PLANNING, PREPARATION AND ASSESSMENT

FREQUENTLY ASKED QUESTIONS

Section A – Exploring the Regulations .................................................. 2
Section B – Use of PPA Time ............................................................... 5
Section C – Developing PPA Strategies ............................................... 6
Section D – Deploying Support Staff .................................................. 9
Section E – Use of Specialists and Instructors ................................. 10
Section F – Timetable Changes .......................................................... 11
Section G – General Queries ............................................................ 12
SECTION A – EXPLORING THE REGULATIONS

1. Am I required as a Headteacher to provide 10% PPA time to supply teachers engaged with my school/college?
   - Fundamentally, there are three different categories of supply teacher that your school/college may engage with. Each of these categories will be considered separately.

   a) Supply teachers recruited directly by the school/college, i.e. a local teacher recruited directly by the school/college and paid through LCC Payroll.
      - If the school is requiring the supply teacher to plan, prepare and assess work and are scheduling the supply teacher with a set timetable they will need to facilitate the supply teacher being able to take 10% of their timetabled teaching time as PPA time. If the supply teacher is delivering specified work they do not have a timetabled teaching commitment and therefore do not qualify for PPA time.
      - It is recommended that such teachers are paid a daily rate calculated using 6.5 hours as a basis of payment, though schools could elect to just pay for the actual hours worked (e.g. 5 hours). The pay calculation should not be altered on the grounds of whether PPA time is being provided or not.

   b) Supply teachers engaged with the school/college via the Leicestershire Educational Supply Service (LESS) (partnership between Celsian and the LEA)
      - These teachers will be paid a standard day of 6.5 hours.
      - If the school is requiring the supply teacher to plan, prepare and assess work and are scheduling the supply teacher with a set timetable they will need to facilitate the supply teacher being able to take 10% of their timetabled teaching time as PPA time. If the supply teacher is delivering specified work they do not have a timetabled teaching commitment and therefore do not qualify for PPA time.

   c) Supply teachers engaged with the school/college via an agency (eg. Select, Teaching Personnel, Hays, etc.)
      - The contractual entitlement for a teacher to receive PPA time only applies when a teacher is paid under School Teachers Pay and Conditions (STPCD). The majority of supply agencies do not pay under the STPCD and therefore there is no contractual entitlement. Where a supply agency does pay under the STPCD it is the supply agency’s responsibility to ensure the teacher is in receipt of their 10% entitlement.

      - It should also be noted that where a regular pattern of work, over a period of 13 weeks or more, is established, schools/colleges are advised to give consideration to placing the supply teacher on to a fixed term or permanent contract. Where a contract is issued, schools/colleges should ensure that PPA time equivalent to 10% of the teacher’s timetabled teaching time should be allocated to the teacher.

2. How do I calculate PPA Time?
   - A teacher’s PPA entitlement is based on their individual timetabled teaching time. This means that if a teacher is timetabled to teach for 21 hours, then they are entitled to 10% of this (i.e. 2.1 hours) as PPA time (note: 0.1 hours = 6 minutes).
   - Timetabled teaching time excludes assembly, breaks, lunch time and time spent in pastoral duties.
   - The PPA Toolkit (delivered to all schools in the PPA Resource Pack in September 2004) includes a section to help calculate the PPA entitlement for each teacher in the school.

3. Can I give my staff more than 10% PPA time?
   - You can, but be careful. There is a no detriment clause that states that any teacher in receipt of more than 10% should not have their existing allocation reduced to 10% in the future. ie. once you have given more than 10% PPA then you can’t reduce it.
• It should be noted that PPA time is distinct from other forms of non-contact time, which are not protected in this way. Schools wishing to give more than 10% of timetables teaching time would therefore be advised to define the 10% as PPA time and any remaining time as non-contact time.

