Unbound Teachers
Engagement Beyond School Walls
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Chris is a co-founder of Edval, a company transforming education through smarter timetabling. He has experience consulting to government, and has achieved cost savings in staffing of £150k+ across several UK schools. Edval has global reach across several sectors, and provides advanced software compatible with SIMS, NovaT6, and over 70 other school administration systems globally. In addition to ‘timetable audits’ and timetable construction services, Edval also provides curriculum consulting.

About Edval
Edval is a global timetabling and educational consulting group. With offices in Australia and London, Edval has client schools all over the world, including USA, Ireland and Asia. In addition to the provision of smarter, algorithmic timetabling software, Edval has a large team of educational consultants who can assist schools to improve in many areas through the use of innovative technology.

It is unfortunate most schools miss one of the biggest levers to drive positive outcomes in almost all areas such as cost, academic performance, behaviour, staff retention and happiness, parental engagement and much more – the lever is timetabling. Timetabling is hard – it’s a dark art. Edval is changing that, and would love to engage with your school.

For smarter solutions in your school, visit us at www.edval.education
What’s proposed: For senior staff, who don’t have a full teaching load, give them a day off. Not off, so much as a work “unbound from the bell’ day. Possibly other teachers as well, around planned excursion days.

There are of course, fears and hesitations. Mostly, these fears are without basis - and overshadowed by opportunities as explained in more detail below.

The data proves beneficial to much more than warm fuzzies in the workplace. (see Benefits of Flexible Working section in the UK Department for Education’s 2017 “Flexible Working in Schools Guidance” document) As we analyse the misconceptions, fears, and antiquated beliefs about what an educator’s work should look like, have faith as we explore new ways of working.

This book isn’t merely designed to have you questioning your own thoughts before you finish reading, but also inspire and support you as you move forward embracing smarter practices which benefit all. We invite you to also explore the References section at the end this ebook for more ways to experience the benefits of work at home in your school.

As you read on to discover more possibilities, we challenge you to identify any current practices and organisational policies which may be holding you back, and encourage you to keep an open mind. Changing the way you think will help you positively change the future, as the experience of teachers, administration, students, and parents improves.

Which benefits would you most like to experience at your school?

Benefits

Embracing flexible working has a variety of benefits for both schools and their staff, which flow on to

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It’s no secret schools can be slow to change. While the broader world is rapidly moving to flexible working and a gig economy (through models of work like Uber and Airbnb), life at school is still ruled by the bell. Staff are expected at school all day. Part time work is tolerated, not actively embraced.

For many teachers, being paid to work from home is a pipe dream. The sad reality is many teachers work from home- but that work is done on weekends, after hours, unpaid, and in addition to their busy week at school. Instead of enjoying well-earned personal time, it’s all too common to find them marking student papers, planning lessons, doing other classroom preparation, communicating with colleagues over email, and fitting their required continuing professional development into non-school hours. This structure of work isn’t the future we want to leave for our children, is it?

There are huge benefits to working from home, and while directly for teachers themselves, benefits flow on to the school, and also (indirectly) to students. Happy teachers with time flexibility leads to students receiving better resources and engagement by their teachers. Working from home may not be possible for all, but flexible working promotes broader opportunities for many faculty.
their student body. Wellbeing and happiness, productivity, reduced environmental impacts and a recruitment edge are just some of the great reasons to incorporate a flexible policy. Timetabling these flexibilities isn’t as complex as you think either!

Be sure to read the Edval eBook “Rethink Flexible Working with Smarter Timetabling” for more insights on flexible working at your school.

The Harvard Business Review reported in 2019 that working remotely even one day a week boosts employee engagement https://hbr.org/2019/05/engagement-around-the-world-charted

Happy staff
Allowing staff the option to work from home a day a fortnight would make staff so much happier. This may be easier than you think to achieve, with minimal cost, or even no cost in many cases. There are many and varied reasons for a work unbound [from the bell] day making staff happier, such as reduced cost and time in transport, productivity, flexibility to work around childcare or personal administrative to-dos and so on.

Improved mental health may also be a benefit, with reduced depression and anxiety, as staff can be given a ‘break’ which may actually aid their productivity. Staff wellness may be improved by a simple change to the timetable, and the policy relating to working-from-anywhere when not teaching.

