this guidance note reports on feedback from conference delegates and summarises the following support materials:
- **2008 Guidance on Effective Working for LSPs** – this includes guidance on a proposed minimum remit for LSPs, developing a protocol for underpinning LSP working and best practice on operational effectiveness
- **Model Protocol for LSPs** – this provides more detailed guidance on establishing a protocol for LSP working
- **Issue Resolution Process** – this provides guidance on the process for resolving issues arising from the LSP remit

These materials are being distributed to members of LSPs via WAMG partner organisations and also, electronically, through local authority Change Co-ordinators in Wales.

To further support the work of the LSP group and ongoing workforce reform in schools in << LA>>, we ask that you consider the following actions:

1. Review the current status and operation of your LSP group and arrange for the group to consider, as an agenda item, the WAMG support materials enclosed with this letter as a basis for strengthening and/or refreshing local social partnership working.
2. Ensure that the LSP benefits from high-level local authority sponsorship and that the work of the group is accorded the appropriate level of importance.
3. Review the current support available to schools and the LSP from the local authority Change Co-ordinator to ensure that appropriate support is available. Whilst the input of HR officers will be required on a range of professional and technical matters the nature of remodelling support required for schools is such that it will be essential for the Change Co-ordinator role to be aligned with school improvement services.
4. Arrange for the Change Co-ordinator, or other nominated person, to provide, on request, feedback on progress with the above actions to the Welsh Assembly Government who will keep other WAMG partners updated on local social partnership working in Wales.

WAMG will continue to support the work of LSPs and to provide any additional guidance needed. We recognise that we need to find ways of better engaging directly with LSPs and the guidance materials referred to will be helpful in establishing a firmer basis for dialogue. In the meantime we hope you find these additional guidance materials of assistance in developing local social partnership working in «LA».

Yours, on behalf of WAMG,



Hilary Emery  
Secretariat to the Workforce Agreement Monitoring Group

Enclosures: WAMG Note 20  
2008 Guidance on effective working for local social partnerships  
Model Protocol for Local Social Partnerships  
Issue Resolution Process

Cc: Lead Cabinet Member for Education/Children's Services  
Local Authority Change Co-ordinators  
Lead officers for teachers and support staff unions in Wales  
Welsh Local Government Association

# Workforce Agreement Monitoring Group



To all Directors of Education

November 2007

Dear

## **Local social partnership – supporting sustainable reform in your authority**

We are writing to advise you of the findings from the ongoing series of national conferences on local social partnership (LSP) working and to encourage your commitment to supporting LSP structures in «LA». This letter is being sent to Directors with responsibility for schools and copied to cabinet members for education for all local authorities in Wales.

The last few years have seen a number of significant reforms in the ways in which schools work. The workforce reforms introduced in 2003 by *Raising Standards and Tackling Workload: A National Agreement*, and assisted in implementation by a remodelling change management process, have been crucial in enabling schools to continue to improve outcomes for pupils while maintaining motivated and committed staff teams. The delivery of these, and other, reforms has been driven by social partnership working in the national Workforce Agreement Monitoring Group (WAMG) and its sub groups and, increasingly, through LSP structures with support from local authority Change Co-ordinators.

Given the ongoing importance of their role WAMG is holding a series of national conferences for members of local social partnerships in England and Wales. These conferences provide an opportunity for participating LSPs to:

- Understand the role of LSPs more fully
- Discuss with colleagues the practical steps they can take to increase the impact of their local social partnership
- Engage in a dialogue with the national Workforce Agreement Monitoring Group (WAMG)

So far, almost 500 delegates representing 137 local authorities have attended these events alongside members of all the major school workforce unions, the National Employers' Organisation for School Teachers and representation from Department for Children, Schools and Families and the Welsh Assembly Government. The conferences have been well received by participants and have provided valuable feedback which has influenced the content of WAMG Guidance Note 18 (enclosed with this letter). We look forward to maintaining this level of response as the conference moves to Wales.

