

DEPARTMENT OF EDUCATION, SPORT AND CULTURE

RHEYNN YNSEE, SPOYRT AS CULTOOR



Isle of Man
Government

Reillys Ellan Vannin

Working Time Agreement -
Teachers

September 2026

Department of Education, Sport and Culture

Working Time Agreement

1.0 Introduction

- 1.1 This document sets out the Agreement reached between the Department of Education, Sport and Culture and the recognised Teaching Trade Unions and Professional Associations in relation to Working Time for teachers employed by the Department of Education, Sport and Culture on the Isle of Man.
- 1.2 The Agreement sets out the arrangements that will apply across the Isle of Man. However, it is recognised that each school is individual and that local plans will vary between schools, whilst adhering to the principles set out below.

2.0 Principles

- 2.1 This Working Time Agreement (WTA) applies to contracted teachers (other than those being paid on the leadership pay scale) employed by the Department of Education, Sport and Culture. The term 'teachers' will be used throughout the rest of this Agreement.
- 2.1i The Department is committed to ensuring a safe upper limit of working of hours for school leaders, therefore headteachers and heads of service should regularly review and appropriately limit how many hours school leaders should be required to work within a working week until an appropriate WTA for teachers on the leadership pay scale is devised by the Partnership Forum and agreed by the JNC.
- 2.2 At the heart of this agreement are the principles that:
- The individual and collective work of teachers should be capable of being undertaken within a 35 hour working week.
 - A reasonable level of workload is secured and maintained for teachers.
 - As high a proportion of teacher time as is possible is focussed on the core tasks of learning and teaching.
 - Essential development work is taken forward at a manageable pace, underpinned by the provision of appropriate resources, including identified staffing and time.
- 2.3 The provisions in this Agreement will also apply on a pro-rata basis to teachers who are contracted to work less than the full 35 hour working week and to those on fixed term contracts.
- 2.3i Under this WTA, schools should ensure that part time staff are able to fulfil their contractual hours and attend their required number of pro-rata In-service days as set out at paragraph 6.7i of the Terms and Conditions of Service for Teachers. To help achieve this, the collegiate time calendar should be organised, where possible, to allow part time staff to participate on their normal working days (e.g. by varying the day for professional and school meetings, including parents' evenings).

- 2.3ii This WTA also recognises that a school's calendar may not be able to accommodate the working patterns of all its part time teachers. Where it is not possible for a part time teacher to fulfil their pro rata contractual obligations on their normal working days, the Headteacher will need to agree a plan with the part time teacher to ensure they meet their obligations whilst taking account of individual circumstances to meet the requirements of 2.3i.
- 2.3iii This does not preclude part time teachers from the responsibility to report to parents and to be reasonably available for meetings with parents to discuss progress or other issues. Part time teachers can be requested to attend parents' evenings on a non-working day, however if they are unable to attend, they must make appropriate arrangements for contact with parents. Where it is agreed that a part time teacher needs to work beyond their contractual requirement to meet their obligation for reporting to parents and attending parents' meetings, then they will be paid for the additional hours worked in line with their existing rate of pay.
- 2.4 The provisions do not apply to ad hoc supply arrangements other than where a supply teacher is booked for 5 sequential working days or longer in the same school, covering for the same teacher. In these circumstances, the WTA would apply as for the substantive member of staff whose duties they are providing cover for.
- 2.5 The WTA is designed to put increased emphasis on enhancing the professional status of the job of teaching, providing greater professional autonomy for individual teachers and ensuring a collegiate and participative style of management. Schools will identify and agree the collective activities contributing to the wider life of the school/service on a collegiate basis having due regard to the principles in this document, and the requirements in relation to the calendar year set out at paragraph 6.7 of the Terms and Conditions of Service for Teachers, and in particular, the provisions of Appendix 1.
- 2.6 The Appendices to this document indicate a range of activities that can/cannot be undertaken within the 35 hour working week (**see Appendices 1 and 2**). This provides the basis for all Agreements in relation to working time (an example agreement can be found at **Appendix 4**). Schools should ensure reasonable timeframes for tasks by allocating and scheduling them appropriately throughout the academic year.
- 2.7 Inset days and twilight sessions do not form part of this working time agreement and are in addition to collegiate time. However, schools should ensure that they take account of both inset days and twilight sessions when developing their school working time agreement and collective activity calendar.

