Chapter 4

How do you spend
your worktime?

- The ATL worktime audit
- How to complete the audit
- The pilot
- Collective auditing

Teachers currently have few tools to help judge whether the deployment of their time is contributing to the raising of standards and whether the position is getting better or worse, and none that cover both together. This chapter is about how teachers use their time. It describes the development of an audit we devised in 2002–03 – funded by the Association of Teachers and Lecturers (ATL) – which has been used by teachers to ascertain how they are currently deploying their time, with a view to seeing whether that time is being used effectively, especially in relation to their own development and that of their pupils.

THE ATL WORKTIME AUDIT

Individual teachers can benefit from auditing their use of time. This enables them to see how they are spending time, consider the value of spending it on certain tasks and activities, and if necessary think about how they can achieve any changes in their practice. Auditing use of time could be used in any or all of the following ways:

- monitor use of time to check efficiency and effectiveness
- as hard evidence for individuals to discuss their workload with their line managers
- to inform performance management.

The aim of the ATL project was to design, pilot and evaluate an audit suitable for use by an individual classroom teacher in primary and secondary schools. The intention was to develop a framework of indicators for an individual teacher which:

- would prompt useful reflection from a single application (which includes a personal action plan)

- would be suitable for repeated application to detect and report trends

- would meet personal objectives for enhancing teaching quality and overall professionalism.

The ATL teachers' worktime audit is divided into four different sections:

1   A diary for each of the seven days in a week, categorizing time spent on all work in and outside school.

2   A daily summary to say what activities gave the most and least value for the pupils and professional satisfaction.

3   A summary of the week – collating use of time and comparing it with teachers in the 2003 STRB survey.

4   Drawing up an action plan of how to change an aspect of worktime.

The audit takes between 15 and 30 minutes a day to complete. Most teachers completed it once a day ('in the evening, as there is little time in the day'). It did take time and, of course, in the short term, added to teachers' workload but, as one teacher who had found the use of the audit helpful noted, it is about 'taking time to make time'!

In its analyses of teachers' workload, the School Teachers' Review Body (STRB) made use of categories of activities and asked teachers to use them to undertake a diary exercise of their use of time. In order for meaningful comparisons to be made with the work of the STRB, we used compatible categories of grouped activities. They are:

- teaching

- cover and registration

- lesson preparation and classroom organization

- marking and assessment

- non-teaching contact with pupils and parents

- school/staff management

- administrative tasks

- professional development.

A more detailed breakdown of the above categories is given in Table 4.1. The next section gives guidance on how to complete the worktime audit we devised.

HOW TO COMPLETE THE AUDIT

1 Running record (Table 4.2)

Use the running record each day for a week (including the weekend) to note down how long is spent on the above categories. Please refer to the more detailed breakdown of the categories in Table 4.1 when deciding the type of activity. Each day's record should cover all time at school and any work done outside school. There is an example in Table 4.3. You will probably find it easiest if you complete the record at some convenient points in the day (e.g. break, lunchtime). It is important for you to have an accurate picture of how you have deployed your time. If you find that two or more activities are occurring simultaneously (e.g. your teaching is interrupted by a parent's visit) make a note but record the main activity only.

2 Summary of the day (Table 4.4)

This asks for two things for each day:

1 Add up the minutes spent on each category onto the summary of the day sheet.

2 Then consider each day's work, in terms of:

(a) the value for the pupils of the various activities

(b) the degree of professional satisfaction you have derived from undertaking them.

Simply adding up the amount of time you spend on tasks tells you nothing about how exhausted or frustrated certain tasks leave you. For instance, in terms of stress the 15 minutes spent dealing with disruptive pupils or ten minutes unjamming the photocopier may feel equal to an hour's planning.

3 Summary of your week (Table 4.5)

At the end of your week, collate all your time spent on the categories each day and put them into the Benchmark sheets.