Recruitment + Retention
Imagine advertising a senior position that included a work unbound day. Uber pays very low rates, yet has no shortage of drivers who are keen to enjoy the utmost flexibility this work provides.

The opportunity to work unbound, flexibly, is worth an incredible amount to staff, and is a game changer in recruitment – allowing more cost efficient salaries, or a wider talent pool for the same salary. Not just a lure for new staff, it would also make staff keen to remain. Where else can they work-from-anywhere in the teaching profession?

Furthermore, while it may seem only relevant to senior staff with a reduced teaching load, what does it say to other teachers if you advertise this? The TES reports teacher recruitment advertisements attract far more interest if the wording ‘flexible working’ is mentioned. So even those applying for roles that do not include any work-from-anywhere arrangements, will see your school more favourably by knowing this is an option. Be the leading light school. Think different. Attract quality candidates.

Increase productivity
Staff who are happier, and who have more time, are more likely to be productive. Do you want to measure staff on their hours spent physically on-site, or rather, on their results? The quality of their teaching resources and plans, and the quality of their students’ results? Do we need teachers physically present at school even when they are not teaching? Perhaps they are better remaining at home, working on their deliverables.

Reduced transport costs
Allowing staff to work ‘a day’ from home means no expense travelling to school. Over time, this could be a significant cost-savings to staff. This translates to you being able to offer slightly less than the school down the road, as your position could be similar in financial terms – if the reduction in travel and other costs are factored in.

Reduced travel time
Travel is not just financial cost, but also time cost. Not needing to travel at all on a day may give staff two hours of extra productive time for each such work unbound (work-from-anywhere) day. “Travel is not just financial cost, but also time cost. Not needing to travel at all on a day may give staff two hours of extra productive time for each such work unbound (work-from-anywhere) day.”
while this may seem an obscure benefit, it is a reminder of the many different ways – both small and large – that working from home can bring.

Smart timetabling (and policy) to reduce the risk of staff injury? There are several ways this can be done, such as reducing teacher movement each day, setting class sizes and social balancing behaviour – but timetabling work at home is a whole new class of risk reduction.

Environmental benefits
Promote the green aspects of being a staff-focused employer, who actively encourages staff to take a work-from-anywhere, where this can be accommodated. This is one less person driving a polluting car, one less person on that crowded bus, one less person incurring an environmental debt. We once gave no thought to plastic, and now students are striking globally – pressuring the world leaders to address a climate change emergency. You have the ability to encourage one less journey for each teacher, on any work unbound day. Cumulatively it all makes a difference, and can be used to market your school’s focus on the environment, and to attract quality teaching staff who share concerns for the planet.

Be seen as an innovative employer
Be different. Stand out from the crowd. Want to hire amazing teaching talent? Why not offer ‘Work from home in some cases’. Wow. Did I read that right? This is a school teaching position isn’t it? Who does that – who offers that? Is this even possible? How could they timetable that?

For those seeking innovation in their employment, what better lure than a school offering something radically different. Offering trust and flexibility. Offer (draw breath sharply) work-from-anywhere!

Reduce pressure to go part time
As teachers get older, they increasingly want to go part time. All too common, this isn’t possible, so they drop out of teaching completely. And yet, is this really necessary? You may not need to offer them a part time position –

Reducing travel time and cost is also about flexible start and end times. By having smart timetable flexibility together with supportive school policy, some staff can arrive late, or leave early. This allows them to bypass the heavy morning peak hour traffic, or peak public transport rush, and may also allow them cheaper off-peak fares, or reduced travel time on less busy roads.

Your part time staff may far prefer to come to school every day, so long as they can do morning drop-offs most mornings. It may work far better for the timetable to support this, and far better for the young mum. This is a win-win scenario. Yet right now in many schools, nobody is joining the dots. The reality is that smart timetabling plus innovative policy (+ trust) can benefit everyone – especially the students. Who knew that smart thinking in this area may allow you to have your part-timer attend on-site every day, and love you for it!

Even full time staff may appreciate PPA being scheduled more towards first or last period. It isn’t just benefits for part time staff. Timetabling period one off, and ‘allowing’ them (as policy) to be off-site on first or last period isn’t just about childcare drop-offs. It’s also about flexible time, flexible location, and flexible travel. Wins all round.