3.0 The Working Week

- 3.1i A full time teacher's working week will be a maximum of 35 hours.
- 3.2i Maximum timetabled contact time = 22.5 hours (20 hours in the first year for early career teachers and 21 hours in the second year). This is intended to be an upper limit, not a target.
- 3.2ii Personal time = 7.5 hours

- 3.2iii Remaining time/collegiate activities = 5 hours
- 3.3 Schools are required to reach agreement on the operation of the 35 hour working week. This Agreement provides the framework and the flexibility for school-based planning on the use of time to meet local circumstances.
- 3.3i Schools should aim to ensure that workload is evenly distributed throughout the year, however it is recognised that there may be individual weeks where the hours are over or under the 35 hours, but these should be minimised. Where this does occur, the total number of hours worked across the academic year should still remain in accordance with this Agreement.
- 3.4 Not all tasks may require the teacher to be on school premises but teachers intending to be out of school during the pupil day must request permission in advance from their line manager according to the established procedures at their school.
- 3.5 In exceptional circumstances, where there is urgent concern for the safeguarding, health, safety and welfare of pupils, teachers may be expected to remain on site. Such exceptional circumstances would supersede paragraph 4.4.
- 3.6 The WTA also recognises that TLRs require a teacher to undertake additional responsibilities and work outside the classroom for which time needs to be allocated within the 35 hour working week.

Release time which adheres both to the requirements of this Agreement and those outlined in Appendix 3 should be provided to those teachers who undertake TLR responsibilities.

Time allocation is flexible and will depend on the expectations agreed with the TLR holder.

Leaders can identify the total amount of release time required through a reduction in timetabled contact time, or by repurposing collegiate time as set out in Appendix 3.

Where schools currently allocate a reduction in timetabled contact time for TLR post holders, they should continue to provide the same amount as a minimum unless the expectations agreed with the TLR holder for the year have decreased or increased, (albeit keeping within their job description and the relevant level of TLR) and the TLR responsibilities require a different amount of release time as a result.

4.0 Timetabled Contact Time

- 4.1 The maximum timetabled contact time is 22.5 hours per week.
- 4.2 Part time teachers will have pro-rata maximum timetabled contact time.

4.3 Where a teacher is under their 22.5 hours timetabled contact time, the use of the available balance of timetabled contact time should be planned and may be used for other teaching activities such as:

- 1 to 1 support related to teaching and learning
- small group work
- in-class support
- team teaching

4.4 Teachers may be asked to provide cover for absent colleagues in line with 'rarely cover' as defined by the Terms and Conditions of Service for Teachers.

Cover counts as contact time. Where a teacher is already timetabled for 22.5 hours, they will not be required to undertake cover unless an emergency situation¹ has arisen. Such instances, by their very nature, would be extremely rare. Where such a circumstance arises, the Headteacher should ensure that the time is made up to the teacher at the earliest opportunity.

5.0 Personal Time

5.1 The WTA allows all teachers to have an allocation of no less than one third of the teacher's actual timetabled contact time. For planning purposes, it will be assumed that all full time teachers will receive a personal allocation of 7.5 hours.

5.2 Personal time will be available in meaningful blocks of time of not less than 30 minutes and will routinely be taken weekly. Reasonable endeavours should be made to ensure that that personal time is evenly distributed where schools operate two week timetables.

5.3 It is recognised that some of the activities included within personal time may be undertaken outside the normal school day and will be allocated by mutual agreement.