4. **When can PPA time be allocated?**
   • PPA time needs to be allocated in blocks of at least 30 minutes duration, and should be timetabled to occur at fixed points within the timetable cycle.
   • It should be allocated during the school timetabled teaching time – which means that it must be allocated at a time when children at the school are timetabled to be in lessons where they are being taught the school curriculum (which may include enrichment activities).
   • For primary schools, where KS1 and KS2 have a different amount of timetabled teaching time, the school timetabled teaching time should be based on the KS2 timetable (i.e. 23.5 hours), even for the KS1 teachers.
   • School timetabled teaching time excludes assembly, breaks, lunchtimes and times when all children are involved in pastoral activities. However, the following should be considered:
     - If half the school (e.g. KS1) have an afternoon break, and the other half of the school (e.g. KS2) do not, then children at the school are being taught the curriculum and PPA time can be allocated to any teacher at this time. It is considered to be part of the school timetabled teaching time.
     - If the school is divided for assembly time, half the school attending assembly while the other half are being taught the curriculum, then this time would qualify as part of timetabled teaching time. In this instance PPA time could be allocated provided it is in a block of at least 30 minutes duration.

5. **We have a 2-week timetable – how do I calculate and schedule PPA time in this context?**
   • PPA time should be calculated based on each teacher's timetabled teaching time, and allocated during the timetable cycle. With a 2-week timetable the amount of teaching time will be calculated for the 2-week period, and allocated within the same 2-week period.
   • In this context it is possible that a teacher’s entire PPA entitlement may be allocated in week 2 of the timetable. (e.g. 1 whole day every 10 days, rather than half a day per week)
   • This does not mean PPA time could be accrued over a longer period of time and allocated as a single block (e.g. half-termly or termly). The intention is that PPA time will contribute to both raising standards and improving teachers’ working lives, and is therefore expected to accommodate the ongoing PPA work that teachers need to do throughout the term.

6. **I’m concerned about loss of flexibility, do I really have to fix PPA within the timetable for each teacher?**
   • The regulations say that teachers must know exactly when their PPA time will happen, and therefore that it needs to be fixed within the timetable.
   • Schools are advised to review patterns of cover requirement and consider any trends or “hotspots” when allocating PPA time.

7. **If a teacher is on a training course that clashes with their timetabled PPA time, do they have to have their PPA time rescheduled?**
   • No. If a teacher is on a course then they are not delivering their timetable that day and therefore forego the PPA time.
   • You may wish to allow their PPA time to be re-scheduled for that week, but this would go above and beyond the requirements of the National Agreement.
   • The duration of the training course may have a bearing on your response – a 1 week course, for example would mean that the teacher has had no timetabled teaching time for that week, and therefore has no entitlement to PPA.
   • We suggest that you reach a decision locally within your school on how you will respond to such situations, and that you make all staff aware of what they should expect at the outset. Sickness and training may be treated differently, and you may also want to consider
different durations of time out of school, but you should aim for consistency for each distinct circumstance.

8. **What happens about PPA time if a teacher takes a group of pupils for a week long residential – are they entitled to PPA?**
   - This would be an exceptional circumstance, and therefore normal PPA arrangements would not apply. Legally speaking PPA time is calculated based on the teachers normal teaching timetable – which they will not be fulfilling if they are taking a residential – and therefore there would be no entitlement to PPA.
   - However, you may wish to arrange for the teacher to have the PPA time for that week in advance of the trip so that they are able to plan and organise for the week, or to compensate missed PPA time after the residential by allocating additional time over subsequent weeks.
   - Another consideration is whether the teacher needs to be with the children throughout the residential. If staff employed at the residential centre will be delivering activities (e.g. outdoor pursuits) the teacher may have the opportunity to have some PPA time while they are away.
SECTION B – USE OF PPA TIME

9. Can I stipulate that teachers should use their PPA time for collaborative activities?
   • No. It is for teachers to determine their PPA priorities, which may or may not include collaborative working.
   • You can, however, schedule PPA to release teachers together and facilitate for teachers to be able to choose to work collaboratively
   • Teachers are accountable for the time spent on PPA and should consider over time if they are making the most effective use of it.
   • Headteachers/principals are responsible for effective use of PPA time, but should be more concerned with its outcomes and impact on standards than its content or substance. Performance management procedures could be initiated if the expected outcomes are not achieved.

