

Tackling workload together

Your guide to addressing workload
issues in Sixth Form Colleges



Tackling workload together in sixth form colleges

Workload in colleges and schools has reached unprecedented levels. The National Education Union continues to work for change at a national level, putting pressure on the Government. But many NUT and ATL workplace groups in sixth form colleges have already secured improvements at college level by working together in tackling workload and work-life balance with great success.

This toolkit gives you advice on identifying problems and planning for the best ways of successfully securing change. You can use these methods to tackle other issues in your workplace as well.

You and your colleagues are best placed to know the problems and solutions for your college. Successful action starts by identifying and prioritising the main problems and considering solutions together.

Once you have done that, the next step is to seek to work together, across the whole workplace, with staff and leaders working collaboratively to secure change.

If this collaborative approach doesn't succeed, the National Education Union will support members to ballot for industrial action in order to resolve matters, continuing the successful approach pursued previously by ATL in Northern Ireland and by NUT in England and Wales.

This toolkit includes advice on the most common areas of concern with regard to workload, how to resolve them collaboratively, and how you can take part in action on those areas if that becomes necessary to secure change.

The NJC for Sixth Form Colleges has published nationally agreed joint guidance on work life balance and on workload and working time for teaching staff, both of which form part of the Red Book national agreement for teachers in sixth form colleges (Appendices 6 and 9). Guidance can also be found in *Sixth Form Teachers' Workload and Working Time Guidance – NUT Guidance*.

The NUT's Action Short of Strike Action (ASOS) programme secured significant changes for many teachers.

Changes to working practices secured through ASOS in the past should be seen as permanent, not temporary. The National Education Union has not carried out a national ballot on ASOS, so members wishing to take any new industrial action will need the support of a new industrial action ballot which would cover all NEU members including former ATL and NUT members. Where teachers have previously stopped undertaking particular activities as part of ASOS, however, this should be regarded as a permanent change in working practices not as "ongoing action" and can continue irrespective of the lapsing of the national ballot as long as members are not still regularly asked to undertake work which they then refuse each time. A further ballot can and should be organised if managers issue fresh instructions to teachers to undertake the activities in question.

Developing a workload campaign in your workplace – a ten point plan

NEU members have reduced workload in many workplaces using the strategy set out in this section. Punitive appraisal policies, unacceptable pay policies and excessive observations have all been successfully resisted. The more members who participate, the greater the impact will be. Remember that you can use this approach to tackle just one workload concern or more than one – it is up to you and your colleagues to identify and take forward the issues of main concern.

- 1 The first step is always to share your concerns with your colleagues and start a conversation about them. Ask one of your NEU reps to arrange a meeting of members to discuss the issue(s). If for some reason you don't have a rep, organise a meeting yourself or contact organise@neu.org.uk to seek advice on how to organise a meeting.
- 2 Find out which issues members are concerned about and care about most – there may be other commonly shared concerns. Use the checklist at Appendix 2 to identify your priorities, adding further issues as needed.
- 3 Don't just rely on one lunchtime meeting to find out about workload concerns:
 - identify volunteers to talk to other colleagues and collect/collate evidence and views
 - hold informal and creative discussions at other times eg coffee breaks or lunch periods
 - organise a survey using the tools available on the ATL and NUT section websites
 - use the workload tracker in the ATL section website to collect workload data
 - raise the issue through staff meetings or other communication systems.

Issues affecting individual members shouldn't be regarded as solely matters of casework. Organise around these as well – solutions which are secured for individual members can also be the basis of improved working conditions for other members.

- 4 Encourage your colleagues to be part of a campaign – look in particular for issues which are:
 - widely felt and deeply felt by colleagues
 - winnable or partly winnable
 - easy to understand and non-divisive
 - likely to result in a real improvement in working lives and demonstrate the value of NEU membership.