Table 4.1	**The job of a teacher broken down into grouped activities**

Teaching (T)
T1. Own lesson/teaching/tutorial
T2. Assisting pupils in other people's lessons
T3. Educational visit

Cover and registration (C)
C1. Covering absent teacher's lesson
C2. Registration/general classroom management/pastoral/counselling session
C3. Administering test/invigilating exam

Preparation of lesson and classroom (P)
P1. Planning/preparing lesson, practical test or assessment (incl. gathering materials)
P2. Displaying/mounting pupils' work or information for pupils
P3. Setting up/tidying classroom, lab or other teaching area
P4. Other non-contact activities relating to a lesson or class

Marking and assessment (M)
M1. Marking pupil work (including exam/test)
M2. Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards)
M3. Writing reports on pupil progress (e.g. end of term report)

Non-teaching contact with pupils and parents (N)
N1. Supervising pupils before/during/after pupil day (e.g. during breaks, assembly)
N2. Coaching sport, rehearsing drama/music or organizing pupil clubs/societies (not as part of timetabled teaching)
N3. Disciplining/praising pupils
N4. Pastoral care with individual pupils
N5. Any contact with parents/families (incl. PTA meetings and parents' evenings)
N6. Other non-teaching activities relating to particular pupils or parents

School/staff management (S)
S1. Any staff meeting (including preparation, writing agenda/minutes etc.)
S2. Appraising teaching staff and monitoring lessons
S3. Contact with teaching staff
S4. Arranging teaching duties, timetables, pupil allocation or supply
S5. Contact with support staff (including management/supervision)
S6. School policy development (including planning, implementation)
S7. Financial management and planning (incl. money-raising events)
S8. Contact with governors
S9. Contact with educational bodies
S10. Other management related activities

Administrative tasks (A)
A1. Simple clerical activity (e.g. photocopying, filing, routine form filling/database entry)
A2. Keeping records or department records (excluding those on pupil performances)
A3. Organizing resources and premises (e.g. buildings, equipment, books, computers)
A4. Other kinds of administrative activities

Professional development activity (D)
D1. Training other staff (including teachers, NQTs, students and associate staff)
D2. Being trained or appraised (e.g. attending training course, INSET)
D3. Studying/background reading (excluding preparing for particular lessons)
D4. Keeping this self audit
D5. Other individual/professional activity

Other (O)
Authorized absence during school hours

Source: Bubb et al., 2003, based on STRB 2003.

| Table 4.2 | Running record of how you spend your worktime (*photocopy one sheet for each day including the weekend*) |

Date:

Time	Duration in minutes	Code	Work activity

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Table 4.3	Example of running record

Time	Duration in minutes	Code	Work activity
7.50 – 8.00	10	S3	Speak to Senco
8.00 – 8.15	15	A1	Photocopying
8.15 – 8.45	20 10	P3 P2	Setting up room and display
8.45 – 8.55	10	S1	Morning meeting
8.55 – 9.05	10	C2	Register
9.05 – 10.15	70	T1	Teaching
10.15 – 10.30	15	N1	Assembly – attended
10.30 – 10.50	20	N1	Playtime – on duty
10.50 – 12.00	70	T1	Teaching
12.00 – 12.10	10	N3	Kept 3 children in
12.10 – 1.00	20 30	P3 S3	Lunch – tidying, setting up Talking to other staff
1.00 – 1.10	10	C2	Register
1.10 – 3.00	110	T1	Teaching
3.00 – 3.15	15	N5	Home time, chat to parents
3.15 – 3.45	30	P3	Tidying
3.45 – 5.00	75	S1	Staff meeting
5.00 – 5.15	15	A1	Sorted work
5.15 – 5.50			Travelled home
5.50 – 7.30			Domestic
7.30 – 8.00	30	M1	Marking
8.30 – 9.00	60	P1	Planning. Cut out resources for tomorrow's lesson
Various	20	D4	Doing this audit

Source: Bubb et al. 2003.