5.4 Any variation should be mutually agreed and within the principles of this WTA.

6.0 Collegiate time

The term, Collegiate Time, is used to refer to the time available that sits outside that allocated for class contact, personal time, in-service and CPD days. The time remaining for collegiate activities after those allocations are taken into account, is set out in the table below. Schools should agree their own school plan for the use of Collegiate Time. The following section on use of collegiate time outlines the range of headings under which activities may be considered to be collegiate time.

35 Hour Working Week and Collegiate Time			
Working time over the year	39 weeks x 35 hours		= 1365.0 hours
Less In service days	5 x 5.5 hours	27.5 hours	= 1337.5 hours
Less CPD days	2 x 7 hours	14 hours	=1323.5 hours

¹ For example, a teacher taking ill during the school day or having to leave the site due to a personal/domestic emergency

Less contact time	37.6 weeks x 22.5 hours	846 hours	= 477.5 hours
Less personal time	37.6 weeks x 7.5 hours	282 hours	= 195.5 hours
Collegiate Time 195.5 hours			

6.1 Use of Collegiate Time

6.2 Individual teachers will use their professional judgement in relation to the prioritisation of tasks. In exercising their professional judgement, teachers will be required to take account of priorities determined within the school and their department.

6.3 In terms of collegiate time, teachers will be available for professional or school meetings and other allocated collective activities during the course of the 35 hour working week. These activities will be set out in the school calendar. Collegiate time will be planned in advance and spread out evenly where possible throughout the academic year. The WTA allows for an allocation of 5 hours collegiate activity per week. There may be occasions where this weekly allocation needs to be varied. This will not be a regular occurrence and should be subject to a discussion in advance. An upper limit of 8 hours collegiate time is allowed in any one week.

6.4 Flexibility

6.4i It is recommended that schools do not allocate all of the remaining collegiate time and retain some time as a contingency. This will provide the school with flexibility to respond to short notice operational pressures and to meet the needs of any unplanned circumstances. Adopting this approach will also allow for the protection of class contact time and personal time, in the event that unforeseen events do arise.

6.4ii Collegiate activities will be prioritised within the available time and assessed as to the time needed for their completion.

6.4iii In the spirit of, and recognising the professionalism of teachers, an appropriate strategy for the allocation of tasks would be to agree reasonable submission dates, for example, for forward plans, pupil reports, reporting of short term working groups. Teachers should be supported in organising their workload to complete these agreed tasks within the agreed timescale and wherever possible these should be included in the school calendar.

6.4iv Where there are problems in managing workload, advice and support should be sought from a teacher's line manager, and supported by evidence from the member of staff of difficulties being experienced in finding time to undertake the tasks within the allocated collegiate time.

6.5 Additional Personal Time

Additional personal time can be made available, as required, by individual circumstances or workload and negotiated on an individual basis.

6.6 Parental Consultation Meetings

- 6.6i Individual schools should reach agreement on the number and duration of meetings required on an annual basis. Preparation time should be included.
 - 6.6ii Parents meetings can only take place on a school day whether that be during the school day, at the end or in the evening. If they take place at the end of the school day, then staff should be allowed sufficient time for a break which will be included in the collegiate time allocation for the meeting. Individual schools should consider the range of options available for effectively running parents' meetings including both face to face and virtual meetings, in order to determine the best approach for parents, children and staff within the school.
 - 6.6iii Individual teachers should not be expected to attend parents' meetings for groups of pupils whom they do not teach.
 - 6.6iv When an individual teacher has met all the parents they are scheduled to meet then the teacher should not be expected to remain at the meeting.
 - 6.6v It is recognised that teachers may arrange to meet parents outside the formal structure of these meetings. This should be planned from collegiate time.
 - 6.6vi Meetings will be scheduled and included in the collegiate time allocation. Once agreed, teachers are expected to participate as appropriate.
- 6.7 Professional or School Meetings
- 6.7i Individual schools should reach agreement on the number, frequency and duration of meetings. Schools should aim to minimise the number of after school meetings each week and ordinarily each after school meeting will not take longer than an hour.
 - 6.7ii Scheduled meetings may include, for example, whole staff meetings, department, key stage meetings, management meetings, working groups, committee meetings, primary/secondary liaison meetings. Where appropriate, meetings may take place remotely.