- 5 Make all your discussions 'solution focused':
 - use the responses to initiate further discussion and develop concrete suggestions for changes in working practices that will reduce workload
 - if you can, find case studies of successful work-life balance in other workplaces
 - set out the impact that areas of concern have on students and the college as well as on staff.
- 6 Once you secure a consensus that members want issues to be addressed, seek a meeting with the principal. Make use of any existing structure for union consultation meetings – and if there isn't one, ask for one to be established as a regular means of communication in your workplace. Your rep should be accompanied by other members if additional support is needed.
- 7 Decide the issues you want to focus on. Take a collaborative approach as far as possible – explain that NEU members have discussed the issues, identified concerns and proposed solutions to reduce excessive workload, allowing staff to focus time on tasks which contribute to student learning and create a healthy workplace. Seek to work together with your managers in discussing the evidence and proposed solutions in order to reach an agreement.
- 8 If you reach an acceptable agreement with your principal, you should all congratulate yourselves on joining the many other groups of NEU members who have succeeded in improving their working conditions. You should also ask your principal to meet with staff representatives on a regular basis – perhaps once a term – to discuss workload issues. It is legitimate that this professional discussion takes place.
- 9 If the principal doesn't accept your proposals and insists that members will be required to continue working in a way which creates excessive workload, contact the NEU. Find your ATL Section lay officer here: atl.org.uk/my-atl/atls-districts. Find your NUT Section local officer by clicking on the map at teachers.org.uk/contactus.

They will arrange to come and meet with you all, and discuss ways in which the issue could be revisited with your principal. There are several strategic options available to members in colleges to press the issue, including industrial action. As part of the discussion with your local officer you could discuss whether members are willing to take part in an industrial action ballot.
- 10 The NEU will always make every effort to resolve disputes before industrial action – but remember that even the threat of action often persuades college and school leaders or governors to respect concerns about workload and its impact on staff and students. In the vast majority of colleges and schools where members have threatened strike action, the situation has been resolved without the action taking place. If it is necessary for you to take industrial action, any loss of pay in these circumstances will be reimbursed by the NEU.

Examples of success

College in the Midlands

Members have successfully limited lesson observations to one per year with only two appraisal targets that are non-numerical. They also succeeded in persuading the college to remove an assessment plan that required excessive reporting.

College in London

Proposals to increase workload led members to threaten strike action. The strike action was called off when the college agreed to review the timetable, better marking arrangements, shorter parents' evenings and fewer staff meetings.

Numerous colleges have also agreed that teachers do not, for example, have to cover for absence and invigilate examinations.

Workload charters

In a growing number of areas, originating in Nottingham, workload charters have been negotiated which mean that schools have undertaken that staff can expect:

- a fair and reasonable workload, with policies on marking, planning and data management subject to regular review and workload impact assessment; and
- high quality training and professional development opportunities.

Addressing workload and accountability issues

You can tackle workload issues by focusing on a number of issues concurrently, focusing on the issue causing the greatest concern, or addressing issues one by one.

Our approach involves identifying tasks or activities which are unnecessary, have no education benefit and cause the most stress – and agreeing to approach management with a view to stopping those activities, with NEU support being available if necessary to refuse to undertake them until they are ended or changed.

The checklist in Appendix 2 will help you and your colleagues identify your priorities, agree an approach to your managers and if necessary seek a ballot for industrial action to back up your refusal.

Government and Ofsted guidance

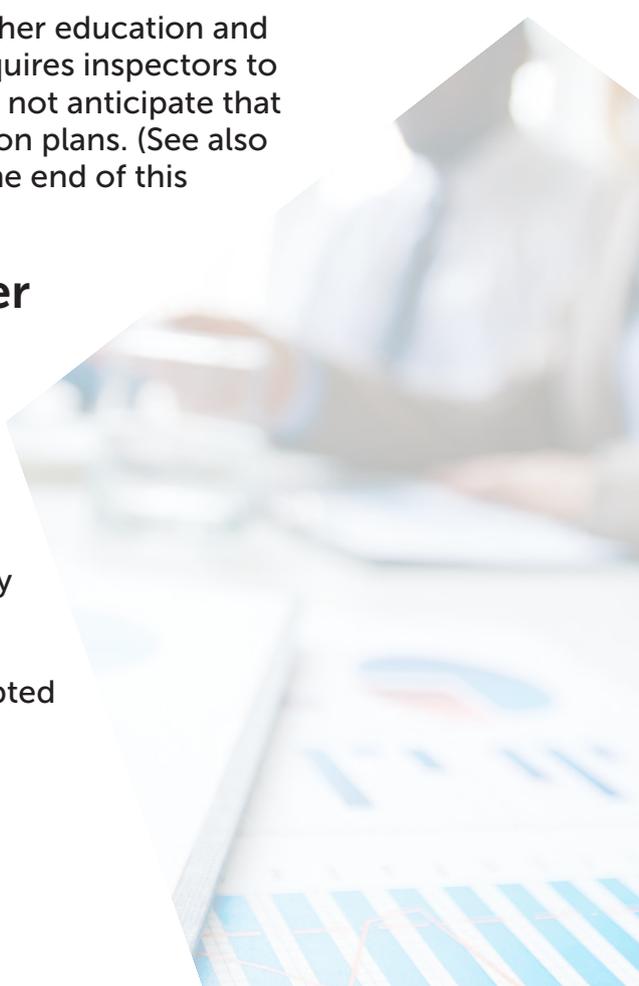
The DfE's three independent Workload Review Group reports on marking, planning and data management include powerful recommendations designed to improve practice in schools which can be used to help limit workload. Many of them are also relevant to sixth form colleges.