Reduced travel risks
Any travel has risks. Reducing staff travelling means a slight reduction in risk they will be involved in travel-related accidents. While not common, these do occur and do require staff to take time off, while you continue to pay them. So
The ‘cost’ for each staff member being on-site is small, but over time, savings can be made if staff are spending a proportion of time away from the site. They are not using your valuable school resources when away.

It’s one less staff member using the toilet, taking up space – when they may actually prefer to be at home.

**Use as a role incentive**

To encourage staff to apply to senior roles, and to ensure good performance, the allowance to work from anywhere is a key privilege. It can be offered as an incentive, or removed temporarily as a way to modify behaviour and performance issues, and bring them into line when needed. Sometimes it’s difficult to know how to motivate or correct staff. Sometimes the little things like the work-from-home day privilege can provide a powerful new tool, one you didn’t have before.

**Half-day away**

It is certainly possible to grant occasional full-days ‘working-away’, but mainly for senior leadership. Granting approval for half-days-away may be more palatable, and applicable to far more staff. This may be seen as a lead-in to the concept in a staged approach.

Half-days don’t provide some of the direct savings, of course. Teachers still need to dress for work and cover their expense to travel in for a half-day, just like a regular day. However, there are benefits in off-peak travel, and many personal benefits to staff in the flexibility to use this business-day time, which they otherwise would not have access to.

From a recruiting perspective – and certainly for general staff happiness – offering this half-day opportunity at all is more than what staff have now, and likely more than what neighbouring schools offer. Note that while it may be seen to primarily benefit individuals, happier teachers are more likely to be better teachers. There are fewer reasons to complain, and more flexible time to manage their workload effectively.

At least in part, the more trust and flexibility is given, the higher likelihood more quality teaching will be delivered. For those whom do not wish to upset the status quo, take a look at trends in online & remote learning, virtual reality hardware, and use of other innovative technology in education. Teaching is changing – are you?

**Why not consider a small trial for one term, offer select staff the opportunity to work-away for just a half-day every fortnight?** Remember that your school may very well have much to lose by this venture. The ‘loss’ of bad attitudes, or perhaps losing high-absenteeism, poor-quality teaching, and apathy. Invigorate your team with a new energy by being a little different, embracing change, and sharing trust.

Remember that it isn’t a half-day off, it’s a half-day different.

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you may just need to offer them the flexibility that a work from anywhere job provides. This can be seen as a quasi part time role. Full time work, but not full time on-site. Many part-timers lament the fact that they often still do close to a full time job but for reduced pay.

Why not switch it around, and offer full time pay but allow staff the appearance of part time work. Often staff are even more productive when working at home anyway, with less distractions from a busy school, and block time to work – even late at night if they want. Give staff the flexibility to work when it best suits them, when they are in senior roles that support this.

**Fewer days off**

The work unbound initiative can apply to anyone, full or part time.

Part-timers usually want whole days off. But this may be solely because your school policy is forcing it. It’s entirely possible that at least some of your part time staff would actually prefer to work more flexibly.

Imagine if your part-timer would far prefer to forgo their regular day off, if they could do morning drop-off for their children, and be off for most period 1 lessons. You may get a win-win. Happier teacher, but also better spread classes and staff accessibility, so happier students.

**Reduce resource use on-site**

Staff on-site need to use a seat, a desk, park their car on-site and drive in and out. They also need to use the restrooms, tea and coffee facilities, make calls and use the internet.
Compressed hours is another term used to define this new working model. Do all your work Monday to Thursday, then take Friday off - OR use Friday to work on other projects or meetings. It’s the block time off and flexible policy to use this time that matters, not that this is necessarily ‘at home’ time.

Supply options and CPD
Like compressed hours, staff who are timetabled off on all periods of a day may stay at home, but could equally be called in for a paid ‘casual day’, or attend CPD (Continuing Professional Development). The block time off gives many different options, both for the teacher, and also for the school. Not all teachers will want to do a supply day on their day off. But for those who would love this - the option may be there.

Fears + Hesitations
Despite the overwhelming benefits for offering flexible working, the practicality of a work-from-anywhere option may still fill you with fear and hesitation. However, much like other industries who have embraced flexible working, there are solutions to combat these concerns.

Timetable difficulties
One of the key concerns is that allowing staff to work-from-anywhere will cause the timetable to be unworkable. Schools often discourage part-timers as it is, let others, use resources, or otherwise get stuff done.