Table 4.4	Daily summary (*photocopy one sheet for each day including the weekend*)

Date:

Part 1: Worktime

Type of activity *	Teaching (T)	Cover & register (C)	Lesson prep & org (P)	Marking & assess (M)	Non-teaching contact (N)	Sch/staff manag (S)	Admin (A)	Prof devt (D)	Other (O)
Collate mins									
Total mins									

*Please see Table 4.1 for a detailed breakdown of each type of work activity

Part 2: Worktime – value and satisfaction

Please comment on the work you have undertaken in terms of a) its value to the pupils, and, b) the degree of professional satisfaction gained.

Value of activity

Which activity has given:

  most value to the pupils?

  least value to the pupils?

Professional satisfaction

Which activity has given you:

  most professional satisfaction?

  least professional satisfaction?

  most stress or frustration?

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Table 4.5   **Benchmark yourself against other teachers, working hours**

Grouped activities	Yours	Average primary teacher	Average secondary teacher	+ or -
Teaching (T) total		18h 48m	18h 36m	
T1. Own lesson/teaching/tutorial		18h 6m	17h 54m	
T2. Assisting pupils in other people's lessons		18m	18m	
T3. Educational visit		24m	24m	
Cover & registration (C)		1h 42m	2h 42m	
C1. Covering a lesson		6m	48m	
C2. Registration/classroom management/pastoral		1h 30m	1h 36m	
C3. Administering test/exam		6m	18m	
Lesson prep & classroom org. (P)		12h 42m	7h 42m	
P1. Planning/preparing lesson		8h 12m	5h 48m	
P2. Display		1h	12m	
P3. Setting up/tidying classroom, etc.		2h 48m	1h 6m	
P4. Other non-contact tasks relating to a lesson		42m	36m	
Marking & assessment (M)		5h 24m	8h 30m	
M1. Marking pupil work (including exam/test)		4h 12m	6h 24m	
M2. Keeping records on pupil performance		54m	36m	
M3. Writing reports on pupil progress		18m	1h 30m	
Non-teaching contact with pupils/parents (N)		4h 54m	5h 18m	
N1. Supervising pupils		2h 30m	1h 18m	
N2. Coaching, rehearsing, clubs/societies		36m	1h 18m	
N3. Disciplining/praising pupils		12m	36m	
N4. Pastoral care with individual pupils		6m	30m	
N5. Contact with parents/families		1h	54m	
N6. Other non-teaching of pupils or parents		24m	42m	

Table 4.5 continued

Grouped activities	Yours	Average primary teacher	Average secondary teacher	+ or -
School/staff management (S)		4h 12m	3h 18m	
S1. Any staff meeting		1h 30m	1h 18m	
S2. Appraising/ monitoring teachers		6m	6m	
S3. Training other staff		12m	12m	
S4. Contact with other teachers		1h	48m	
S5. Arranging teaching duties, timetables		6m	18m	
S6. Contact with support staff		12m	6m	
S7. School policy development		30m	6m	
S8. Financial man't & planning		6m	*	
S9. Contact with governors		6m	*	
S10. Contact with educational bodies		6m	6m	
S11. Other management activities		18m	18m	
Administrative tasks (A) total		1h 36m	2h	
A1. Simple clerical activity		36m	42m	
A2. Keeping records or department records		12m	18m	
A3. Organizing resources and premises		30m	30m	
A4. Other kinds of admin activities		18m	30m	
Professional devt activity (D) total		3h 6m	2h 36m	
D1. Being trained or appraised		1h6m	48m	
D2. Studying/background reading		30m	30m	
D3. Keeping this audit		54m	42m	
D4. Other professional activity		36m	36m	
TOTAL working hours		52h 24m	50h 48m	

4 Analyse your worktime and draw up an action plan (Table 4.6)

Compare your use of time with the STRB survey results. Remember that their tables are just averages and disguise a wide variation. For instance, although primary teachers on average worked some 52 hours in the survey week, nearly 20 per cent worked over 60 hours and around 5 per cent did under 40 hours. You also need to consider how typical your week was. Do you normally work:

- longer hours

- shorter hours, or

- about the same as this week?