You can find links to these reports, and to advice on how to ensure that their recommendations are actually implemented, at the end of this document.

The current Ofsted Inspection Handbook for further education and skills – which applies to sixth form colleges – requires inspectors to evaluate the effectiveness of planning but it does not anticipate that inspectors will scrutinise teachers' individual lesson plans. (See also Ofsted advice for schools on "Ofsted myths" at the end of this document).

Securing your entitlements under the national agreement for teachers in sixth form colleges (the Red Book)

All teachers in sixth form colleges should receive their entitlements under the Red Book agreement. The Red Book agreement is nationally negotiated between the teacher unions and the SFCA, the sixth form colleges' employer body, its provisions and recommendations should be adopted and applied by every college.



Planning, preparation and assessment The nationally agreed joint guidance on workload and working time for teachers in sixth form colleges (Appendix 9 of the Red Book) states that “an appropriate level of non-contact time should be allowed for purposes such as planning, preparation and assessment which would otherwise be carried out during the teacher’s own time possibly to the detriment of work-life balance”. The NEU’s view is that planning, preparation and assessment are essential elements of a teacher’s role and all teachers, including principals who are timetabled to teach, should have guaranteed time within college sessions for such purposes. School teachers are entitled to a minimum of 10 per cent of their timetabled teaching time.

It should be for teachers themselves to determine the planning, preparation and assessment activities they wish to undertake in this time. This enables members to manage their workload more effectively by being able to plan the use of the guaranteed time available to undertake these activities.

Leadership and management responsibilities

Appendix 9 of the Red Book states that “consideration should also be given to appropriate additional non-contact time for those with additional management or leadership responsibilities”. Where they are also teaching, they require a reasonable allocation of time in meaningful blocks within college session times to support the discharge of these responsibilities.

All teachers with leadership and management responsibilities should receive payment in accordance with the provisions of the Red Book. In too many colleges, members are being given onerous responsibilities for leadership and management without the associated payment.

Cover for absent colleagues

Sixth form college teachers’ contractual cover obligations are set out in Appendix 4 of the Red Book national agreement. Covering for teacher absence is not, however, a good use of a teacher’s time. Members (except those employed on a contract to wholly or mainly undertake cover) should refuse to provide cover, including being asked to take students into their class from other classes when the teacher is absent.

Absence triggering cover occurs when the teacher normally responsible for teaching a particular class is absent from the classroom during the time they have been timetabled to teach. The absence could be for a variety of reasons, including internal and external reasons, as well as sickness. It could be short or long term. Members should not cover for any absence.

Administrative and clerical tasks

The nationally agreed guidance (Appendix 9 of the Red Book) states that “it is important that teaching staff have satisfactory support in administrative and technical functions” and that “teachers should not have to spend time on tasks that do not require their professional expertise”.

It goes on to advise that:

"In relation to administrative and technical functions, the key tests should be:

- a) does it need to be done at all?*
- b) is it of an administrative or clerical nature?*
- c) does it call for the exercise of a teacher's professional skills or judgment?*

If the answers to a) and b) are yes but the answer to c) is no, then teachers should not be required to carry out such tasks."