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alone support or even encourage existing full time staff to be scheduled with a part time load. This is due to unfounded concern of the impact of this arrangement ongoing (bad class spreads), and the difficulty in supporting it in the first place (scheduling of the timetable).

If schools were aware that work-from-anywhere opportunities are and could be rapidly showcased as easy; with impact readily shown, what would be the obstacle now? When presented with a good timetable that has some senior staff with full days off, where can the argument be?

New technology in timetabling allows schools to examine what-if scenarios quickly, and generate timetables within an hour to test the possibility of some staff working-from-anywhere. If you knew the timetable was no longer any obstacle, would you still object to this arrangement? Or would you fall back on other questionable fears and hesitations such as below?

Are they working or slacking?
Who is supervising staff when working from home? The reality is that staff working on-site are just as likely to be cruising Facebook and playing Candy Crush than at home. It’s not really that easy supervising staff minute by minute, but it is easier supervising staff on their deliverable results.

There may be concern staff are ‘slacking-off’ at work, or on the schools ‘dime’, but in some contexts this could be a good thing. Imagine a teacher who has a busy teaching day, with one free or PPA period in the middle. If this teacher wants to relax with cat videos while on-site in this period, why not allow them? This mini mind-break may well be the recharge they need to deliver amazing teaching for the remaining periods.

Keep focus on work for all of the minutes ‘on-site’, and this may be less productive in the long run. It’s not easy gauging productivity without the benefit of longer term results. So if you allow them to work-from-anywhere, you can assess their outcomes, more than trying to figure out if they are working or slacking, while on-site at the school.

Is this fair on others?
Due to timetabling complexities, not all senior staff can get a day off to work-from-anywhere. It may depend what subject they teach, and what block they are on. Does this mean you can only offer a work-from-anywhere day to ALL staff, or to NO staff? Or can you allow it to be offered on a case by case basis, depending on a range of factors. Staff productivity when at home, timetable requirements, and other factors can be considered. One must question the rationale of ‘fair’.

Schools are not like a family, where small children may bicker if they don’t get a Christmas present of equal value to their siblings. Teachers are professionals. Bowing to complaints over fairness shows a lack of confidence and control, and trust in your staff. Be assertive and push back on complaints. Working-from-anywhere is a privilege, which can’t really be guaranteed under any circumstances.

Be clear to staff that if they can’t get a work-from-anywhere day this year, they may get one next year, and that you may consider alternatives being a morning or afternoon off instead if this fits. The benefits of this far outweigh the downsides, and bickering over ‘fair’ is one of the possible HR issues to deal with. Fortunately it’s small – unless you bow to the politics. Remember that timetabling isn’t an exact science, and it’s not always possible to get what you want in all cases.

Accessibility off-site
Staff who remain at home for a day are not as accessible on this day to students or other colleagues. It may be more difficult to connect with these staff if they are at off-site. Fortunately modern communication now has teachers on social media, and students engaging with them through online portals and emails. The need to have teachers physically accessible on-site at all times is reducing. Even teaching itself is moving online and with flexible delivery. Working-from-anywhere is no different, and in many cases students may be completely unaware they are engaging with their teacher who is not at school.
Fear of floodgates
Some fear the unknown of a possible tsunami of applications to go part time, or expectations of being able to work from home. What has been seen can’t be unseen as they say. Once staff experience the delights of that beloved work-from-anywhere Tuesday, they will be most unhappy if it is subsequently withdrawn, or can’t be offered in the next year. It may be seen to be safer to have a strict policy of chaining all teachers to the physical school site each workday, rather than trial something new.

When negotiating flexible working conditions, make the parameters clear to all staff, so they know that the current arrangement is tied to the current timetable – much like everything else. With the right software giving you a helping hand, satisfying the desires of teachers through a timetable is easier than you think.

Impact on students
Some fear that by timetabling staff on compressed hours, or allowing them to work from home, students will be negatively impacted. This is borne of a fear that timetabling is difficult, and that there will be a big impact on students. The reality is quite different. Modern software like Edval can easily accommodate such requests in many cases, and showcase impact directly.

If a work unbound day was granted to a given teacher but resulted in poor class spreads for students, it can easily be withdrawn as quickly as allocated. By being able to make many major timetable changes on-the-spot, schools can now test variations of what-if scenarios, to get the best fit. And this is not just fit for the teachers in their work flexibility, but also best fit for students. They are not mutually exclusive.