Meetings should have a clear purpose. Where the purpose is to simply disseminate information, this should be achieved in other ways such as memos and emails, especially if the information is relatively straightforward and does not require further explanation.
 - 6.7iii Meetings will be scheduled and once agreed teachers are expected to participate as appropriate. However, meetings that are deemed unnecessary should be cancelled and time reallocated to personal time. Where meetings are cancelled or finished before the scheduled end time, teachers will not routinely be required to remain on the premises.
- 6.8 Reporting on Pupil Progress to Parents/records etc.
- 6.8i Continuous assessment is part of a teacher's personal time. Other assessments and reporting will need to be accounted for within collegiate time or may require additional personal time.
 - 6.8ii Staff workload in preparing reports is dependent on the number of classes taught, the number of pupils in the class/per class, the number of curricular

areas taught, and (in secondary) the number of periods timetabled for the subject. Reporting may require additional personal time.

6.9 Formal assessment

6.9i Levels of formal assessment – the factors described above in personal time and reporting on pupil progress, may also lead to a position where there can be major differences amongst staff in the demands made upon them by formal assessment.

6.9ii Formal assessment is defined as assessment of a diagnostic or formative nature should be considered as part of normal personal time. However, when assessment is summative and part of formal process e.g. end of unit tests, time should be allocated and agreed at establishment level, where required. This may require additional personal time.

6.10 Professional Review and Development

6.10i The term Continuing Professional Development (CPD) is used to describe all staff development activities.

Full time teachers carry out 7 days of CPD per annum. Most CPD will be undertaken in the 5 days set aside annually for that purpose on in-service days or equivalent twilighted time.

In service days and twilight sessions do not form part of this working time agreement.

Schools must however, ensure that their working time agreements and collective activity calendars take account of the requirement for teachers to attend the requisite number of in-service days or equivalent twilighted time as set out at paragraph 6.7id of the Terms and Conditions of Service for Teachers.

In developing their working time agreements and collective activity calendars, schools should plan on the presumption that an inset day is up to a normal school day in length and that twilight sessions may be up to half a normal school day.

As twilight sessions are in addition to a normal working day, schools should ensure that they are organised in a way that maximises learning and means that they are no longer than necessary. Teachers should also have a break between finishing their normal activities that day and before starting a twilight session and this should be included in the amount of time allocated to the twilight session.

The remaining 2 days will be for teachers to invest in their own professional development in line with the Professional Development Framework. Teachers will be free to use their professional judgement on how to use these 2 days, which can be used at any point in the academic year outside of the school session times, at a time and place of their choosing.

6.10ii It is however, recognised that in addition to CPD activities set out at paragraph 6.9i, some aspects of CPD can only be carried out during school time and should be planned for accordingly. This applies, for example, to some in-service courses organised locally or nationally.

6.10iii Sufficient time should also be identified and agreed within the School Working Time Agreement for professional development framework activities to be undertaken throughout the year, including meetings for teachers with their Development Partner, updating records and plans.

6.11 Additional Pupil Supervision

The WTA provides the opportunity for members of staff involved in additional supervised pupil activities, which are required to ensure delivery of the statutory requirements and ensure the health and safety of pupils at the school during the 35 hour week, to have this work recognised. e.g. supervision duties before and after school and at break times.

7.0 School Consultation

7.1 Decisions reached at school level in relation to this Agreement, must be collegiate in nature and involve teaching staff and any school based recognised teaching trade union and professional association representatives.

7.2 Discussions will be led by the Headteacher as the person ultimately accountable for the activities of the school and will include a review of the previous year's WTA arrangements.