If the week wasn't typical, think why.

Bearing in mind the above, look particularly at those tasks on which you spend more (and less) time than the STRB survey average. You might want to use the last column to calculate how much more or less you worked. An analysis of your daily running record will give you more detail of exactly how you are spending your time within the various work activity headings. For instance, if you're unhappy with how long you are spending on 'Lesson preparation and classroom organization' you could look at the running records to ascertain which of the elements – planning/preparing lessons; display; or setting up/tidying classroom – are more time-consuming.

Now that you have the big picture of how you spend your time, and the comparison with other teachers, how do you feel about the way you are making use of your time? Take account of your daily records in which you noted the tasks that:

- were of most and least value to the pupils

- gave most and least professional satisfaction

- caused most stress and frustration.

What do you want to change?

Consider:

1 What things are achievable by you alone?

2 What will need to change at a school organization level? All teachers will soon have planning, preparation and admin (PPA) time, but what other changes would be useful?

How are you going to change an element of your worktime? Draw up an action plan of how you are going to achieve the change in worktime.

Table 4.6	**A worktime action plan**

Date:

What I'm going to spend less time on:

How long do I spend on it at the moment?

How many minutes am I going to save?   By when?

How I'm going to do it, who's involved	When	Record any time reduction and other comments

Review notes

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- What do you want to spend less time on?

- How are you going to do so? What implications are there for others?

- How much time are you going to save, and by when? Are you aiming for a radical or a gradual reduction?

- How are you going to measure your progress?

- How will you spend the time saved? It shouldn't be spent on more work-related tasks!

Cost–benefit analysis

It's useful to analyse the cost–benefit of someone else doing a task rather than you. The school workforce agreement has encouraged this. Think of something that could be done by someone else such as playground duty, photocopying, tidying, taking the register and use the questions in Table 4.7 to think about what you could delegate.

THE PILOT

The project was divided into two phases:

Phase 1

1 We designed a worktime audit and a booklet of suggestions for reducing worktime.

2 Twenty teachers offered to try the audit over a week in late October/early November 2002 and to write an action plan of how they would reduce an aspect of their workload.

3 We interviewed them about how they found the process and discussed their action plan.

4 We revised the audit in the light of teacher feedback.

Phase 2

5 Teachers tried out the revised audit in mid-February 2003 to see whether their worktime had decreased.

6 We interviewed them about how they found the process.

We aimed to find 20 teachers who were ATL members in ten different schools (two per school). Finding teachers willing to be involved in piloting the audit, however, was hard. This in itself is evidence of how teachers feel about their work, that they felt they were too busy to take on anything more. Eventually, 20 teachers spread across 12 schools (six primary and six secondary) agreed to take part in the project.

Table 4.7	Cost–benefit analysis

Task	
What's the cost of you doing the task?	
Cost of support staff doing it?	
Benefit of you doing it, as opposed to support staff?	
What else could you be doing in that time?	
How does doing that task affect other things you have to do?	
Who could do the task?	
How much time will be spent explaining the task?	
What are the risks involved in them doing the task?	

Three of the 20 teachers did not carry out the Phase 1 audit – one because of illness and two because of time factors. Of the 17 who were involved in Phase 1, only eight people – less than half – completed the audit a term later. The reasons for the drop-out rate were various: one had left the ATL, two were facing an Ofsted inspection, one had a student teacher and didn't feel that the audit week would be typical, and some were ill or on paternity leave. One person saw no point in doing the audit again: 'The first time I thought it was a miracle way of reducing workload but as this didn't happen and I knew it wasn't going to happen, I felt disillusioned.'