10. Can teachers be asked to cover for absence during scheduled PPA time?
    • Allocated PPA time must not be used for cover with effect from September 2005.
    • The school/college cover policy should ensure that staff absence has no effect on guaranteed PPA time.

11. Where can teachers go to take their PPA time?
    • PPA time may be taken wherever the teacher chooses within the school/college.
    • PPA time may be taken off the school/college premises provided this has been authorised by the headteacher/principal.

12. What should I do if a teacher decides they don’t want PPA time as they would prefer to stay with their class?
    • Teachers have a statutory entitlement to PPA time, and it is up to them to decide how they use the time. Therefore you can’t prevent them from staying with their class if that is how they choose to use their time.
    • Even if a teacher informs you that they don’t want to leave their class to take PPA time, you should ensure that you have facilitated for them to have the time, and that it is included in their timetable.
    • The expectation is that PPA time will be put to effective use, but headteachers/principals should be more concerned with its outcomes and impact on standards than its content or substance.
    • If a teacher is not achieving appropriate outcomes, or their PPA time is not having a positive impact on standards, then you may decide to pursue the matter as a performance management issue.
13. Most of the teachers in my school/college already have 10% non-contact time. Do I need to do anything?

- Non-contact time is not the same as PPA time. However, depending what it is currently used for, you may be able to re-define some or all of the existing non-contact time as guaranteed PPA time.
- It would be worth looking at what it is used for before deciding whether it provides time for PPA:

<table>
<thead>
<tr>
<th>Current Use</th>
<th>Possible Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA Activities</td>
<td>Ringfence it as guaranteed PPA time</td>
</tr>
<tr>
<td>L&amp;M Time</td>
<td><em>Could</em> be moved out of timetabled teaching time but within 1265 hours, to create PPA time.</td>
</tr>
<tr>
<td></td>
<td>NOTE:</td>
</tr>
<tr>
<td></td>
<td>- There is a no detriment clause on L&amp;M time,</td>
</tr>
<tr>
<td></td>
<td>- Some L&amp;M activities will need to take place during timetabled teaching time</td>
</tr>
<tr>
<td></td>
<td>- Consideration must be given to work-life balance for the teacher(s) concerned</td>
</tr>
<tr>
<td></td>
<td>- The relative importance being given to PPA compared with L&amp;M time should be considered</td>
</tr>
<tr>
<td>Other tasks</td>
<td>Such tasks should be considered to establish whether they could be discarded, moved out of timetabled teaching time, or re-allocated to someone else, to create time for PPA.</td>
</tr>
</tbody>
</table>

- Strategies for PPA provision should be reviewed on a regular basis to ensure that they are effective in terms of both cost and their contribution to the learning environment.

14. Can I group 2 or more classes together to release teacher(s) for PPA?

- If the headteacher deems it appropriate then classes could be grouped for enrichment activities or for certain elements of the school day. Indeed there are some activities that might benefit from being delivered to larger groups (e.g. debates involving external speakers, some music / drama activities, team sports if classes are small). In these circumstances there is clearly an advantage to doubling up in this way.
- For younger children, it may be an option to combine 2 classes for circle time or story sessions taken by a suitable number of appropriately skilled support staff.
- Use of such a strategy should be carefully considered as the intention of the National Agreement is that it will improve teaching and learning, and raise standards. The activity undertaken with grouped classes should be such that it contributes to the education of the children, and has teaching and learning outcomes.
- It should be noted that for KS1, where there is a legal restriction that classes should be of no more than 30 and that there should be a qualified teacher assigned to the class, this applies to the normal arrangements for KS1 at a school. These requirements are not intended to apply to every lesson where pupils are in school.