You will shortly be receiving details of the national Local Social Partnership conference for Wales to be held in Llandrindod Wells on 17<sup>th</sup> January 2008 and we would be grateful for your support in securing attendance from LSP members in your authority.

Two of the key themes emerging are:

### **1. Local authority involvement is a critical success factor for an effective LSP**

An important contributor to the success of local social partnerships is the involvement and engagement of the local authority. High-level support, for example at Director or Assistant Director level, is a particular factor in successful LSP working. As WAMG seeks to strengthen support for

LSPs as a result of the conferences, your continued support of your LSP will help to ensure further progress is made.

## **2. LSPs need to be representative of all school staff to be effective**

Many delegates feel positive about the way in which social partnership works to bring consensus and shared responsibility amongst different stakeholders and contributes to a climate of good industrial relations. However, some LSPs need support in engaging all stakeholders relevant to their remit and, in some cases, there is a need to refresh and re-focus their work.

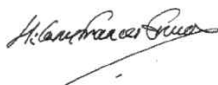
Attached to this letter is a note from WAMG summarising the feedback gained so far from these conferences in more detail and setting out an "action plan" for WAMG and LSPs. Also attached is a note which provides more details on WAMG.

With these points in mind, we would like to invite you to enter into a dialogue, if you haven't already done so, with representatives of your local social partnership. Your engagement will be vital to the ongoing success of the school workforce agenda and, by extension, the full range of reforms to children's services in your authority. A number of local authority Directors have found it useful to identify a member of their own leadership teams as a key contact and participant for all local social partnership business.

If you or a member of your team would like to discuss the support available in order to achieve effective and sustainable LSP working in «LA» then we would, in the first instance, invite you to liaise with your local authority Change Co-ordinator.

We look forward to your Authority's Local Social Partnership being represented at the forthcoming National Conference and to continuing our work with you to ensure the successful delivery of the school workforce reform programme and, therefore, in securing improved outcomes in all schools in «LA».

Yours, on behalf of WAMG,



Hilary Emery  
Secretariat to the Workforce Agreement Monitoring Group

Enclosures: WAMG note 18  
WAMG profile

cc Lead Cabinet Member for Education/Children's Services

**Jane Davidson AC/AM**  
Y Gweinidog dros Addysg, Dysgu Gydol Oes a Sgiliau  
Minister for Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Eich cyf/Your ref  
Ein cyf/Our ref MB/JD/1046/06

Steve Thomas  
Chief Executive  
Welsh Local Government Association  
Local Government House  
Drake Walk  
Cardiff  
CF10 4LG

October 2006

**National Agreement: Raising Standards and Tackling Workload – Local Authority Change Co-ordinators**

I am writing to request your continuing support to implement this Agreement in schools in Wales.

The contractual changes set out in the National Agreement should have now been fully implemented following a period in which schools in Wales have been engaged in a process of remodelling to meet the challenges of workforce reform. This process has depended heavily on the active involvement of Local Authority Change Co-ordinators who have worked both individually and also in partnership across Wales.

Successful implementation of the agreement has been due, in no small part, to the collective efforts of Change Co-ordinators and their engagement with schools to deliver training and provide support and guidance to groups and individuals. Another essential part of their role has been to assist us with monitoring implementation of the agreement – a responsibility we share with other members of the Workload Agreement Monitoring Group (WAMG). In addition to gaining first hand feedback from practitioners in schools, Change Co-ordinators have also gathered local data to enable evaluation at an all-Wales level. These processes have been supported by co-ordination at a national level through the work of Consortium Cymru. This broad network operating at local, regional and national level is very much in line with our vision for the wider public service in Wales – Making the Connections.

I am pleased to say that the latest data supplied by Change Co-ordinators shows a high degree of compliance in many areas of the Agreement. However, this survey also shows that there remain areas where there is still work to do. In particular, there is a significant proportion of schools in which remodelling is not yet sufficiently embedded and where strategies selected to address the demands of the National Agreement are not sustainable. We also know that in many schools we have not yet achieved an improvement to the work life balance of headteachers and this is something that I am very keen to address.