Tasks do not have to be done on a daily basis to be routine. Many tasks are done only once a year, such as collating reports. This would still be classed as routine and therefore should not be done by teachers.

There is a dual purpose to this advice. Firstly, it is to reduce workload by removing from teachers tasks which do not require a teacher's qualifications, skills and abilities. Secondly, it is to free teachers to focus on teaching and learning.

Some common tasks which the NEU believes should not be routinely undertaken are listed in Appendix 3.

Invigilating exams

The nationally agreed joint guidance on workload and working time for teachers in sixth form colleges recognises that exam invigilation is not a productive use of teachers' time and states that "consideration should in all cases be given to means of minimising any requirement to invigilate".

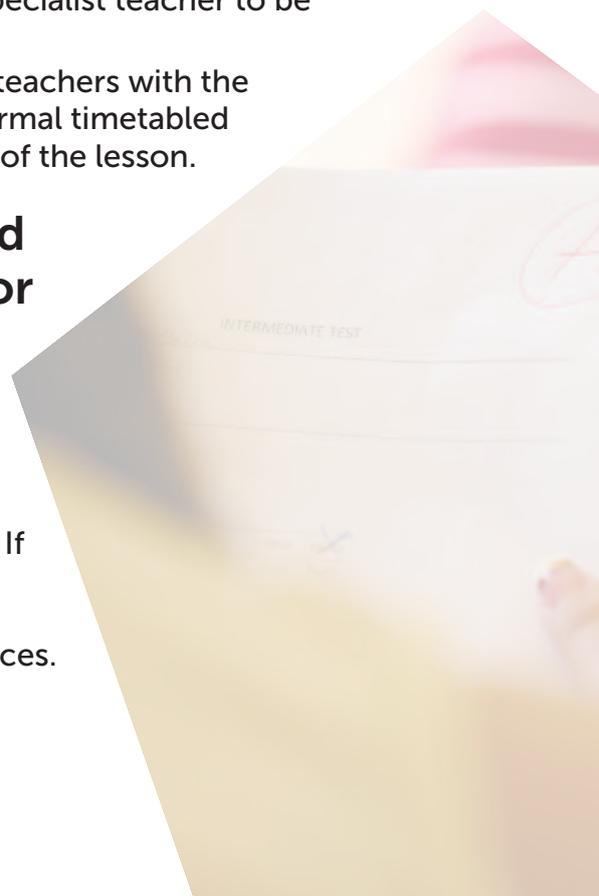
Save for the activities specified in the instruction below, invigilation of examinations does not require the skills and abilities of a qualified teacher.

The exceptions are:

- controlled assessments;
- practical or oral examinations which require the specialist teacher to be present;
- mock or trial examinations that are carried out by teachers with the class or group they normally teach during their normal timetabled time and under the arrangements for the conduct of the lesson.

Excessive or unnecessary workload due to current working practices or new initiatives

If new or existing practices have not been properly assessed for their workload impact, you could start by seeking to work collaboratively to look at the impact of those practices and decide whether to stop or find better ways of doing things. If that doesn't solve the issue, however, then the NEU will support members (including by balloting where necessary) in refusing to cooperate with such practices.



Marking

Although giving feedback to students is important, this does not necessarily mean written marking. Some colleges have joined schools in falling back on written marking as a proxy for feedback, adding to teacher workload. Colleges should assess the time demanded by their marking policies. Work collaboratively to develop feedback policies and practices that demonstrably improve student learning.

Many teachers are also required to set and mark practice tests and exams. Where this is deemed absolutely necessary, teachers should expect that other tasks are stopped in order to make time available.

Where this does not happen, then challenging unreasonable expectations about marking will help reduce unnecessary workload, while also enhancing teaching and learning.

Lesson planning

Planning lessons is an essential part of every teacher's role. Teachers constantly review and amend their planning and their teaching to support students' learning. They do not regard lesson plans as scripts but instead as a key element of professional practice.

Ofsted is interested in the effectiveness of planning rather than the form it takes. Objecting to unreasonable prescription and scrutiny is consistent with maintaining the highest standards of professional practice.

Expectations in relation to emails

Email is an essential tool but it is unreasonable to expect teachers to read and respond to emails to unrealistically tight deadlines or outside the normal working day.