What we found

As noted above at the end of both phase 1 and phase 2 of the project we conducted interviews with the primary and secondary school teachers who trialed the audit. How were they spending their time and what aspects of their work do they consider to be of most value to pupils, most professionally satisfying and most stressful, and why?

Teachers worked for different lengths of time and spent their week in different ways. For instance, the special needs co-ordinator of a middle school who was paid on the Upper Pay Scale and had three management points worked for 63 hours. She spent 24 per cent of her time teaching but 30 per cent in preparing, organizing, marking and assessing. A secondary deputy head spent 21 per cent of his time in supervising and disciplining pupils – and felt very little job satisfaction because of this. Table 4.8 shows how four teachers spent their time.

Table 4.8 **How different teachers spent their time in one week (percentages)**

	2ndry deputy (61 hrs)	Senco (63 hrs)	Prim ind tutor (51 hrs)	NQT (56 hrs)
Teaching	14	24	37	35
Preparation and organization	6	14	11	17
Marking and assessment	2	16	6	9
Non-teaching – parents and pupils	21	20	3	17
Management	45 (including 14% providing prof devt)	10	18	4
Admin	11	8	6	3
Prof devt	1	5	18	16
Total	100	100	100	100

Bubb et al., 2003

Some teachers spent a high proportion of their time on administrative tasks that could perhaps have been done by a member of the support staff. One head of department wrote of the frustration of having to spend nearly seven hours in one week checking and collating reports. She had to correct other teachers' mistakes (spelling and grammar) and had to check through wrong attendance data.

It was interesting to see when teachers did their work. The secondary deputy head worked 13-hour days (7.30 a.m. until 8.30 p.m.) at school for four days, only leaving 'early' (5 p.m., after nine hours' work) on Friday. One secondary head of year arrived at school at 7.50 a.m. and didn't leave until 6.45 p.m. except on the Wednesday when he left at 5.30 p.m. He appeared to do all his marking at the weekend – two and a half hours on Saturday and one and a half hours on Sunday. He spent two more hours on Sunday planning lessons and assemblies. Thus he had no days that were work-free. Most teachers did school work on at least one day over the weekend. Several teachers left school at about 5 p.m. but then spent two or three more hours working in the evening at home.

Several teachers pointed out that the STRB codes and categories did not show or adequately reflect the multi-tasking (e.g. photocopying while talking to the special needs co-ordinator and being interrupted by a pupil, while trying to drink a cup of coffee) that is such a common feature of teachers' lives – and is so tiring and stress-ful. The nature of a teacher's job is that so many tasks and activities are undertaken, sometimes simultaneously, and it was difficult to reduce these without detracting from an accurate picture of how the working day is spent. Some found it difficult to code certain activities – 'my SEN [special educational needs] admin: is it A4 or S10?'. Several teachers' working hours were greater than were accounted for using the categories. For instance, one was certain that she had been at school or working at home for 73 hours but her recorded activities added up to 63 hours. This may indicate that time just disappears particularly in talking to colleagues but not about specific things that could be fitted under the listed categories.

Our audit does not show the levels of intensity of certain activities. To do so, teachers could colour-code their running record highlighting high stress activities (teaching certain lessons, dealing with difficult pupils or parents) in red, medium stress activities in yellow and low stress ones (perhaps preparing resources, or planning at home) in green.

Participants varied in how useful they thought it was to consider what aspects of the job gave satisfaction. Some found it helped to prioritize tasks. One said, 'it was good to reflect on the day's experiences, remembering the positive bits!' and it was 'interesting to see when least value to students and stress coincide'. Where teachers found it less useful, it was because the same was being recorded every day 'and everything is ultimately of use to the children'. Another said:

> *I think these headings are all useful in trying to prioritize tasks. I should concentrate on value to pupils, as that is why I originally went into teaching. However pressure from*

*outside agencies, government reforms, the head, the LEA and staff means that I'll
personally look to the professional satisfaction to judge my success. Frustration is
usually down to time and having to settle for a sliding scale of success: 80 per cent now
down to 'if I do a half good job that is good enough'. This is a worrying slippery slope.*

More effective use of time?