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*Wedi'i argraffu ar bapur wedi'i ailgylchu (100%)*

*Printed on 100% recycled paper*

The challenges that remain will require the ongoing support and engagement of Change Co-ordinators at a local level as well as maintaining consistency at an all-Wales level through Consortium Cymru. I am concerned, however, that there appears to be a reduction in capacity in some authorities even where it is clear that there is much scope for further work to achieve sustainable change. This issue has also been raised as a concern by Union partners during my annual meetings with them.

Very significant levels of funding have been provided to support implementation of the Agreement. As a result of this funding there is now an additional £70m in the Revenue Support Grant which ensures that funds remain available to provide continued Change Co-ordinator support at a local level for as long as it is required.

I would be grateful if you would review the arrangements across LEAs in Wales for providing support to schools as they work to embed the changes introduced through the Agreement. This support is essential if we are to maximise the effect of the tremendous progress made since the Agreement was signed. I would like to see all local authorities able to demonstrate that they have arrangements in place that build on the progress made and provide continued support to schools as they develop sustainable change.

I have enclosed a copy of a letter I have written to all Directors of Education in which I have acknowledged the progress made with implementation and drawn attention to the need for continued support to schools.

It would be helpful if you could let me have early sight of the outcome of your review.

Yours sincerely,

**Jane Davidson AM**  
Minister for Education, Lifelong Learning and Skills

Jane Davidson AC/AM  
Y Gweinidog dros Addysg, Dysgu Gydol Oes a Sgiliau  
Minister for Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Eich cyf/Your ref  
Ein cyf/Our ref MB/JD/1046/06

Local Authority Directors of Education

October 2006

### **Raising Standards and Tackling Workload: A National Agreement – Progress with Implementation in Wales**

It is now three years since the first phase of contractual change was implemented in September 2003. Since then we have seen further contractual change underpinned by a national programme of training and support that has delivered substantial benefits to those who work in our schools. I am writing now to record my appreciation of the efforts of all those who have so far contributed to the successful implementation of the Agreement.

As a signatory to the Agreement, and as a member of the Workforce Agreement Monitoring Group (WAMG), I am committed to achieving full implementation in Wales and I have been impressed with the commitment shown by schools in implementing these changes. The progress made, in a relatively short period of time, has been tremendous and reflects a willingness to engage in workforce reform that benefits all who work and learn in schools. It has been heartening to see headteachers, teachers and support staff working in partnership to agree new ways of working. This spirit of partnership working has also been reflected in the local steering groups that have drawn together representatives of schools, teacher and support staff unions and local authority advisors.

Case studies drawn from a wide variety of schools throughout Wales show that schools have engaged in a process of remodelling to achieve the most effective deployment of teaching and support staff. The range of strategies adopted is diverse and reflects the need to identify solutions that meet schools' individual needs and priorities. I will shortly be making these case studies available to all schools so we can share successful practice more widely.

I would also like to acknowledge the work of local authority Change Co-ordinators who have been very active in ensuring schools have access to the appropriate training and support as each phase of the agreement has been implemented. The network of Change Co-ordinators has been an essential element of the implementation strategy and will continue to be so.

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*Wedi'i argraffu ar bapur wedi'i ailgylchu (100%)*

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Collaborative approaches and partnership working have been a strong feature of the Change Co-ordinator network and these are strengths on which we should build.

As a member of WAMG I share a responsibility for monitoring implementation and Change Co-ordinators have also been active in assisting with gathering data on implementation issues at a local level and, collectively, have been able to generate an all-Wales assessment of progress.

Whilst monitoring has highlighted the significant progress made it has also revealed there remains more to be done if all members of the school workforce are to feel the benefits of the Agreement. For example, there is no doubt that teachers are feeling the benefits of measures such as the reduction of administrative tasks, the provision of time for PPA and a reduction in cover and this will positively impact on work/life balance. However, for headteachers and some members of the school leadership team, it appears the benefits are not being felt so widely.