7.3 Headteachers will prepare draft documents, including a calendar illustrating a core timetable of collective activities for the following academic year and a further document which sets out how collegiate time would be used within the school. The calendar should show proposed dates and times of parent meetings, meetings of departments/groups of teachers/Committees consultation groups/whole staff and which also takes into account other workload generators such as reporting, formal assessments etc.

7.4 The draft documents should be distributed first to school based recognised teaching trade union/professional association representatives where present in the school, and subsequently to all teaching staff and a meeting held to enable comments/suggestions to be discussed and agreement reached in line with the timeframes set out at appendix 4.

7.5 Once agreed, copies of the school's WTA will be circulated to staff in the school and a copy submitted to the Department in line with the WTA timeline set out at appendix 4.

7.6 Any changes during the academic year will also be consulted upon in accordance with 7.0 – 7.6.

8.0 Arrangements where there is failure to agree

- 8.1 In the event that an agreement cannot be reached at a school level over the WTA and associated calendar, an informal dispute resolution process can be invoked.
- 8.2 The informal dispute resolution process will be enacted by the Partnership Forum upon receipt from a Head of Establishment of a notification of a failure to reach an agreement.
- 8.3 The Partnership Forum will appoint a Management and Trade Union/professional association representative to investigate the matter and seek resolution of the dispute. Such representatives will not be from the school or have any potential conflict of interest due to where the dispute has arisen.
- 8.4 In situations where there is failure to agree and during any period of negotiation, the status quo will prevail.

9.0 Monitoring and evaluation

- 9.1 Each school should agree arrangements for monitoring and reviewing the implementation and effectiveness of the WTA within their own school.
- 9.2 This WTA and the operation of the 35 hour working week across the Island will be reviewed annually by DESC in conjunction with the recognised trade unions and professional associations.

Annex of Range of Activities which can be undertaken within the 35 hour working week.

Timetabled Contact	Personal Time	Collegiate Activities
<ul style="list-style-type: none"> • Teaching • Cover, albeit when rarely cover applies as set out in the Terms and Conditions of Service for Teachers • Assembly/registration • Tutor group • Travel time (other than first and last journey to/from work at start/end of the day). 	<ul style="list-style-type: none"> • Planning and preparing courses and lessons • Setting and marking of internal work • Continuous Assessment e.g. ongoing coursework • Feedback 	<ul style="list-style-type: none"> • Parents' meetings • Options meetings • Internal school meetings • Meetings with Governors • Meetings with other agencies • Safeguarding meetings • Recording / Reporting on pupil progress • Any formal assessment set by the school. • External course work marking • Exam marking • Internal and external moderation • CPD activities • Professional development framework meetings and all associated paperwork • Personal development • Supervision duties (10 mins before, 10 mins after school day) • Break duties • Facility time • Quality Assurance activities

Appendix 2

Annex of Range of Activities which are not the role of a qualified teacher and therefore cannot be undertaken within the 35 hour working week.

- Collecting money from pupils and parents
- Investigating a pupils absence
- Bulk photocopying
- Typing or making a word-processed versions of manuscript material and producing revisions of such versions
- Word-processing, copying and distributing bulk communications, including standard letters, to parents and pupils
- Producing class lists on the basis of information provided by teachers
- Keeping and filing records, including records based on data supplied by teachers.
- Preparing, setting up and taking down classroom displays in accordance with decisions taken by teachers
- Producing analyses of attendance figures
- Producing analyses of examination results
- Collating pupil reports
- Administration of work experience (but not selecting placements and supporting pupils by advice or visits)
- Administration of public and internal examinations
- Administration of cover for absent teachers
- Ordering, setting up and maintaining ICT equipment and software
- Ordering supplies and equipment
- Cataloguing, preparing, issuing and maintaining materials and equipment and stocktaking the same
- Taking verbatim notes or producing formal minutes of meetings
- Coordinating and submitting bids (for funding, school status and the like) using contributions by teachers and others
- Transferring manual data about pupils not covered by the above into computerised school management systems
- Managing data in school management systems.

