

Current practice or typical staff teaching allocations

The focus is on teaching as opposed to non-teaching so read the allocations as teaching capacity.

Role	Teaching %	Timetable Cycle Type							
		5 period day		3 or 6 period day			4 period day		
		25	50 (2w)	15	30	60 (2w)	20	40 (2w)	
Core Planning Preparation and Assessment part time staff by proportion.	10% of cycle ¹	(2.5) 3	5	(1.5) 2	3	6	2	4	
Senior Leadership Team									
Principal/Head/Associate Principal/Executive Principal	0-10% ²	3	5	2	3	6	2	4	
Vice Principal/Assistant Principal/Deputy Head	25-30%	6-8	12-15	4-5	7-9	15-18	5-6	10-12	
Assistant Vice Principal/Assistant Head	45-50%	11-13	22-25	7-8	13-15	27-30	9-10	18-20	
Middle Leadership Team: Teaching and Learning Responsibility Holders									
Core subject leaders	75%	18-19	37	11-12	22-23	45	15	30	
Key delivery roles Progress/Curriculum Leaders/SENCo	75%	18-19	37	11-12	22-23	45	15	30	
Heads of Subject/Department Subject/Key Stage Leaders Literacy, Numeracy, G+T coordinators	80%	20-21	41	9	18	36	16	32	
AST/Lead Teacher/Excellence Programme (including aspirant roles)	85%	21-22	42-43	12-13	25-26	51	17	34	
Year Team Leader (Teaching)	66%	15	30	10	20	39	13-14	26-27	
Teaching Team									
Teacher	90%	22-23	45	13	27	54	18	36	
NQT (allowed 10% of teaching time)	80%	20-21	41	9	18	36	16	32	
Trainee (many national training programmes have a requirement built into the delivery contract.)	30%-70%	30%Term 1	7-8	15	4-5	9	18	6	12
		50%Term 2	12-13	25	7-8	15	30	10	20
		70%Term 3	17-18	35	10-11	21	42	14	28

Some interesting resources.

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/725118/Leadership_Analysis_2018.pdf School leadership in England 2010 to 2016: characteristics and trends April 2018 Revised July 2018
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/364823/DFE-RR374D_-_Outstanding_primaries_lit_review.pdf Freedom to lead: a study of outstanding primary school leadership in England Technical annex: literature review Peter Matthews, Simon Rea, Robert Hill & Qing Gu Isos Partnership
- <https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs/2019-to-2020-dashboard-guidance> Guidance 2019 to 2020 dashboard guidance Section 15
- <https://www.oecd.org/education/school/44374889.pdf> Improving School Leadership, volume 1: Policy and Practice – ISBN 978-92-64-04467-8 – ©OECD 2008

¹ This is a contractual requirement; institutions may choose to add an additional enhancement to this amount for issues related to school climate. Care should be taken in calculating the enhancement in relation to the surplus teaching this creates and the resulting reduction to the contact ratio, it should not be more than 10%.

² School leaders often want to teach but care should be taken as to how feasible this is in regular commitment, that is dependent on the person. There are other techniques to make this work.