We found that worktime was reduced for most of the teachers, though they were
not sure whether the reduction was genuine or because it was just a different
week. They were concerned that no two weeks are the same, which makes com-
parisons hard. However, it was interesting to see that the trend was towards
working time being reduced! Table 4.9 shows some participants' working hours
for both the Phase 1 and 2 weeks. It is also interesting to note the range of hours
worked, from about 42 hours to over 65 hours per week, and the relationship
between length of the working week and position in school.

Table 4.9	**Examples of worktime changes**		
	Phase 1 week	*Phase 2 week*	*Difference*
SENCO	64 hr 45 min	63 hr 20 min	-1 hr 25 min
Leadership group	61 hr	65 hr 18 min	+4 hr 18 min
Mainscale KS3 co-ord	53 hr	42 hr 20 min	-10 hr 40 min
Acting deputy head	51 hr	51 hr 35 min	+35 min
KS4 science +3	62 hr 25 min	54 hr	-8 hr 35 min
Mainscale +2	50 hr	48 hr 45 min	-1 hr 15 min
Mainscale +1	45 hr 50 min	45 hr 35 min	-15 min
HoD	42 hr 55 min	41 hr 40 min	-1 hr 15 min

Bubb et al., 2003

Many teachers did think they could use their time more efficiently. However, it
was deemed difficult 'because you often start one thing and then you get sucked
into other things' or 'I cannot see much space for time saving apart from being
quicker using IT''. Another remarked how the job was becoming professionally
unrewarding noting that fewer activities were being done to the standard she
would like to achieve. 'I am forever compromising on quality or half completing
tasks.' For another the result of completing the Phase 1 autumn term's workload
diary had made her realize that she was spending far too much time on marking.

Teachers reported making a number of changes to their worktime (e.g. less pho-
tocopying) but matters were often complicated by taking on new roles (e.g. 'I
have recently taken on the role of acting deputy. So I am now Deputy Head, full
time class teacher, literacy co-coordinator and in charge of school visits. As
Deputy Head I am assessment, curriculum and professional development coor-
dinator – and I only have half a day non-contact time a week'). Others were

trying to prioritize their work a bit more and to be more realistic about what could be achieved but a crucial issue was what was or was not in their control. For example:

I don't see how changing my work practice would decrease my workload. Areas that cause stress and frustration and where I spend a lot of my time are areas that I cannot exert any influence on. My job is a series of spinning plates on poles and the only way to perhaps reduce them is to drop one. The way that is decided is what are the repercussions of dropping a particular plate as opposed to another one.

Teachers found it difficult to quantify how much time they had saved but some were able to put a figure on it – 'Marking time (by about three hours)'; 'less photocopying (about one hour)'.

Bringing about change

Is the voluntary use of an audit tool beneficial in bringing about change and greater job satisfaction and work-life balance? The answer to this question is both yes – and no!

Teachers gave examples as to how they had altered their work patterns; e.g. reorganize storage of SEN paperwork; using different marking procedures; marking coursework in less detail; less photocopying. The changes were generally considered to be positive and in one case the changes had created more time to talk to colleagues and share ideas. For another it was:

Really useful to focus on what I do and then look at the benchmark to see where I am spending more time than average so I can focus on cutting down my workload in that area. Before the audit I knew I was spending a lot of time marking, but the audit forced me to focus on this area and it was good that it went hand in hand with the suggestions booklet because having identified marking as an area where I was perhaps spending too much time, I was then able to look at practical suggestions on how to reduce this.