There is also evidence that strategies adopted by some schools may not be sustainable in the longer term and there remains a need to continue working with these schools to achieve the long term benefits that the Agreement provides.

Given the challenges that remain, I am therefore concerned at an apparent reduction in the Change Co-ordinator capacity in some local authorities, perhaps due to secondment arrangements ending and not being fully renewed or duties being absorbed within wider posts.

As the Agreement has been phased in I have made available a total of £70m to local authorities to assist schools with implementation and to compliment schools' own remodelling strategies as they make better use of their existing resources. This funding is now an additional element of the annual Revenue Support Grant. Schools should therefore be able to look forward to continued support from their local authorities as they develop the sustainability of their strategies.

We will need the ongoing support of local authorities, through their Change Co-ordinators, to continue monitoring compliance with both the spirit and contractual requirements of the Agreement. It is also important that we continue to share good practice at every opportunity – something we do very well in Wales. Through their local knowledge and by their membership of a national network, Change Co-ordinators are best placed to disseminate successful practice.

I am therefore writing to the Welsh Local Government Association to ask that they establish the extent of current Change Co-ordinator capacity across Wales so I can be assured schools do not suffer any reduction in the valuable support they have so far received. I look to all those who either work in or with schools to build on the substantial progress already made since the Agreement was signed and to continue to secure sustainable change that benefits all who work or learn in our schools.

Yours sincerely,

**Jane Davidson AM**  
Minister for Education, Lifelong Learning and Skills



**WAMG - Work in Progress**

**Current status of Local Social Partnerships in Wales – September 2008**

[Survey questions in brackets]	Active local partnership? (2)	Name of group (3)	Meeting frequency (4)	Chair of group (5)	Agreed remit (6a)	Main functions (6b)	Any other relevant info (8)	Additional Notes
<b>Anglesey Conwy Gwynedd</b>	No (see notes)						Active union forums in each LA. Consortium Steering Group has agreed draft plans for joint LSP. Now being consulted on – Las, Union Forums	Individual LA LSPs have lapsed.
<b>Blaenau Gwent</b>	No (see notes)						Consultation taking place on re-launch of LSP	Lapsed. Plans in place to re-launch group
<b>Bridgend</b>	No (see notes)						Consultation taking place on re-launch of LSP. Likely outcome is that existing Teachers Panel will incorporate LSP	Lapsed
<b>Caerphilly</b>	Yes	Currently Caerphilly WAMG but will be Caerphilly LSP	Termly	Service Manager – School & Pupil Support	Under review but will be based on WAMG guidance	Emphasis on advice and guidance rather than dispute resolution		
<b>Cardiff</b>	Yes (see notes)	Service Area Joint Committee	5/6 times per year	Chief Schools & Lifelong Learning Officer	Yes	Consultation on policy, strategy and information sharing on educational developments / initiatives. Also to address and resolve employee relations matters.	The service Area Joint Committee acts as the LSP following the disbanding of the Remodelling group some years ago. There has been some discussion with trade unions on the need to re-establish a LSP	
<b>Carmarthenshire</b>	Yes (see Other info)	tbc	tbc	tbc	Main task for first meeting in September	tbc	Due to be reconvened in September.	Previously lapsed
<b>Ceredigion</b>	Yes	Under review	6 mths	Cabinet Member for Education	Tbc	Tbc	Established group but currently reviewing format.	