Meetings

Sensible arrangements for meetings are important to prevent them from encroaching on the time teachers need to complete their other professional duties. All meetings should be included in directed time.

The nationally agreed joint guidance on workload and working time for teachers in sixth form colleges (Appendix 9 of the Red Book) addresses the need for colleges to have a calendar of meetings and other activities, and directed time calendars for each teacher's directed working time.

It notes that it would be "inappropriate" for any working time undertaken on the principal's direction to be excluded from directed time.

The college calendar should set out all the activities scheduled to take place in the academic year, for example, learning outside the classroom activities, meetings, parental

consultation evenings and teacher days. The NEU believes that meetings outside session times should be held on average no more than once a week.

Detailed guidance on the calendar and directed time budgets can be found in *Sixth Form Teachers' Workload and Working Time Guidance – NUT Guidance*.

Mock inspections

Inspection by itself does not improve teaching or learning. Mock inspections, and preparation for them, can be disruptive and cause unnecessary stress and workload. There is no statutory requirement to participate in 'mocksteds'.

Appraisal processes

A new pay and appraisal framework was implemented in most sixth form colleges from September 2016 and hopefully an appraisal policy was agreed by the ATL and NUT with your college. If, however, the appraisal process in your college is unfair or over-burdensome – or is reducing rates of pay progression or denying progression to teachers whose performance is acceptable – then collectively you should seek to secure change.

Lesson observations

Good practice in lesson observation requires a professional dialogue, proper planning and the allocation of sufficient time. Excessive lesson observation is one of the biggest sources of stress for teachers and does not of itself lead to better classroom practice. The joint guidance on the new appraisal framework says that an increase in observations is not required and the teacher unions made clear in discussions that in our view trying to grade individual lessons is increasingly discredited.

The longstanding NEU position on observations in sixth form colleges has been that classroom observation for the purposes of appraisal should be limited to one observation per year, and that teachers should only be observed by those with qualified teacher status.

Excessive requirements in relation to lesson observation also, of course, impact on those who are undertaking the observations, adding unnecessarily to their workload as well as promoting an atmosphere of distrust – so this is an issue that can be addressed from two angles.

Writing reports for parents and families

One report per year is sufficient for parental accountability, alongside parents' evenings and individual discussions with parents where necessary. Spending too much time on report writing can distract from effective formative assessment and feedback to learners.

Inappropriate use of 'gained time'

During the year, teachers may be released from some of their timetabled teaching commitments as a result of students being on study or examination leave. Such time is known as 'gained time'. During gained time, teachers should only undertake activities from the list below:

- developing/revising department/subject materials, schemes of work, lesson plans and policies in preparation for the new academic year, including identifying appropriate materials for use by supply staff and/or cover supervisors
- assisting colleagues in appropriate planned team teaching activities
- taking groups of students to provide additional learning support
- supporting selected students with coursework
- undertaking planned activities with students transferring between year groups
- where the college has a policy for all staff to release them for continuing professional development (CPD) during college sessions, gained time may be used.

Arrangements for observation which involve students

This could include:

- students observing teachers teach and providing either written or oral feedback on what they have observed; and
- the distribution of questionnaires to students which elicit comments on teachers' performance or attitudes, the conduct of lessons, or the way in which teachers discharge their responsibilities.

Members should not organise or co-operate with such arrangements with which they are unhappy.

Class sizes

Class sizes have increased in most sixth form colleges. This has increased the workload of teachers and should be included in the discussions with colleges on other issues covered in this guidance.

Voluntary activities

The guidance is designed specifically to tackle the issues of excessive teacher workload and defend pay and conditions of service in a manner which achieves these aims using strategies which are student, parent and public-friendly.

Where members have volunteered freely to undertake extracurricular activities and have not been placed under pressure to do so, the NEU does not intend to prevent them from continuing. Extracurricular activities include college teams, music/drama productions and clubs.

Where members have made a professional judgement and have volunteered freely to provide extra support for certain students outside college sessions, these can also continue.

NEU workplace teams

Strengthening our influence in schools and colleges lies at the heart of the creation of the National Education Union.

Bringing together strong and inclusive rep teams will help to build a representative and influential union in every workplace, and will enable members to challenge and change the culture of excessive and unnecessary workload.