Liabilities & expenses
Who pays if the teacher has a slip and fall while at home? Who is liable if their work desk isn’t ergonomic and they suffer repetitive strain injury, or some back complaint? Do you need to physically inspect their home to ensure it’s adequately ventilated, with fire escapes and adequate lighting?
There are some aspects of work-from-anywhere that may need some level of risk assessment, but overall it’s a non-event. The risks at home are a far lower likelihood than simply travelling to and from school on the road, and the possibility of employer liability is remote. Duty of care may be relevant for staff who work off-site, but let’s face it… teachers are ALREADY doing many hours of work-from-home as it is, and school authorities know this. The only difference in actively supporting work-from-home is it’s more acknowledged and structured. It may even be that supporting work-from-home allows staff to be even more productive, such that they may work ‘less’ by being given the freedom to work more when it suits them.

Conclusion
We are not all robots that ‘power-on’ at 9:00 a.m. and ‘power-off’ at 5:00 p.m. Using new technology to timetable staff flexibility to work-from-anywhere allows us to work less, and ‘be human’ more. What’s stopping you?! (Hint: It’s no longer timetabling)


Work unbound: Smarter work beyond school walls.

Next steps
The next step is to engage a respected timetabling consultancy like Edval, who can advise and showcase how this may fit using your own school’s timetabling data.

Advertise flexible working opportunities in your recruitment strategy.

Advertise your school’s flexible working focus.

Recruiting and retaining staff is difficult and costly. How do schools stand out from the crowd?

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Advertise your school’s flexible working focus.

Recruiting and retaining staff is difficult and costly. How do schools stand out from the crowd?
and attract and keep the talent they need, at an affordable salary? Technology has a new answer to this. **Teacher-Focused Timetabling.** Edval has revolutionised timetabling for schools, but increasingly this is seen as a small part of the value this tech darling brings to schools. Employment incentives through flexible working solutions provide schools with a significant edge to secure great teachers.

By advertising very real and personal benefits of teacher-focused timetabling, schools appeal more strongly to the market. This is not the usual offering and incentive for teacher recruitment.

You may wish to copy some of these points that fit your own school site, for use in advertisements, and on the employment website as general information for candidates at anytime.

**Benefits of Edval’s Teacher-Focused Timetabling at our school:**

- Faculty meetings more likely to occur in free periods. Less need to work after school.
- Preferred days-off likely granted (not ‘two half days’ off, unless you want this!)
- Timetabled parent evenings. Enjoy shorter schedules or even some interview nights off
- Options for PPA to be ‘a double period’. Ask permission to go off-site 2 hours for personal admin
- PPA spread out better, with options to request free periods more often on first or last period. Want late starts

Edval – We ‘also’ do timetabling.

If curious about other innovation benefits from the systems we use in our school, and the power of smart timetabling, consider:

**Edval**

- Teacher retention, recruitment, attendance & teacher happiness. (We also do timetabling)
- Teacher-focused timetabling
- Edval improve behaviour and academic results, reduce absenteeism. (We also do timetabling)
- Edval Save on staffing and supply teachers, reduce fixed expenses. (We also do timetabling)
- Edval Increase parental engagement and enrolment retention. (We also do timetabling)
- Would you like to work for an innovative school that is really thinking differently about improvement?
-See timetabling as just an admin task? Or an opportunity to improve all the key school metrics?!

**How to schedule work away / at home**

It’s pretty simple, but does require smart timetabling technology, and experienced users.

**Late start / Early depart**

Simply mark staff as being preferred unavailable for P1 or P6 (last period) accordingly. This means they could and probably will get classes scheduled to these periods, but ideally not very many at all. This is the most flexible approach, and may be sufficient for many teachers.

You may also code up meeting classes called ‘Offsite’ for additional control, and automatically schedule these with restrictions that they can only occur P1 or P6, which will block the periods from teaching classes. By controlling how many periods these off-site classes occur, you can grant confirmed

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late starts or early departures, including controlling on which specific days these occur.

**Double PPA**
By setting double period requirements, you can control block time off, and can align this with Lunch if desired. Staff are thus able to be given block time off within the day, while being fully available for the start or end of the day if needed. This can be aligned to provide a full morning or a full afternoon off.