Release Time for TLR holders

1. TLRs require a teacher to undertake additional responsibilities and work outside the classroom for which time needs to be allocated within the 35 hour working week to carry out these additional responsibilities.
2. A teacher with a TLR is responsible and accountable for the delivery of their TLR, the focus of which is agreed with their line manager each year albeit keeping within their job description and the relevant level of TLR.
3. In addition to agreeing the focus and priorities for the TLR at the start of each academic year, time to undertake the duties also needs to be discussed and allocated. Time allocation is flexible and will depend on the expectations agreed with the TLR holder for the year. This will include whether regular weekly allocation of time is required or if it is more helpful for time to be allocated in a block or at a particular time of year. However, TLR holders should be provided in advance with the time required to undertake their TLR responsibilities as agreed, within the expectations of the 35 hour week set out in the WTA.
4. Time can be allocated through a reduction in timetabled contact time, from unallocated collegiate time or by repurposing collegiate time; for example, it may be appropriate for TLR holders to not attend specifically identified collegiate activities where they are not required. In addition, where a reduction in timetabled contact time is agreed, the 7.5 hours allocated to personal time under the WTA for a full-time teacher will be allocated on a proportional basis to both the activities designated under the WTA as personal time, and time for them to undertake their TLR responsibilities, as agreed with the headteacher or other member of the schools leadership team.
5. It is within the spirit and ethos of the Working Time Agreement that time allocation is flexible and headteachers/members of the schools leadership team can identify the time required from contact time, personal time or collegiate activity.

Outlined below are some illustrations of how this could work in a standard 5 day week which are not exhaustive:-

Example A – from contact time and personal time

A teacher has reduced contact time from 22.5 hours to 20 hours i.e. 2.5 hours in order to undertake their TLR activities. Their personal time therefore becomes 6.6 hours i.e. 1/3 contact time The additional weekly time available to undertake the TLR as a result is 3.34 hours.

Contact Time = 22.5 hours		Personal Time = 7.5 hours		Collegiate Time = 5 hours
Contact Time = 20 hours	TLR Release = 2.5 hours	Personal Time = 6 hours 45 mins	TLR release = 45 mins	Collegiate Time = 5 hours

Total release time: 3 hours 15 minutes per week

Example B – from contact and collegiate time

A teacher needs to be allocated some discontinuous or irregular time to undertake their TLR and it is agreed that they won't attend some specifically identified meetings e.g. team/pastoral/identified middle leader meetings and use this time instead to undertake their TLR responsibilities. The time is therefore taken from collegiate time and it is important that the dates during which this allocated release time from collegiate time applies are clear.

Contact Time = 22.5 hours		Personal Time = 7.5 hours		Collegiate Time = 5 hours	
Contact Time = 19 hours	TLR release = 3.5 hours	Personal Time = 6 hours 20 mins	TLR release = 1 hour 10 mins	Collegiate Time = 4 hours	TLR release time = 1 hour

Total release time: 5 hours 40 minutes per week

Example C – from gained time

It is acknowledged that workload within an academic year varies with some weeks being heavier/lighter than others. Where a TLR holder requires consolidated time to deliver their TLR, a teacher who is allocated gained time once exam classes finish at the end of the academic year can utilise this time. The teacher may/may not need some additional time at another time of the year in addition to undertake the TLR work depending on the deliverables of the TLR. The time is therefore taken from gained time and it is important that the dates during which the allocated release time from gained time is taken is clear.

Eg a secondary school teacher has gained time when Y11 and Y13 leave school and has time to undertake their TLR responsibilities allocated from more than one place i.e. gained contact time and personal time.