15. Who can take the class while the teacher has their PPA time?

- There are a number of people who could deploy to release teachers for PPA time. These include:
  - Using another teacher (e.g. a floating teacher)
  - Bringing in instructors or specialists to deliver an area of the curriculum. These staff would deliver specified work and would feedback to the assigned teacher after the lesson to report on pupil progress. (See section G)
  - All classroom support staff in Leicestershire, apart from Ancillary Assistant, have in their job descriptions that they may be required to work with whole classes of children.
- If deploying support staff to deliver specified work, this must be in accordance with the Section 133 Regulations:
  - In order to assist and support the teacher
  - Subject to the direction and supervision of a teacher
  - The Headteacher must be confident that they have the skills, expertise and experience necessary to carry out the specified work.

- We would suggest that headteachers/principals might wish to conduct observations of lessons delivered by alternative staff, as they would for teachers, to satisfy themselves that these staff continue to demonstrate the necessary skills, expertise and competence.

16. The regulations allow us to use appropriately skilled support staff to deliver lessons subject to direction and supervision from the teacher. If the teacher is supervising, how does this free them for PPA time?
   - While a teacher is required to direct and supervise, the regulations do not stipulate that the teacher must be physically present at the lesson.
   - Direction means that a teacher has planned and prepared the work that the support staff member will deliver, ensuring that the work will progress learning within the school curriculum. Support staff may be expected to contribute to the preparation, but the level of their input would depend on the level at which they are working (i.e. HLTA would be expected to have a greater input than a TA, which would be more than LSA)
   - Supervision means support staff should be able to contact a teacher at the time they are working with the class in the event of an emergency or particular difficulty that needs the immediate input of a teacher. The teacher on PPA time must not be the contact point in such circumstances. The emergency contact could be the teacher in the next classroom.

17. I understand that I can't take a teacher off PPA in the event of absence, but what should I do if they volunteer to forfeit their PPA time?
   - Since teachers have the freedom to decide how they use their PPA time, if a teacher decides to give it up to provide cover for staff absence then that is their decision.
   - We recommend that in such a scenario you remind the teacher of their rights, but if they still wish to volunteer you should arrange to re-schedule the PPA time within an agreed timescale

18. If I am going to deliver 10% PPA time on the available funding then I will have to make a teacher redundant.
   - Redundancy should not be happening as a direct result of PPA time alone, and it will not be helpful to try to use PPA to mask other reasons for redundancy.
   - Remember that redundancy costs must be met by the school except in specific circumstances – redundancy due to the workload agreement or re-modelling does not fall within those specific circumstances

19. If I can't find cover for absent staff, and have the option of either sending children home or pulling a teacher out of their PPA time can I do that?
   - PPA time is sacrosanct and the regulations state that it can't be cancelled for cover reasons.
   - However, in an emergency situation where children would be at risk if the PPA time were to continue, duty of care would need to be given a higher priority and the PPA time cancelled.
   - The National Remodelling Team (NRT) do not consider normal absence to be an emergency, but if absence reached unpredictable levels then it may be reasonable to class it as an emergency. (e.g. adverse weather preventing teachers from getting to school, or a considerable proportion of staff going sick unexpectedly on the same day)
   - You may wish to agree in advance with staff the characteristics that might define such an emergency situation for your school. You should also agree a procedure and timescale for re-scheduling the cancelled PPA time.
20. Some of the teachers in my school have a PPA entitlement that encroaches on part of a timetable period. I don't want to give more than 10% PPA, so what can I do about the odd minutes?