Some people had increased their worktime but this was because their role had changed or they had taken on additional responsibilities e.g. teaching booster classes for SATs; an increase in marking because of a school initiative; and leading the KS3 strategy. For some the extra work was difficult to quantify, others were quite specific (e.g. '2 x 1 hour sessions after school each week'). The extra work meant that there was less time for other things, not much time to talk to colleagues and a need to prioritize ('I can't do everything'). The time increase was also affecting life outside school, with the need to do more work in the evenings and longer hours in school, leaving less time for their own families.

COLLECTIVE AUDITING

The audit can be used by individuals at any time but it might be particularly beneficial when workload is perceived to be getting too great or when new roles have been taken on. Our research found that teachers enjoyed being able to talk through their audit and compare their use of time with others, so work in pairs is useful. It needs, wherever possible, to be a collective act.

The big drawback however – and an unsurprising one – is that there is a limit to how much change to their work practices an individual or pairs of individuals can make. Our respondents felt frustrated because they felt there needed to be changes at a *whole-school level*, in order for them to alter how they were spending their worktime. Structural and organizational factors were preventing further change occurring. This, of course, is where the workforce remodelling programme will help.

It is ideal for teams or the whole staff to complete the audit and discuss the common areas of concern. This means that results can be compared with colleagues in the same context. Another advantage is that there would be greater awareness and evidence of significant 'time' issues – 'where are we spending the bulk of our time and why?' – and it would give individuals power to initiate change at the level of the whole school or department. For instance, teachers in an English department could compare their use of time, and perhaps look particularly at how they manage marking, etc.

Some matters would come to the attention of school managers as requiring immediate attention as they were seen as a major source of 'time-wasting' and, perhaps more importantly, stress and frustration. It may be that getting the entire staff to complete the audit to discover that a major cause of stress and ineffective use of time is the malfunctioning photocopier or a poorly resourced staffroom is a little excessive, but it may be the only way that something gets done! The undertaking of the audit in this manner may mean that action is finally taken to rectify a problem that clearly has not been given the priority it deserves.

Teams or all staff in schools or groups of schools could complete the audit and discuss findings at an in-service education and training (INSET) day. Benchmarking or comparing results with people in different schools might encourage the spreading of good practice, creative thinking and, for some schools, the radical change that might be part of the remodelling the workforce initiative.

We can all work more effectively – by managing to ensure things work well and that people feel valued and professionally satisfied. The audit could be used to this end. However, several of the teachers in our small sample found the results of the audit depressing because it made clear to them the impossibility of doing their job well in the situations they currently found themselves. To avoid negative consequences, teachers need to be encouraged to:

- look at what they're doing well

- see how efficient they are in using time

- decide what needs to be prioritized and changed.

This should not be an isolated activity but, rather, data derived from the audit can be used as a basis for discussion about wider school issues. If the audit isn't linked to opportunities for change where necessary, teachers may feel bitter or disillusioned on two counts: that they are powerless to remedy situations and that they have wasted precious time in doing the audit for no reason. In order to help reduce this, consideration has to be given to wider school issues, particularly staffing and management of resources. For example, consideration may be given to the Healthy Schools initiative and related attempts at enhancing staff wellbeing and work-life balance, such as the Well-Being Programme (see Chapter 2). Also as we saw in Chapter 2, the school workforce or remodelling agreement is also introducing changes some of which are contractual.

CONCLUSION

In the light of the remodelling agreement there is a real need to explore further the use of teachers' time and, importantly, to link this to job satisfaction and staff wellbeing. A happy and professionally satisfied member of staff is more likely to be a better teacher with obvious implications for pupils' learning. However, individual teacher responses to workload issues help only to marginalize the issue – of course we can all get better at what we do and use our time more effectively – but unless workload concerns are considered at a structural or organizational level then little progress is likely to occur. The effective deployment and use of the school's resources, especially its people resource, is the responsibility of headteachers, governing bodies and other school leaders. Individual teachers' responses to workload issues are likely to be useful but limited unless wider school issues are considered. The government's remodelling agreement is increasingly forcing schools to consider these broader concerns.