Contact Time = 22.5 hours		Personal Time = 7.5 hours		Collegiate Time = 5 hours	
Contact Time reduces to 15 hours during gained time in weeks X-X	TLR release = 7.5 hours during gained time in weeks X-X	Personal Time = 5 hours	TLR release = 2.5 hours	Collegiate Time = 5 hours	

Total release time: 10 hours per week during specified weeks

Working Time Agreement for XXX School/Service

(This is an example of how the hours can be managed, and all hours stated are for indicative purposes only. The categories may not apply to all schools, and schools do not need to include hours simply because they appear in this example).

Collegiate Activity	Time Agreed (if applicable)
<p>Section 1: The School Agreement This agreement has been reached following consultation with the schools teachers and any school based trade union/professional association representatives. It applies from September 2024 and will be reviewed at school level if any significant evidence of a problem emerges or if there is a major change from DESC. Each teacher has 195.5 hours of collegiate time available over the academic year (<i>pro rata</i> for part time staff). This agreement applies to all teaching staff, other than those paid on the leadership pay scale.</p>	<p>Total of 195.5 hours of collegiate time over the year</p>
<p>Section 2: The Negotiation Process The process for negotiating the school calendar will depend on individual school arrangements, however the time given for this should be included in the calculation. Details of any meetings should be included also.</p>	<p>3 hours</p>
<p>Section 3: Parental consultation meetings This should include the time to meet with parents and should also include a reasonable amount of preparation time, where these occur outside the pupil day. 7 parents meetings x 5 hours (including prep time)</p>	<p>35 hrs</p>
<p>Section 4: Professional/school meetings Include all staff meetings and briefings and trade union/professional association meetings (if applicable) e.g. 1 meeting per week for 1 hour, except where parents meetings occur therefore 31 hours (38 weeks less 7 parents meetings) e.g. 3 Transition meetings (yrs 6, 9 and 11) x 5 hours</p>	<p>46 hrs</p>
<p>Section 5: Reporting on Pupil progress to parents/ records etc., behaviour reports and formal assessment This should include time for marking formal assessments, coursework etc., writing reports to parents and any curriculum development. The hours may need to vary from week to week to account for assessment windows, reporting cycles, but the total should not exceed the hours stated.</p>	<p>75 hours</p>
<p>Section 6: Professional Review and Development (in addition to the 7 non-pupil contact days)</p>	<p>5 hours</p>
<p>Section 7: Additional Pupil Supervision</p>	<p>26 hrs</p>

Include any duties and any other pupil supervision required, such as 10 mins before and after school supervision and break duties	
2 x 10 mins before/after school time and 1 break duty per week	
Total allocated over the year:	183 Hours
Contingency remaining e.g. for flexibility	5.5 Hours
Total collegiate time available	195.5 hours

This agreement has been consulted and agreed with the teachers at my school and school based trade union/professional association representatives (where present)

Signature of school based union/professional association representatives (if present at the school)

Signature of Headteacher/Head of Service

Date: _____

A copy of this Working Time Agreement for the academic year 2026-27 must be returned to the Department by 8 June 2026 by e-mailing nicola.grose2@gov.im.

Working Time Agreement Timeline

Date	Action
22 January 2026	Chief Officer reinforce WTA principles at Senior Leaders meeting
Early February 2026	DESC to circulate the WTA principles to all teaching staff
16 – 20 February 2026	Spring half term.
No later than second half of Spring term	Consultation with school staff/union representatives regarding WTA for next academic year.
Thursday 2 April 2026	Close for Easter holidays.
No later than 31 May 2026	Working Time Agreement for next academic year signed and agreed.
Tuesday 26 May to Friday 5 June 2026	TT week.
8 June 2026	Deadline for submission of agreed WTAs to Department
No later than 8 June 2026	In the event any failure to agree submitted to Partnership Forum for consideration.
No later than 4 July 2026	Any failure to agree resolved.
Thursday 23 July 2026	End of term.
1 st September 2026	WTA for the academic year 2026/2027 in operation.