[Survey questions in brackets]	Active local partnership? (2)	Name of group (3)	Meeting frequency (4)	Chair of group (5)	Agreed remit (6a)	Main functions (6b)	Any other relevant info (8)	Additional Notes
<b>Denbighshire</b>	No (see notes)						Very active up to Oct 07. Change of LA personnel has prompted lapse. Plans in place to re-launch group following LSP conference	Formally known as Local WAMG
<b>Flintshire</b>	Yes	Flintshire Remodelling Partnership	Termly	Principal Learning Adviser	Yes	Monitor NA implementation. Forum for raising issues relating to NA and wider workforce reform. Provide advice and support to LA Remodelling Adviser		
<b>Merthyr Tydfil</b>	Yes (see Other info)	Tbc	Tbc	Tbc	Tbc	Tbc	Currently being re-launched. Meeting with joint unions has confirmed intention to hold first meeting in October.	Lapsed though joint union meetings have been dealing with similar business
<b>Monmouthshire</b>	No (see notes)	Officer/Union (alternative group)	6 wks	Principal Personnel officer	Yes	Negotiate policies and procedures for all school based employees	No apparent demand from unions for an LSP. Regular Officer/Union meetings have a standing remodelling item but no issues so far raised. Most teacher and support staff unions are represented at these meetings.	Lapsed – last active approx 3 years ago
<b>Neath Port Talbot</b>	Yes	Local Social Partnership Group	Half termly	Head of Support Services and Commissioning Development	Yes	Monitor NA implementation. Assist change management process by promoting good practice. Suggest good	Remit undergoing review.	

[Survey questions in brackets]	Active local partnership? (2)	Name of group (3)	Meeting frequency (4)	Chair of group (5)	Agreed remit (6a)	Main functions (6b)	Any other relevant info (8)	Additional Notes
<b>Newport</b>	No (see notes)	School Workforce Remodelling Working Group	Will be termly	Cabinet Member – either Young People's Services or Resources (tbc)	Yes	<p>practice in employee training, grading, contracts etc.</p> <p>Ensure equality in workforce reform.</p> <p>Share information – develop shared understanding.</p> <p>Encourage schools to establish workforce change teams.</p> <p>Resolve queries and respond to concerns.</p>	<p>Group previously lapsed as there was no demand from workforce unions.</p> <p>Decision in principle had already been made for group to be re-established prior to LSP conference.</p> <p>Revised Terms of Reference agreed April 2008. Delay with launch owing to Council reorganisation. Due to be launched in Autumn Term.</p>	

[Survey questions in brackets]	Active local partnership? (2)	Name of group (3)	Meeting frequency (4)	Chair of group (5)	Agreed remit (6a)	Main functions (6b)	Any other relevant info (8)	Additional Notes
<b>Pembrokeshire</b>	Yes	Remodelling Working Group	Half termly	Personnel Manager – Education Services	Yes	<p>provision of guidance, information gathering.</p> <p>To consider advice on remodelling from WAG, WAMIG and others.</p> <p>Monitor numbers of support staff.</p> <p>Consider pay, terms and conditions and job profiles for support staff.</p> <p>To consider examples of good practice.</p>	Acknowledged need to re-engage with school-based issues	
<b>Powys</b>	Yes	Powys Change Management Group	Termly	School Modernisation Manager	Yes	<p>Streamlining Workflow.</p> <p>Audit of Teachers Workload Agreement.</p> <p>Gate keeping functions.</p>	Group undergoing regeneration including review of membership	
<b>Rhondda Cynon Taf</b>	Yes	Local Social Partnership	Termly (min.)	Service Director – School and Community Learning	Yes (see notes)	See notes	The group is presently revising its remit and protocol using the model guidance from WAMIG.	An annual work program to address relevant issues has recently been agreed.
<b>Swansea</b>	Yes	Workforce Agreement Monitoring Group	Half Termly	Senior School Development Adviser	Yes	Championing NA. Support workforce remodelling.	Remit has recently been updated – to be agreed at next meeting	

[Survey questions in brackets]	Active local partnership? (2)	Name of group (3)	Meeting frequency (4)	Chair of group (5)	Agreed remit (6a)	Main functions (6b)	Any other relevant info (8)	Additional Notes
						Support workforce remodelling in schools. Effective communication with schools. Assist in resolving issues. Provide support in workforce reform. Use WAMG advice and Change Co-ordinator network to support its work.		
<b>Torfaen</b>	Yes	Raising Standards and Tackling Workload Group	Termly	Change Manager	Yes	Sharing good practice. Developing policy/guidance. Resolving NA implementation issues.	Lapsed for a while but has been re-launched. Currently developing a work programme to look at local issues as they relate to the national WAMG objectives.	
<b>Vale of Glamorgan</b>	Yes	Workload Steering Group	Termly (under review)	Elected Headteacher	Yes	Ensure effective communications with schools, other LSPs and WAMG. Identify, promote and share good practice in the implementation of school workforce reform. Oversee overall progress and work together to address challenges / barriers.	Agreed importance of steering group and the need to continue. Member ship reviewed broadened and remit has been reviewed (to be agreed at the next meeting).	