A larger presence in schools and colleges will mean more reps, not fewer, working together with school and college leaders to deliver on the Government's workload challenge to reduce workload, and improve the working lives of education professionals and outcomes for students.

Your existing reps (ATL section and NUT section) can use this resource to work together to tackle workload with members in your workplace. If there isn't a rep in your college then members can elect an NEU rep or team of reps.

- Workplace reps: working together to organise and represent the views of members in discussions and negotiations with college leaders
- Health and safety reps: leading on issues which impact on the health and safety of staff, working with staff and leaders to ensure that the workplace and workplace practices are risk assessed and safe
- Learning reps: leading on issues around professional development, working with members and leaders to ensure that colleagues have access to high quality CPD to continually develop their knowledge and improve outcomes for students

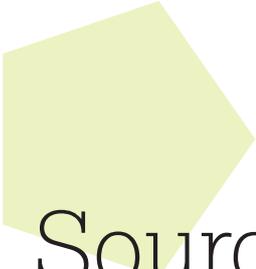
When someone new takes up the role of rep/reps in your workplace, email membership@neu.org.uk with full contact details.

If you would like further guidance and support on your workload campaign then please contact the Organising Team organise@neu.org.uk who can also advise you about training and mentoring opportunities for reps to help develop your confidence and skills.

Other support from the National Education Union

You could also make contact with other NEU reps and members in your area to share ideas. And keep an eye on our websites – www.atl.org.uk/abouttime, www.teachers.org.uk/members-reps/6th-form-teachers and www.teachers.org.uk/workload – for more resources, information and case studies.

Finally, if you feel that you need support in your workplace to tackle workload then please contact the Organising Team at organise@neu.org.uk.



Sources of information

Ofsted advice for schools on “Ofsted myths”

www.teachers.org.uk/pay-pensions-conditions/workload

Reports from Independent Workload Review Groups

www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload

DfE poster and pamphlet

www.gov.uk/government/publications/teacher-workload-poster-and-pamphlet

Wales Government Workload Poster

www.estyn.gov.wales/document/reducing-workload-english-poster

Sixth Form Teachers’ Workload and Working Time Guidance

www.teachers.org.uk/members-reps/6th-form-teachers/6th-form-college-teachers-workload-and-working-time

Teachers Working Time and Duties – an NUT Guide

www.teachers.org.uk/pay-pensions-conditions/conditions

Classroom observation – NUT guidance for sixth form colleges

www.teachers.org.uk/members-reps/6th-form-teachers/classroom-observation-guidance-sixth-form-colleges

NUT classroom observation protocol

[www.teachers.org.uk/ pay-pensions-conditions/appraisal](http://www.teachers.org.uk/pay-pensions-conditions/appraisal)

NUT guidance on what is reasonable marking www.teachers.org.uk/pay-pensions-conditions/workload/review-group-reports

ATL guidance on dealing with workload with colleagues and individually www.atl.org.uk/policy-and-campaigns/make1change

ATL workload tracker www.atl.org.uk/atls-workload-tracker



Appendix 1

College Action checklist

Use this checklist to help you and your colleagues discuss how you want to use the NEU's support for action on workload and identify the specific steps you want to take on inappropriate working practices.

You could focus on a number of issues concurrently, choose to focus on the issue causing the greatest concern, or gradually address issues one by one. You could, for example, use the list to identify the three issues that members feel most strongly about and the three steps they are prepared to take. It is not an exhaustive list and is currently weighted towards teacher concerns – you can add other issues of concern. You can use these actions to resolve problems in the areas addressed by the action or to secure other improvements sought, such as an entitlement to more or better protected non-contact time for preparation purposes.

This approach has been used successfully to secure real benefits for members. You can seek advice about the best way of taking this forward from your local officers or via organise@neu.org.uk

When you have your list of priorities, approach your managers to see if you can work together to find better ways of working. Managers and leaders may also be NEU members, and working collaboratively to meet the needs of support staff, teachers and leaders will be the best way to achieve sustainable change. Where this is not possible, you should seek to outline your position and to reach an agreement based on the concerns NEU members have identified and their proposed solutions. If you reach an acceptable agreement you should congratulate yourselves on having succeeded in improving your working conditions. If management doesn't accept the proposals then you can discuss with your local officer whether members are willing to take part in an industrial action ballot.