**Work from home day**
Simply allocate relevant staff with a full day off that isn’t specified to a particular day (unless desired). Generate a timetable draft- Edval can often do this pretty quickly, or even same day. Observe the impact by comparing with- and without- home days for staff, to assess how reasonable it is to grant this opportunity.

**Smart excursion + exam scheduling**
It’s rare that different departments liaise together when planning excursions, other than the basic of ensuring there are no ‘clashes’ with students who may need to attend both. Consider the benefits if there were two or more subjects taking an excursion on the same day. This would require no student clashes, such as two single class subjects which share an option block/elective line. It’s identical to exam scheduling. It also requires the external venue and perhaps also the academic progress calendar to match. But if these could be aligned, you may see benefits in:
- Reduced transport costs. Possibly one less bus trip (or bus) if there is some double ups.
- Reduced cover expenses. Remaining classes have few students, if any, and are cancelled.

If planned in advance, some teachers may be considered for working away on an excursion day (or exam day), if this aligned to their lightest day. Remaining odd lessons may be covered by others while the rest are cancelled due to excursions. Full time teachers can be given the benefit of an occasional work at home / away day if there is smarter timetabling at play. Some schools give teachers their birthday completely off as an incentive, but it could also be just their birthday-working-at-home day to balance flexibility with productivity. This practice promotes a positive work culture with wider acceptance of work unbound policies, not to mention a timetabled, valid explanation for a staff member being off-site (but still working). Just knowing it’s an ‘occasional’ benefit aids teacher happiness, and showcases schools as innovative. Do other schools offer this?

**Work from home policy**
- Suggested content for staff handbooks, or other policy documents that define expectations

Working off-site, at home or elsewhere is a privilege. It is not always easy to accommodate all requests, or exactly as desired, but our school does support flexible working where possible. Staff should assume they must always attend the school site during school days, unless specifically permitted to leave.

Some staff may be granted leave to arrive late or leave early, such as to accommodate childcare. Others may be allowed block time off within the day, such as a double PPA, or PPA+Lunch, or even a full day off-site. This can only be relatively few staff due to workload and timetabell requirements, but it’s expected some should be able to benefit from this.

Staff should expect that the ability to offer flexible working off-site must be reviewed regularly, and once granted may need to be withdrawn for any reason. There can be many benefits to staff working off-site, but the intent is for staff to continue their work regardless of their location. Our school measures results and outcomes more than measuring how many hours you are physically on-site. Working off-site is not intended to be free time, but is flexible time.

Staff should not see being granted off-site time as elevating their status in any way, or advertise this too loudly in ways that may annoy others who don’t currently have this ability. It’s an occasional benefit that may occur, but the granting could be seen as almost random in some cases, as its affected by many factors. Staff should assume they do not have permission to work off-site as a default, but be pleasantly appreciative if this privilege is granted, and fully understanding if that is subsequently withdrawn for any reason – be it timetabell requirements, or performance issues, or other.

Permission to work off-site should be sought by your line manager, or for SLT from the headteacher. Permission should be granted on a term-by-term basis, and not in any way ‘ongoing’, partly because of possible timetable requirements, but also to ensure very clearly, that it is seen as an occasional privilege, and should not be taken for granted.

Conduct while working off-site: Staff should remain be readily contactable while off-site, as part of the conditions of this privilege. Staff should accept the need to be ‘called in’ at certain times to be physically on-site at school, with just a days notice, to work as usual. This temporary suspension of working off-site may be for specific meetings or activities, but it’s not intended that this be a regular occurrence.

Staff may elect to come in on a work off-site day to perform casual supply teacher activities for additional pay, if the school offers this. In this case, the teacher must continue their normal work at other times after hours or weekends, so long as it’s done. So taking an extra paid supply day on a off-site day means the teacher would be expected to work another additional day’s worth of time.
Supporting organisations (Flexible work friendly)

The following organisations directly support flexible working in schools. Should your organisation be here?

Timewise – www.timewise.co.uk
TeachFirst – www.teachfirst.org.uk
Now Teach – www.nowteach.org.uk
Edval Timetables – www.edval.education
Return to Teach – www.returntoteach.co.uk
WomenEd – www.womened.org

References
“Rethink Flexible Working with Smarter Timetabling” ebook
https://www.cipd.co.uk/knowledge/fundamentals/relations/flexible-working
https://www.amazon.co.uk/Talent-Architects-school-great-place/dp/1911382934

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