[Survey questions in brackets]	Active local partnership? (2)	Name of group (3)	Meeting frequency (4)	Chair of group (5)	Agreed remit (6a)	Main functions (6b)	Any other relevant info (8)	Additional Notes
						Monitor issues arising from compliance with relevant statutory regulations. Resolve queries and respond to concerns on a generic/whole school basis.		

<b>Wrexham</b>	Yes	Wrexham WAMG	5-6 times per year	Chief Education Officer	Yes (see notes)	Under review – see notes	Long standing group. Since the LSP conference a protocol has been developed for the group including how the group monitors and deals with disputes. The overall remit has also been reviewed including priorities for the next 12 months.	
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LSP Representation (7)													Notes			
	ASCL	ATL	GMB	NAHT	NASUWT	NUT	T & G	UCAC	UNISON	Voice	Change Co-ordinator	Consortium Co-ordinator	Governor	LA officers	Others	Notes
Anglesey																tbc
Conwy																tbc
Gwynedd																tbc
Blaenau Gwent																tbc
Bridgend																
Caerphilly																
Cardiff	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		See Notes		LA officers: Chief Schools & lifelong Learning Officer Planning & Resources Manager Operational Manager – Human Resources HR Lead Adviser Other officers as required
Carmarthenshire		Y	Y	Y	Y	Y	Y	Y	Y		Y		Y			Those indicated will be invited to attend first meeting
Ceredigion			Y	Y	Y	Y		Y	Y				Y	See Notes		Other members: Assistant Director Management Services Assistant Director Professional Services Personnel & Performance Manager Personnel Officer (Corporate) Assistant Personnel Officer (Corporate) Principle Education Officer Cabinet Member with Portfolio for Education Educational Improvement Officer Primary/Secondary headteachers
Denbighshire																When last active representation was mainly from teacher unions.
Flintshire	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			See Notes		LA officers: Principal Learning Adviser Chief Education Officer Staffing and Governance Manager Other: Member of SWAP



LSP Representation (7)													Notes			
	ASCL	ATL	GMB	NAHT	NASUWT	NUT	T & G	UCAC	UNISON	Voice	Change Co-ordinator	Consortium Co-ordinator	Governor	LA officers	Others	
<b>Merthyr Tydfil</b>	Y		Y	Y	Y	Y			Y						tbc	
<b>Monmouthshire</b>	Y	Y	Y	Y	Y	Y			Y					See Notes		Officer/union group. LA Officers: Principal Personnel Officer Personnel officer School Improvement Officers - as necessary
<b>Neath Port Talbot</b>	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	See Notes		LA officers: Head of Support Services and Commissioning development Principal Education Personnel Officer Workforce remodelling Co-ordinator
<b>Newport</b>	Y	Y	Y	Y	Y	Y		Y	Y			Y	Y			
<b>Pembrokeshire</b>		Y		Y	Y	Y		Y	Y					See Notes	?	LA officers: Personnel Manager – Education Services
<b>Powys</b>					Y	Y			Y				Y	See Notes		LA officers: Schools Modernisation Manager School Improvement Officer
<b>Rhondda Cynon Taf</b>	Y	Y	Y	Y	Y	Y		Y	Y		Y		Y	See Notes		LA officers: Liaison Services Co-ordinator Principal Human Resources Co-ordinator
<b>Swansea</b>	Y	Y	Y	Y	Y	Y		Y	Y		Y			See Notes	See Notes	LA officers: Senior School Development Adviser Principal HR Officer Others: Primary & Secondary Heads reps. Secondary School Bursar