Possible actions at college level on issues identified as being of concern

- Refuse to attend meetings outside college session times more often than one meeting per week (perhaps limited to one hour)
- Refuse to undertake any directed working time activity unless it is included in your personal directed time calendar
- Refuse to participate in any form of classroom observation for appraisal/performance management purposes unless the college operates a policy limiting such observations to no more than one per year
- Refuse to co-operate with appraisal policies that have not been agreed with the NEU
- Refuse to be observed for appraisal purposes by anyone who does not have qualified teacher status
- Refuse to take part in other management-led scrutiny initiatives eg learning walks, book looks, classroom observations for purposes other than appraisal
- Refuse to submit weekly lesson plans to senior managers or anyone acting on their behalf
- Restrict written reports to parents to one report per year with no interim reports
- Refuse to send or respond to work-related emails outside directed time
- Refuse to cover for teachers' absence
- Refuse to accept the direction of the principal to undertake any other activity, including cover, in such guaranteed non-contact time
- Refuse to implement or participate in any new or existing working practices which have not been subject to a workload impact assessment
- Refuse to participate in mock inspections commissioned by the college
- Refuse to invigilate any public examination or any 'mock' examination where the timetable has been reorganised to replicate the external exams process
- Refuse to undertake any activities in "gained time" other than those set out earlier in this document
- Refuse to organise or co-operate with any arrangements for observation which involve students commenting on the work of teachers or being involved in decision making about teachers' roles, responsibilities, pay and promotion
- Restrict student tracking, refuse to undertake exam results analysis and refuse to collate student reports
- Refuse to investigate student absences, produce & analyse attendance figures and undertake other data management tasks
- Refuse to undertake routine administrative and clerical tasks such as those tasks set out in Appendix 3

Appendix 2

Planning your campaign – putting the plan together

Once you've assessed the strength of the workload issue in your workplace, the following general 'problem, information, plan' approach is a useful way to help develop a plan to tackle this issue

Problem

- Identify the problem – what is it?
- Why is it a problem?
- What are the causes and what is the impact?
- Is it an individual or collective problem or both?
- Who is involved or affected by this problem?
- Is this wholly or partly something which can be dealt with at workplace level?

Information

- How can you gather information to assess the scale of the problem and its impact (see below)?
- How can members get relevant information from the employer, NEU and other organisations?
- How can NEU work-life campaign resources help?
- What do the terms and conditions of employment/contract of employment say?
- What do workplace/local/national agreements say?
- Is there a relevant procedure or employer policy?
- Is the problem covered by the law – health and safety, employment or equality?
- What is the NEU's policy and advice?
- Has it happened before, and what was the outcome?

- Have other reps also dealt with this issue? How would you find out?
- What do other members feel about the issue and would they support, get involved or help?
- Is there any other information you may need?

Plan

- How will you plan to tackle this issue together?
- What are the specific things you want to change?
- Who will you need to work with to resolve this issue?
- What avenues are there to raise this issue in the workplace?
- What would be a realistic aim and approach?
- What advice, assistance and support do you need from other reps, members, lay officers, the NEU nationally?
- If other members are concerned how will that influence your plan?
- Can you take this up as a collective issue?
- How can you keep other members involved?
- How does your plan aim to attract and involve new members of NEU?
- As you try to resolve the problem, what could you ask members to do to get them more involved?
- Anything else?

Appendix 3

Administrative tasks which teachers should not routinely undertake

Some common tasks are listed below. They are illustrative and not exhaustive. Members should identify any additional tasks they should not be undertaking by applying the test of whether they require the exercise of a teacher's professional skills or judgment.

- 
- Collecting money from students and parents
 - Investigating a student's absence
 - Bulk photocopying
 - Typing or making 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 students
 - 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 student reports
 - Administration of work experience (but not selecting placements and supporting students by advice or visits)
 - Administration of public and internal examinations
 - Administration of cover for absent teachers
 - Ordering, setting up and maintaining ICT equipment/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, college status and the like) using contributions by teachers and others
 - Transferring manual data about students not covered by the above into computerised management systems
 - Managing the data in college management systems



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