- PPA must be allocated in blocks of at least 30 minutes, so you could identify part of a period as being PPA and the other part as non-contact time, provided the PPA element was of an appropriate duration.
- In the case of odd minutes (e.g. 6 minutes, 12 minutes, 0.2 of a period, etc) you may wish to discuss the matter with the teacher(s) concerned. They are legally entitled to insist that they have the PPA time within the normal timetable cycle, but you may find you can reach a local agreement for odd minutes to be accrued and allocated in a meaningful block at a point later in the term or year.
SECTION D – DEPLOYING SUPPORT STAFF

21. My support staff don’t want to take whole classes on their own, what can I do about it?
- The head needs to be confident of the competence of the person/people deployed to take classes while their normal teacher has PPA time. It may be that training could help increase the confidence of some of the support staff. A paced and supported introduction may also help.
- The LEA will be funding some training for support staff to equip them with skills to enable them to work with whole classes. Details will be sent to all headteachers/principals as soon as arrangements are confirmed.
- If a member of your support staff, appointed before the Support Staff Family of Job Descriptions was produced, is adamant that they do not wish to work with whole classes, even with training and support, then you have 2 options available:
  a) to protect their position based on their original job description.
  b) to insist that they must do the work.
If considering the second option, be mindful of the possible reactions the individual could display and the impact they could have on the school, other staff and children.
- Any new appointments you make should be expected to fulfil the whole job description (once they have had the chance to develop necessary skills if applicable)

22. Can I ask support staff to accompany the children to the local sports centre for swimming lessons so that teachers can use this session for PPA time?
- Yes. Children do not have to be escorted by a teacher, so long as the head is satisfied with the responsibility of the adults concerned.
- The head will also want to be satisfied on insurance, safety and child protection issues.

23. What is the difference between the roles of LSA, TA and HLTA in terms of whole class cover?
- You should look at the role as a whole rather than just the whole class cover element – you would expect whole class cover to form only a part of the full range of duties.
- The main difference comes down to the level of input the support staff member has:
  - LSA – Assist the teacher in the delivery of the agreed educational plan
  - TA – Contribute to the planning, evaluation and delivery of learning activities to a level reflected by the grade of the post
  - HLTA – Contribute effectively and constructively to the planning and preparation of lessons

24. How do we go about paying support staff who are graded as 5 or 6 but who occasionally “act up” as a grade 6 or 7?
- The school can submit a buff NTS2 (casual claim form for contracted employees of Leicestershire County Council) with the hours worked at the higher level job. The school should then enter the employee on the monthly service return as being absent from their substantive post. (Clearly the individual who is acting up needs to be qualified to do the higher graded job where qualification or status is applicable)
- Alternatively the school could request that a one-off payment be made via the allowances section on an EMS1a form for duties over and above their normal role. We would suggest that this be done on a termly basis after the event.

25. Can support staff have split contracts (e.g. 2 days on grade 6 and 3 days on grade 5)?
- Yes. This can be arranged via your Personnel Assistant.
- If there is more than one member of staff who could be considered for the higher graded contract the school should appoint through a ring-fenced recruitment procedure.
SECTION E – USE OF SPECIALISTS AND INSTRUCTORS

26. Where do I stand on insurance if a specialist or instructor takes a class without a teacher being present?
   • Headteachers/principals should make a considered decision about the competence of any individual assigned to work with a class of children and concluded that they are satisfied with the provision they are putting in place.
   • We recommend that a written record of the assessment of competence is kept for all adults other than teachers who deliver specified work to children when a teacher is not present. This would include a risk assessment as well as a consideration of the skills of the adult and their ability to relate to the children.
   • Clearly CRB checks will be required for all adults who may be alone with children in the course of their job.
   • In the event of an incident occurring despite all of the above measures being taken, the LEA will support the head in the same way as if a teacher were present.