LSP Representation (7)												Notes				
	ASCL	ATL	GMB	NAHT	NASUWT	NUT	T & G	UCAC	UNISON	Voice	Change Co-ordinator	Consortium Co-ordinator	Governor	LA officers	Others	
<b>Torfaen</b>	Y	Y	Y	Y	Y	Y		Y	Y		Y		Y	See Notes		
<b>Vale of Glamorgan</b>	Y	Y	Y	Y	Y	Y			Y		Y		Y	See Notes		LA officers: Head of School Improvement Personnel Officer
<b>Wrexham</b>	Y	Y	Y	Y	Y	Y		Y	Y		Y		Y	See Notes	See Notes	LA officers: Chief Education Officer HR Manager Finance Officer Others: Headteacher representatives

Local Authority Remodelling Contacts in Wales –  
Consortium Co-ordinators & Local Authority Change Managers

(as at 9<sup>th</sup> October 2008)

Consortium / LEA	Lead Remodelling Contact / Change Manager role	Alternative Contacts
<b>North West Consortium</b>	Anwen Williams Consortium Co-ordinator	
<b>Anglesey</b>	Arrangements currently under review	Gwyn Parri Head of Service
<b>Gwynedd</b>	Arrangements currently under review	Owen Owens Senior Manager, Schools Service
<b>Conwy</b>	Enid Christie Change Manager	John Roberts Head of Education Resources

<b>North East Consortium</b>		
<b>Denbighshire</b>	Eifion Roberts Senior School Improvement Officer	Helen Mullock Human Resources Manager  Gareth Wyn Jones Head of School Improvement
<b>Flintshire</b>	Neil Gibbons Principal Learning Officer	Kim Brookes Staffing Manager
<b>Wrexham</b>	Dafydd Ifans Change Manager	Sue Robins Human Resources Manager

<b>Central South Consortium</b>	David Trace Consortium Co-ordination	Dafydd Roberts Consortium Co-ordination
<b>Bridgend</b>	Les Phillips School Development Officer	
<b>Caerphilly</b>	Edward Pryce Principal Officer for School and Pupil Support	Andrew Goodwin Principal Personnel Officer
<b>Merthyr Tydfil</b>	Glynis Estabanez HR Officer	Stuart Whippey Head of Governance Inclusion and Support
<b>Rhondda Cynon Taf</b>	Gareth Rees Acting Service Director, School and Community Learning	Ian Jenkins Liaison Services Co-ordinator  Graham Thomas Head of Governor Support
<b>Vale of Glamorgan</b>	Sandra Aspinall Head of School Improvement	

<b>Consortium / LEA</b>	<b>Lead Remodelling Contact / Change Manager Role</b>	<b>Alternative Contacts</b>
<b>South West &amp; Mid Wales Consortium</b>	Pauline Lewis Consortium Co-ordinator	Louise Fraser-Cole Consortium Administrator
<b>Carmarthenshire</b>	Bryan Stephens Head of School Support Services	Lesley Heger Principal HR Officer
<b>Ceredigion</b>	Caroline Lewis Personnel and Performance Manager	Eifion Evans Assistant Director of Education
<b>Neath Port Talbot</b>	Huw Roberts LLAN - Governor Training Co-ordinator	
<b>Pembrokeshire</b>	Sandra Gainfort Personnel Manager	Sue Crowley Schools Adviser
<b>Powys</b>	Gareth Jones Schools Modernisation Manager	Fiona Coakley HR Officer
<b>Swansea</b>	Sian Lewis Principal HR Officer	

<b>South East Consortium</b>	Elizabeth Arthur Consortium Co-ordinator	Cynthia Baker Administration Officer
<b>Blaenau Gwent</b>	Richard Parsons Senior School Improvement Officer	Donna Gilbert HR Officer  Hannah Meyrick School Management Support Manager
<b>Cardiff</b>	Edward Jones Senior Adviser Support & Development Services	Anita Batten Operational Manager - Human Resources
<b>Monmouthshire</b>	Malcolm Morris Head of School Improvement	Sally Thomas Principal Personnel Officer
<b>Newport</b>	Alun Williams Senior School Improvement Officer	Kathryn-Ann Slade Senior Human Resources Officer
<b>Torfaen</b>	Teresa Parsons Head of Education HR and Governor Services	Lin Millward Head of Learning and Community Participation

**Jane Hutt AC/AM**  
Y Gweinidog dros Blant, Addysg, Dysgu Gydol Oes a Sgiliau  
Minister for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Ein cyf/Our ref MB/JH/1129/08

TO: Members of the Enterprise and  
Learning Committee.

25 November 2008

**Proposed changes to ensure compliance with School Teachers' Pay and  
Conditions Document**

Further to the Enterprise and Learning Committee scrutiny session that I attended on 1<sup>st</sup> October 2008, I am writing to let you know about my proposals in Wales to ensure compliance with the School Teachers' Pay and Conditions document (STPCD).

**Rationale for change**

The statutory provisions in the STPCD are a key part of the agenda for Governments' in both England and Wales to raise standards in schools. Many of them, in particular those that were first outlined in the National Agreement on Raising Standards and Tackling Workload, are designed to free up the time of teachers and heads from routine tasks that do not need their professional expertise so that they can spend more time on work that will improve teaching and learning within a school.

The performance management arrangements that came into force from September 2002 are part of the broader cultural change agenda that has been transforming the school workforce since the National Agreement was signed in 2003. I want to ensure that the all teachers and head teachers are managed in accordance with these regulations and are therefore better able to help pupils achieve their potential, as well as gaining personal job satisfaction and progressing in their careers.

Whilst the majority of schools have made substantial progress in meeting the above requirements there is evidence that some schools have not fully implemented the provisions in the National Agreement and that some Newly Qualified Teachers are not receiving their entitlements to a reduced timetable and adequate support in their first important year. As a result, in those schools, neither teachers nor pupils are receiving the benefits that they should.

**New statutory provisions**

I plan to introduce provisions in the current 4<sup>th</sup> Session Education and Skills Bill that will establish a suite of linked powers for Local Authorities and the Welsh Minister to use where schools are not complying with the statutory provisions set out in the School Teachers' Pay and Conditions Document or in associated regulations. These would:

- allow Local Authorities (LAs) to issue new compliance notices where a school is non-compliant;
- enable the Welsh Minister to direct a LA to consider issuing a compliance notice where the school is non-compliant;
- enable the Welsh Minister to direct a LA to amend a compliance notice that it has already issued in any terms that he thinks appropriate;
- enable the Welsh Minister to direct a LA to issue a compliance notice where a school is non-compliant.

I am also proposing to amend the Staffing Regulations in Wales to reflect the duty of the relevant body with regard to the management of the head teacher's work/life balance and to also impose a new duty on governing bodies to manage their staff in accordance with their conditions of employment. This will mirror the current duty on head teachers set out in the STPCD to manage and deploy all their staff in a manner consistent with their conditions of employment.

If a school received a compliance notice and, after a compliance period (likely to be 15 working days) had not complied with the notice, the school would be subject to the following intervention powers set out in the School Standards and Framework Act 1998 ("the 1998 Act"):

The LA would be able to:

- Suspend the governing body's right to a delegated budget;
- Appoint additional governors;
- Provide for the governing body to consist of interim executive members (with the consent of the Welsh Ministers)

The Welsh Ministers would be able to:

- Appoint additional governors;
- Provide for the governing body to consist of interim executive members

The notices will cover non-compliance with all elements of the STPCD and will cover the provisions on induction, performance management and with the provisions first outlined in the National Agreement, whether outlined in the Document itself or in Regulations. I believe that the notices would be a powerful reinforcement tool and intend that they would be used only where it was reasonable and proportionate to do so, once the established issue resolution process has failed. I would expect most cases of non-compliance to be resolved at a local level without recourse to the measures described above.

I am also aware of the need to protect the terms and conditions of support staff.

*Jane Hutt*