27. I have heard that sports coaches and instructors must have a teacher present when they take a class during the school day, which means that it wouldn’t create PPA time if we bring them in. Is this correct?
   • No. The class must have an assigned teacher, who does not need to be physically present.
   • The assigned teacher would be responsible for identifying the expected learning outcomes and to whom the instructor would be expected to feedback on pupil progress.
   • The Headteacher/Principal must be confident that the instructor is competent to work with the children concerned, including in connection with Health and Safety, and there should be a teacher on site who can respond in the event of an emergency. This may be a teacher in a nearby classroom.
   • The head will also want to be satisfied on insurance, safety and child protection issues. We recommend that a risk assessment is carried out and written down before coaches and instructors work alone with the children.
   • Further details supporting this advice will be provided in due course.

28. What paperwork will I need to put in place if I decide to bring in instructor(s) or specialist(s)?
   • There will be updated advice relating to arrangements with instructors and specialists going out to all schools and colleges during the second half of the summer term.
SECTION F – TIMETABLE CHANGES

29. We have some events and activities that only happen at certain times of the year, which alter or suspend the timetable for a short period. What happens to PPA at these times?
   • If the activity involves a timetable alteration for a period of time (e.g. half a term to prepare for a performance) each teacher could be issued with an amended timetable that takes the event and/or activities into consideration. In some instances this may even allow a different strategy for freeing teachers to take PPA time during this period.
   • For a one-off event (e.g. a school trip, a visit from a theatre company, a theme day, etc), the normal timetable is not happening, so there is no obligation to re-schedule any PPA time that is missed (though you may choose to do so).

30. In the summer term we experience a significant reduction of teaching time due to GCSEs and A Levels. What should teachers do with this gained time, and will they still be entitled to the same amount of PPA time?
   • The issue of what teachers can / should do with gained time is laid out in Section 4 of STPCD, point 57:
     - developing/revising departmental/subject curriculum materials, schemes of work, lesson plans and policies in preparation for the new academic year. This may include identifying appropriate materials for use by supply staff and/or cover supervisors;
     - assisting colleagues in appropriate, planned team teaching activities;
     - taking groups of pupils to provide additional learning support;
     - supporting selected pupils with coursework;
     - undertaking planned activities with pupils transferring between year groups or from feeder schools.
     - Where the school has a policy for all staff to release them for CPD during school sessions, gained time may be used for such activities.
     - If teachers are directed to cover during gained time, it must count towards the 38-hour limit.
   • PPA entitlement is calculated based in each teacher’s timetabled teaching time. If you change the timetable, then PPA entitlement may also change. This would apply if you confirmed a new timetable for teachers once students leave for exams. If the timetable doesn’t change then PPA time shouldn’t change – but a new timetable for the teachers, with less timetabled teaching time, would reduce the amount of PPA time (but not the %) to which the teacher is entitled.
SECTION G – GENERAL QUERIES

31. Will Ofsted want to observe lessons where non-teachers are delivering the work while the teacher has their PPA time, and if they do how will they report on the lesson and will this have a negative impact on their report?

- Ofsted are increasingly aware of the remodelling agenda and have begun to report favourably on remodelling schools.
- When deploying support staff in roles that include the delivery of specified work headteachers/principals should have regard to the published standards for HLTAs.
- Support staff should be working to support the work of teachers and the learning of pupils – properly trained and deployed support staff will be part of schools’ drive to raise standards.
- In assessing the quality of teaching and learning the same criteria will be applied, whether or not the whole class group is led by a qualified teacher.
- We would therefore suggest that headteachers/principals might like to consider observing lessons given by non-teachers in the same way that they would conduct classroom observation with teaching staff.

32. Is the LEA going to provide any advice or support to all schools in respect of informing parents of the changes they may see as a result of PPA time?

- The LEA has recognised that communication with parents will be necessary and a letter from the director has been drafted for consultation. This will lay out the national agenda, but will not give details of the solutions schools are adopting to deliver PPA time.
- Schools will need to take a decision on their approach to communicating with parents about their particular strategy, as this information is likely to vary from school to school.